

# PLEASE NOTE VENUE

## CHILDREN'S SERVICES PORTFOLIO DECISION SCHEDULE



Friday 27th April 2007

at 3.00 p.m.

in Training Room 4,  
Municipal Buildings  
Church Square, Hartlepool

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

1. **KEY DECISIONS**

No items

2. **OTHER ITEMS REQUIRING DECISION**

- 2.1 Association of Directors of Children's Services – Financial Contribution – *Director of Children's Services*
- 2.2 Anti-Bullying Strategy – *Director of Children's Services*
- 2.3 Appointment of Local Authority Representatives to serve on School Governing Bodies – *Director of Children's Services*
- 2.4 Children's Services Department Plans – Departmental, Divisional and Operational Plans 2007/08 – *Director of Children's Services*
- 2.5 Nursery Education Capital Works 2006-2008 – *Director of Children's Services*
- 2.6 Review of Placement Strategy for Looked After Children – *Director of Children's Services*
- 2.7 School Improvement Partners (Primary) – *Assistant Director of Children's Services (Performance and Achievement)*

3. **REPORTS FROM INFORMATION DISCUSSION**

- 3.1 Manor College of Technology – Foundation Status – *Director of Children's Services*

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

No items

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

27<sup>th</sup> April 2007



**Report of:** Director of Children's Services

**Subject:** ASSOCIATION OF DIRECTORS OF  
CHILDREN'S SERVICES – FINANCIAL  
CONTRIBUTION

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### **SUMMARY**

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

To seek approval of the Portfolio Holder to the payment of a contribution to the Association of Directors of Children's Services (ADCS) in 2007 and thereafter annually.

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

The report sets out the purpose and role of ADCS including its benefits to local authorities generally and to the development of individual officers as members. It recommends that in line with the majority of local authorities, the requested financial contribution is made.

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

Although a non-key decision, one of the effects of approving the contribution will be to reduce the subscription levels to ADCS payable by individual officers in membership. Hence, member endorsement is needed.

#### **4. TYPE OF DECISION**

Non-key decision.

#### **5. DECISION MAKING ROUTE**

Portfolio Holder meeting on 27<sup>th</sup> April 2007.

**6. DECISION(S) REQUIRED**

To consider approving the payment in 2007/2008, and thereafter annually, of a small financial contribution to ADCS.

**Report of:** Director of Children's Services

**Subject:** ASSOCIATION OF DIRECTORS OF  
CHILDREN'S SERVICES – FINANCIAL  
CONTRIBUTION

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**1. PURPOSE OF REPORT**

To seek the approval of the Portfolio Holder to the payment of a contribution to the Association of Directors of Children's Services (ADCS) in 2007 and thereafter annually.

**2. BACKGROUND**

In 2003, the Portfolio Holder approved the payment of a financial contribution of £500 to CONFED, the Confederation of Education Service Managers, for 2003/04 and approved similar payments in future years, unless a significant increase over and above inflation was proposed, in which case a further report would be presented.

As a result of the government's Every Child Matters agenda, Confed has recently been disbanded in favour of a new organisation, ADCS, which covers the whole of the children's services agenda, not just education.

ADCS represents the professional interests of senior officers and advisers in Children's Services departments of local authorities throughout the country (not just directors). In doing so, it plays an important role alongside the Local Government Association (LGA) in representing and promoting the local authorities themselves with government agencies. It is recognised by DFES as a primary consultee on all major policy issues affecting children's services, and has formal status as a conduit for discussion with ministers and senior civil servants as well as the community and voluntary sector on all high-level children's services initiatives. It is a national organisation, but also has a very constructive regional structure and provides invaluable professional support and advice relating to the Change for Children agenda.

Another important aspect of ADCS's work is its organisation through its "Virtual Staff College" (VSC) of bespoke training for local authority staff. It also runs a series of well-respected conferences and seminars (available to members at reduced rates)

For all of these reasons, it is suggested that it is important for local authorities to support the work of ADCS.

### 3. FINANCIAL IMPLICATIONS

The level of financial contribution requested of local authorities by ADCS is based on the population range in which they fall. For 2007, the details are:

|         |                          |        |
|---------|--------------------------|--------|
| Range 1 | Up to 200,000 population | £1,000 |
| Range 2 | 200,000 – 300,000        | £1,500 |
| Range 3 | Over 300,000             | £2,000 |

Clearly, Hartlepool falls comfortably into the lowest of these ranges and the level of contribution in 2007 would therefore be £1,000. This is a reasonable rate considering that the rate of £500 for CONFED in 2003 covered only the education aspect of Children's Services and not Social Services or the broader Every Child Matters agenda.

It is suggested that if the contribution is approved for 2007, the approval should be deemed to remain valid in future years on the assumption that the rate would increase broadly in line with inflation. Should a more substantial increase be proposed, the matter would be referred back to the Portfolio Holder.

£1,000 cost of the proposed contribution for 2007 can be met from within the Approved Revenue budget for the Children's Services Department.

### 4. RECOMMENDATIONS

That the Portfolio Holder approve the payment of the financial contribution of £1,000 to ADCS in 2007.

That the Portfolio Holder also approves similar payments in future years unless a significant increase over and above inflation is proposed, in which case a further report would be presented.

### 5. BACKGROUND PAPERS

ADCS publicity leaflet.

### 6. CONTACT OFFICER

Adrienne Simcock, Director of Children's Services.

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

27<sup>th</sup> April 2007



**Report of:** Director of Children's Services

**Subject:** ANTI-BULLYING STRATEGY

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### **SUMMARY**

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

To inform the Children's portfolio holder, of the development and launch, of an Anti-Bullying Strategy and Pledge for Hartlepool.

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

This report outlines the current position in relation to the development of an anti-bullying strategy for Hartlepool.

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

Bullying sits within the Every Child Matters agenda under "Stay Safe" and "Make a Positive Contribution" outcomes. It is also a priority area for Hartlepool within the CYPP because it featured strongly during the consultation process in 2006.

The "Life in Hartlepool" anti-bullying survey in 2006 was conducted in twenty centres across Hartlepool to gain local research on which to base the development of work programmes.

Based on the results of this survey an anti-bullying strategy and Pledge have been developed to raise the profile of anti-bullying issues.

#### **4. TYPE OF DECISION**

Non key decision.

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 27<sup>th</sup> April 2007.

**6. DECISION(S) REQUIRED**

The portfolio holder is asked to approve the proposed strategy and Pledge for Hartlepool.

**Report of:** Director of Children's Services

**Subject:** ANTI-BULLYING STRATEGY

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**1. PURPOSE OF REPORT**

To inform the Children's portfolio holder, of the development and launch, of an Anti-Bullying Strategy and Pledge for Hartlepool.

**2. BACKGROUND**

Two of the Every Child Matters outcomes are relevant for preventing bullying and harassment:

**Stay Safe** – children and young people are safe from bullying and discrimination.

Key judgement: steps are taken to provide children and young people with a safe environment.

Evidence:

- Children and young people are encouraged to report bullying and discrimination
- Children and young people who are victims of bullying and harassment are given support
- There is regular monitoring of incidents of bullying and harassment

**Make a Positive Contribution** – children and young people develop positive relationships and choose not to bully or discriminate.

Key judgement: action is taken to reduce anti-social behaviour.

Evidence:

- Clear policies on combating bullying and harassment are implemented and monitored
- Training advice and support is available to staff on the identification, prevention and management of bullying and harassment
- Action is taken to challenge and reduce bullying and discrimination and other anti-social behaviour by children and young people
- Local patterns of discriminatory behaviour are identified



Bullying is a priority issue in the Children and Young People Plan based on the views and experiences of the children and young people of the town. Children and young people raised this as an issue during the consultation process. In Hartlepool we are actively working towards a reduction in the incidence of bullying and harassment and endeavour to provide support to victims, the perpetrators of bullying and the bystander.

In November 2006 as part of national Anti-Bullying week a large-scale survey was undertaken with children and young people around bullying issues entitled "Life in Hartlepool". One thousand, seven hundred and seventy five surveys were completed. On the basis of the results a town wide strategy and pledge was devised to raise the profile of anti-bullying issues to promote and encourage a zero tolerance ethos in respect of bullying behaviour.

### 3. PROPOSALS

A proposed Anti-Bullying Strategy for Hartlepool was launched on March 6<sup>th</sup> 2007 (**Appendix 1**). It aims to promote joint working between the Local Authority and partner agencies to prevent bullying and create safe, positive and stimulating environments for the children and young people of the town. It includes a Pledge for Hartlepool which organisations are asked to sign up to and which will be endorsed by the Director of Children's Services (**Appendix 2**). It is envisaged that such an approach will support the delivery of a consistent approach to anti-bullying work.

The strategy outlines a vision of how the professionals will make a commitment to demonstrate appropriate preventative and reactive behaviours to bullying, whilst involving and listening to young people in the work being undertaken.

The definition of bullying that Hartlepool practitioners are working to is that used by the DfES. However additional information has been incorporated with regard to the further dimension of racism.

### 4. RECOMMENDATIONS

That the portfolio holder approves the proposed strategy and Pledge for Hartlepool.

### 5. CONTACT OFFICERS

Zoe Westley, Social Inclusion Strategy Co-ordinator. Tel 287349.  
Louise Allen, Social Inclusion, Co-ordinator. Tel 287352.

# Children's Services Department

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*Every Child Matters*



## HARTLEPOOL ANTI-BULLYING STRATEGY

March 2007

## **VISION**

As a member of the Anti-Bullying Alliance, Hartlepool Children's Services believe bullying is a serious issue. The Local Authority and partner organisations will work together to prevent bullying by creating safe, positive and stimulating environments for children and young people. All staff will be confident and skilled in addressing issues of bullying.

In Hartlepool we believe that all children and young people should grow up without the fear of being bullied. Adults throughout the services in the town will challenge bullying at all levels, demonstrating appropriate behaviour at all times.

Adults will value, respect and listen to children and young people ensuring that they have the opportunity to speak out and have their voices heard on their experiences of bullying. Children and young people will be actively encouraged to participate in identifying both the problems and solutions to bullying. The Local Authority will play a key role in providing a co-ordinated response to bullying.

## **DEFINITION OF BULLYING**

There are many different definitions of bullying with individuals having very different experiences; however there are three identifiable common elements within each one. Bullying is defined as being:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against

Bullying can take many forms, but the three main types are:

- Physical
- Verbal
- Indirect

Racism can take a number of different forms with bullying being one of them, therefore racist bullying is required to be dealt with as a racist incident. The MacPherson Report defines racist incidents as "any incident which is perceived to be racist by the victim or any other person."

For interventions to be effective, racism, like bullying require that they are addressed both proactively and reactively.

## OUR VALUES

Based on the views and opinions of children and young people across the town bullying is identified as a priority issue in the Hartlepool Children and Young Peoples Plan.

In Hartlepool we are making a commitment to reduce the incidence of bullying and harassment and endeavour to provide support to victims, the perpetrators of bullying and the bystander.

Across Hartlepool there is a strong commitment throughout our schools and services to promote a zero-tolerance ethos in respect of bullying.

WITHIN THE TOWN IT IS HOPED WE CAN:

- Raise the awareness of bullying and the effect it has on children and young people's emotional health and well being, life chances and achievement.

- Create an environment in which everyone agrees that bullying is unacceptable and must be tackled as a matter of urgency

- Work to ensure that teachers and other adults that work with children and young people, and young people themselves are equipped with the skills and knowledge to address bullying effectively.

## “LIFE IN HARTLEPOOL”

Over 1700 children and young people responded to the survey. The key messages from the survey are:

- 41% said that they had experienced a form of bullying.

- 78% had witnessed bullying, highlighting the role of the bystander.

- 19% said that they had bullied another person or persons.

- Name calling was identified as the most common form of bullying experienced by both boys and girls

- Bullying most commonly happens in and around school, with local shops and parks being areas of concern.

- Bullying happens predominantly during the school day.

- 10% did not feel safe at home

- 33% did not feel safe in school

- 41% did not feel safe around their school

- 53% did not feel safe around the town

- 72% of respondents thought that children and young people can help to stop bullying

# Bullying – A Pledge for Hartlepool

Name of Organisation

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We commit to work together to reduce bullying and create safe environments in which children and young people can live and grow free from bullying, violence and aggression.

## **We believe:**

- ✓ That bullying in any form is wrong and should not be tolerated.
- ✓ All children and young people should be valued and respected, encouraging individuality.
- ✓ All children and young people have the right to feel safe and secure.
- ✓ Dealing with bullying is everyone's responsibility.

## **We will:**

- ✓ Listen, respond and take name calling seriously.
- ✓ Value difference and diversity, ensuring we are inclusive of all.
- ✓ Treat everyone with respect and courtesy, with adults being positive role models.
- ✓ Ensure children and young people are able to actively participate in decisions that affect them in relation to bullying.

\_\_\_\_\_ Head of Organisation

\_\_\_\_\_ Director of Children's Services

\_\_\_\_\_ Date



**CHILDREN'S SERVICES in Hartlepool**

**Every Child Matters**

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

27<sup>th</sup> April 2007



**Report of:** Director of Children's Services

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

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### **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 where vacancies currently exist.

#### **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 27<sup>th</sup> April 2007.

#### **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 where vacancies exist.

**Report of:** Director of Children's Services

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

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## 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 where vacancies currently exist.

## 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 23<sup>rd</sup> March 2007 (**Appendix 1**).

## 3. RECOMMENDATIONS

The Portfolio Holder for Children's Services approve 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 1**.



**VACANCIES FOR  
LOCAL AUTHORITY REPRESENTATIVES  
MARCH, 2007**

**Contact Officer: Ann Turner  
Tel. 523766**

**Children's Services in Hartlepool**



## VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

| SCHOOL<br>INCLUDING LA GOVERNORS    | VACANCIES                   | POSSIBLE<br>INTEREST  | RECOMMENDED<br>FOR APPOINTMENT |
|-------------------------------------|-----------------------------|-----------------------|--------------------------------|
| <b>Barnard Grove Primary School</b> |                             |                       |                                |
| Mrs D Stonehouse                    | One vacancy                 | No interest expressed | No recommendation              |
| Mr J M Kay                          |                             |                       |                                |
|                                     |                             |                       |                                |
| <b>Brierton Community School</b>    |                             |                       |                                |
| Councillor Ms M James               | One vacancy                 | No interest expressed | No recommendation              |
| Ms A Lilley                         | vice Mr H D Smith           |                       |                                |
|                                     |                             |                       |                                |
| <b>Brougham primary School</b>      |                             |                       |                                |
| Mrs J Thompson                      | One vacancy                 | No interest expressed | No recommendation              |
| Mr A Walker                         | vice Mr R Atkinson          |                       |                                |
|                                     |                             |                       |                                |
| <b>Catcote School</b>               |                             |                       |                                |
| Dr M Banim                          | Vacancies vice              | No interest expressed | No recommendation              |
|                                     | Mr J Proud<br>Mrs I Hodgman |                       |                                |
|                                     |                             |                       |                                |
| <b>Clavering Primary School</b>     |                             |                       |                                |
| Councillor Mrs S Griffin            | One vacancy                 | No interest expressed | No recommendation              |
| Councillor R Cook                   |                             |                       |                                |
|                                     |                             |                       |                                |
| <b>Dyke House School</b>            |                             |                       |                                |
| Councillor J Lauderdale             | Vacancy                     | Mr E Norman           | Mr. E. Norman                  |
| Mrs M Sneddon                       |                             |                       |                                |
| Mrs S Sharpe                        |                             |                       |                                |
| <b>Golden Flatts Primary School</b> |                             |                       |                                |
| Councillor Ms C Hill                | Vacancy vice                | Mrs J Liston          | Mrs. J. Liston                 |
| Councillor M W Turner               | Mrs K Hird                  |                       |                                |
|                                     |                             |                       |                                |
|                                     |                             |                       |                                |

| SCHOOL<br>INCLUDING LA GOVERNORS   | VACANCIES                    | POSSIBLE<br>INTEREST  | RECOMMENDED FOR<br>APPOINTMENT |
|------------------------------------|------------------------------|-----------------------|--------------------------------|
| <b>Grange Primary School</b>       |                              |                       |                                |
| Mr H D Smith                       | Vacancy vice                 | No interest expressed | No recommendation              |
| Mr R Flintoff                      | Mrs J Hamilton               |                       |                                |
|                                    |                              |                       |                                |
|                                    |                              |                       |                                |
| <b>Hart Primary School</b>         |                              |                       |                                |
| Mrs D Adamson                      | Vacancy vice                 | Mr G Newbury          | Mr. G. Newbury                 |
|                                    | Mr J Knowles                 |                       |                                |
|                                    |                              |                       |                                |
| <b>Jesmond Road Primary School</b> |                              |                       |                                |
| Mr K Gardner                       | Vacancy vice                 | No interest expressed | No recommendation              |
| Mrs D Adamson                      | Councillor J Shaw            |                       |                                |
| Mr M H Ward                        |                              |                       |                                |
| <b>Owton Manor Primary School</b>  |                              |                       |                                |
| Mrs J Thompson                     | One vacancy                  | No interest expressed | No recommendation              |
| Councillor Mrs P Rayner            | Councillor Professor G Widow |                       |                                |
| Mr J Vale                          |                              |                       |                                |
| <b>Rift House Primary School</b>   |                              |                       |                                |
| Councillor D Young                 | 2 vacancies                  | No interest expressed | No recommendation              |
|                                    | vice Mr J Proud              |                       |                                |
|                                    | and Mrs M Coser              |                       |                                |
| <b>Rossmere Primary School</b>     |                              |                       |                                |
| Mrs D Stonehouse                   | One vacancy                  | Councillor M Johnson  | Councillor M. Johnson          |
| Mrs M Smith                        | Vice Mrs L Hodgson           |                       |                                |
|                                    |                              |                       |                                |
| <b>Seaton Carew Nursery</b>        |                              |                       |                                |
| Mr L A Brown                       | One vacancy                  | Councillor G Lilley   | Councillor G. Lilley           |
|                                    |                              |                       |                                |
| <b>Springwell School</b>           |                              |                       |                                |
| Mrs E Parkinson                    | One vacancy Vice             | No interest expressed | No recommendation              |
|                                    | Mr C Rowntree                |                       |                                |

| SCHOOL<br>INCLUDING LA GOVERNORS | VACANCIES            | POSSIBLE<br>INTEREST  | RECOMMENDED FOR<br>APPOINTMENT |
|----------------------------------|----------------------|-----------------------|--------------------------------|
| Throston Primary School          |                      |                       |                                |
| Councillor H Clouth              | Vacancy vice         | No interest expressed | No recommendation              |
| Mrs J Norman                     | Councillor P Jackson |                       |                                |
|                                  |                      |                       |                                |
|                                  |                      |                       |                                |

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
27<sup>th</sup> April 2007



**Report of:** Director of Children's Services

**Subject:** CHILDREN'S SERVICES DEPARTMENT  
PLANS – DEPARTMENTAL, DIVISIONAL AND  
OPERATIONAL PLANS 2007/08

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### **SUMMARY**

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

To approve the Children's Services Departmental Plan 2007/08 to 2009/10 which has been prepared for the Children's Services Department and to note the Children's Services Department Divisional Plans and Operational Plans 2007/08.

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

The Children's Services Departmental Plan 2007/08 is attached with the accompanying plans for each of the four divisions within the Department. In addition, the Operational Plans for the individual teams within the department are also attached.

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

The report provides the Children's Services Portfolio Holder with information about the work that will be undertaken in the Children's Services Department during 2007/08.

#### **4. TYPE OF DECISION**

Non key decision.

#### **5. DECISION MAKING ROUTE**

Children's Services Portfolio holder 27<sup>th</sup> April 2007.

**6. DECISION(S) REQUIRED**

To approve the Children's Services Departmental Plan 2007/08 – 2009/10 and to note the Children's Services Divisional and Operational Plans 2007/08.

**Report of:** Director of Children's Services

**Subject:** CHILDREN'S SERVICES DEPARTMENT  
PLANS – DEPARTMENTAL, DIVISIONAL AND  
OPERATIONAL PLANS 2007/08

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## **1. PURPOSE OF REPORT**

The purpose of the report is to inform the Children's Services Portfolio Holder of the main tasks which will be undertaken during the year 2007/08 by the Children's Services Department. The tasks are set out in relation to the whole department, the four divisions (Performance & Achievement, Safeguarding & Specialist Services, Planning and Service Integration, Resources & Support Services) and individual team plans.

## **2. BACKGROUND**

The Children's Services Departmental Plan and the four divisional plans that sit beneath it have been produced in line with corporate planning requirements. They demonstrate the links to the Corporate Plan. The activities from the Corporate Plan which are included in the Departmental Plans are those for which the Children's Services Department has direct responsibility for delivery.

The individual operational team plans are specific to the Children's Services Department and maintain established working practices within the department, which aim to ensure that individual team members contribute to the overall planning process and can identify their particular areas of work in relation to the aims of the department.

The major strategic planning document for the development of services for children across the town is the Children and Young People's Plan which was agreed by Cabinet on 29<sup>th</sup> March 2006. The Children and Young People's Plan contains the strategic vision and the detail of activities which will need to be undertaken by a wide range of stakeholders and agencies providing services and support to children in Hartlepool.

The Children's Services Departmental Plans sit alongside the Children and Young People's Plan. They outline major strategic issues for the department and also provide the specific detail of the activities which will be undertaken by the department in securing the five outcomes for Hartlepool children of being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well being. Links to the Children and Young People's Plan and the five outcomes are identified within the plans.

In preparing this year's plans, managers have referred to the report of the Joint Area Review published in March 2007 and incorporated specific recommendations for action within the departmental plans. The Youth Service plan has been prepared in accordance with recommendations from the enhanced youth inspection and is a longer document, encompassing strategic as well as operational issues.

### 3. KEY ELEMENTS OF THE DEPARTMENTAL PLAN

The plan contains an introductory section which sets out how the planning framework operates in Hartlepool.

The departmental plan sets out the vision for the Children's Services Department which is the same as that contained within the Children and Young People's Plan. The plan is attached as **APPENDIX 1**. In view of the generally strategic nature of this plan it deals not only with the year 2007/08 but also identifies some longer term priorities and is therefore indicated as a plan for 2007/08 – 2009/10. It will be reviewed and refreshed annually along with the divisional and operational plans. It identifies the department's commitment to partnership working in Hartlepool and it identifies the values to which the department adheres in the way it develops and delivers services.

The plan outlines the key drivers for the activities of the Children's Services Department which are:

- working to deliver the five outcomes for children as laid down in the Children Act 2004 (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well being);
- completing the priorities for achieving these is outlined in the Hartlepool Children and Young Peoples' Plan 2006/09; and
- modernisation of local government and the development of the commissioning and procurement strategies which assist in the delivery of efficient, value for money services.

The second part of the plan is the detailed action plan which identifies the main strategic objectives for the department and the activities which will be needed to achieve them. It is divided into two sections, separating out objectives that are specific to the Children's Services Department and those that are linked directly to the Corporate Plan.

There are five corporate objectives for which the Children's Services Department has responsibility. These are the five Every Child Matters outcomes (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well being). The Children's Services Department Plan also contains five key objectives which are specific to the Children's Services Department.

- To maintain progress on the implementation of the Children and Young People's Plan and its impact on the outcomes for children and young people.
- To develop a commissioning strategy for the Children's Trust.
- To promote the modernisation agenda for local government and develop efficient, co-ordinated working practices within the Children's Services Department that deliver high quality effective and value for money services with due regard for equality and diversity issues for both service users and staff.
- To promote a strong focus on early intervention and prevention of poor outcomes for children and families.
- To develop staff capacity to deliver high quality services both within the department and across the children's workforce.

The operational plan for policy development and strategic management is presented with the departmental plans as it relates directly to senior management's role in delivering departmental wide, cross cutting themes which are not specific to any particular division.

#### 4. DIVISIONAL PLANS

There are divisional plans for each of the four divisions within Children's Services:

- Performance & Achievement
- Safeguarding & Specialist Services
- Planning & Service Integration
- Resources & Support Services

Each of the four plans follows a similar structure in line with corporate planning requirements. Each outlines the divisional structure, identifies its areas of responsibility and its priorities for the coming year. These are then followed by a detailed action plan which is in 3 sections, identifying objectives that link to the Corporate Plan, those that link to the Children's Services Departmental Plan and those which are specific to the division. These plans and their associated operational plans are attached as **APPENDIX 2**.

#### 5. OPERATIONAL PLANS

The departmental and divisional plans are underpinned by the individual operational plans for each of the teams within the department. There has been an emphasis on involving team members in the development of operational plans so that the planning process is driven bottom up as well as top down and every member of the department has the opportunity to see how their work links to the overall objectives of Children's Services.

These operational plans are referenced to activities in the Corporate, Departmental and Divisional Plans and also demonstrate linkages to the



Children and Young People's Plan and the Every Child Matters aims and outcomes. Teams are required to write specific actions with clear milestones against which progress can be measured.

The plan for the Youth Service is structured differently to include specific strategic priorities as required in response to areas for development identified in the Ofsted report on the Youth Service published on 13<sup>th</sup> March 2007.

## **6. PERFORMANCE INDICATORS**

Links to best value performance indicators are identified within the plans and links to local performance indicators, where appropriate, are also included.

The departmental and divisional plans have a final section which summarises the best value performance indicators within each plan, identifies the outturn for 2006/07 and the target for 2007/08. These sections have yet to be fully completed as the final outturn figures for 2006/07 are projected not to be available until mid April. Work therefore on targets for 2007/08 will be completed during May in preparation for quarterly reporting on progress.

## **7. MONITORING AND REVIEW OF THE PLANS**

Progress on the plans will be monitored through a range of different systems:

- Review arrangements as required corporately with quarterly reporting to the Portfolio Holder on targets and progress towards achieving priorities;
- Regular assessment of progress through team meetings;
- Review of specific activities through the departmental management team.

## **8. FINANCIAL IMPLICATIONS**

The plans are funded from the revenue budget for the Children's Services Department.

## **9. RISK ASSESSMENTS**

In line with corporate requirements, key risks for achieving the main departmental service objectives have been identified. Controls to mitigate these risks have been established and will be reviewed quarterly in line with corporate procedures.

## **10. RECOMMENDATIONS**

The Portfolio Holder is requested formally to approve the Children's Services Departmental Plan 2007/08 – 2009/10 and to note divisional and operational plans for 2007/08 which underpin it.

**Contact Officer:**

Sue Johnson, Assistant Director (Planning & Service Integration).



**Children's Services Department**

**Operational Team Plan 2007/08**

**for the**

**Policy Development & Strategic Management**

## 2.4 APPENDIX 2.1

This document contains the Operational Team Plan for 2007 / 08 for Policy Development & Strategic Management in Children's Services. It forms part of the Council's overall service planning arrangements. The plans detail the key operational issues facing the teams over the next year, and how they will be addressed.

The plans should be looked at in conjunction with the Council's Corporate Plan, and the departmental and divisional plans for Children's Services, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked:

Figure 1

**Tier 1. Corporate Plan.**

The plan details the key, Council-wide, strategic objectives identified as being a priority for the next year. Also included are key actions associated with each objective.

**Tier 2. Departmental Plan.**

This plan details the key issues facing the Children's Services Department over the next three years. It includes a detailed annual action plan stating how the Department will deliver relevant key actions including those identified in the Corporate Plan.

**Tier 3. Divisional Plans.**

Each of the four divisions in Children's Services produces a plan which details key objectives for the forthcoming year, and how the division will meet the key actions included in the departmental plan.

**Tier 4. Operational Team Plans.**

Individual teams within Children's Services produce operational plans which detail their core functions, their key objectives for the coming year, the activities needed to achieve these and how these link to divisional and other relevant plans.

This approach ensures that any objective that appears in the Corporate Plan can be traced through to specific actions in divisional plans, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall objectives.

The plans are linked to the activities in the Children & Young People's Plan (Hartlepool's overarching strategic plan for children) and demonstrate how the teams will focus on the five national outcomes for children:

## 2.4 APPENDIX 2.1

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

These national outcomes and their associated aims are shown below numbered for ease of reference. Each operational plan demonstrates its link to these five outcomes.

### EVERY CHILD MATTERS: OUTCOMES FRAMEWORK

| Out-comes | 01 | Be healthy                       | 02 | Stay safe   | 03 | Enjoy and achieve   | 04 | Make a positive contribution   | 05 | Achieve economic well-being   |
|-----------|----|----------------------------------|----|---|----|---|----|--|----|---|
| Aims      | A1 | Physically healthy               | B1 | Safe from maltreatment, neglect, violence and sexual exploitation | C1 | Ready for school  | D1 | Engage in decision making and support the community and environment                        | E1 | Engage in further education, employment or training on leaving school |
|           | A2 | Mentally and emotionally healthy | B2 | Safe from accidental injury and death                             | C2 | Attend and enjoy school   | D2 | Engage in law-abiding and positive behaviour in and out of school                          | E2 | Ready for employment  |
|           | A3 | Sexually healthy                 | B3 | Safe from bullying and discrimination                             | C3 | Achieve stretching national educational standards at primary school | D3 | Develop positive relationships and choose not to bully or discriminate                     | E3 | Live in decent homes and sustainable communities                      |
|           | A4 | Healthy lifestyles               | B4 | Safe from crime and anti-social behaviour in and out of school    | C4 | Achieve personal and social development and enjoy recreation        | D4 | Develop self-confidence and successfully deal with significant life changes and challenges | E4 | Access to transport and material goods                                |
|           | A5 | Choose not to take illegal drugs | B5 | Have security, stability and are cared for                        | C5 | Achieve stretching national education standards at secondary school | D5 | Develop enterprising behaviour   | E5 | Live in households free from low income                               |

## Policy Development & Strategic Management Operational Plan 07 / 08

The Policy Development and Strategic Management function of the Children's Services Department will incorporate the planning and management of education services, children's social services, youth service, Connexions, play, out of school learning and the Children's Fund, ensuring that the statutory functions of the Children's Services authority are discharged. This function also incorporates support services to staff based at the Civic Centre and the outlying centres.

### RESOURCES

The resources available to the Policy Development and Strategic Management function of the Department for 2007 / 08 are as follows:

|                    |            |
|--------------------|------------|
| Employees          | £ 682,058  |
| Other direct costs | £ 42,664   |
| Support recharges  | £ -        |
| Income             | £ - 14,917 |
| Total net cost :   | £ 709,805  |

This financial resource encompasses the Education Strategic Management function. The strategic management costs in relation to Children's Social Services, the Children's Fund and the Youth Service are embedded within the operational cost of those areas and have not yet been disaggregated.

## Policy Development & Strategic Management Operational Plan 07 / 08

| Purpose   | Core functions   |
|---|--|
| <p>Senior managers have responsibility for structuring services to deliver the five national outcomes for children.</p> <p>Senior managers oversee all functions of the Children's Services Department and play a leading role in fulfilling the Council's corporate aims to:</p> <ul style="list-style-type: none"> <li>• help all individuals, groups and organisations realise their full potential;</li> <li>• ensure the highest quality opportunities in education, lifelong learning and training;</li> <li>• raise standards of attainment.</li> </ul> <p>Policy development and strategic management also plays a lead role in furthering all departmental objectives and, in particular:</p> <ul style="list-style-type: none"> <li>• planning and securing the provision of effective, efficient, high quality, well managed and appropriate children's services;</li> <li>• ensuring cost effective use of resources available and maximising access to external funds, developing public/private partnerships where appropriate;</li> <li>• developing integrated children's services;</li> <li>• safeguarding children;</li> <li>• providing sufficient, effective and high quality youth services to meet young people's needs.</li> </ul> | <p>Lead, plan and manage the Children's Services Department.</p> <p>Ensure policy priorities reflect national and local needs.</p> <p>Promote activities which contribute to the Hartlepool Community Strategy.</p> <p>Ensure all statutory duties are carried out effectively and efficiently and that statutory and non statutory plans are prepared and delivered as required.</p> <p>Ensure that relationships with schools are managed in accordance with the statutory code of practice and the LA Compact agreement.</p> <p>Promote community cohesion.</p> <p>Provide professional advice on matters relating to early years development, education, children's services and the youth service to members and officers of the Council.</p> <p>Investigate and resolve complaints.</p> <p>Secure the effective use of Information and Communication Technology (ICT) in order to increase efficiency within schools and the Children's Services Department.</p> <p>Carry out statutory duties in relation to health and safety, risk management and equal opportunities and secure the provision of employment functions for staff employed in schools in the department and in other locations.</p> <p>Promote staff attendance through effective implementation of corporate procedures and regular monitoring of progress on targets.</p> <p>Promote staff development to improve effectiveness and future potential.</p> <p>Provide appropriate administrative, clerical and secretarial support across the department, thereby assisting in the effective delivery of services.</p> <p>Ensure the completion and implementation of all statutory and operational plans and monitor and review existing plans.</p> <p>Monitor performance of schools, children's services, the youth service, Connexions, education other than at school and review target levels.</p> <p>Contribute to the Comprehensive Performance Assessment (CPA) Action Plan as required.</p> |

## Policy Development & Strategic Management Operational Plan 07 / 08

| Action from Corp/Dept/ Divisional Plans | Objectives  | Actions   | Milestone                            | Responsible Officers       | Associated PIs | Links to other Plans (CYPP ref) | EC M     |     | Progress |
|---|---|---|--------------------------------------|----------------------------|----------------|---------------------------------|----------|-----|----------|
|   |   |   |                                      |                            |                |                                 | Out-come | Aim |          |
| CSD 22                                  | Promote the modernisation agenda for Local Government   | <ul style="list-style-type: none"> <li>review structures to identify:               <ul style="list-style-type: none"> <li>– capacity issues</li> <li>– potential for integration</li> <li>– potential for efficiencies</li> </ul> </li> <li>Improve ICT support at all levels</li> </ul>   | Sept 07<br><br>Mar 08                | AS/J C/PW/P B/SJ<br><br>PB |                | CYPP<br>Dept ICT Strategy       |          |     |          |
| CSD 22                                  | Improve consistency of financial planning and undertake benchmarking of costs on a systematic basis | <ul style="list-style-type: none"> <li>Convene a working group.</li> <li>Identify key areas for regular benchmarking.</li> <li>Implement new departmental systems for financial monitoring (budget book).</li> <li>Ensure medium term financial planning appears in service plans.</li> </ul>   | Mar 08<br>Mar 08<br>Mar 08<br>Mar 08 | SJ<br>SJ<br>SJ<br>SJ       |                | J AR Action Plan                |          |     |          |
| CSD 23                                  | Contribute to strategies to reduce child poverty  | <ul style="list-style-type: none"> <li>Participation in regional initiatives co-ordinated by Government Office North East (GONE) to address poverty issues.</li> <li>Encouraging continued targeting of resources at the most disadvantaged groups e.g. use of Neighbourhood Renewal Fund (NRF) funding to narrow attainment gaps.</li> </ul> | Mar 08<br><br>Mar 08                 | AS<br><br>J C              |                | CYPP                            | 05       | E5  |          |



## 2.4 APPENDIX 2.1

| Action from Corp/Dept/ Divisional Plans | Objectives  | Actions  | Milestone                            | Responsible Officers                       | Associated PIs | Links to other Plans (CYPP ref) | EC M     |       | Progress |
|---|---|--|--------------------------------------|--|----------------|---------------------------------|----------|-------|----------|
|   |   |  |                                      |  |                |                                 | Out-come | Aim   |          |
|   |   | <ul style="list-style-type: none"> <li>Providing readily accessible information on childcare and associated tax benefits.</li> </ul>   | Mar 08                               | SJ   |                |                                 |          |       |          |
| CSD 24                                  | Develop a Commissioning Strategy for the Children's Trust   | <ul style="list-style-type: none"> <li>Develop an outline strategy and agree with strategic partners.</li> <li>Engage services users in the evaluation of services they receive on a systematic basis by ensuring policies and procedures to do this are included within the strategy.</li> <li>Engage with third sector partners to promote their sustained contribution to the delivery of services.</li> <li>Work with key partners to improve provision of occupational therapy and speech and language therapy services.</li> </ul> | Mar 08                               | PW<br><br>SJ<br><br><br>PW/SJ<br><br>PW/SJ |                | J AR Action Plan CYPP           | 01 04    | A1 D1 |          |
| CSD 22                                  | Ensure the Department operates with due regard to equality and diversity issues and is pro-active in promoting community cohesion | <ul style="list-style-type: none"> <li>Ensure INRAs and DIAs are completed on plans and policies.</li> <li>Support schools in complying with new diversity and equality legislation.</li> <li>Ensure the department is represented on corporate diversity steering groups.</li> </ul>  | Ongoing<br><br>Dec 07<br><br>Ongoing | SJ<br><br>SJ<br><br>SJ                     |                |                                 | 04       | D1-3  |          |

## 2.4 APPENDIX 2.1

| Action from Corp/Dept/ Divisional Plans | Objectives  | Actions  | Milestone                           | Responsible Officers    | Associated PIs | Links to other Plans (CYP ref) | EC M      |                                      | Progress |
|---|---|--|-------------------------------------|-------------------------|----------------|--------------------------------|-----------|--------------------------------------|----------|
|   |   |  |                                     |                         |                |                                | Out- come | Aim                                  |          |
| CSD 24                                  | Develop staff capacity to deliver high quality services | <ul style="list-style-type: none"> <li>To complete and implement the Children's Workforce Strategy.</li> <li>Obtain LiP status for the Department as part of the Performance Through People model for workforce development.</li> <li>Implement rigorous sickness monitoring systems.</li> </ul> | Dec 07<br><br>Dec 07<br><br>Ongoing | J C<br><br>SJ<br><br>PB |                |                                | 01-05     | A1-5<br>B1-5<br>C1-5<br>D1-5<br>E1-5 |          |

AS – Adrienne Simcock

J C – John Collings

SJ – Sue Johnson

PW – Phill Warrilow

PB – Paul Briggs

CHILDREN'S SERVICES DEPARTMENT

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Every Child Matters



# **Children's Services Department**

## **Departmental Plan 2007/08 – 2009/10**

## **Contents**

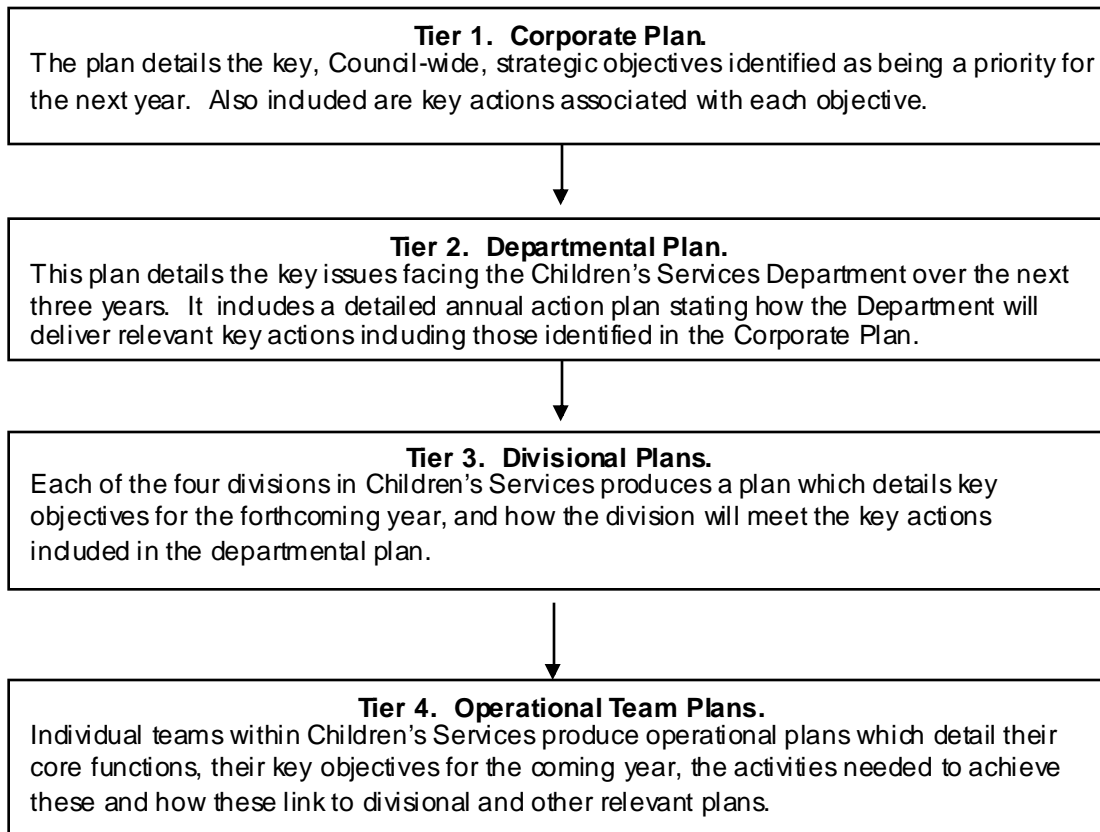
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## Introduction

This document is the Children's Services Departmental Plan for 2007/08-2009/10 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the department over the next three years, and includes a detailed action plan for the next 12 months. This plan will be reviewed on an annual basis, which will allow for any emerging priorities to be included.

The plan details how the department will meet the Council's key priorities as stated in the Corporate Plan.

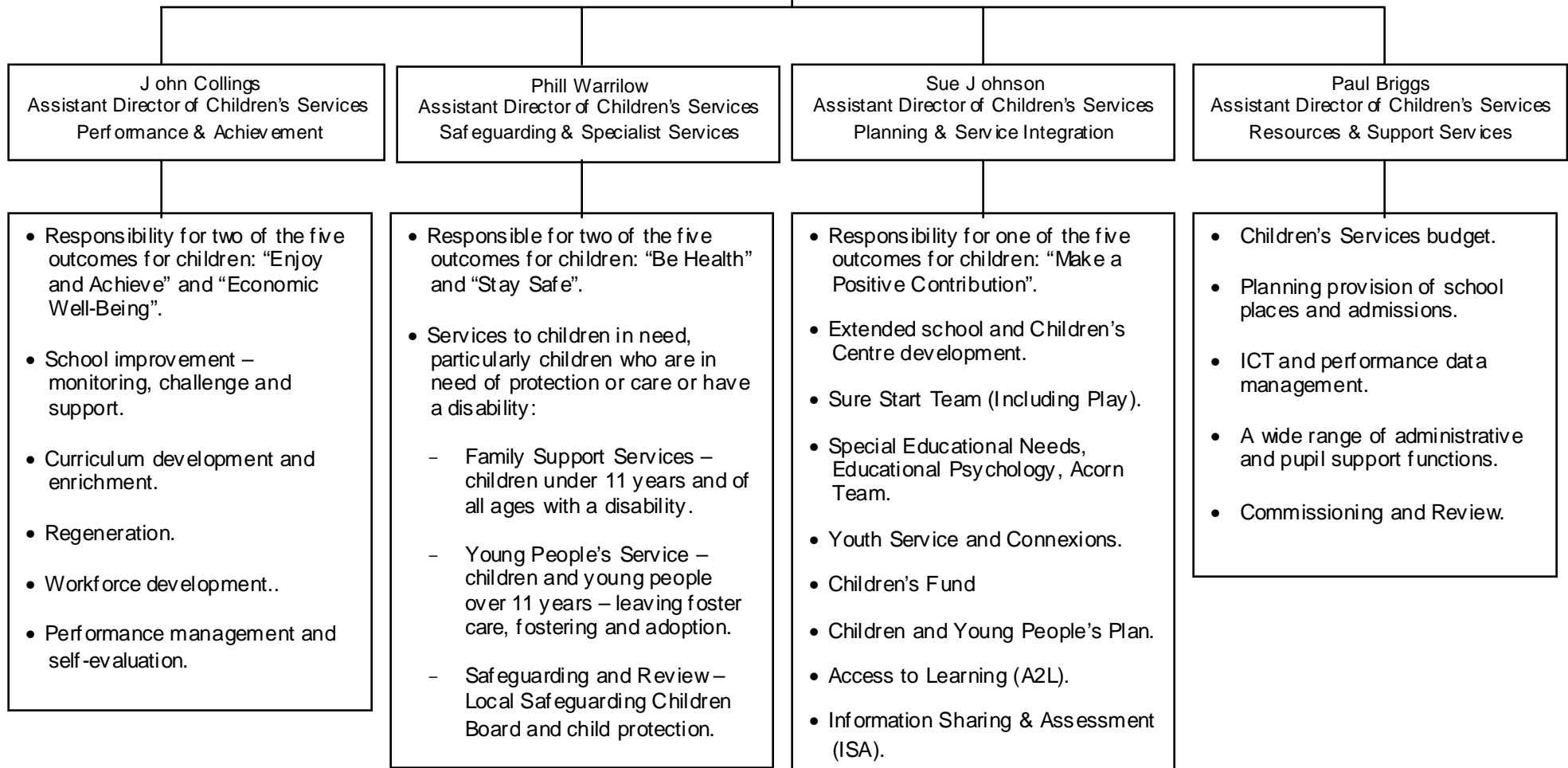
This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services divisional plans, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked:



This approach ensures that any objective that appears in the Corporate Plan can be traced through to specific actions in divisional plans, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall objectives and contribute to the implementation of the Children & Young People's Plan.

## Departmental Structure

Adrienne Simcock  
Director of Children's Services



## **Performance Management**

- **Monitoring and Reporting**

The action plan detailing how the department will meet its main objectives for the forthcoming year will be monitored constantly, and a quarterly report will be given to the Portfolio Holder as an update on progress and to highlight any key areas of achievement or concern. Any amendments to the plan will only be made with full agreement of the Portfolio Holder.

- **Reviewing the Plan**

The annual action plan will be constantly monitored and reviewed, with any proposed changes being presented to the Portfolio Holder for agreement.

The overall departmental plan also contains the key priorities for the next three years that will affect the department. These may change over time and may need to be reviewed and updated to reflect changing priorities e.g. in response to new initiatives by central government. A revised departmental plan will be produced annually, to reflect progress and to accommodate any necessary changes.

- **Communication**

The Portfolio Holder will be kept informed about the plan and progress in its delivery by means of reports and, where appropriate, items for the Portfolio Holder's information pack.

External stakeholders will be kept informed of relevant aspects of departmental progress through the existing schedules of meetings and working groups e.g. Director's briefing meetings with Headteachers and school Governors and the Planning and Evaluation Working Groups for the Children and Young People's Plan.

Staff within the department will be kept informed by means of whole staff briefings (three times per year), senior management group monthly meetings, team meetings, the Investors in People Group and the Children's Services Newsletter.

## **Priorities**

- **Vision**

Our vision is that by enabling all children and young people to achieve their full potential, they will have the confidence and ability to enjoy a fruitful and successful life. Our over arching aim is to achieve the best outcomes for all children and young people so that they are healthy and safe, they enjoy themselves and achieve well, they make a positive contribution and they are helped to achieve economic well being. Services to children and young people in Hartlepool should be organised in such a way that they

will help all our young people achieve their full potential and maximise their chances in life by providing integrated provision which is of high quality, effective and excellent value for money.

We believe that services for children and young people should be coherent, easily accessible and responsive to needs. Families can best meet the needs of their children when services are locally delivered and available at the right time. The integration of services for children and young people in settings such as children's centres and extended schools is critical in the delivery of this vision. We believe that targeted support may be needed at all ages and stages of a particular young person's development and that early and effective intervention can reduce barriers that prevent success.

- **Partnership**

The Children's Services Department is committed to working in partnership with other agencies, organisations and stakeholders to achieve its vision for children and young people. It works closely with schools and early years providers to support the delivery of high quality, universal educational opportunities. It works particularly closely with Health and Adult and Community Services in addressing the needs of vulnerable groups, securing effective transition between services and ensuring that access to educational and lifelong learning opportunities is maximised. The department also collaborates with a wide range of partners in addressing issues such as community safety, social inclusion and economic and social regeneration.

The Children's Services Department's relationship with partners is based on a shared acceptance of respective roles, responsibilities and attitudes. We recognize the complex network of accountability in which we all operate, acknowledging the legitimate interests of all children and young people, parents and carers, the public generally, governors, staff and the Council as Children's Services Authority. We are all committed to:

- work with each other to promote and secure high standards;
- zero tolerance of under-performance, with all schools either successful, improving or both;
- continuous improvement through systematic self-evaluation;
- recognize that the role defined for the Children's Services Authority involves both challenge and support, and that intervention should be in inverse proportion to success;
- respect each other's professional views;
- develop and share good practice between schools and between schools and the Children's Services Authority;
- sustain the excellent partnership working which characterises the educational community and the Local Strategic Partnership Framework in Hartlepool;
- invest time and energy in dialogue and collective developments;
- act openly and even-handedly in our dealings with each other;



- accept that acting in the best interests of the whole community in the town necessitates on occasion compromise and targeting of resources;
- work collectively with each other and with partner agencies and stakeholders to further the interests of the town's young citizens;
- consult each other on issues which affect more than one of us;
- reduce bureaucracy and improve efficiency and value for money in both procuring and providing services;
- sustain the positive image of Hartlepool Children's Services in what we say and do.

In our dealings with individuals, the following values characterise the way we develop and deliver services:

|                     |  |
|---------------------|--|
| <b>Privacy</b>      | The right of individuals to be left alone or undisturbed and free from intrusion or public attention to their affairs.                                     |
| <b>Dignity</b>      | Recognition of the intrinsic value of people regardless of circumstances by respecting their uniqueness and personal needs and treating them with respect. |
| <b>Independence</b> | Opportunities to act and think without reference to any other person, including a willingness to incur a degree of calculated risk.                        |
| <b>Choice</b>       | Opportunities to select independently from a range of options.   |
| <b>Rights</b>       | Maintenance of all entitlements associated with citizenship.   |
| <b>Fulfilment</b>   | Realisation of personal aspirations and abilities in all aspects of daily life.  |
| <b>Inclusion</b>    | Equal opportunities to access all mainstream services with appropriate support.  |

## **Workforce Development**

- **Introduction**

A dedicated workforce development team has been established within the Children's Services Department. This is to ensure appropriate strategies are in place to develop the individual and team skills which are needed to secure possible outcomes for children and young people.

There are several areas in which there are posts requiring specialist qualifications, some of which are hard to recruit to, particularly front-line posts that involve working with vulnerable children and children with special needs.

- **Analysis of the Workforce**

There are 528 employees in the department on a variety of conditions of service and related pay scales. There are several working sites on which staff are based and in addition many staff regularly work on other sites as part of their normal duties e.g. schools, children's centres.

There are several ring-fenced grants for workforce development and training programmes and we are currently carrying out an exercise to identify resources and prioritise their allocation.

- **Key workforce issues**

The government is continuing transformational reform agenda under Every Child Matters: Change for Children promotes new approaches to service delivery via legislation and national strategies. Critical to the success of these reform is increasing the skill, confidence and competence of the workforce and this is underway via programmes such as the Integrated Working and Information Sharing Programme.

- **Action Plans**

All managers are now required to produce a workforce development plan to support operational plans.

## **Medium Term priorities**

The key drivers for the activities of the Children's Services Department are:

- working to deliver the five outcomes for children as laid down in the Children Act 2004 (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well being);
- completing the priorities for achieving these as outlined in Hartlepool's Children and Young People's Plan 2006 – 2009; and
- modernisation of local government and the development of commissioning and procurement strategies which assist in the delivery of efficient, value for money services.

The Children's Services Department came into being in 2005 with clear aims for its development over the next three years in relation to its culture and ethos, service delivery, governance and the development of staff. These ongoing aspirations are reflected in the action plan.

The Children's Services Department will also ensure that the corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the department.

## **The Action Plan**

The Children's Services Department action plan is attached below. It identifies the main strategic objectives for the department and the activities which will be needed to achieve these. Each division within the Children's Services Department has its own divisional plan which in turn provides more detail about how specific outcomes will be delivered. Individual teams within the divisions have their own operational plans to identify their annual, key objectives and how these link to other plans.

The department's priorities for the next three years include objectives which are linked to corporate objectives that apply to children and young people in relation to:-

- achieving economic well being;
- lifelong learning and skills;
- health and care;
- community safety;
- culture and leisure; and
- strengthening communities.

These are specifically identified in section 1 of the plan for ease of reference.

## Children's Services Departmental Action Plan 2007/08

### Section 1 – Objectives that are linked directly to the Corporate Plan

| <b>Corporate Plan Objective: (Ref: CO12)</b><br><b>Be Healthy</b> – children and young people will be physically, mentally, emotionally and sexually healthy, lead healthy lifestyles and choose not to take illegal drugs |   |                      |                     |                  |                |
|--|---|----------------------|---------------------|------------------|----------------|
| Ref:   | Departmental Plan Objective   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| CSD 01   | Work with partner agencies, young people, schools and families to reduce under 18 conception rate by 55%  | Jan 10               | Sheila O'Connor     | POL 6-1.11       | BVPI 197       |
| CSD 02   | Work with schools and other agencies to address childhood obesity through initiatives such as Healthy Schools Programme and Physical Education, School Sports and Club Links Strategy | Mar 08               | John Collings       | POL 6-1.11       |                |
| CSD 03   | Improve arrangements for transition between settings and from children's to adult services  | Mar 08               | Sheila O'Connor     | FIN 6-1.8        |                |
| <b>Corporate Plan Objective: (Ref: CO22)</b><br><b>Stay Safe</b> - children and young people will live, grow and learn in safety, where parents, carers and all adults take responsibility for their safety and well-being |   |                      |                     |                  |                |
| Ref:   | Departmental Plan Objective   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| CSD 04   | Increase the number and range of foster and adoptive placements to meet local needs   | Mar 09               | Phill Warrilow      | FIN 6-1.8        | BVPI 49        |
| CSD 05   | Reduce the number of placement moves for looked after children and increase the stability of placements   | Mar 09               | Phill Warrilow      | FIN 6-1.8        | BVPI 49, 163   |
| CSD 06   | Develop the work of the Local Safeguarding Children's Board   | Mar 09               | Phill Warrilow      | FIN 6-1.8        | BVPI 162       |

**Corporate Plan Objective: (Ref: CO09)****Enjoy & Achieve** – raise the achievement and standards of children and young people in the early years, primary and secondary phases of education

| Ref:   | Departmental Plan Objective  | Date to be Completed | Responsible Officer | Associated Risks        | Associated PIs   |
|--------|--|----------------------|---------------------|-------------------------|--|
| CSD 07 | Implement the Building Schools for the Future project plan for 2007/08 including completion of the Strategy for Change   | Apr 08               | Paul Briggs         | FIN 6-1.10<br>FIN 6-1.1 |  |
| CSD 08 | Challenge and support schools to improve performance to national averages and above  | Sept 09              | John Collings       | POL 6-2.4<br>POL 6-2.5  | BVPI 38, 39, 40, 41, 45, 46, 181<br>LAA<br>LLS 1, 2, 3 |
| CSD 09 | Challenge and support schools in targeting vulnerable children and young people for additional intervention and support so that they achieve in line with or better than expected levels   | Sept 09              | John Collings       | POL 6-2.7               | BVPI 50<br>LAA<br>LLS 4-10                             |
| CSD 10 | Work with partners to extend and improve the quality of services for children and young people which enable them to enjoy their education, improve their well being and enrich their lives | Sept 09              | John Collings       | POL 6-2.4               |  |
| CSD 11 | Ensure all children and families have access to high quality childcare and integrated services through Children's Centres and Extended Schools and the Play Strategy                       | Mar 10               | Danielle Swainston  | POL 6-2.9               | BVPI 222a, b   |

| <b>Corporate Plan Objective: (Ref: CO37)</b><br><b>Make a Positive Contribution</b> – children and young people who live in Hartlepool are provided with the opportunity to participate fully in the life of the community  |  |                      |                     |                  |                |
|---|--|----------------------|---------------------|------------------|----------------|
| Ref:  | Departmental Plan Objective  | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| CSD 12  | Implement the requirements of the Education and Inspections Act 2006 to deliver Positive Activities for Young People   | Mar 08               | Peter Davies        | POL 6-2.3        | BVPI 221 a, b  |
| CSD 13  | Establish the role of commissioner of parenting support and develop a Parenting Strategy for Hartlepool to establish a continuum of services for parents to assist them in promoting positive outcomes for their children  | Mar 09               | John Robinson       | POL 6-1.11       |                |
| CSD 14  | Ensure that all children and young people from vulnerable groups (learning difficulties/disabilities (LDD), black, ethnic minority (BME), travellers, asylum seeker and refugee communities) have the opportunity to gain full access to services and have a role in service development | Mar 09               | John Robinson       | POL 6-1.11       |                |
| CSD 15  | Establish the Participation Strategy through the development of standards that support organisations in Hartlepool in its implementation   | Mar 09               | John Robinson       | POL 6-1.11       |                |
| <b>Corporate Plan Objective: (Ref: CO06)</b><br><b>Achieve Economic Well-being</b> – children and young people will achieve the qualifications, develop the skills and be given the necessary life experiences to enable them to lead full and active adult lives |  |                      |                     |                  |                |
| Ref:  | Departmental Plan Objective  | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| CSD 16  | Connexions service works with other teams and agencies to achieve NEET (not in education employment or training) targets agreed with Government Office North-East  | Mar 08               | Miriam Robertson    | POL 6-2.3        | BVPI 221 a, b  |
| CSD 17  | Implement, with partner agencies, the local and regional 14-19 Strategies  | Mar 09               | Tom Argument        | POL 6-2.4        |                |
| CSD 18  | Promote the development of employability and enterprise skills in Hartlepool secondary schools   | Mar 09               | Tom Argument        | POL 6-2.4        |                |
| CSD 19  | Raise the aspirations of vulnerable children and young people  | Mar 09               | Tom Argument        | POL 6-2.7        |                |

## Section 2 - Objectives that are specific to the Children's Services Department

|                       |  |                             |   |                         |
|-----------------------|--|-----------------------------|---|-------------------------|
| <b>Ref<br/>CSD 20</b> | <b>Departmental Plan Objective:</b> To maintain progress on the implementation of the Children & Young People's Plan (CYPP) and its impact on the outcomes for children and young people |                             | <b>Responsible Officer</b>                  | <b>Associated Risks</b> |
|                       |  |                             | Sue Johnson                                 | POL 6-1.13, 6-1.11      |
| <b>Ref:</b>           | <b>Action</b>  | <b>Date to be Completed</b> | <b>Responsible Officer</b>                  | <b>Associated Pls</b>   |
| 20.1                  | Review steering groups for five outcome areas established by Planning and Evaluation Group (PEG)   | Jun 07                      | Sue Johnson                                 |                         |
| 20.2                  | Undertake a review of the CYPP in accordance with Department for Education and Skills (DfES) regulations and annual Performance Assessment (APA) guidance                                | Jun 07                      | Sue Johnson                                 |                         |
| 20.3                  | Refresh actions within the plan as determined by the review  | Jun 07                      | Sue Johnson                                 |                         |
| 20.4                  | Incorporate high level an assessment of the financial implications of the plan   | Jun 07                      | Sue Johnson                                 |                         |
| 20.5                  | Publish the review   | Jun 07                      | Sue Johnson                                 |                         |
| <b>Ref<br/>CSD 21</b> | <b>Departmental Plan Objective:</b> To develop a Commissioning Strategy for the Children's Trust   |                             | <b>Responsible Officer</b>                  | <b>Associated Risks</b> |
|                       |  |                             | Phil Warrilow                               | CPS 6-2.1<br>POL 6-4.5  |
| <b>Ref:</b>           | <b>Action</b>  | <b>Date to be Completed</b> | <b>Responsible Officer</b>                  | <b>Associated Pls</b>   |
| 21.1                  | Develop an outline strategy and agree with strategic partners  | Oct 08                      | Phil Warrilow                               |                         |
| 21.2                  | Improve joint commissioning and contracting arrangements in relation to out-of-authority placements for looked after children  | Mar 08                      | Phil Warrilow                               |                         |
| 21.3                  | Engage with third sector partners to support their sustained contribution to the delivery of services  | Mar 08                      | Phil Warrilow / Sue Johnson                 |                         |
| 21.4                  | Work with key partners to improve the provision of occupational therapy and speech and language therapy services   | Mar 08                      | Phil Warrilow / Sue Johnson                 |                         |
| 21.5                  | Engage service users in the evaluation of services they receive on a systematic basis  | Mar 08                      | Phil Warrilow / Sue Johnson / John Robinson |                         |

|                       |  |                             |                            |   |
|-----------------------|--|-----------------------------|----------------------------|---|
| <b>Ref<br/>CSD 22</b> | <b>Departmental Plan Objective:</b> To promote the modernisation agenda for Local Government and develop efficient, co-ordinated working practices within the Children's Services Department that deliver high quality effective and value for money services with due regard to equality and diversity issues for both services users and staff |                             | <b>Responsible Officer</b> | <b>Associated Risks</b>                                 |
|                       |  |                             | Adrienne Simcock           | ASS 6-1.3<br>FIN 6-1.3, 6-1.6<br>ICT 6-1.3<br>PER 6-4.2 |
| <b>Ref:</b>           | <b>Action</b>  | <b>Date to be Completed</b> | <b>Responsible Officer</b> | <b>Associated Pls</b>                                   |
| 22.1                  | Work with Corporate Strategy to implement new working practices e.g. remote access to Information and Communication Technology (ICT), home working   | Mar 08                      | Paul Briggs                |   |
| 22.2                  | Review structures to identify potential for integration and efficiency   | Sept 08                     | Adrienne Simcock           |   |
| 22.3                  | Improve consistency of financial planning and undertake benchmarking of costs on a systematic basis  | Mar 08                      | Sue Johnson / Steve Haley  |   |
| 22.4                  | Ensure all procurement is undertaken in line with corporate policy to deliver value for money  | Mar 08                      | Paul Briggs                |   |
| 22.5                  | Children's Services Department Diversity Working Group to ensure that impact needs requirement assessments and diversity impact assessments are completed on plans and policies and ensures there is full access to services by children from black and minority ethnic communities, travellers, asylum seekers and refugees.                    | Mar 08                      | Sue Johnson                |   |
| 22.6                  | Embed processes for self-evaluation in line with the requirements of APA and Joint Area Review (JAR)   | Mar 08                      | John Collings              |   |



|                       |   |                             |   |                                       |
|-----------------------|---|-----------------------------|---|---------------------------------------|
| <b>Ref<br/>CSD 23</b> | <b>Departmental Plan Objective:</b> To promote a strong focus on early intervention and the prevention of poor outcomes for children and families   |                             | <b>Responsible Officer</b>                          | <b>Associated Risks</b>               |
|                       |   |                             | John Collings / Sue Johnson / Phill Warrilow        | POL 6-1.11, 6-3.4                     |
| <b>Ref:</b>           | <b>Action</b>   | <b>Date to be Completed</b> | <b>Responsible Officer</b>                          | <b>Associated Pls</b>                 |
| 23.1                  | Develop children's resilience by: <ul style="list-style-type: none"> <li>• promoting higher achievement through personalisation of teaching and learning</li> <li>• promoting the development of communication, social and emotional skills</li> <li>• promoting positive parenting.</li> </ul>                                       | Mar 08                      | John Collings<br><br>Sue Johnson<br><br>Sue Johnson |                                       |
| 23.2                  | Differentiate service delivery to target low achieving and hard to reach families   | Mar 08                      | John Collings<br>Sue Johnson                        |                                       |
| 23.3                  | Identify vulnerable groups e.g. disabled children, black and minority ethnic (BME), looked after children (LAC) and ensure service delivery is adapted accordingly and promotes equality of access for all service users e.g. by including specific reference to disabled children and disabled parents within the Parenting Strategy | Mar 08                      | John Collings<br>Sue Johnson<br>Phill Warrilow      |                                       |
| 23.4                  | Contribute to strategies to reduce child poverty  | Mar 08                      | Adrienne Simcock<br>John Collings<br>Sue Johnson    |                                       |
| <b>Ref<br/>CSD 24</b> | <b>Departmental Plan Objective:</b> To develop staff capacity to deliver high quality services both within the department and across the Children's Workforce   |                             | <b>Responsible Officer</b>                          | <b>Associated Risks</b>               |
|                       |   |                             | Sue Johnson / John Collings                         | POL 6-2.13, 6-4.4<br>PER 6-1.1, 6-2.2 |
| <b>Ref:</b>           | <b>Action</b>   | <b>Date to be Completed</b> | <b>Responsible Officer</b>                          | <b>Associated Pls</b>                 |
| 24.1                  | To complete and implement the Children's Workforce Strategy   | Mar 08                      | John Leach  |                                       |
| 24.2                  | To implement DfES/ Teacher Development Agency (TDA) workforce reform and modernisation strategies for schools   | Mar 08                      | John Leach  |                                       |
| 24.3                  | Obtain liP status for the Department as part of the 'Performance through People' model for workforce development  | Dec 07                      | Sue Johnson   |                                       |

## Performance Indicators

The action plan detailed a number of Performance Indicators that will be used to measure the successful implementation of the actions. Those indicators are included in more detail in the table below. For those indicators that are only collected on an annual basis please indicate so in the 'Quarter 1 Target' Column.

| Ref      | Definition   | Outturn 2006/07 | Target 2007/08 | Quarter 1 Target | Quarter 2 Target | Quarter 3 Target | Quarter 4 Target |
|----------|--|-----------------|----------------|------------------|------------------|------------------|------------------|
| BVPI 38  | Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs at grades A* - C or equivalent.   | 57.5%           | 61.0%          | Annual           |                  |                  |                  |
| BVPI 39  | Percentage of 15 year old pupils in schools maintained by the local education authority achieving 5 or more GCSEs or equivalent at grades A* - G including English and Maths.  | 89.8%           | 91.0%          | Annual           |                  |                  |                  |
| BVPI 40  | Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 Mathematics test.  | 79.0%           | 87.0%          | Annual           |                  |                  |                  |
| BVPI 41  | Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 English test.  | 80%             | 83%            | Annual           |                  |                  |                  |
| BVPI 43a | Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks excluding exceptions under the Education Special Educational Needs (SEN) (England) (Consolidation) Regulations 2001 and set out in Annex A of the SEN Code of Practice. |                 |                |                  |                  |                  |                  |
| BVPI 43b | Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks including exceptions under the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 and reproduced in Annex A of the SEN Code of Practice.  |                 |                |                  |                  |                  |                  |
| BVPI 50  | The percentage of young people leaving care aged 16 or over with at least one GCSE at Grade A* - G or a GNVQ.  | 43% * *         | 77% * * *      | Annual           |                  |                  |                  |

| Ref          | Definition   | Outturn<br>2006/07 | Target<br>2007/08 | Quarter<br>1 Target | Quarter<br>2 Target | Quarter<br>3 Target | Quarter<br>4 Target |
|--------------|--|--------------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| BVPI<br>161  | The ratio of the percentage of those young people who were looked after on 1st April in their 17th year (aged 16) who were engaged in education, training or employment at the age of 19 to the percentage of young people in the population who were engaged in education, training or employment at the age of 19. | 0.31* *            | 0.80* * *         | Annual              |                     |                     |                     |
| BVPI<br>162  | The percentage of child protection cases which were reviewed regularly as a percentage of those cases that should have been reviewed during the year.  |                    |                   |                     |                     |                     |                     |
| BVPI<br>181a | Percentage of 14-year-old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in English.   | 70%                | 79%               | Annual              |                     |                     |                     |
| BVPI<br>181b | Percentage of 14-year-old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in Mathematics.   | 76%                | 80%               | Annual              |                     |                     |                     |
| BVPI<br>181c | Percentage of 14-year-old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in Science.   | 70%                | 78%               | Annual              |                     |                     |                     |
| BVPI<br>181d | Percentage of 14-year-old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3-teacher assessment in ICT.   | 66.4%              | 75.0%             | Annual              |                     |                     |                     |
| BV<br>194a   | The percentage of 11 year old pupils achieving Level 5 in Key Stage 2 English.   | 32%                | 38%               | Annual              |                     |                     |                     |
| BVPI<br>194b | The percentage of 11 year old pupils achieving Level 5 in Key Stage 2 Mathematics.   | 35%                | 38%               | Annual              |                     |                     |                     |
| BVPI<br>197  | Percentage change in the number of conceptions amongst 15 - 17 year olds.  | 3%                 | -8.4%             | Annual              |                     |                     |                     |
| BVPI<br>221a | Percentage of young people aged 13-19 gaining a recorded outcome compared to the percentage of young people who participate in youth work in the local authority area.   | 51% *              | 60%               | Annual              |                     |                     |                     |
| BVPI<br>221b | Percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people aged 13-19 participating in youth work.   | 8% *               | 15%               | Annual              |                     |                     |                     |

| Ref         | Definition   | Outturn<br>2006/07 | Target<br>2007/08 | Quarter<br>1 Target | Quarter<br>2 Target | Quarter<br>3 Target | Quarter<br>4 Target |
|-------------|--|--------------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| LPI<br>SS 9 | % of child protection registrations that are re-registrations.   |                    |                   |                     |                     |                     |                     |
| LPI<br>ChS2 | The percentage of permanently excluded pupils offered full time alternative educational provision of 21 hours or more. (Formerly BVPI 159).  | 94.7%              | 100%              | Annual              |                     |                     |                     |
| LPI<br>ChS3 | Number of pupils permanently excluded during the year from all schools maintained by the local children's services authority per 1,000 pupils at all maintained schools. (Formerly BVPI 44). | 1.57               | 0.8               | Annual              |                     |                     |                     |
| LPI<br>ED2  | Percentage of 3 year olds who participate in accessing a good quality free early years place.  | 100% * *           | 98% * *           | nAual               |                     |                     |                     |
| LPI<br>ED3  | The number of childcare places per 1,000 population.   | 232 * *            | 236 * *           | nAual               |                     |                     |                     |
| LPI<br>ED4a | Average point score at Key stage 2 of pupils taking Key Stage 2 exams who moved school at least once after the normal admission date.  |                    |                   |                     |                     |                     |                     |
| LPI<br>ED4b | Difference in point score between mobile pupils and all pupils taking Key stage 2 exams.   |                    |                   |                     |                     |                     |                     |

- \* Quarter 3 2006/07
- \* \* 2005/06 outturn – 2006/07 not yet available
- \* \* \* 2006 target – 2007 not yet available

## CHILDREN'S SERVICES DEPARTMENT

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Every Child Matters



# Performance and Achievement

## Divisional Plan 2007 / 08

## **Contents**

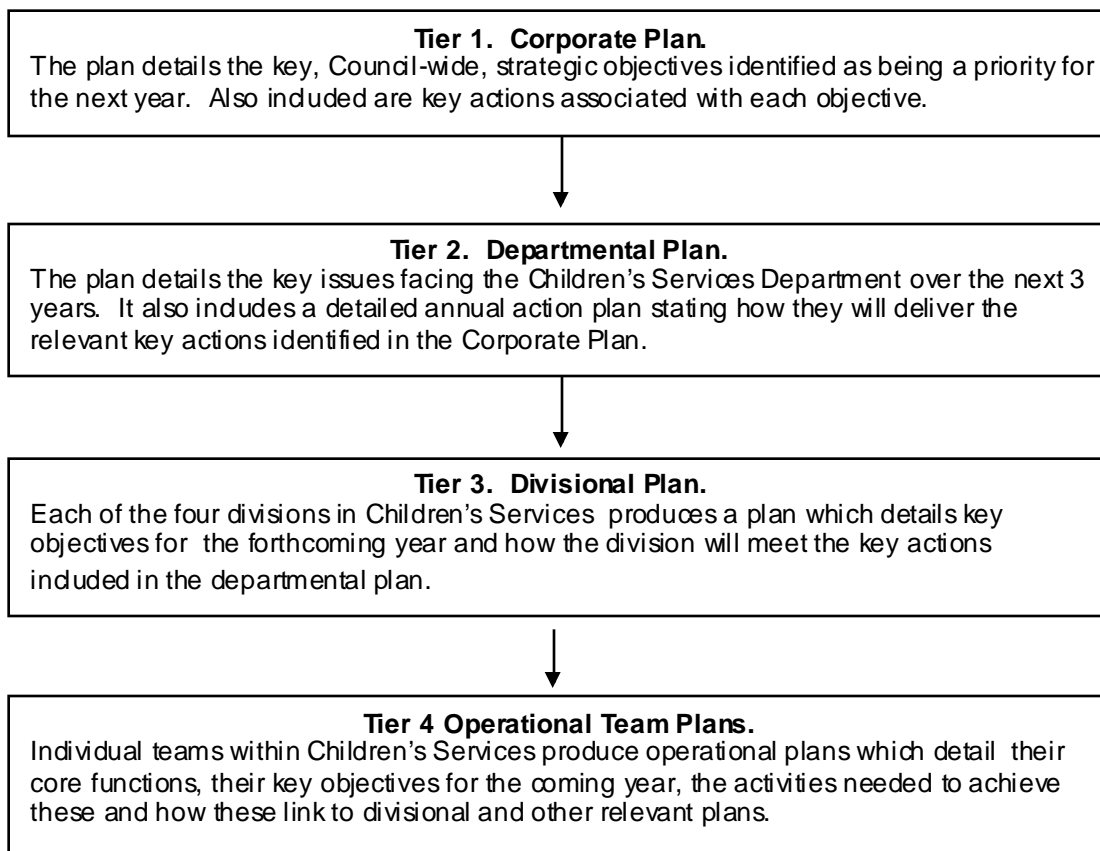
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## Introduction

This document is the Performance and Achievement Divisional Plan for 2007/08 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

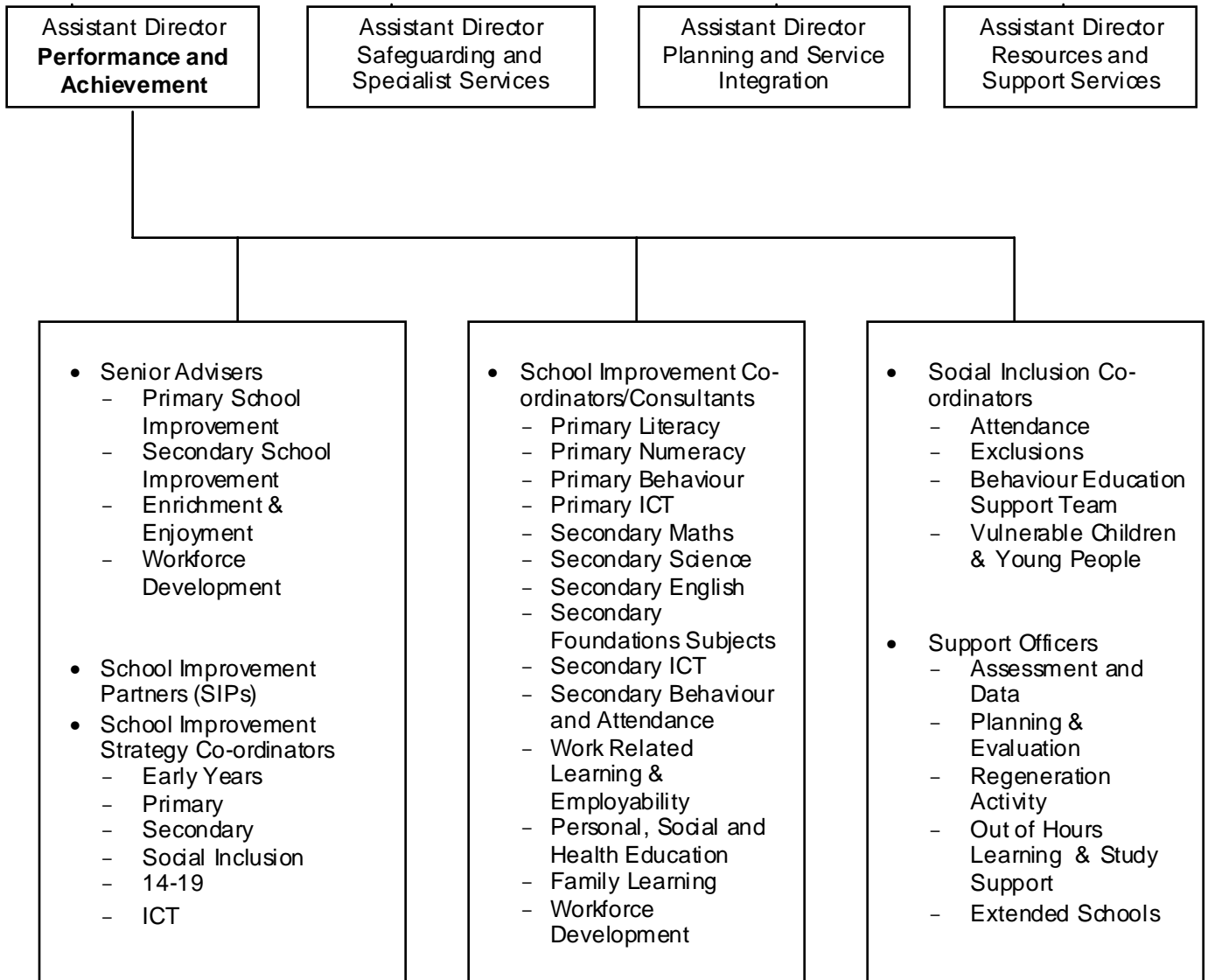
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2007/08-2009/10.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked: -



This approach ensures that any objective that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall objectives and contribute to the implementation of the Children & Young People's Plan.

## Service Structure





The Performance and Achievement Division is responsible for:

- Two of the five outcomes for children: ‘ Enjoy and Achieve’ and ‘ Economic Well-being’.
- School improvement – monitoring, challenge and support.
- Curriculum development, enrichment and enjoyment.
- Regeneration.
- Workforce development.
- Performance management and self-evaluation.

The services within the division are largely universal services. Staff work mainly at the interface with schools. For example, link advisers and school co-ordinators should spend at least 80% of their time on direct school-related support and challenge. Some services within the division are more targeted because they are designed to address the needs of vulnerable children and young people, e.g. Looked After, pupils at risk of disaffection and disengagement etc.

Curriculum enrichment and enjoyment covers a range of activities designed to enhance the quality and broaden the range of educational activity in schools, e.g. gifted and talented, healthy schools, outdoor education and out of hours learning / study support.

The Performance & Achievement division is also responsible for taking forward specific regeneration activity and provides the link between regeneration projects such as Neighbourhood Renewal and New Deal for Communities and schools.

Two services provided by the division stretch across all aspects of Children's Services. Workforce Development not only supports and challenges schools to implement, workforce remodelling, but is responsible for developing a strategy for the Children's Services workforce across a range of providers. This division also leads on performance management and self-evaluation across the Children's Services Department.

Staff in the division have close links with:

- Schools
- Other education providers, e.g. college and universities
- DfES
- OfSTED and other inspection regimes
- GONE
- Regeneration agencies, e.g. NDC
- Other agencies, e.g. Health, Police etc.

## **Performance Management**

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main objectives for the forthcoming year will be monitored constantly, and reported to the Children's Services Management Team (CSMT) on a quarterly basis. Any amendments to the plan will only be made with full agreement of CSMT.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to CSMT for agreement.

- **Communication**

Staff within the Performance and Achievement Division will be kept informed about progress and developments by:

- Regular team meetings e.g. Advisers, School Improvement Strategy team etc.
- Wider team meetings / briefings led by the Assistant Director
- Children's Services senior manager' meetings
- Operation plan progress reports.

## **Priorities**

Priorities for the Performance and Achievement Division link to its key role in:

- Taking forward the “Enjoy and Achieve” and “Achieving Economic Well-Being” outcomes of the Every Child Matters agenda
- School improvement
- Curriculum enrichment
- Regeneration activities
- Workforce development
- Performance management and self-evaluation.

Key issues for 2007/2008 are:

- Implement the Building Schools for the Future project plan for 2007/08 including completion of the Strategy for Change
- Challenge and support schools to improve performance to national averages and above
- Challenge and support schools in targeting vulnerable children and young people for additional intervention and support so that they achieve in line with or better than expected levels
- Work with partners to extend and improve the quality of services for children and young people which enable them to enjoy their education, improve their well-being and enrich their lives
- Work with the PSI Division to implement the 10 year Childcare Strategy by developing integrated services in Children’s Centres/Extended Schools, ensuring sufficient high quality childcare places and continuing to develop a highly skilled workforce
- Work with partners to increase universal access to high quality learning and skills opportunities
- Work with partners to increase universal access from disadvantaged/socially excluded groups to high quality learning and skills opportunities
- Implement, with partner agencies, the Hartlepool 14-19 strategy and support the 14-19 regional strategy
- Promote the development of employability skills and enterprise education in Hartlepool schools
- Raise the aspirations of young people from vulnerable backgrounds and increase their participation in education, employment and training
- Continue to develop a framework for the self-evaluation of Children’s Services which informs the APA/J AR/C YPP processes.

In addition, the division is responsible for two of the five ‘ Every Child Matters’ outcomes for children:

- Enjoy and Achieve
- Economic Well-being

Managers within the Performance and Achievement Division of Children's Services will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2007/2008 is attached below. It identifies the main strategic objectives for the division and the activities which will be needed to achieve these. Each team within the division has its own operational team plan which provides more detail about how specific outcomes will be delivered, giving annual key objectives and how these link to other plans.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Performance and Achievement Division.

## Performance and Achievement Action Plan 2007 / 08

The action plan is split into three main parts. Sections 1 and 2 are those objectives that have been identified in the Children's Services Departmental Plan. Section 1 details those objectives that can be linked to the Council's Corporate Plan, and section 2 details those that are specific to the Children's Services Department.

Section 3 are those objectives that have been identified as being a priority for the division, but have not specifically been included in the Council's Corporate Plan or the Children's Services Departmental Plan.

### Section 1 – Objectives that are linked to the Corporate Plan, through the Children's Services Departmental Plan

| <b>Corporate Plan Objective: (Ref: LL 01 LAA 7)</b>   |   |                      |                                    |                                     |                                      |
|---|---|----------------------|------------------------------------|-------------------------------------|--------------------------------------|
| <b>Enjoy &amp; Achieve</b> – raise the achievement and standards of children and young people in the early years, primary and secondary phases of education |   |                      |                                    |                                     |                                      |
| <b>Departmental Plan Objective: CSD 08</b>  |   |                      |                                    |                                     |                                      |
| Challenge and support schools to improve performance to national averages and above   |   |                      |                                    |                                     |                                      |
| <b>Divisional Plan Objective: PA 01</b>   |   |                      |                                    |                                     |                                      |
| Implement the activities in the Early Years and Primary Schools Improvement Plan  |   |                      |                                    |                                     |                                      |
| Ref:  | Action  | Date to be Completed | Responsible Officer                | Associated Risks                    | Associated PIs                       |
| PA 01.1   | <ul style="list-style-type: none"> <li>• Development of an integrated strategy for under 5s (CYPP 3.2.1)</li> <li>• Development of a strategy for Children's Centre and Extended Schools (CYPP 3.2.2)</li> <li>• Challenging and supporting all schools to improve the quality of educational provision and improvement outcomes for all children (CYPP 3.3.1)</li> <li>• Monitoring of provision in all schools and implementation of a strategy for intervention, challenge and support to ensure acceptable standards (CYPP 3.3.2)</li> <li>• Support for primary schools in self-evaluation to ensure continuous improvement in teaching and learning (CYPP 3.3.3)</li> <li>• Monitoring patterns of underperformance amongst vulnerable groups of children and taking action to address inequalities, (e.g.) underachieving boys and LAC (CYPP 3.3.4)</li> </ul> | Mar 08               | Janice Sheraton-Wright / Kay Rooks | POL 6-2.9<br>POL 6-2.4<br>POL 6-2.7 | BV 40<br>BV 41<br>BV 194a<br>BV 194b |

| <b>Divisional Plan Objective: PA 02</b><br>Implement the activities in the Secondary Schools Improvement Plan |   |                      |                                      |                                     |                                     |
|---|---|----------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| Ref:  | Action  | Date to be Completed | Responsible Officer                  | Associated Risks                    | Associated PIs                      |
| PA 02.1   | <ul style="list-style-type: none"> <li>Challenging and supporting schools to improve the quality of educational provision and improve outcomes for pupils at KS3 &amp; KS4 (CYPP 3.3.1)</li> <li>Monitoring provision in all schools and implementing a strategy for intervention, challenge and support to ensure acceptable standards (CYPP 3.3.2)</li> <li>Supporting secondary schools in self-evaluation to ensure continuous improvement (CY PP 3.3.3)</li> <li>Monitoring patterns of underperformance amongst vulnerable groups and take action to redress inequalities, (e.g.) LAC and underachieving boys (CYPP 3.3.4)</li> </ul> | Mar 08               | Mike Ashfield<br>/ Geraldine Chapman | POL 6-2.4<br>POL 6-2.7<br>POL 6-2.5 | BVPI 38, 39<br>50, 181a, b,<br>c, d |

| <b>Corporate Plan Objective: (Ref: LL 01 &amp; LL 5)</b>   |  |                      |   |                  |                        |
|--|--|----------------------|---|------------------|------------------------|
| <b>Enjoy &amp; Achieve</b> – raise achievement and standards of attainment for children and young people in the early years, primary and secondary phases of education |  |                      |   |                  |                        |
| <b>Departmental Plan Objective: CSD 09</b>   |  |                      |   |                  |                        |
| Challenge and support schools in targeting vulnerable children and young people so that they achieve in line with or better than expected levels                       |  |                      |   |                  |                        |
| <b>Divisional Plan Objective: PA 03</b>  |  |                      |   |                  |                        |
| Implement the activities in the Social inclusion Improvement Plan  |  |                      |   |                  |                        |
| Ref:   | Action   | Date to be Completed | Responsible Officer   | Associated Risks | Associated PIs         |
| PA 03.1  | <ul style="list-style-type: none"> <li>Ensuring LAC receive the education and training they need (CYPP 3.7.1)</li> <li>Ensuring all PEPs are effective and implemented (CYPP 3.7.2)</li> <li>Informing schools and other providers about the needs of LAC (CYPP 3.7.3)</li> <li>Supporting and encouraging LAC and their carers to participate in a range of cultural and leisure activities to develop individual interests (CYPP 3.7.4)</li> <li>Monitoring and improving the achievement, school attendance and cultural experiences of LAC and ensuring that additional educational support is provided to those LAC who need it (CYPP 3.7.5)</li> <li>Ensuring that the attendance of LAC is maximised and that permanent exclusion is avoided (CYPP 3.7.6)</li> <li>Working with partners to encourage the participation of LAC and care leavers in post-16 education and training</li> <li>Working with partners, including the voluntary sector, to address the needs of children and young people who are disaffected, at risk of exclusion or permanently excluded from schools (CYPP 3.4.5)</li> <li>Ensuring that those who have been permanently excluded attend appropriate alternative settings which are aimed at securing reintegration.</li> </ul> | Mar 08               | Zoe Westley and<br>- J S-Wright<br>- K Rooks<br>- J Sutton<br>- M Ashfield<br>- G Chapman<br>- T Argument<br>- K Adams<br>- Director for E-Learning | POL 6-2.7        | BV 50<br>BV 161        |
|  |  | Mar 08               | Zoe Westley   |                  | LPI ChS 2<br>LPI ChS 3 |

**Corporate Plan Objective: (Ref: LL 01)**

**Enjoy & Achieve** – Raise the achievement and standards of children and young people in the early years, primary and secondary phases of education

**Departmental Plan Objective: CSD 10**

Work with partners to extend and improve the quality of services for children and young people which enable them to enjoy their education, improve their well being and enrich their lives

**Divisional Plan Objective: PA 04**

Implement activities in the Enrichment & Enjoyment Improvement Plan

| Ref:    | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs                                  |
|---------|--|----------------------|---------------------|------------------|---|
| PA 04.1 | <ul style="list-style-type: none"> <li>Improving facilities and outcomes at Carlton Outdoor Education Centre</li> <li>Supporting the development of music tuition, education and opportunities for Hartlepool children and young people</li> <li>Challenge and support to schools to improve the health and fitness of children and young people</li> <li>Working with partners to extend sport, leisure and recreational opportunities for children and young people</li> <li>Challenging and supporting schools to personalise, extend and enrich the curriculum in order to meet the needs of individuals and targeted groups e.g. GAT</li> <li>Supporting schools to develop extended services.</li> </ul> | Mar 08               | Tom Argument        | POL 6-2.4        | BV 161 (LAC)<br>BV 221a<br>BV 221b (Youth Work) |



**Corporate Plan Objective: (Ref: LL 01 & JEO 5)**

**Enjoy & Achieve** – children and young people achieve the qualifications, develop the skills and be given the necessary life experiences to enable them to lead full and active lives

**Departmental Plan Objective: CSD 17**

Implement, with partner agencies, the local and regional 14-19 Strategies

**Divisional Plan Objective: PA 05**

Implement the appropriate actions in the 14-19 and Employability Improvement Plan

| Ref:    | Action   | Date to be Completed | Responsible Officer | Associated Risks                    | Associated PIs                                  |
|---------|--|----------------------|---------------------|-------------------------------------|---|
| PA 05.1 | <ul style="list-style-type: none"><li>Ensuring young people are helped to prepare for working life (CYPP 5.2)</li><li>Ensuring 14-19 education and training is planned and delivered so that underachieving groups receive targeted support (CY PP 5.3.4 and 5.3.5)</li><li>Ensuring children and young people who are looked after to achieve economic well being (CYPP 5.6)</li><li>Ensuring children and young people who have learning difficulties and/or disabilities to achieve economic well being (CY PP 5.7)</li></ul> | Mar 08               | Tom Argument        | POL 6-2.3<br>POL 6-2.4<br>POL 6-2.7 | BV 161 (LAC)<br>BV 221a<br>BV 221b (Youth Work) |

## Section 2 – Objectives that are linked to the Children's Services department plan

| <b>Departmental Plan Objective: CSD 22</b><br>To promote the modernisation agenda for Local Government and develop efficient, co-ordinated working practices within the Children's Services Department that deliver high quality effective and value for money services with due regard to equality and diversity issues for both services users and staff |  |                      |   |                  |                |
|--|--|----------------------|---|------------------|----------------|
| <b>Divisional Plan Objective: PA 06</b><br>Embed processes for self-evaluation in line with the requirements of APA and JAR  |  |                      |   |                  |                |
| Ref:   | Action   | Date to be Completed | Responsible Officer                             | Associated Risks | Associated PIs |
| PA 06.1  | Review the membership, role and responsibility of the Planning and Evaluation Group (PEG)                            | Mar 08               | John Collings                                   | PER 6-4.2        |                |
| PA 06.2  | Produce an annual planning and evaluation cycle which accommodates departments, corporate and external requirements. | Mar 08               | John Collings                                   | PER 6-4.2        |                |
| PA 06.3  | Brief and inform relevant officers in planning and evaluation requirements   | Mar 08               | Sue Johnson<br>/John Collings                   | PER 6-4.2        |                |
| PA 06.4  | Train senior managers in the skills required for self-evaluation and effective planning                              | Mar 08               | Sue Johnson<br>/John Collings<br>/Phil Warrilow | PER 6-4.2        |                |

| <b>Departmental Plan Objective: CSD 23</b>  |   |                      |  |                  |                |
|---|---|----------------------|--|------------------|----------------|
| To promote a strong focus on early intervention and the prevention of poor outcomes for children and families   |   |                      |  |                  |                |
| <b>Divisional Plan Objective: PA 07</b>   |   |                      |  |                  |                |
| Identify vulnerable groups (disabled children, BME, LAC) and ensure service delivery is adapted accordingly and promotes equality of access for all service users |   |                      |  |                  |                |
| Ref:  | Action  | Date to be Completed | Responsible Officer                          | Associated Risks | Associated Pls |
| PA 07.1   | Establish a Social Inclusion Strategy Group and develop an overarching social inclusion strategy  | Oct 07               | John Collings                                | POL 6-1.11       |                |
| PA 07.2   | Identify and target support for vulnerable children and young people through the implementation of the Social Inclusion Team operational plan | Mar 08               | Zoe Westley                                  | POL 6-1.11       |                |
| <b>Departmental Plan Objective: CSD 24</b>  |   |                      |  |                  |                |
| To develop staff capacity to deliver high quality services both within the department and across the Children's workforce   |   |                      |  |                  |                |
| <b>Divisional Plan Objective: PA 08</b>   |   |                      |  |                  |                |
| Develop a workforce strategy for the department   |   |                      |  |                  |                |
| Ref:  | Action  | Date to be Completed | Responsible Officer                          | Associated Risks | Associated Pls |
| PA 08.1   | Implement the activities in the Workforce Development Plan  | Mar 08               | Sue Johnson<br>/John Collings<br>/John Leach | PER 6-1.1        |                |

### Section 3 – Objectives that are specific to the Performance and Achievement Division

#### Divisional Plan Objective: PA 09

Ensure the contribution of all partners across Children's Services and from other agencies in implementing actions which deliver the outcomes of Every Child Matters, specifically Enjoy and Achieve (Outcome 3) and Achieving Economic Well-Being (Outcome 5).

| Ref:    | Action  | Date to be Completed | Responsible Officer | Associated Risks         | Associated PIs  |
|---------|---|----------------------|---------------------|--------------------------|---|
| PA 09.1 | <ul style="list-style-type: none"> <li>Implement activities in the Performance and Achievement Operational Team Plans in relation to: <ul style="list-style-type: none"> <li>School improvement, challenge and support</li> <li>Early Years and primary schools</li> <li>Secondary schools</li> <li>14-19 and employability</li> <li>ICT and Hands On Support</li> <li>Social Inclusion</li> <li>Workforce Development</li> <li>Enrichment &amp; Enjoyment</li> </ul> </li> </ul> |                      | John Collings       | POL 6-1.13<br>POL 6-1.11 | BV 38, 39, 40, 41, 45, 45, 50, 181 a,-d, 221 a,b, 222 a,b 161, 162, 197 LPI ED 2, 3, 4a,b LPI ChS 2, 3 L:PI SS 10 |

## Performance Indicators

The action plan detailed a number of Performance Indicators that will be used to measure the successful implementation of the actions. Those indicators are included in more detail in the table below. For those indicators that are only collected on an annual basis please indicate so in the 'Quarter 1 Target' Column.

| Ref          | Definition   | Outturn<br>2006 | Target<br>2007 | Quarter<br>1 Target | Quarter<br>2 Target | Quarter<br>3 Target | Quarter<br>4 Target |
|--------------|--|-----------------|----------------|---------------------|---------------------|---------------------|---------------------|
| BVPI<br>38   | Percentage of 15 year old pupils in schools maintained by the local education authority achieving five or more GCSEs or equivalent at grades A* -C                       | 57.5%           | 61.0%          | Annual              |                     |                     |                     |
| LPI          | Percentage of 15 year olds in schools maintained by the local education authority achieving five or more GCSEs or equivalent at grades A* -C including English and maths | 37.5%           | 45.0%          | Annual              |                     |                     |                     |
| BVPI<br>39   | Percentage of 15 year old pupils in schools maintained by the local education authority achieving five GCSEs or equivalent at grades A* -G including English and Maths   | 89.8%           | 91.0%          | Annual              |                     |                     |                     |
| BVPI<br>40   | Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 mathematics test                               | 79.0%           | 87.0%          | Annual              |                     |                     |                     |
| BVPI<br>41   | Percentage of pupils in schools maintained by the local education authority achieving Level 4 or above in the Key Stage 2 English test                                   | 80%             | 83%            | Annual              |                     |                     |                     |
| BVPI<br>45   | Percentage of half days missed due to total absence in secondary schools maintained by the local education authority   | 7.14%           | 7.30%          | Annual              |                     |                     |                     |
| BVPI<br>46   | Percentage of half days missed due to total absence in primary schools maintained by the local education authority   | 5.62%           | 5.30%          | Annual              |                     |                     |                     |
| BVPI<br>181a | Percentage of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in English                    | 70%             | 79%            | Annual              |                     |                     |                     |

| Ref          | Definition   | Outturn<br>2006 | Target<br>2007 | Quarter<br>1 Target | Quarter<br>2 Target | Quarter<br>3 Target | Quarter<br>4 Target |
|--------------|--|-----------------|----------------|---------------------|---------------------|---------------------|---------------------|
| BVPI<br>181b | Percentage of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in Mathematics  | 76%             | 80%            | Annual              |                     |                     |                     |
| BVPI<br>181c | Percentage of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 test in Science  | 70%             | 78%            | Annual              |                     |                     |                     |
| BVPI<br>181d | Percentage of 14 year old pupils in schools maintained by the local education authority achieving Level 5 or above in the Key Stage 3 teacher assessment in ICT  | 66.4%           | 75.0%          | Annual              |                     |                     |                     |
| BVPI<br>194a | The percentage of 11 year old pupils achieving Level 5 in Key Stage 2 English  | 32%             | 38%            | Annual              |                     |                     |                     |
| BVPI<br>194b | The percentage of 11 year old pupils achieving Level 5 in Key Stage 2 Mathematics  | 35%             | 38%            | Annual              |                     |                     |                     |
| BVPI<br>221a | Percentage of young people aged 13-19 gaining a recorded outcome compared to the percentage of young people who participate in youth work in the local authority area  | 51% *           | 60%            | Annual              |                     |                     |                     |
| BVPI<br>221b | Percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people aged 13-19 participating in youth work  | 8% *            | 15%            | Annual              |                     |                     |                     |
| BVPI<br>222a | Percentage of integrated early education and childcare settings funded or part-funded by the local authority where leaders have a qualification at Level 4 or above  | 54% * *         | 62% * * *      | Annual              |                     |                     |                     |
| BVPI<br>222b | Percentage of integrated early education and childcare settings funded or part-funded by the local authority that have input from staff with graduate or post graduate qualifications in teaching or child development | 77% * *         | 76% * * *      | Annual              |                     |                     |                     |

| Ref         | Definition  | Outturn<br>2006 | Target<br>2007 | Quarter<br>1 Target | Quarter<br>2 Target | Quarter<br>3 Target | Quarter<br>4 Target |
|-------------|---|-----------------|----------------|---------------------|---------------------|---------------------|---------------------|
| LPI<br>ED2  | Percentage of 3 year olds w ho participate in accessing a good quality free early years place   | 100% * *        | 98% * *        | nAual               |                     |                     |                     |
| LPI<br>ED3  | The number of childcare places per 1,000 population   | 232 * *         | 236 * *        | nAual               |                     |                     |                     |
| LPI<br>ChS2 | The percentage of permanently excluded pupils offered full time alternative educational provision of 21 hours or more. (Formerly BV PI 159)   | 94.7%           | 100%           | Annual              |                     |                     |                     |
| LPI<br>ChS3 | Number of pupils permanently excluded during the year from all schools maintained by the local children's services authority per 1,000 pupils at all maintained schools. (Formerly BVPI 44)   | 1.57            | 0.8            | Annual              |                     |                     |                     |
| LPI<br>ChS4 | Percentage of schools maintained by the local education authority subject to special measures. (Formerly (BVPI 48)  | 0%              | 0%             | Annual              |                     |                     |                     |
| BVPI<br>50  | The percentage of young people leaving care aged 16 or over w ith at least one GCSE at Grade A* - G or a GNVQ   | 43% * *         | 77% * * *      | nnAal               |                     |                     |                     |
| BVPI<br>161 | The ratio of the percentage of those young people who were looked after on 1st April in their 17th year (aged 16) w ho were engaged in education, training or employment at the age of 19 to the percentage of young people in the population w ho were engaged in education, training or employment at the age of 19 | 0.31 * *        | 0.80 * * *     | nnAal               |                     |                     |                     |
| BVPI<br>197 | Percentage change in the number of conceptions amongst 15 - 17 year olds  | 3%              | -8.4%          | Annual              |                     |                     |                     |
| LPI<br>SS10 | Health of children looked after   | 97.53%          | 98.0%          | Annual              |                     |                     |                     |

- \* Quarter 3 2006/07
- \* \* 2005/06 outturn – 2006/07 not yet a vailable
- \* \* \* 2006 target – 2007 not yet a vailable

## Performance & Achievement Operational Plan April 07/ 08

| Action from Corp/Dept/ Divisional Plans | Objectives  | Actions  | Milestone | Responsible Officers | Associated PIs  | Links to other Plans (CYPP ref)                                  | ECM                        |                                      | Progress |
|---|---|--|-----------|----------------------|---|--|----------------------------|--------------------------------------|----------|
|   |   |  |           |                      |   |  | Out-come                   | Aim                                  |          |
| LL 1-7<br>SC 11<br>SC 12<br>CSD 5       | <ul style="list-style-type: none"> <li>Parents and carers receive support in helping their children to achieve.</li> <li>Early years provision promotes development and well being and helps Hartlepool children to meet early learning goals.</li> <li>Ensure that educational provision 5-16 is of good quality.</li> <li>Enable and encourage children and young people to attend and enjoy school and to achieve highly.</li> <li>All children and young people access a range of cultural, recreational activities including play and voluntary learning.</li> <li>Children and young people who are looked after are helped to enjoy and achieve.</li> <li>Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve.</li> </ul> | <p>Challenge and support schools to improve performance to national averages and above through the implementation of activities in the</p> <ul style="list-style-type: none"> <li>Challenge &amp; Support to Schools Operational Plan</li> <li>Early Years &amp; Primary Schools Improvement Plan</li> <li>Secondary Schools Improvement Plan</li> <li>14-19 &amp; Employability Improvement Plan</li> <li>ICT/Hands on Support Improvement Plan</li> <li>Workforce Development Plan</li> </ul> <p>Challenge &amp; Support schools in targeting vulnerable children and young people so that they achieve in line with or better than expected levels through the implementation of activities in the:</p> <ul style="list-style-type: none"> <li>Social Inclusion Improvement Plan</li> </ul> | Mar 08    | J C                  | LPI ChS4  | CYPP E&A<br>3.1<br>3.2<br>3.3 (5-11)<br>3.4<br>3.6<br>3.7<br>3.8 | 01<br>02<br>03<br>04<br>05 | A1-5<br>B1-5<br>C1-5<br>D1-5<br>E1-5 |          |
|   |   |  |           | J C                  | BV 45, 46, 50, 161, 162<br>LPI ChS2, 3<br>LPI SS 10<br>BV 197 |  |                            |                                      |          |
|   |   |  |           | J SW/J S             | BV 40, 41, 194a,b   |  |                            |                                      |          |
|   |   |  |           | MA/GC                | LPIED 2, 3, 4a,b,   |  |                            |                                      |          |
|   |   |  |           | TA                   | BV 38, 39, 181a-d   |  |                            |                                      |          |
|   |   |  |           | MA                   | BV 38, 39, 221a,b   |  |                            |                                      |          |
|   |   |  |           | J L                  | BV 161  |  |                            |                                      |          |
|   |   |  | Mar 08    | ZW                   | BV 181d   |  |                            |                                      |          |
|   |   |  |           |                      | BV 222 a,b  |  |                            |                                      |          |
|   |   |  |           | ZW                   |   |  |                            |                                      |          |



## 2.4 APPENDIX 2.3

| Action from Corp/Dept/ Divisional Plans | Objectives  | Actions  | Milestone | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM                        |                                      | Progress |
|---|---|--|-----------|----------------------|----------------|---------------------------------|----------------------------|--------------------------------------|----------|
|   |   |  |           |                      |                |                                 | Out-come                   | Aim                                  |          |
|   |   | <p>Work with partners to extend and improve the quality of services for children and young people which enable them to enjoy their education, improve their well being and enrich their lives through the implementation of activities in the:</p> <ul style="list-style-type: none"> <li>Enrichment &amp; Enjoyment Improvement Plan</li> </ul> | Mar 08    | KA                   | KA             |                                 |                            |                                      |          |
| CSD 2<br>PA 1                           | <ul style="list-style-type: none"> <li>To self evaluate the work of the Children's Services Department</li> <li>To meet all corporate and external evaluation requirements.</li> <li>To achieve value for money.</li> </ul> | <ul style="list-style-type: none"> <li>Implement a programme for performance management of the Children's Services Department.</li> </ul>  | Mar 08    |                      | All            |                                 | 01<br>02<br>03<br>04<br>05 | A1-5<br>B1-5<br>C1-5<br>D1-5<br>E1-5 |          |

# CHILDREN'S SERVICES DEPARTMENT

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Every Child Matters



## Planning and Service Integration

### Divisional Plan 2007 / 08

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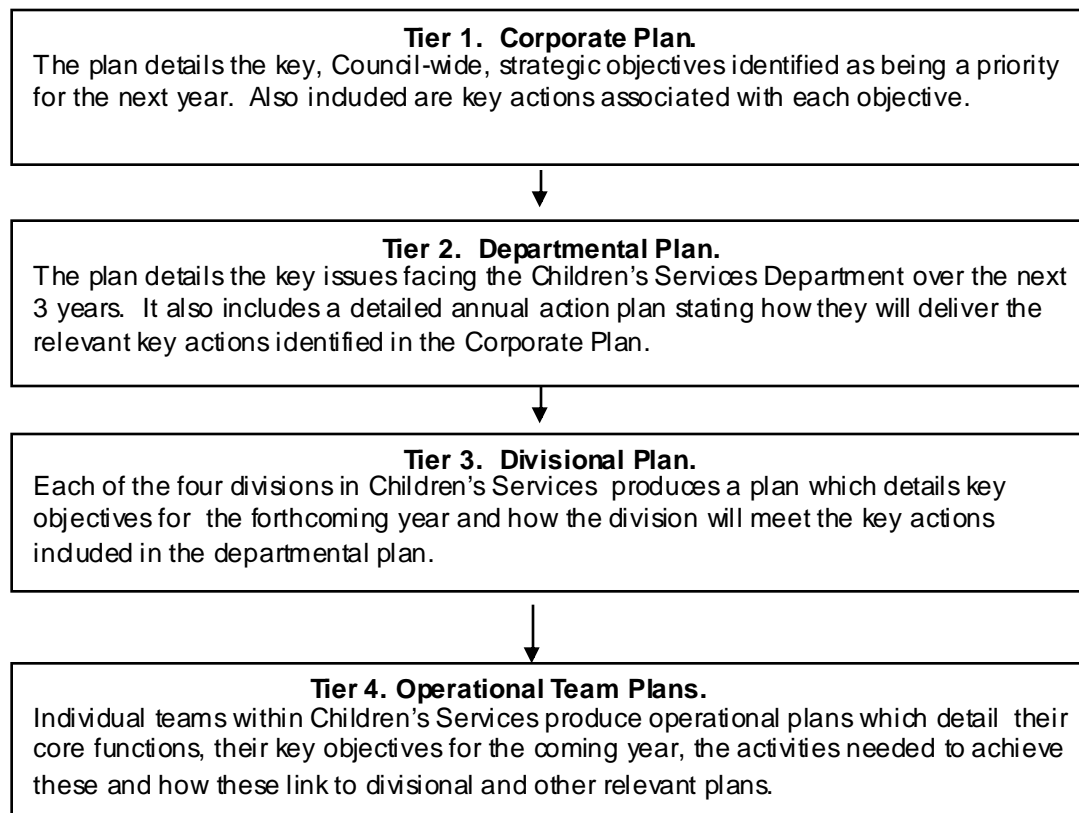
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## Introduction

This document is the Planning and Service Integration Divisional Plan for 2007/08 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

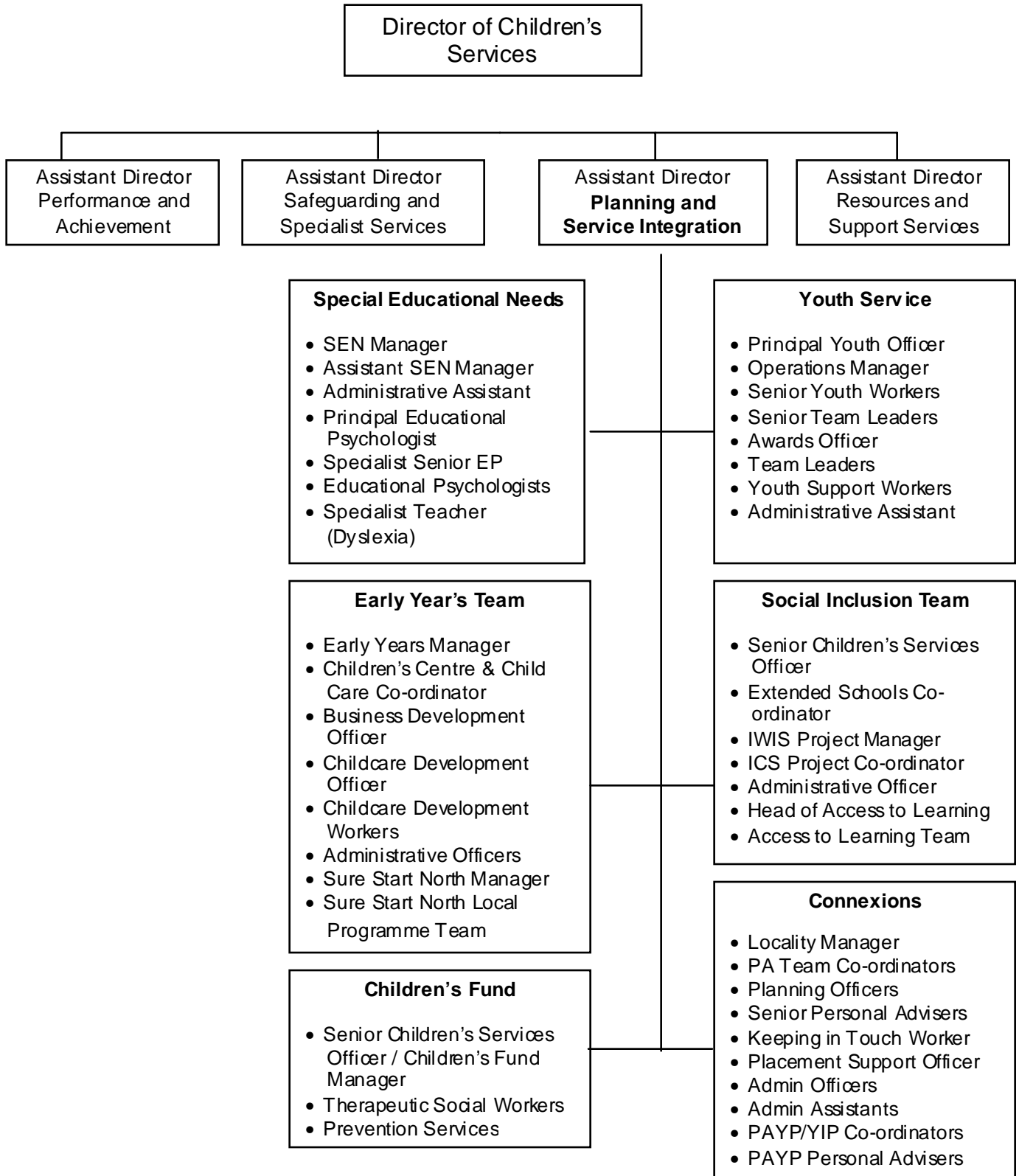
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2007/08-2009/10.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked: -



This approach ensures that any objective that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall objectives and contribute to the implementation of the Children and Young People's Plan.

## Service Structure



The Planning and Service Integration Division is responsible for:

- One of the five outcomes for children: ‘ Make a Positive Contribution’.
- Extended School and Children’s Centre Development.
- Sure Start Team (including play).
- Special Educational Needs, Educational Psychology, Parent Partnership
- Youth Service.
- Connexions.
- Children’s Fund and Therapeutic Social Workers (Acorn).
- Children and Young People’s Plan.
- Access to Learning (A2L).
- Integrated Working and Information Sharing.
- Children and Young People’s Strategic Partnership.
- Parenting Strategy
- Participation Strategy

The services within the division are largely targeted services. A large section of children, young people and their families access many of the services out of choice but the services can also offer more in depth, targeted support for vulnerable children and those with a range of additional needs. Given the nature of the work, staff within the division have close links with teams providing universal services and specialist services e.g. the Special Educational Needs Team is co-located with the Disabilities Team within the Safeguarding and Specialist Services Division and the development of Extended Schools and Children’s Centres is dependent on close, joint working with schools. There are strong links with a range of other agencies which provide support to children and young people and their families e.g. the Youth Offending Service, the Voluntary and Community Sector, CAMHS (Child and Adolescent Mental Health Service) and the Learning Disabilities Service.

## **Performance Management**

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main objectives for the forthcoming year will be monitored constantly, and reported to the Children's Services Management Team (CSMT) on a quarterly basis. Any amendments to the plan will only be made with full agreement of CSMT.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to CSMT for agreement.

- **Communication**

Staff within the Planning and Service Integration Division will be kept informed about progress and developments by means of the regular meetings for team managers with the assistant director and by managers' briefings with their teams and individual staff reviews.

## **Priorities**

Priorities for the Planning and Service Integration Division link to its central role in establishing joined up working across the Children's Services Department, providing as it does, services that are mainly targeted and that link closely with teams providing universal and specialist support for children and young people.

Key issues for 2007/2008 are:

- The review of the Children and Young People's Plan.
- The launch of a new, joined up action plan for children with LDD.
- Implementing the town wide strategy for developing extended schools and children's centres in line with the 10 year Childcare Strategy.
- Completion of a town wide play strategy.
- Embedding the Participation Strategy for children and young people across all Council Departments.
- Leading on the development of a Parenting Strategy.
- Implementing the Youth Matters agenda with a focus on developing joint Youth Service/Connexions initiatives.
- Restructure services for pupils who are excluded from school.
- Improve provision for pupils who have emotional and behavioural difficulties.
- Implementing a parenting strategy.

In addition, the division is responsible for one of the five 'Every Child Matters' outcomes for children:

- Make a Positive Contribution.

Managers within the Planning and Service Integration Division of Children's Services will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2007/2008 is attached below. It identifies the main strategic objectives for the division and the activities which will be needed to achieve these. Each team within the division has its own operational team plan which provides more detail about how specific outcomes will be delivered, giving annual key objectives and how these link to other plans.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Planning and Service Integration Division.



### **Planning and Service Integration Action Plan 2007/08**

The action plan is split into three main parts. Sections 1 and 2 are those objectives that have been identified in the Children's Services Departmental Plan. Section 1 details those objectives that can be linked to the Council's Corporate Plan, and section 2 details those that are specific to the Children's Services Department.

Section 3 are those objectives that have been identified as being a priority for the division, but have not specifically been included in the Council's Corporate Plan or the Children's Services Departmental Plan.

## Section 1 – Objectives that are linked to the Corporate Plan, through the Children’s Services Departmental Plan

| <b>Corporate Plan Objective: (Ref: LLO1 &amp; LAA7)</b><br><b>Enjoy &amp; Achieve</b> – raise the achievement and standards of children and young people in the early years, primary and secondary phases of education  |  |                                     |                     |                  |   |
|---|--|-------------------------------------|---------------------|------------------|---|
| <b>Departmental Plan Objective: CSD 11</b><br>Ensure all children and families have access to high quality childcare and integrated services through Children’s Centres and Extended Schools and the Play Strategy  |  |                                     |                     |                  |   |
| <b>Divisional Plan Objective: PSI 01</b><br>Implement the 10 year Childcare Strategy by developing integrated services in Children’s Centres and Extended Schools, ensuring sufficient high quality childcare places and continuing to develop a highly skilled workforce |  |                                     |                     |                  |   |
| Ref:  | Action   | Date to be Completed                | Responsible Officer | Associated Risks | Associated PIs  |
| PSI 01.1  | Development of locality based services through Children’s Centres and Extended Schools – locality operational plans written      | Mar 08 (to be continued into 08/09) | Danielle Swainston  | POL 6-2.9        | LAA LLS 1<br>LAA LLS 2                                      |
| PSI 01.2  | Develop early years and childcare workforce – implement Workforce Development Strategy 07/08                                     | Mar 08                              | Danielle Swainston  | POL 6-2.9        | BVPI 222a. b  |
| PSI 01.3  | Ensure childcare settings are offering high quality care and early education targeting support based on OfSTED inspections       | Mar 08                              | Danielle Swainston  | POL 6-2.9        | LAA LLS 1<br>LAA LLS 2                                      |
| PSI 01.4  | Ensure that families have access to appropriate childcare based on their needs by undertaking a childcare sufficiency assessment | Mar 08                              | Danielle Swainston  | POL 6-2.9        | LAA LLS 3<br>LAA LLS 4<br>LPI ChS 1<br>LPI ED 2<br>LPI ED 3 |

| <b>Corporate Plan Objective: (Ref: SCO2 &amp; LAA32)</b>  |  |                      |                     |                  |                |
|---|--|----------------------|---------------------|------------------|----------------|
| <b>Make a Positive Contribution</b> – children and young people who live in Hartlepool are provided with the opportunity to participate fully in the life of the community  |  |                      |                     |                  |                |
| <b>Departmental Plan Objective: CSD 12</b>  |  |                      |                     |                  |                |
| Implement the requirements of the Education and Inspections Act 2006 to deliver Positive Activities for Young People  |  |                      |                     |                  |                |
| <b>Divisional Plan Objective: PSI 02</b>  |  |                      |                     |                  |                |
| Ensure a co-ordinated response from the Youth Service and Connexions  |  |                      |                     |                  |                |
| Ref:  | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| PSI 02.1  | Development of a joint strategy / activities to deliver and promote Positive Activities for Young People                       | Mar 08               | Peter Davies        | POL 6-2.3        |                |
| PSI 02.2  | Exploration of how Children's Services and Connexions websites can be utilised to promote Positive Activities for Young People | Mar 08               | Peter Davies        | POL 6-2.3        |                |
| <b>Departmental Plan Objective: CSD 13</b>  |  |                      |                     |                  |                |
| Establish the role of commissioner of parenting support and develop a Parenting Strategy for Hartlepool to establish a continuum of services for parents to assist them in promoting positive outcomes for their children |  |                      |                     |                  |                |
| <b>Divisional Plan Objective: PSI 03</b>  |  |                      |                     |                  |                |
| Ensure that the role of Commissioner of Parenting is established and leads the development of a parenting strategy that gives all parents and carers access to universal, targeted and specialist parenting services.     |  |                      |                     |                  |                |
| Ref:  | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| PSI 03.1  | Ensure a strong representative partnership is in place to develop a comprehensive parenting strategy.                          | Apr 07               | John Robinson       | POL 6-1.11       |                |
| PSI 03.2  | Establish a single process of commissioning parenting services that ensures a wholly integrated approach across the Borough.   | Mar 08               | John Robinson       | POL 6-1.11       |                |
| PSI 03.3  | Produce a Parenting Strategy for Hartlepool.   | Mar 08               | John Robinson       | POL 6-1.11       |                |

| <b>Departmental Plan Objective: CSD 14</b>   |  |                      |                     |                  |                |
|--|--|----------------------|---------------------|------------------|----------------|
| Ensure that all children and young people from vulnerable groups (LDD, BME, travellers, asylum seeker and refugee communities) have the opportunity to gain full access to services and have a role in service development |  |                      |                     |                  |                |
| <b>Divisional Plan Objective: PSI 04</b>   |  |                      |                     |                  |                |
| Ensure access and development issues for vulnerable groups are embedded in divisional plans and service delivery   |  |                      |                     |                  |                |
| Ref:   | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| PSI 04.1   | Operational team plans for 07/08 include reference to vulnerable groups  | Apr 07               | Sue Johnson         | POL 6-2.7        |                |
| PSI 04.2   | Teams to seek specific feedback from vulnerable groups   | Mar 08               | Sue Johnson         | POL 6-2.7        |                |
| PSI 04.3   | Ensure new strategies e.g. parenting strategy, include reference to vulnerable children and vulnerable parents/carers  | Mar 08               | Sue Johnson         | POL 6-2.7        |                |
| <b>Departmental Plan Objective: CSD 15</b>   |  |                      |                     |                  |                |
| Establish the Participation Strategy through the development of standards that support organisations in Hartlepool in its implementation   |  |                      |                     |                  |                |
| <b>Divisional Plan Objective: PSI 05</b>   |  |                      |                     |                  |                |
| Ensure that children and young people are central to the development of a participation strategy that sets standards and includes involvement in the democratic process.   |  |                      |                     |                  |                |
| Ref:   | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| PSI 05.1   | Encourage all Council Departments to engage with Children and Young People in the development of services.   | Sept 07              | John Robinson       | POL 6-1.11       |                |
| PSI 05.2   | Support all stakeholders to establish standards for the participation of children and young people that are appropriate for their business.  | Mar 08               | John Robinson       | POL 6-1.11       |                |
| PSI 05.3   | Develop a "Making a Positive Contribution Children and Young People's group" that will consist of representatives from children and young people's groups from across the Borough. | May 08               | John Robinson       | POL 6-1.11       |                |

| <b>Corporate Plan Objective: (Ref: JEO5 &amp; LAA5)</b>   |  |                      |                     |                  |                |
|---|--|----------------------|---------------------|------------------|----------------|
| <b>Achieve Economic Well-being</b> – children and young people will achieve the qualifications, develop the skills and be given the necessary life experiences to enable them to lead full and active adult lives |  |                      |                     |                  |                |
| <b>Departmental Plan Objective: CSD 16</b>  |  |                      |                     |                  |                |
| Connexions service works with other teams and agencies to achieve NEET targets agreed with GONE   |  |                      |                     |                  |                |
| <b>Divisional Plan Objective: PSI 06</b>  |  |                      |                     |                  |                |
| Connexions and Youth Service identify joint activities which can be targeted at NEET  |  |                      |                     |                  |                |
| Ref:  | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| PSI 06.1  | Joint planning between Connexions and Youth Service to inform the local review and update of NEET strategy | Jun 07               | Miriam Robertson    | POL 6-2.3        | LAA JE 16      |
| PSI 06.2  | Joint delivery of NRF Hartlepool On Track Project  | Mar 08               | Miriam Robertson    | POL 6-2.3        | LAA JE 16      |

## Section 2 – Objectives that are linked directly to the Children’s Services Departmental Plan

| <b>Departmental Plan Objective: CSD 20</b>  |  |                      |                     |                  |                |
|---|--|----------------------|---------------------|------------------|----------------|
| To maintain progress on the implementation of the Children & Young People’s Plan and its impact on the outcomes for children and young people |  |                      |                     |                  |                |
| <b>Divisional Plan Objective: PSI 07</b>  |  |                      |                     |                  |                |
| To complete the review of the CYPP  |  |                      |                     |                  |                |
| Ref:  | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| PSI 07.1  | Review steering groups for five outcome areas established by Planning and Evaluation Group (PEG) | Jun 07               | Sue Johnson         | POL 6-1.13       |                |
| PSI 07.2  | Undertake a review of the CYPP in accordance with DfES regulations and A PA guidance             | Jun 07               | Sue Johnson         | POL 6-1.13       |                |
| PSI 07.3  | Refresh actions within the plan as determined by the review                                      | Jun 07               | Sue Johnson         | POL 6-1.13       |                |
| PSI 07.4  | Incorporate a high level assessment of financial implications when the CYPP is reviewed          | Jun 07               | Sue Johnson         | POL 6-1.13       |                |
| PSI 07.5  | Publish the review   | Jun 07               | Sue Johnson         | POL 6-1.13       |                |
| <b>Departmental Plan Objective: CSD 23</b>  |  |                      |                     |                  |                |
| To promote a strong focus on early intervention and the prevention of poor outcomes for children and families                                 |  |                      |                     |                  |                |
| <b>Divisional Plan Objective: PSI 08</b>  |  |                      |                     |                  |                |
| To launch a new action plan for children with LDD   |  |                      |                     |                  |                |
| Ref:  | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| PSI 08.0  | Undertake consultation on the final draft with stakeholder groups                                | May 07               | Sue Johnson         | POL 6-1.11       |                |
| PSI 08.02   | Publish plan   | Jul 07               | Sue Johnson         | POL 6-1.11       |                |

| <b>Divisional Plan Objective: PSI 09</b>   |  |                              |                     |                  |                        |
|--|--|------------------------------|---------------------|------------------|------------------------|
| To promote the development of communication, social and emotional skills   |  |                              |                     |                  |                        |
| Ref:   | Action   | Date to be Completed         | Responsible Officer | Associated Risks | Associated PIs         |
| PSI 09.1   | Develop and implement an action plan to target schools in relation to Foundation Stage Profile results   | Mar 08                       | Danielle Swainston  | POL 6-2.7        | LAA LLS 1<br>LAA LLS 2 |
| PSI 09.2   | Finalise speech and language strategy and implement actions – circulate to appropriate organisations   | Mar 08                       | Danielle Swainston  | POL 6-2.7        | LAA LLS 1<br>LAA LLS 2 |
| <b>Divisional Plan Objective: PSI 10</b>   |  |                              |                     |                  |                        |
| Differentiate service delivery to target low achieving and hard to reach families  |  |                              |                     |                  |                        |
| Ref:   | Action   | Date to be Completed         | Responsible Officer | Associated Risks | Associated PIs         |
| PSI 10.1   | Develop and implement operational plans for each Children's Centres /Extended Schools locality ensuring low achieving and hard to reach families are highlighted | Sept 07<br>(plans finalised) | Danielle Swainston  | POL 6-2.9        |                        |
| PSI 10.2   | Implement in Children's Centres/Extended Schools the Together for Children Toolkit for Reaching Priority and Excluded Families                                   | Mar 08                       | Danielle Swainston  | POL 6-2.9        |                        |
| PSI 10.3   | Continue to provide preventative services through the Children's Fund Programme  | Apr 08                       | John Robinson       | POL 6-1.11       |                        |
| <b>Divisional Plan Objective: PSI 11</b>   |  |                              |                     |                  |                        |
| Identify vulnerable groups (disabled children, BME, LAC) and ensure service delivery is adapted accordingly and promotes equality of access for all service users e.g. by including specific reference to disabled children and disabled parents within the Parenting Strategy |  |                              |                     |                  |                        |
| Ref:   | Action   | Date to be Completed         | Responsible Officer | Associated Risks | Associated PIs         |
| PSI 11.1   | Monitor development of plans   | Mar 08                       | Sue Johnson         | POL 6-2.7        |                        |
| PSI 11.2   | Ensure steering groups for five ECM outcomes target vulnerable groups in their work streams  | Mar 08                       | Sue Johnson         | POL 6-2.7        |                        |

### Section 3 – Objectives that are specific to the Planning and Service Integration Division

| <b>Divisional Plan Objective: PSI 12</b>   |   |                             |                            |                         |                       |
|--|---|-----------------------------|----------------------------|-------------------------|-----------------------|
| Restructure services for pupils who are excluded from school                         |   |                             |                            |                         |                       |
| <b>Ref:</b>  | <b>Action</b>   | <b>Date to be Completed</b> | <b>Responsible Officer</b> | <b>Associated Risks</b> | <b>Associated PIs</b> |
| PSI 12.1   | In conjunction with the Performance & Achievement Division and Headteachers complete the review of services for excluded pupils | May 07                      | Ian Merritt                | POL 6-3.4               |                       |
| PSI 12.2   | Agree and implement a new structure and strategy for service delivery   | Sept 07                     | Ian Merritt                | POL 6-3.4               |                       |
| PSI 12.3   | Update Improvement Plan in the light of OfSTED Notice to Improve including success criteria                                     | May 07                      | Val Burton                 | POL 6-3.4               |                       |
| PSI 12.4   | Termly reports to the Management Committee setting out progress against the success criteria                                    | Mar 07                      | Val Burton                 | POL 6-3.4               |                       |
| <b>Divisional Plan Objective: PSI 13</b>   |   |                             |                            |                         |                       |
| Improve provision for pupils who have behavioural, social and emotional difficulties |   |                             |                            |                         |                       |
| <b>Ref:</b>  | <b>Action</b>   | <b>Date to be Completed</b> | <b>Responsible Officer</b> | <b>Associated Risks</b> | <b>Associated PIs</b> |
| PSI 13.1   | Consult on a prescribed alteration to Catcote School  | Jul 07                      | Ian Merritt                | POL 6-3.4               |                       |
| PSI 13.2   | Issue formal notices of proposals for the prescribed alteration   | Sept 07                     | Ian Merritt                | POL 6-3.4               |                       |
| PSI 13.3   | Seek Cabinet approval for the prescribed alteration   | Nov 07                      | Ian Merritt                | POL 6-3.4               |                       |
| PSI 13.4   | Notify the Secretary of State for Education & Skills  | Dec 07                      | Ian Merritt                | POL 6-3.4               |                       |
| PSI 13.5   | Implement the prescribed alteration   | Jan 08                      | Ian Merritt                | POL 6-3.4               |                       |



## Performance Indicators

The action plan detailed a number of Performance Indicators that will be used to measure the successful implementation of the actions. Those indicators are included in more detail in the table below. For those indicators that are only collected on an annual basis please indicate so in the 'Quarter 1 Target' Column.

| Ref          | Definition  | Outturn<br>2005/06 | Target<br>2006/07 | Quarter<br>1 Target | Quarter<br>2 Target | Quarter<br>3 Target | Quarter<br>4 Target |
|--------------|---|--------------------|-------------------|---------------------|---------------------|---------------------|---------------------|
| BVPI<br>221a | Percentage of young people aged 13-19 gaining a rewarded outcome compared to the percentage of young people aged 13-19 participating in youth work in the local authority area.   |                    |                   |                     |                     |                     |                     |
| BVPI<br>221b | Percentage of young people aged 13-19 gaining an accredited outcome compared to the percentage of young people aged 13-19 participating in youth work.  |                    |                   |                     |                     |                     |                     |
| BVPI<br>222a | Percentage of integrated early education and childcare settings funded or part-funded by the local authority where leaders have a qualification at Level 4 or above.  |                    |                   |                     |                     |                     |                     |
| BVPI<br>43a  | Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks excluding exceptions under the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 and set out in Annex A of the SEN Code of Practice.    |                    |                   |                     |                     |                     |                     |
| BVPI<br>43b  | Percentage of proposed statements of special educational need issued by the authority in a financial year and prepared within 18 weeks including exceptions under the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 and reproduced in Annex A of the SEN Code of Practice. |                    |                   |                     |                     |                     |                     |
|              | Percentage of 16-18 year olds who are not in education, employment or training (NEET)   | 8.5%               | 8.7%              | Annual              | Annual              | Annual              | Annual              |

**PLANNING & SERVICE INTEGRATION OPERATIONAL PLANS 2007/08****CONTENTS**

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## Access to Learning Operational Plan (A2L) 2007 / 08

The Access to Learning's principal roles are:

- to ensure the discharge of the LA's statutory duty to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them;
- to discharge the local authority's statutory duties in respect of making appropriate provision for pupils with Statements of Special Educational Needs for Emotional and Behavioural Difficulties.

### RESOURCES

The resources available to this function of the Department for 2007 / 08 are as follows:

|                    |             |
|--------------------|-------------|
| Employees          | £ 947,286   |
| Other direct costs | £ 177,877   |
| Support recharges  | £ 37,853    |
| Income             | £ - 158,174 |
| Total net cost     | £1,004,842  |

## Access to Learning Operational Plan 2007 / 08

| Purpose   | Core Functions   |
|---|--|
| <p>To establish systems and processes which will promote the re-integration of pupils into mainstream schools.</p> <p>To ensure that all permanently excluded pupils are offered full-time education.</p> <p>To ensure that Key Stage 4 pupils have the necessary skills and encourage them to take up further education, training or employment.</p> <p>To provide continuity of education for sick children.</p> <p>To ensure that appropriate educational provision is in place for pregnant pupils and school aged parents.</p> <p>To provide education (inc. full National Curriculum entitlement) for EBD pupils in KS2, KS3 and KS4.</p> | <p>Ensure that appropriate and high quality provision is made for:</p> <ul style="list-style-type: none"> <li>• Pupils who require access to education otherwise than at school.</li> <li>• EBD pupils.</li> </ul> <p>Promote re-integration of permanently excluded pupils into mainstream education.</p> <p>Promote the transition of KS4 pupils educated otherwise than at school into further education, training or employment.</p> |

## Access to Learning Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone         | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|--|---|-------------------|----------------------|----------------|---------------------------------|----------|-----|----------|
|  |  |   |                   |                      |                |                                 | Out-come | Aim |          |
| CSD 03                                   | To prepare for the movement of ESBD pupils from the management of A2L to that of Catcote School  | <ul style="list-style-type: none"> <li>• Liaise with LA officers and Head of Catcote re proposals.</li> <li>• Consider accommodation requirements.</li> <li>• Pupils and staff transfer to the management of Catcote School.</li> </ul>   | Dec 07            | IM/VAB               |                |                                 | EA       |     |          |
|  |  |   | Dec 07            | IM/VAB               |                |                                 |          |     |          |
|  |  |   | Jan 08            | VAB                  |                |                                 |          |     |          |
| CSD 09                                   | To develop a clear role and purpose for A2L in order to meet the needs of the Behaviour and Attendance strands of EIP and to fulfil the statutory duties of the LA with regard to pupils not in mainstream education | <ul style="list-style-type: none"> <li>• Liaise with Headteachers and LA officers.</li> <li>• Consult with staff re proposals for future provision.</li> <li>• Identify staffing requirements.</li> <li>• Negotiate new job descriptions.</li> <li>• Consider accommodation requirements.</li> <li>• Review Home and Hospital provision and SLA.</li> <li>• New handbook re role of A2L is distributed to all stakeholders.</li> <li>• New provision launched.</li> </ul> | Apr 07            | IM/VAB               |                |                                 | EA       |     |          |
|  |  |   | Apr 07            | IM/VAB               |                |                                 |          |     |          |
|  |  |   | May 07            | IM/VAB               |                |                                 |          |     |          |
|  |  |   | May 07            | VAB                  |                |                                 |          |     |          |
|  |  |   | Jun 07            | IM/VAB               |                |                                 |          |     |          |
|  |  |   | Jul 07            | VAB                  |                |                                 |          |     |          |
|  |  |   | Jul 07            | VAB/KMD/AN           |                |                                 |          |     |          |
|  |  |   | Sept 07           | IM/VAB               |                |                                 |          |     |          |
| CSD 09                                   | To improve the opportunities for learning for pupils at A2L  | <ul style="list-style-type: none"> <li>• Review the procedures for attendance and implement changes.</li> <li>• Raise attendance to 80%</li> <li>• Review the curriculum so that all pupils receive an education relevant to their needs.</li> </ul>  | Apr 07            | VAB/AN               |                |                                 | EA       |     |          |
|  |  |   | Sept 07<br>Apr 07 | VAB/AN<br>VAB/KMD    |                |                                 |          |     |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives | Actions   | Milestone   | Responsible Officers  | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|------------|---|---|---|----------------|---------------------------------|----------|-----|----------|
|  |            |   |   |   |                |                                 | Out-come | Aim |          |
|  |            | <ul style="list-style-type: none"> <li>Audit resources and identify areas of inadequacy.</li> <li>Ensure provision is adequately resourced in order to provide a stimulating environment.</li> <li>Ensure SSE procedures are followed and that monitoring of learning and teaching is rigorous.</li> <li>Evaluate monitoring outcomes to identify staff who need support.</li> <li>Put actions plans in place to address individual development needs.</li> <li>Determine what data is needed on pupil entry and formalise procedures for gathering and recording.</li> <li>Set individual behaviour and learning targets based on entry data.</li> <li>Devise procedures for monitoring pupil progress over shorter periods of time</li> <li>Evaluate pupil progress and review individual targets weekly</li> </ul> | <p>Apr 07</p> <p>Sept 07</p> <p>Apr 07</p> <p>May 07</p> <p>Sept 07</p> <p>May 07</p> <p>Sept 07</p> <p>Jun 07</p> <p>Sept 07</p> | <p>VAB/KMD</p> <p>IM/VAB</p> <p>VAB/KMD</p> <p>VAB/KMD</p> <p>VAB/KMD/AN</p> <p>VAB/KMD/AN</p> <p>VAB/KMD/AN</p> <p>VAB/KMD/AN</p> <p>KMD</p> |                |                                 |          |     |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|---|---|-----------|----------------------|----------------|---------------------------------|----------|-----|----------|
|  |   |   |           |                      |                |                                 | Out-come | Aim |          |
|  | Pupils who have been permanently excluded are able to reintegrate into mainstream school within 8 weeks | <ul style="list-style-type: none"> <li>Review the system and procedures for reintegration to provide synergy with the new Behaviour and Attendance strand of the EIP</li> </ul> | May 07    | IM/VAB               |                |                                 | EA       |     |          |
|  |   | <ul style="list-style-type: none"> <li>Existing pupils at A2L are reintegrated into mainstream schools</li> </ul>   | Sept 07   | VAB/AN               |                |                                 |          |     |          |
|  |   | <ul style="list-style-type: none"> <li>A2L staff provide support to mainstream schools in order to smooth reintegration for existing A2 pupils</li> </ul>                       | Sept 07   | VAB                  |                |                                 |          |     |          |
|  |   | <ul style="list-style-type: none"> <li>Review new reintegration procedures after one term</li> </ul>  | Jan 08    | IM/VAB               |                |                                 |          |     |          |

IM – Ian Merritt

KMD – Kirsten Dinsdale

VAB – Val Burton

AN – Angela Noble

## Acorn Team Operational Plan 2007 / 08

The role of the Acorn team is to provide a therapeutic service for children and young people who have emotional difficulties, which affect their behaviour and achievement at school. It also offers advice and support to the families of such children and young people, and to professionals. It fulfils the Parent Partnership function for the local authority in relation to children with special educational needs.

The Service Manager carries out the local authority responsibilities in relation to child protection issues as defined in Section 175 of the Education Act 2002.

### RESOURCES

The resources available to the Acorn function for 2007 / 08 are as follows:

|                    |           |
|--------------------|-----------|
| Employees          | £ 145,389 |
| Other direct costs | £ 15,822  |
| Support recharges  | £ 70,967  |
| Income             | £ 0       |
| Total net cost     | £ 232,178 |



## Acorn Team Operational Plan 2007 / 08

| Purpose   | Core functions   |
|---|--|
| <p>Enabling children to achieve their maximum potential, helping them to overcome emotional and behavioural problems which may be hindering their ability to learn.</p> <p>Offering support, advice and assistance to parents who are experiencing difficulty in coping with parenting.</p> <p>Offering support, advice and assistance to parents of children who have special educational needs.</p> <p><i>Contributing to the development of an Education Service where both children and parents are valued as partners.</i></p> <p>Play an effective role in the safeguarding and promoting the welfare of children within a multi-agency forum.</p> <p>Contribute to the delivery of the Behaviour and Education Support Team.</p> | <p>Provide therapeutic support to children whose educational progress has been delayed due to difficult personal circumstances.</p> <p>Provide advice and support to schools and parents in respect of children who are experiencing learning/emotional difficulty.</p> <p>Fulfill the department's requirement in respect of the role of Parent Partnership Services</p> <p>Offer a mediation service to pupils, staff and parents to resolve issues of concern.</p> <p><i>Provide training, guidance and support for school staff, and day care provider staff involved in Early Years, in relation to safeguarding and promoting the welfare of children.</i></p> <p>Contributing, as appropriate, in the development of procedures in relation to safeguarding issues.</p> <p>Provide consultation in planning and implementing projects identified within the Behaviour and Education Support Team.</p> |

## Acorn Team Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone  | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM            |                      | Progress |
|--|---|---|--|----------------------|----------------|---------------------------------|----------------|----------------------|----------|
|  |   |   |  |                      |                |                                 | Out-come       | Aim                  |          |
|  | Joint working with the Educational Psychology team in developing specific service options for families  | <ul style="list-style-type: none"> <li>Update skill and train staff where necessary.</li> <li>Identify specific case to pilot work.</li> <li>Ensure link with the parenting strategy.</li> </ul>  | Appraisal and training plans due Apr/May 07<br><br>Apr 07<br><br>Sept 07 | EP Team/ Acorn Team  |                | 1.4.1                           | 01             | A2<br>B5             |          |
|  | Review and update service monitoring and evaluation systems to include participation of parents, carers and children.   | <ul style="list-style-type: none"> <li>Further develop service evaluations for parents and carers.</li> <li>Develop service evaluations for children and young people.</li> </ul>   | Sept 07<br><br>Sept 07   | Acorn Team           |                | 1.4.3<br>1.4.7<br>2.2.2         | 01<br>02<br>04 | A2<br>B3<br>B5<br>D3 |          |
| CSD 14                                   | Identify vulnerable groups (disabled children, BME, LAC) within the planning process, ensure service delivery is adapted accordingly and promotes equality of access for all children and carers. | <ul style="list-style-type: none"> <li>Monitor referral process to ensure reach.</li> <li>Promote service availability in a wider range of venues.</li> <li>Link service closer to the Children's Information Service.</li> </ul>   | Mar 08   | Acorn Team           |                |                                 |                |                      |          |
|  | Ensure service is involved fully in review of services for families and is aligned with integrated working initiatives.   | <ul style="list-style-type: none"> <li>Engage in strategic reviews of family support services.</li> <li>Ensure continued linkage with departmental and corporate planning.</li> <li>Investigate opportunities to strengthen service in line with local, regional and</li> </ul> | Mar 08<br><br>Mar 08<br><br>Mar 08                                       | Manager              |                |                                 |                |                      |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM            |                            | Progress |
|--|---|---|-----------|----------------------|----------------|---------------------------------|----------------|----------------------------|----------|
|  |   |   |           |                      |                |                                 | Out-come       | Aim                        |          |
|  |   | national initiatives.   |           |                      |                |                                 |                |                            |          |
|  | Management of allegations of abuse against staff  | <ul style="list-style-type: none"> <li>Ensure involvement in the development of the Designated Professional for Education role.</li> </ul>  | Mar 08    | Manager              |                | 2.3.2                           | 02             | B1                         |          |
|  | Embed the Govt. requirement in respect of Parent Partnership Services within the Therapeutic team | <ul style="list-style-type: none"> <li>Up skill team members in respect of SEN requirements and ensure minimum standards are met</li> </ul> | Mar 08    | Manager              | BVPI 43a & 43b | 2.2.2                           | 01<br>02<br>03 | A1<br>A2<br>B3<br>B5<br>C2 |          |

Manager = J ohn Robinson

## Children's Fund Operational Plan 2007 / 08

*Hartlepool Children's Fund has five key priority areas for service provision.*

- Priority 1 will be the further development of the Family Support Panel. The Partnership is developing these projects based on the Youth Justice Board's Youth Inclusion Support Panel guidance.
- Priority 2 will be the Family Befriending Service that operates across the Children's Fund and will link closely with Priorities 1, 3 & 4.
- Priority 3 will be the Activity Centres that provide services directly to children and families. The plan is to provide an activity centre in the North, Centre and South of the Town.
- Priority 4 will be Mentoring that provides training for volunteers and a one to one service for those children who struggle with group interventions.
- Priority 5 will be Participation. This element will move away from the project based work so successfully provided within Children's Fund by Barnardos Hartbeat and will focus on participation in its wider sense across the Borough. This will include the development of the children and young people's participation strategy.

### RESOURCES

The resources available to Hartlepool Children's Fund for 2007 / 08 are as follows:

|                       |               |
|-----------------------|---------------|
| Central costs         | £ 66.200      |
| Vol Sector Services   | £298.791      |
| Other Services        | £ 50.000      |
| <br>Total Grant 07/08 | <br>£         |
| Carry over            | £             |
| <br>Total Budget      | <br>£ 394,991 |

## Children's Fund Operational Plan 2007 / 08

| Purpose   | Core functions   |
|---|--|
| <p>To provide a range of preventative services for children and families who are in danger of social exclusion.</p> | <p>Monitoring of services commissioned by the Children's Fund Partnership for family support, out of school activities, mentoring activities and participation.</p> <p>Development of a Participation Strategy .</p> <p>Development and commissioning of services aimed at preventing crime and social exclusion.</p> <p>Development of partnerships with voluntary sector organisations.</p> <p>Development of a Parenting Strategy</p> |

## Children's Fund Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone   | Responsible Officers  | Associated PIs | Links to other Plans (CYPP ref)   | ECM                                   |  | Progress |
|--|---|---|---|---|----------------|---|---------------------------------------|--|----------|
|  |   |   |   |   |                |   | Out-come                              | Aim  |          |
| CSD 23                                   | Continue the development of the Hartlepool Interventions Project.               | <ul style="list-style-type: none"> <li>Develop processes to involve a wide range of partners linked by information sharing, service provision and positive outcomes for families.</li> <li>Identify and recruit appropriate organisational representatives to join the panel.</li> <li>Identify need and provide training opportunities for Hartlepool Interventions Project Panel members</li> </ul> | <p>Prevention seminar May 07</p> <p>Training day Nov 07</p> | <p>Children's Fund Manager YOS Manager</p> <p>Children's Fund Manager YOS Manager</p> |                | CYPP  |                                       |  |          |
| CSD 23                                   | Provide the Family Befriending Service that operates across the Children's Fund | <ul style="list-style-type: none"> <li>Continue to monitor service being provided by Belle Vue.</li> <li>Continue to support the development of the Befriending Service to ensure that it continues to be effective post Children's Fund</li> <li>Link service with parenting strategy and other local strategic initiatives.</li> </ul>  | <p>Quarterly</p> <p>Monthly</p>                             | <p>Children's Fund Manager. Service Provider</p>                                      |                | <p>CYPP Operational outcomes 06/07 will continue 07/08 see appendix</p> | <p>01<br/>02<br/>03<br/>04<br/>05</p> | <p>A4<br/>B1<br/>B4<br/>B5<br/>D1<br/>-2<br/>E1<br/>-3</p> |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone  | Responsible Officers   | Associated PIs | Links to other Plans (CYPP ref)                            | ECM         |  | Progress |
|--|--|--|--|--|----------------|--|-------------|--|----------|
|  |  |  |  |  |                |  | Out-come    | Aim  |          |
| CSD 23                                   | Provide Activity Centres that provide services directly to children and families in the North, Centre and South of the town              | <ul style="list-style-type: none"> <li>Continue to monitor service being provided by Manor Residents Association, West View Project and Belle Vue Centre.</li> <li>Investigate further links between the Activity Centres and local extended school initiatives.</li> <li>Support Activity Centres to develop a strategy for funding and operation post children's fund</li> </ul> | Quarterly<br><br>Services linked to localities Sept 07 | Children's Fund Manager Service Provider<br>Children's Fund Manager Service Provider |                | CYPP Operational outcomes 06/07 will continue see appendix | 01 03       | A1 -2<br>A4<br>C2<br>C4<br>D1 -4             |          |
| CSD 23                                   | Provide mentoring that provides training for volunteers and a one to one service for those children who require one to one interventions | <ul style="list-style-type: none"> <li>Continue to monitor service being provided by Barnardos Hartbeat.</li> <li>Support Mentoring service to develop a strategy for funding and operation post children's fund</li> </ul>  | Quarterly monitoring<br><br>Apr 08                     | Children's Fund Manager Service Providers  |                | CYPP Operational outcomes 05/06 will continue see appendix | 01 02 03 04 | A2<br>A4<br>B1<br>B3<br>C2<br>C4<br>D2<br>D4 |          |
| CSD 15                                   | Support the development of participation across the borough  | <ul style="list-style-type: none"> <li>The development of a participation strategy for Hartlepool Children's Services.</li> <li>Ensure the implementation of participation standards as part 2 of the Participation strategy.</li> <li>Manage the development</li> </ul>   | Apr 08<br><br>Apr 08<br><br>Apr 08                     | Children's Fund Manager<br>Barnardos Hartbeat  |                | CYPP   | 04          | D1 -5  |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions  | Milestone            | Responsible Officers   | Associated PIs | Links to other Plans (CYPP ref)                   | ECM      |      | Progress |
|--|---|--|----------------------|--|----------------|---|----------|------|----------|
|  |   |  |                      |  |                |   | Out-come | Aim  |          |
|  |   | of Hartlepool Participation Network  |                      |  |                |   |          |      |          |
| CSD 15                                   | Vision statements to support strategy agreed and implemented in April 2007  | <ul style="list-style-type: none"> <li>Cabinet to endorse the 7 vision statements.</li> </ul>  | May 07               | Children's Fund Manager  |                | CYPP  | 04       | D1-5 |          |
| CSD 15                                   | Make a Positive Contribution Young Peoples Group will be formed as a focus for all young peoples group in the borough. Strategy standards to be agreed and implemented by stakeholders as second stage of strategy by April 1 <sup>st</sup> 2008. | <ul style="list-style-type: none"> <li>Recruit nominations from all young peoples groups to support agenda planning and monitoring of Every Child Matters outcomes.</li> <li>Organisations signing up to the vision statements and who do not already possess participation standards be supported in adapting current standards or developing their own.</li> </ul> | Jun 08<br><br>Apr 08 | MPC Outcome Lead<br>Participation Network<br>Hartlepool Young Voices<br>Hartlepool Participation Network Members |                | Children's Services Planning and Evaluation Group |          |      |          |
| CSD 15                                   | Continue work involving young people in appropriate democratic processes  | <ul style="list-style-type: none"> <li>Ensure that work initiated with the Children's Services Scrutiny Forum is continued and developed.</li> <li>Identify opportunities for young people's involvement in democratic process.</li> </ul>   | Sept 07              | Children's Fund Manager  |                |   |          |      |          |



## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions  | Milestone                            | Responsible Officers            | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|---|--|--------------------------------------|---------------------------------|----------------|---------------------------------|----------|-----|----------|
|  |   |  |                                      |                                 |                |                                 | Out-come | Aim |          |
|  |   |  |                                      |                                 |                |                                 |          |     |          |
| CSD 15                                   | Links to be further developed with specialist services to ensure all children and young people are involved in participation. With particular reference to children with additional needs, looked after children and children from BME communities. | <ul style="list-style-type: none"> <li>Develop participation sub groups with individuals skilled in supporting children with additional needs to drive progress.</li> <li>Research current good practice locally regionally and Nationally.</li> <li>Develop strategy with the Salaam Centre</li> </ul>  | Jun 07                               | Participation Network Sub Group |                |                                 |          |     |          |
| CSD 13                                   | Ensure that the role of Commissioner of Parenting is established and leads the development of a parenting strategy that gives all parents and carers access to universal, targeted and specialist parenting services.                               | <ul style="list-style-type: none"> <li>Develop the role of Parenting Commissioner.</li> <li>Ensure a strong representative partnership is in place to develop a comprehensive parenting strategy.</li> <li>Establish a single process of commissioning parenting services that ensures a wholly integrated approach across the Borough.</li> </ul> | Apr 08<br>May 07<br>Apr 08<br>Apr 08 | Children's Fund Manager         |                |                                 |          |     |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone | Responsible Officers  | Associated PIs | Links to other Plans (CYPP ref) | ECM                  |  | Progress |
|--|--|---|-----------|---|----------------|---------------------------------|----------------------|--|----------|
|  |  |   |           |   |                |                                 | Out-come             | Aim                                    |          |
|  |  | <ul style="list-style-type: none"> <li>Produce a Parenting Strategy for Hartlepool.</li> </ul>  |           |   |                |                                 |                      |  |          |
| CSD 23                                   | Support the development of the NSF projects provided for 14 to 19 year olds.   | <ul style="list-style-type: none"> <li>Support management group in developing programme.</li> <li>Provide link to other prevention services.</li> </ul> | Quarterly | Children's Fund Manager   |                |                                 | 01<br>02<br>04<br>05 | A2<br>B3<br>C2<br>D1<br>-5<br>E1<br>-2 |          |
| CSD 23                                   | Ensure that the Children's Fund partnership fulfils its operational and fiscal responsibilities during its final year. | <ul style="list-style-type: none"> <li>Monitor Spent quarterly</li> <li>Ensure GONE time table is adhered to</li> </ul>                                 | Quarterly | Children's Fund Manager<br>Finance Manager.<br>Partnership Chair<br>Finance Officer |                |                                 |                      |  |          |

## 2.4 APPENDIX 2.5

ECM Outcomes and Outputs Date:

Quarter :

Provider: Activity Centres

| Target   | Measure (evidence base)  | ECM outcome       | Service Users<br>QTR 1 | Number Taking<br>Part | Quarter 1 |        |
|--|--|-------------------|------------------------|-----------------------|-----------|--------|
|  |  |                   |                        |                       | Target    | Actual |
| To promote awareness of a range of physical activities   | % of children who take part in at least 1 or 2 new physical activities (Personal contact log/contact sheet) - <b>OUTPUT</b>          | ENJOY AND ACHIEVE | 127                    | 117                   | 75%       |        |
| To promote awareness and enjoyment of a range of physical and other activities   | % of children who regularly attend (ie have valid reason when not attending) after their one month induction - <b>OUTCOME/OUTPUT</b> | ENJOY AND ACHIEVE | 121                    | 104                   | 85%       |        |
| To promote awareness and enjoyment of a range of physical and other activities   | % of children who state they have enjoyed the activities they have undertaken (evaluation questionnaires) - <b>OUTCOME</b>           | ENJOY AND ACHIEVE | 127                    | 117                   | 75%       |        |
| Help children make progress towards reaching their personal goal   | % of children who have progressed half way or higher in programme evaluation by the final evaluation - <b>OUTCOME</b>                | ENJOY AND ACHIEVE | 112                    | 81                    | 55%       |        |
| To raise awareness of various healthy meals and how to provide them  | % of children who take part in healthy eating sessions - <b>OUTPUT</b>   | BE HEALTHY        | 127                    | 111                   | 80%       |        |
| To raise awareness of various healthy meals and how to provide them  | % of children who would consider eating a new 'healthy' food regularly (programme evaluation) - <b>OUTCOME</b>                       | BE HEALTHY        | 127                    | 86                    | 45%       |        |
| To increase children's self esteem   | % of children who have an increased feeling of self esteem (programme Evaluation) - <b>OUTCOME</b>                                   | BE HEALTHY        | 127                    | 109                   | 80%       |        |
| To give young people a safe environment in which they feel safe to discuss personal issues (ie bullying, personal safety), | % of children who discuss personal issues with staff (personal contact logs) - <b>OUTPUT</b>   | STAY SAFE         | 127                    | 116                   | 90%       |        |
| To give young people a safe environment in which they feel safe to discuss personal issues (ie bullying, personal safety), | % of children who feel able to talk to the staff about personal issues (programme evaluation) - <b>OUTCOME</b>                       | STAY SAFE         | 127                    | 114                   | 90%       |        |

**TO BE COMPLETED QUARTERLY ON A CUMULATIVE BASIS.**

NB Service users include referrals and siblings

## Educational Psychology Operational Plan 2007 / 08

The Educational Psychology function of the Department includes:

- The development and support of initiatives to bring about positive change at the individual, family, group and/or organisational level, through solution-focussed diagnostic and therapeutic interventions.
- The development and support of initiatives to address the developmental and psychological needs of all pupils.
- Offering advice with regard to children with Special Educational Needs (SEN), which includes:
  - consultation, training and advice in relation to pupils at School Action of the SEN Code of Practice;
  - the assessment and re-assessment of individual pupils;
  - the review of pupils at School Action Plus of the SEN Code of Practice;
  - offering advice on the need for statutory assessment;
  - contributing to annual or transitional reviews; and
  - providing training for local authority and school staff, parents and pupils on issues relating to psychology and SEN.

### RESOURCES

The resources available to this function of the Department for 2007 / 08 are as follows:

|                    |           |
|--------------------|-----------|
| Employees          | £ 266,009 |
| Other direct costs | £ 23,477  |
| Support recharges  | £ 32,711  |
| Income             | £ 0       |
| Total net cost     | £ 322,197 |

## Educational Psychology Operational Plan 2007 / 08

| Purpose  | Core functions   |
|--|--|
| <p>To help make it possible for every child to achieve the five national outcomes for children.</p> <p>To promote the application of psychology to the education, well-being, health, and safety, of children and young people so that they can grow to be responsible, effective agents of change in their own lives and in the life of the community.</p> <p>To offer investigative assessment and therapeutic psychological interventions in order to support teachers, parents, carers and others, in their relationships and work with children and young people.</p> <p>To offer advice and support on the assessment and management of pupils with SEN.</p> | <p>Consultation with children and young people, teachers, parents, carers, other professionals.</p> <p>Assessment of individual children and the situations and contexts within which they are located.</p> <p>Therapeutic Intervention.</p> <p>Training and coaching children and young people, teachers, parents, carers, other professionals.</p> <p>Working collaboratively with a range of partners who have equal but complementary expertise.</p> |

## Educational Psychology Operational Plan 2007 / 08

| Action from Corp/ Dept/ Divisional Plan(s) | Objectives   | Actions   | Milestone | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | EC M           |                      | Progress |
|--|--|---|-----------|----------------------|----------------|---------------------------------|----------------|----------------------|----------|
|  |  |   |           |                      |                |                                 | Out- come      | Aim                  |          |
| HCO 2                                      | Children and young people will be physically, mentally, emotionally and sexually healthy, lead healthy lifestyles and choose not to take illegal drugs | <ul style="list-style-type: none"> <li>Develop a joint approach with CAMHS to supporting children who are newly diagnosed with ADHD.</li> <li>Set up a forum including Community Paediatrics, Services for Hearing Impaired and Visually Impaired Children, in order to explore the possibility of working jointly.</li> <li>Set up practice guidelines and referral pathways with colleagues from Social Care Disability Team and Paediatric Health Professionals, for hospitalised children who have significant medical needs, including ABI.</li> <li>Establish a joint Forum with ACORN to explore and develop ways of joint working. Develop joint family working by Acorn and Educational Psychology teams – identify project involving two family therapy cases.</li> </ul> | Dec 07    | KC                   |                |                                 | 01<br>03       | A2<br>C2             |          |
|  |  |   | Dec 07    | KC                   |                |                                 |                | A1<br>C2             |          |
|  |  |   | Feb 08    | KC                   |                |                                 | 01<br>03<br>04 | A1<br>A2<br>C2<br>D4 |          |
|  |  |   | Mar 08    | DQ                   |                |                                 | 01<br>02       | A2<br>B1<br>B5       |          |

## 2.4 APPENDIX 2.5

| Action from Corp/ Dept/ Divisional Plan(s) | Objectives   | Actions  | Milestone   | Responsible Officers             | Associated PIs | Links to other Plans (CYP ref) | EC M                             |  | Progress |
|--|--|--|---|----------------------------------|----------------|--------------------------------|----------------------------------|--|----------|
|  |  |  |   |                                  |                |                                | Out-come                         | Aim                                    |          |
|  |  | <ul style="list-style-type: none"> <li>Ensure partners aware of range of services Educational Psychology, CAMHS and Acorn teams can offer including sharing information through a town wide mental health event.</li> <li>Work with partners in setting up a Pre-School SENCO Forum</li> <li>Meet as a Focus Group with Speech and Language Therapists and Teachers at Springwell School concerning those children who need augmentative and assisted communication, and those children with profound and multiple learning difficulties.</li> <li>Establish a forum for parents of children with social and communication difficulties so that parents can share advice together, access resources and identify their training needs as a group.</li> </ul> | Mar 08<br><br>Feb 08<br><br>Dec 07<br><br>Sept 07 | DQ<br><br>AB<br><br>AB<br><br>AB |                |                                | 01<br><br>03<br><br>02<br><br>04 | A2<br><br>C1<br><br>B3<br>B5<br><br>D4 |          |
| CSD 24                                     | To develop staff capacity to deliver high quality services both within the department and across | <ul style="list-style-type: none"> <li>Explore the potential for increasing the proportion of EP time spent on therapeutic work and to</li> </ul>  | Mar 08  | DQ                               |                |                                | 01                               | A2                                     |          |

## 2.4 APPENDIX 2.5

| Action from Corp/ Dept/ Divisional Plan(s) | Objectives   | Actions  | Milestone            | Responsible Officers | Associated PIs | Links to other Plans (CYP ref) | EC M         |                          | Progress |
|--|--|--|----------------------|----------------------|----------------|--------------------------------|--------------|--------------------------|----------|
|  |  |  |                      |                      |                |                                | Out-come     | Aim                      |          |
|  | the Children's Workforce   | develop the team's capacity to offer further therapeutic work by identifying and engaging relevant CPD in psychological therapeutic models and techniques.<br>• To examine and adapt initial foster carer training courses with focus on child development, in collaboration with Social Care. | Mar 08               | KB                   |                |                                |              |                          |          |
| SCO 2                                      | Children and young people who live in Hartlepool are provided with the opportunity to participate fully in the life of the community | • Raise children's awareness and support them in developing effective communication skills in order to promote collaborative group work and social inclusion.<br>• Offer training to adults working in schools and other interested professionals to deliver the 'KIDSSKILLS' programme.       | Dec 07<br><br>Feb 08 | KC<br><br>CS         |                |                                | 04<br><br>03 | D3<br>D5<br><br>C2<br>C4 |          |
|  |  | • Explore existing opportunities available to children with disabilities and SENs for making their views known about services provided for them, through the further development of a multi-agency team including Education, Social Care,  | Feb 08               | CS                   |                |                                | 04           | D1                       |          |



## 2.4 APPENDIX 2.5

| <b>Action from Corp/ Dept/ Divisional Plan(s)</b> | <b>Objectives</b>   | <b>Actions</b>   | <b>Milestone</b>                   | <b>Responsible Officers</b>            | <b>Associated PIs</b> | <b>Links to other Plans (CYP ref)</b> | <b>EC M</b>                  |                                       | <b>Progress</b> |
|---|---|--|------------------------------------|--|-----------------------|---------------------------------------|------------------------------|---------------------------------------|-----------------|
|   |   |  |                                    |  |                       |                                       | <b>Outcome</b>               | <b>Aim</b>                            |                 |
|   |   | Health and Parents and Carers.   |                                    |  |                       |                                       |                              |                                       |                 |
| CSD 13  | Establish the role of commissioner of parenting support and develop a Parenting Strategy for Hartlepool to establish a continuum of services for parents to assist them in promoting positive outcomes for their children | <ul style="list-style-type: none"> <li>Contribute towards the development of Hartlepool's Parenting Strategy and to be involved in the roll-out of training for Children's Services staff in evidence-based group parenting programmes.</li> <li>Develop the Parent and Carer Drop-In Service in the five Hartlepool Localities</li> <li>Increase real partnership of parents and carers with schools and with practitioners who work in services external to schools and to evaluate the effectiveness of this way of working.</li> </ul> | Mar 08<br><br>Mar 08<br><br>Mar 08 | KB, DQ, KC, CS, AB<br><br>DQ<br><br>DQ |                       |                                       | 03<br><br>01 03<br><br>01 03 | C2 C4<br><br>C2 C4 A2<br><br>C2 C4 A2 |                 |

DQ – Diane Quinn

KB – Katink a Bry an

KC – Kathryn Crowder

CS – Colette Shearer

AB – Alix Barker

## Placement & Provision, Statutory Assessment & Maintenance of Statements Operational Plan

These functions in the Department perform a range of activities which are related to the discharge of LA responsibilities with regard to the assessment and review of children and young people with special educational needs and securing provision for pupils with special educational needs.

### RESOURCES

The resources available to this function of the Department for 2007 / 08 are as follows:

|                    |                    |
|--------------------|--------------------|
| Employees          | £ 111,599          |
| Other direct costs | £ 1,844,309        |
| Support recharges  | £ 618,122          |
| Income             | £ - 20,000         |
| Total net cost:    | <u>£ 2,554,030</u> |

## Placement & Provision, Statutory Assessment & Maintenance of Statements Operational Plan

| Purpose   | Core functions  |
|---|---|
| <p>Promote joining up of services for children with disabilities and SEN.</p> <p>Discharging the LA's statutory responsibilities to identify and assess pupils with special educational needs including the early identification of pre-school children.</p> <p>Discharging the LA's statutory responsibilities to review statements of special educational needs on at least an annual basis.</p> <p>Making appropriate provision for pupils with special educational needs as outlined in their statements.</p> <p>Reducing the time children with statements of special educational need have to await placement as specified in their statements.</p> <p>Ensuring that wherever possible and practicable parental preferences for pupils with special educational needs are met.</p> <p>To ensure that the views of children and young people with special educational needs are listened to and where possible and practical are met.</p> <p>Increasing the opportunity for more children with statements of special educational need to be educated in mainstream schools, in line with the Education Authority's policy on inclusive education.</p> <p>Reducing the number of children who require a statement of special educational need.</p> <p>Securing the provision for pupils with statements of special educational need outside the Borough where there is no appropriate provision within Hartlepool.</p> <p>Ensuring close collaboration takes place between the Children's Services Department and the Health Authority in placing children outside of the Borough particularly when placing on a residential basis.</p> <p>Ensuring that children are placed in schools which can meet their educational, care and medical needs and that this represents the most cost-effective option in terms of the resources available.</p> <p>Ensuring that the needs of the pupils educated outside HBC are regularly monitored and reviewed and consideration given to their return to a school in Hartlepool at the earliest opportunity.</p> | <p>Assist in the early identification and assessment of pupils with special educational needs.</p> <p>Give priority to appropriate provision for pupils with special educational needs within mainstream schools, within the borough and in line with parental preference, with a view to raising their attainment.</p> <p>Monitor and review the progress of pupils with special educational needs.</p> <p>Monitor out of Borough provision of educational services to pupils with special needs.</p> <p>Develop advice, guidance and support to enable schools to deliver effective programmes of education to pupils with special educational needs.</p> |

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## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone                              | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |      | Progress |
|--|--|--|--|----------------------|----------------|---------------------------------|----------|------|----------|
|  |  |  |  |                      |                |                                 | Out-come | Aim  |          |
|  |  | <ul style="list-style-type: none"> <li>Alter annual review documentation to reflect five outcomes more clearly.</li> </ul>   | 08                                     |                      |                |                                 |          |      |          |
| CSD 14                                   | Ensure the views of children and young people with special educational needs are listened to and where possible and practicable are acted upon | <ul style="list-style-type: none"> <li>In connection with Annual Reviews of statements to raise the percentages of children and young people who: <ul style="list-style-type: none"> <li>Complete their pupils view form currently (65%) and</li> <li>Participate in their reviews in person currently (58%).</li> </ul> </li> </ul> | Apr 07 – Mar 08                        | SEN Manager          |                | CYPP E&A 3.8                    | 04       | D1   |          |
| CSD 21                                   | Continue to reduce the number of pupils with statements educated outside of the borough  | <ul style="list-style-type: none"> <li>Develop a wider range of SEN provision within the borough.</li> <li>Consult with parents through annual review process about in borough provision.</li> </ul>   | Apr 07 – Mar 08<br><br>Apr 07 – Mar 08 | SEN Manage           |                | CYPP E&A 3.8                    | 03       | C1-5 |          |

## Sure Start, Extended Services and Early Years Team Operational Plan 2007 / 08

The Sure Start Team aims to maximise the access the sources of funding available in support of the activities set out in the Sure Start Operational Plan.

The funds that currently exist include:

- Sure Start Grant
- SSA funding for Children's Information Service
- SSA funding for Area SENCO and Qualified Teacher Support
- Children's Centres
- Community Pool
- Play development budget.

The above income funds the activities set out in the Sure Start Operational Plan. This includes funding the Department's Sure Start team led by the Assistant Director, Planning and Service Integration.

The team works closely with other partners in the preparation and delivery of projects designed to support young children living in disadvantaged areas and their families and to improve educational outcomes for these children.

### RESOURCES

*The resources available to this function of the Department for 2007 / 08 are as follows:*

|                    |            |  |             |
|--------------------|------------|--|-------------|
| Play Development   |            | Sure Start Team – General Sure Start Grant |             |
| Employees          | £ 275,282  | Employees                                  | £ 695,323   |
| Other direct costs | £ 86,143   | Other direct costs                         | £1,218,776  |
| Support recharges  | £ 437      | Support recharges                          | £ 55,480    |
| Income             | £ -227,648 | Income                                     | £-1,568,622 |
| Total net cost     | £ 134,214  | Total net cost                             | £ 400,957   |

## Sure Start, Extended Services and Early Years Team Operational Plan 2007 / 08

| Objectives  | Core Functions   |
|---|--|
| Enabling parents and carers to seek employment.   | To implement the Ten Year Childcare Strategy.  |
| Creating jobs in childcare and improving the economy.   | To service the Sure Start Partnership (formerly the Early Years Development and Childcare Partnership), prepare and implement the Sure Start Operational Plan and oversee spending against the Sure Start Grant and play development budget. |
| Promoting lifelong learning and improving skills.   | To lead and manage the development of Children's Centres across the town.  |
| Ensuring high quality and integrated health, family and education services for young children and their families. | To promote partnership working with health and social care services, the voluntary sector and private sector and others to raise educational standards and promote social inclusion.   |
| Strengthening communities and community activity.   | To lead the development of Children's Centres and Extended Services across the town.   |
|   | To promote the development of a highly qualified childcare workforce.  |
|   | To organise and run an effective Children's Information Service.   |

## Sure Start Team Operational Plan 2007 / 08

| Action from Corp/Dept/ Divisional Plans | Objectives   | Actions   | Milestone  | Responsible Officers                | Associated PIs                    | Links to other Plans (CYP ref) | EC M     |             | Progress |
|---|--|---|--|-------------------------------------|-----------------------------------|--------------------------------|----------|-------------|----------|
|   |  |   |  |                                     |                                   |                                | Out-come | Aim         |          |
| CSD 11                                  | Development of locality based services through Children's Centres and Extended Schools                                     | <ul style="list-style-type: none"> <li>Appointment of Integration Support Managers</li> <li>Audit of services in each locality</li> <li>Gap analysis based on needs assessment</li> <li>Commission locality based services where appropriate</li> </ul> | Interviews<br>Apr 07<br>May/June 07<br>Jul/Aug 07<br>Sept 07 onwards | DS<br>DG/ISMs<br>DG/ISMs<br>DG/ISMs | LAA LLS 1<br>LAA LLS 2            | 3.2.1<br>3.2.2                 | 01<br>03 | A4<br>C1, 2 |          |
| CSD 11                                  | Develop early years and childcare workforce  | <ul style="list-style-type: none"> <li>Review 06/07 Workforce Dev programme</li> <li>Develop 07/08 training programme</li> </ul>  | Apr 07<br>Apr 07 – Mar 08  | LS/KR/SB<br>LS/KR/SB                | BVPI 222a<br>BVPI 222b            | 3.1.1<br>3.2.1                 | 03       | C1          |          |
| CSD 11                                  | Ensure childcare settings are offering high quality care   | <ul style="list-style-type: none"> <li>Review OfSTED inspections of settings</li> <li>Develop targeted programme of support based on inspections</li> <li>Ongoing development support for all c/care settings</li> </ul>                                | Continuous as OfSTED inspections take place                          | LS/KR<br>LS/KR<br>LS/KR             |                                   | 3.1.1                          | 03       | C1          |          |
| CSD 11                                  | Ensure that families have access to appropriate childcare based on needs by undertaking a childcare sufficiency assessment | <ul style="list-style-type: none"> <li>Undertake a childcare sufficiency assessment</li> </ul>  | Apr – Sept 07<br>Assessment<br>Sept 07 – Mar 08                      | DS                                  | LPI ChS 1<br>LPI ED 2<br>LPI ED 3 | 3.1.1<br>5.1.1                 | 05       | E1          |          |
| CSD 11                                  | Develop and implement an action plan to target schools in relation to Foundation Stage Profile results                     | <ul style="list-style-type: none"> <li>Review data in relation to FSP results</li> <li>Submit local targets for FS target</li> <li>Target support based on FSP results</li> </ul>   | Apr 07<br>Apr 07   | DS/KR<br>DS/KR<br>DS/KR             | LAA LLS 1<br>LAA LLS 2            | 3.2.1                          |          |             |          |



## 2.4 APPENDIX 2.5

| Action from Corp/Dept/ Divisional Plans | Objectives  | Actions  | Milestone   | Responsible Officers                  | Associated PIs         | Links to other Plans (CYP ref) | ECM      |     | Progress |
|---|---|--|---|---------------------------------------|------------------------|--------------------------------|----------|-----|----------|
|   |   |  |   |                                       |                        |                                | Out-come | Aim |          |
| CSD 11                                  | Develop locality based services for each Children's Centre /Extended Schools locality ensuring low achieving and hard to reach families are highlighted | <ul style="list-style-type: none"> <li>• Appointment of Integration Support Manager</li> <li>• Audit of services in each locality</li> <li>• Gap analysis based on needs assessment</li> <li>• Commission locality based services where appropriate</li> </ul> | Apr 07<br>May/Jun 07<br>Jul/Aug 07<br>Sept 07 onwards | DS<br>DG/ISMs<br>DG/ISMs<br>DG/ISMs   | LAA LLS 1<br>LAA LLS 2 | 3.2.1<br>3.2.2                 |          |     |          |
| CSD 11                                  | Implement in Children's Centre /Extended Schools Toolkit for Reaching Priority and Excluded Families  | <ul style="list-style-type: none"> <li>• Explore use of Toolkit</li> <li>• Community Involvement Workers to pilot toolkit</li> <li>• Review pilot</li> <li>• Launch use of Toolkit to locality based staff</li> </ul>  | Apr 07<br>Apr 07<br>Sept 07<br>Nov 07                 | DS/DG/PT<br>DS/DG/PT<br>DG<br>DG/ISMs | LAA LLS 1<br>LAA LLS 2 | 3.2.1<br>3.2.2                 |          |     |          |
| CSD 11                                  | Ensure that all children have access to free play opportunities   | <ul style="list-style-type: none"> <li>• Project plan produced (in line with Big Lottery Fund)</li> <li>• Application for Big Lottery Funding submitted</li> </ul>   | Cabinet Jun 07<br>Sept 07                             | TL                                    |                        | 3.6.1<br>3.6.2                 | 03       | C4  |          |

DS – Danielle Swainston  
LS – Lynda Smith

DG – Dawn Gilderoy  
SB – Sue Beasley

PT – Penny Thompson  
Tracy Livers

KR – Kay Rooks  
ISMs – Integration Support Managers

## YOUTH SERVICE STRATEGIC PRIORITIES, NEEDS ASSESSMENT FOR OPERATIONAL PLAN 2007/2008

### 1. GENERAL

The Youth Service is a complex network of providers including, for example, community groups, voluntary organisations, health, youth justice, etc., as well as the local authority. The latter plays an important role in harnessing the endeavours of partners in facilitating access to personal and social development for 13-19 year olds. This can include diverse issues such as drugs or leisure facilities and can assist in the achievement of shared targets in community order and safety, health, citizenship, education, training and employment.

*The diversity of Youth Services is underpinned by having in place a shared set of values and by the use of distinctive methods (e.g. group work), which seek to promote learning and achievement through relationships with adults and peers, that have been freely chosen by young people themselves.*

This particular combination of goals, methods and values characterises youth work.

Before producing an operational plan for 2007/08, it is important to recognise the context and background which helps to shape it, and form the strategic framework in which it exists. The first of these are National Perspectives.

### 2. NATIONAL PERSPECTIVES

#### A. Policy Response

In the 2005 Green Paper Youth Matters the Government proposed legislating to clarify the duty on local authorities to secure positive activities for young people, as both commissioners and providers. Other proposals made in the Green Paper were for local authorities as part of an "Integrated" youth offer to:

- a) Secure information, advice and guidance services;
- b) Develop publicity to clearly identify the positive activities available to young people in their area;
- c) Empower young people to have a greater influence over provision through opportunities to be involved in the planning and delivery of services; and
- d) Offer targeted youth support for those vulnerable and most in need.

Youth matters also introduced the National Standards for Positive Activities described as the Government's aspiration for the range and quantity of activities that all young people should be able to access. The National Standards indicated that positive activities should have a

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broad scope, and that young people should be able to access opportunities to volunteer, to engage in sporting, recreational, cultural activities and constructive activities in clubs, youth groups or classes.

Consultation on the Green Paper (which was reported on in the publication *Youth Matters: Next Steps*), confirmed support for the proposals from adults, organisations and young people themselves

The coherence of this support will depend on the local authority utilising positive activities as part of its arrangements for delivering effective packages of targeted support, as well as ensuring that information, advice, and guidance supports young people's participation in positive activities. This will be important in meeting children's trusts targets for reducing the proportion of 16-18 year olds who are NEET (not in education, employment or training), in particular ensuring young people have the right personal development opportunities to enable them to take full advantage of developing 14-19 pathways for learning.

### *The new duty to secure access to Positive Activities*

Newly inserted section 507B of the Education Act 1996 requires that a local authority in England must, 'so far as reasonably practicable, secure for qualifying young persons in the authority's area access to -

- a) sufficient educational leisure-time activities which are for the improvement of their well-being, and sufficient facilities for such activities; and
- b) sufficient recreational leisure-time activities, which are for the improvement of their well-being, and sufficient facilities for such activities.

The definition of 'well-being' in the legislation reflects the five 'Every Child Matters' Outcomes. Activities which do not result in an improvement in well-being and which do not help meet these outcomes are not within the scope of the new duty.

The duty therefore requires that so far as reasonably practicable, access is secured to the two forms of positive activity (and to sufficient facilities for them) set out above. The two forms of activity are not mutually exclusive, as some activities will fall into both categories; however the local authority must ensure that it secures access for young people to sufficient forms of, and facilities for, both types of positive activity.

'Educational leisure-time activities' include provision such as, homework or special interest clubs, out of school hours coaching in artistic, sporting or other physical activities and learning opportunities available through facilities such as field centres and outdoor activity centres that provide residential, weekend and holiday-time learning opportunities. Volunteering activity will also fall within this category of activity, where young people gain valuable non-formal educational benefits from the experience.

The legislation also requires that the educational leisure-time activities and associated facilities, to which access is to be secured, must also include sufficient educational leisure-time activities (and facilities for such activities), which are for the improvement of young people's personal and social development. This sub-set of 'educational leisure-time activity' relates to activities which are delivered using youth work methods and approaches.

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'Recreational leisure-time activities' include sports and informal physical activities, as well as a wide range of cultural activities including; music, performing and visual arts.

The duty applies to the 13 - 19 age range which is commonly understood to represent for most young people a transition period in which participation in positive activities can offer significant benefits. However, some young people begin that transition before 13 and end it after 19, requiring ongoing engagement and support from services that provide activities falling under section 507B. One specific body of young people within this category is those with learning difficulties to which the application of the duty is extended to 24.

### *Establishing the offer for Positive Activities*

In order to assist young people to engage in positive activities, the local authority will need to provide a comprehensive, accurate and accessible information service for young people regarding existing local positive activities. Provision should include a directory of provision which should be updated regularly (at least annually) to maintain accuracy and publicised to all young people through a wide variety of media. This new legal requirement will be crucial to aiding participation.

However the new legislation also requires the local authority to look beyond the existing, often un-coordinated local offer of provision and to determine, with its partners within the children's trust and with young people themselves, what provision should be available to all young people and to groups of young people with particular needs. It should determine what support young people should receive to access this provision. This determination should be developed and set out within the context of the local Children and Young People's Plan and where appropriate, feature within the sustainable community strategy.

In making this determination, the Government expects that the local authority will share its ambition that all young people should be able to access the opportunities set out in the National Standards for Positive Activities (shown below) and will work over time with partner agencies to secure them.

### ***National Standards for Positive Activities***

- Access to two hours per week of sporting activity including formal and informal team and individual sports, outdoor and adventurous sports, and other physical activities such as aerobics and dance - provided through national curriculum and leisure-time activities.
- Access to two hours per week of other constructive activities in clubs, youth groups and classes. This includes activities in which young people pursue their interests and hobbies; activities contributing to their personal, social and spiritual development; activities encouraging creativity; innovation and enterprise; study support; and residential opportunities.
- Opportunities to make a positive contribution to their community through volunteering, including leading action, campaigning and fundraising.
- *A wide range of other recreational, cultural, sporting and enriching experiences.*
- A range of safe and enjoyable places in which to spend time. This could simply be somewhere to socialise with friends.

Young People's Views

Young people's views are central to the ambition of providing appropriate positive activities. Section 507B places a specific requirement on the local authority to ascertain from young people in its area their views on existing provision of positive activities and facilities, the need for any additional provision and their access to this provision. The local authority must then ensure that the views of the young people in its area are taken into account.

*The local authority's understanding of young people's views should be comprehensive and detailed enough to understand the barriers they face to engaging in provision. In some circumstances this may also entail an understanding of the perceptions of parents and carers, as these will influence some young people's choices. It will also be important to ensure that the views of young people from minority groups (including young people with disabilities) who face significant barriers to participation are heard and considered. Views should be sought not just in regard to positive activities dedicated to young people, but also in regard to provision that is used by all ages including young people e.g. leisure centres and libraries.*

**Needs Analysis**

*In determining its ambitions for an accessible local offer, it will be vital that the local authority and its children's trust partners address the needs of groups of young people at greatest risk of negative outcomes and whose engagement in positive activities is often limited. e.g. young people in care, young people with disabilities, and young people from the most disadvantaged neighbourhoods. In doing so, local authorities should aim to increase their participation in positive activities and monitor their engagement to ensure progress is being made.*

**Working with partners**

*Local authorities are expected to seek to secure a strong contribution to the local offer from voluntary and community sector agencies, faith groups, other local authority bodies (e.g. museums, sports clubs), private sector, and schools, in developing the local offer. These partners can make a distinctive contribution to the local offer of provision based in part on their ability to be flexible and responsive to need, engage with young people and communities, and access resources (including volunteers and premises) that complement those accessible to public sector bodies. Voluntary and community sector agencies should be represented on local strategic bodies such as the children's trust and should be seen as an important partner in setting the vision and strategy for the local offer as well as facilitating access to activities or providing them.*

**Contestability**

Where the local authority seeks to provide or commission positive activities, it should seek to manage its resources as effectively as possible by using the service provider that offers the best possible combination of skills and experience to deliver services of the highest possible quality to meet individual needs at the most efficient cost.

Depending upon the nature of the contract, likely criteria for consideration are cost to service user and to the authority, quality, timing, delivery location, inclusion of target groups and individuals, sustainability and whether an alternative provider would improve the range of positive activities available, thereby helping to meet young people's expectations of choice.

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Local authorities may identify that elements of the positive activities programme should be retained in-house with other areas of work commissioned from alternative providers - although no model is proposed. Where a number of providers are employed, the local authority will need to ensure that the overall programme retains its focus, co-ordination and quality. Local authorities should clearly identify the outcomes sought before commissioning the work and also recognise that service level agreements can provide a helpful way to record expectations of quality and performance, and review co-ordination arrangements.

The local authority is expected to use the levers available to it to create a market that enables high quality providers to deliver; and permits an exit for the poorly performing.

### ***Addressing barriers to access***

The Government expects local authorities to address inequality in access to positive activities wherever possible - including that created by social and economic disadvantage. This will entail identifying the particular barriers to participation faced by disadvantaged groups, and acting to address these barriers.

Inclusive provision should also meet the needs of young people with disabilities, from different backgrounds and cultures and both genders. Local authorities should ensure that provision is available that does not offend young people's personal beliefs or cause them embarrassment (e.g. by offering single sex swimming times required by some Muslim girls and women) and should provide a safe and appropriate environment (e.g. leisure and recreation facilities) in which young people can build relationships with others from different backgrounds wherever appropriate - especially where gaps between communities (whether in terms of geography, faith, culture, economics or other factors) are a barrier to accessing activities and services. To ensure local positive activities offer a welcoming and supportive environment to young people, local authorities will also need to consider how to tackle assumptions and stereotypes, which cause exclusion.

### ***Supporting Young People directly***

Local authorities and partner organisations can directly support young people's engagement in positive activities through the actions of key professionals. Local authorities are aware that under IAG quality standards they are required to support young people to take up positive leisure time activities. Local authorities will also wish to act on the Care Matters proposal that they help young people in care to access information on positive activities provided under section 507B (see paragraphs 102-108). A range of staff including youth workers and sports development staff are also well placed to promote, advertise and support young people to take up local opportunities.

Local authorities are expected to consider how key professionals can support young people to engage in positive activities and whether they can access adequate, appropriate and usable information on local provision when working with young people.

In some cases staff will also be acting in the role of lead professional under reformed targeted support arrangements identified in the green paper Youth Matters, and as such will need to consider what other roles might be appropriate to support engagement in positive activities, for example:

- encouraging the inclusion of positive activities as part of a tailored package of support;
- helping to ensure that the young person is able to access the information on positive activities being developed by the local authority, for example, by liaising with others to make web-access available, or by ensuring the young person is registered to receive text alerts of positive activity opportunities;
- being a source of advice and support in helping the young person to think through their options and the benefits of engagement;
- putting processes in place for brokering provision or negotiating changes to provision required to enable the young person's access, e.g. by arranging for the provider to establish initial contact with the young person, by providing the young person with a peer supporter or mentor, or by enabling the young person to be accompanied by peers;
- helping the young person to establish the necessary transport arrangements.

### **Measuring Progress**

The local authority should provide young people and communities with information on progress towards its plans or the local offer ideally through web-based information.

Local authorities are also strongly encouraged to develop local measures based around young people's engagement in positive activities. It will be especially important to monitor the participation of those groups identified by the local authority as being at greatest risk of negative outcomes and who could benefit from additional engagement in positive activities. Such measures could support reporting and local performance management and could form the basis for a local target or indicator within the LAA.

*For youth work activity directly funded by the local authority, services are benchmarked against 4 performance indicators. These measures cover the level of reach into the 13-19 population (against a benchmark of 25%), the level of participation of the 13-19 population in youth work (against a benchmark of 15%), the proportion of participants in youth work who gain recorded outcomes (against a benchmark of 60%) and the proportion of participants in youth work who gain accredited outcomes (against a benchmark of 30%). These indicators also form the basis of a Best Value Performance Indicator (BVPI) 221a/b which gathers both the percentage of recorded, and the percentage of accredited outcomes from those young people aged 13-19 participating in youth work. Local authorities are expected to continue to work to these measures.*

Both Annual Performance Assessment (APA) and Joint Area Reviews (JAR) involve key judgements that either directly address young people's participation in positive activities and their role in decision making, or address positive activities as part of a wider body of related factors. Relevant key judgments include whether:

- all children and young people can access a range of recreational activities, including play and voluntary learning provision;
- children and young people are encouraged to participate in decision making and in supporting the community;
- children and young people in care are helped to enjoy and achieve;
- children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve.

## Conclusion

This then is the policy and legislative framework, which starts to shape the strategic context in which youth services are expected to perform and deliver.

There are two further significant and recent documents, which inform the development and provision of youth services, these are: “Cutting the Cake – things to do, places to go, and someone to talk to”. (National Youth Agency briefing January 2007), and “Building on the Best: overview of local authority youth services 2005/06” (Ofsted, February 2007). Both of these offer important national perspectives, which when considered with the needs of Hartlepool young people, begin to indicate the kind of service we should be providing for them. The first offers a strong national perspective on young people’s views, and the second a national inspector’s (professional) view.

### ***B “Cutting the cake – Things to do, places to go and someone to talk to”. (National Youth Agency – January 2007)***

This briefing paper gives an executive summary of 6 dialogues in August 2006, which took place between Young People, H.M Treasury and the DfES as part of the comprehensive spending review: Children and Young People Review. The content and questions for the dialogue arose from the detailed study undertaken by the National Youth Agency (NYA) of the recent submissions and consultations from young people on Youth Matters, Youth Opportunity/Youth Capital Funds, and related policy areas.

*Using the metaphor of “cutting the cake” to represent decisions as to how to spend money on things to do, places to go and the skilled help (support) they need, the young people prioritised as follows:*

- Activities 35%.
- Access 27%.
- Support 38%.

***Support from skilled adults was their priority, and seen as the crucial building block for many young people on the edge of, or not accessing mainstream youth provision. The type of support needed was further broken down into:***

- Help build confidence, skills and knowledge (38%);
  - Supporting involvement in local decision making (33%);
  - Getting young people to activities (29%);
- (Targeted support is needed for young people on the edge of or invisible from mainstream activity).*

***Activities*** are important, but support is often vital in accessing these. The types of activity were described as:

- Personal social skills, confidence building and career development (38 %);
- Sports and outdoor activities (35%);
- Arts, drama and music (27%).



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**Access** often relates to how youth workers support young people to know what is available and to enable them to get there and take part. In terms of access, priorities identified were:

- Young people having dedicated places to go of quality (44%);
- Transport (29%);
- Information on what is available (27%).

### *Policy themes and implications arising from the dialogues*

#### **a) Activities: personal skills and confidence building**

Young people in the dialogue believed strongly in the importance of developing their personal skills and confidence, and in the role of targeted programmes to help this happen. They saw that skills and confidence were learnt through opportunities to take part in a range of activities with a wider group of friends in the areas in which they live.

Thus programmes located within an area or community which offer these opportunities are vital, either building based or engagement through detached or other styles of working. Such programmes reduce isolation and give relevance and impact on the wider culture and environment in which the young people live.

Sufficient resources are needed to maintain this wider activity as a core part of any youth offer.

#### **b) Access: places to go**

The importance of well maintained and resourced facilities in young people's area, emerged as one of the strongest messages. The dialogue about whether one large place or more smaller places are best, indicates the importance of both. Belonging to smaller local places can be crucial in fostering community cohesion and a bridge to accessing larger specialist facilities further afield.

#### **c) Access: Reaching marginal groups**

*The dialogue drew out strongly the lack of access some marginal groups have to either targeted or mainstream facilities. Those in care or lesbian, gay, bisexual or transsexual (LGBT) young people, for example, may be invisible in the provision of youth support services. It is vital such groups are offered access to relevant targeted and mainstream activities and youth support work.*

Many of the young people indicated how support from skilled youth workers was critical for building their confidence and raising their aspirations to access new appropriate opportunities. The role of the lead professional and common assessment framework are of particular importance here, ensuring access through dedicated resources for things to do and places to go.

#### **d) Access: Cost**

*Young people are often in part or completely dependent on money from others. Therefore a critical part of supporting young people accessing a fuller range of activities requires reduced or free transport and entrance fees to much provision.*

### **e) Support: Effective Youth Work**

*Young people across all groups emphasised the support they got as the key to being able to develop confidence, knowledge and skills. For many these were the essential building blocks to taking on new activities, often further a field, which in turn enabled them to increase their job and career prospects and also take part in wider decision making.*

A number of the groups in the dialogue spoke of the positive connection with workers, who understood them through their own experiences and the value of peers as role models and mentors.

These findings have implications for workforce development in the youth work sector, namely:

- qualifications and training of staff;
- “growing your own” workers and accessible routes into the profession;
- need for a volunteer strategy;
- importance of sufficient/stable resources to employ, train and retain people properly over time;
- continuous refreshment through training and support;
- reducing staff turnover by the effective interplay of the above points.

So the dialogues created from the “Cutting the Cake” exercise offer both strategic and practical pointers as to how services should be organised and delivered, from a young person’s perspective.

### **C. “Building on the best: overview of local authority youth services 2005/06 (OfSTED February 2007)**

This report draws attention to the factors most likely to secure high quality youth work provision, within the new and emerging arrangements coming from Youth Matters: Next Steps, and the considerable organizational change being experienced by local authorities. Consequently, it has important messages to offer our strategic planning process and development.

The key findings of this report were:

- The quality of youth work is improving, with 15 of the 33 youth services inspected judged good or better. This is a greater proportion than in previous years but there remains a need for considerable improvement in one in five services inspected.
- The quality of strategic and operational leadership and management is a key factor in bringing about improvement.
- The most successful services meet a broad range of needs. They have a clear vision for youth work and match their resources effectively to meet local needs and circumstances.
- Youth services are increasingly taking the lead in involving young people in youth councils, local forums, conferences and other events.

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- Youth services make their strongest contributions to the Every Child Matters (ECM) outcomes 'making a positive contribution' and 'being healthy'.
- The factors that are most likely to lead to a recognition by local areas that youth work is an essential element of services for children and young people include: the involvement of youth service officers at a strategic level, sufficiency of resources and, an understanding of the educational contribution of youth work; in particular its potential to engage a wide range of young people, including those whose attitudes and behaviour are more challenging than the majority, and to offer a wider range of activities.

Resulting from these key findings the OfSTED report then goes on to offer recommendations to local authorities, in order for them to get maximum benefit from their youth service and youth work.

Local authorities should:

- ensure that processes are in place to enable elected members, senior officers and other decision-makers, including children's trusts, to understand the educational role of youth work in general, the quality of youth work provision, and its potential contribution to young people's lives;
- seek to build upon the managerial and relevant experience of youth service officers and engage them in key strategic developments;
- ensure that any future commissioning arrangements for youth work are focused on delivering high quality learning outcomes for young people.

*The report goes on to identify some of the outcomes resulting from the inspections. In this regard, we in Hartlepool, have recently undergone an Enhanced Youth Inspection as part of a recent Joint Area Review (JAR). The report from this and our self assessment, which we know to be "open and accurate" will inform our development, so that we build on our strengths and address our identified weaknesses.*

In terms of Youth Services' contributions to the ECM outcomes, the report makes some important comments appropriate to Hartlepool.

The framework for youth service inspection emphasises the achievement and the personal and social development of young people. Evidence suggests that many youth services are incrementally developing curricula and provision that reflect the ECM outcomes, but they opt appropriately to place more emphasis on some outcomes than others. Factors such as local need shape their response. Overall, inspection evidence shows that youth services make the strongest contribution to 'making a positive contribution' and 'being healthy' and the least contribution to 'staying safe', 'enjoying and achieving' and 'achieving economic well-being' in that order.

Some key messages emerging from the ECM outcomes individually were:

### ***Being healthy***

- Good work in addressing young people's risky behaviors in drug misuse (including alcohol) and sexual health.
- Most effective programmes reflect needs and interests of young people.
- Access to appropriate youth information and counselling service are important

### ***Staying safe***

- Importance of child protection training and management of procedures
- Where services are commissioned or contracted, respective safe guarding responsibilities need to be made explicitly clear
- Inherent risks in areas such as adventurous activities or detached work are being managed better.

### ***Enjoy and achieve***

- Youth workers continue to provide valuable alternative educational and personal/social development programmes and activities, particularly for those at risk. Better practice on accreditation has improved this work.
- Young people's voluntary participation in youth work activities strengthens relationships between them and youth workers. In the best work seen young people socialised and enjoyed themselves.
- Established youth clubs, in particular, provide regular ongoing opportunities for all young people, the contribution they make to preventative work is vital.
- Services continue to work well with partners.
- Services are generally reviewing curriculum guidance with a view to promoting learning outcomes that meet the challenges of the ECM agenda. The better among them are giving careful consideration to specifying those learning outcomes which are age-specific and most suited to youth work approaches.

### ***Making a positive contribution***

- Youth Services have engaged young people well through youth councils, forums and community action.
- Young people enjoyed participating and developed a wide range of skills. They also enjoyed volunteering and peer mentoring.
- Youth Workers often helped other agencies to develop expertise in seeking young people's views.
- The most effective work with tackling anti-social behavior was carried out in conjunction with other agencies.

### ***Achieving economic well-being***

Youth services, often when working in partnership with Connexions, have been successful in developing preparation for working life programmes, where young people were encouraged to develop the skills and confidence to move into work, training or learning. Planning took account of local strategies to develop 14-19 provision generally. Youth services provided individual young people with support in dealing with issues such as housing, finance, and parental relationships and responsibilities. As a result young people were often better placed to consider their longer-term options.

### ***Securing high quality youth work***

This OfSTED report has been published at a time when local authorities are beginning to introduce changes to services for young people in response to Government proposals. Consequently, it has identified some factors that appear most likely to lead to the satisfactory integration of youth services, into services for children and young people. The factors identified are:

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**A confident and capable youth service.** It is apparent that, within, new and emerging children's services structures, better local authorities recognise the particular educational role of youth work in its own right as well as its potential to bolster and support wider youth activities, be they sporting, arts based, recreational or political. They are aware that youth workers are particularly adept at engaging a range of young people, including those with challenging attitudes and behavior and thus contribute to social cohesion. Where local authorities are failing to identify, support or use the strengths of youth services, it was difficult to see how they could commission future services for young people effectively.

**Sufficiency of resources.** In the absence of clear national expectations on the funding that local authorities should allocate to youth services, some continue to fund at too low a level. Others have made efforts to dedicate more funding, generally to positive effect. Some, often larger, services have a core budget and external funding streams, as well as the resources of partnership work. This gives services the flexibility both to deploy staff to meet need and to integrate successful grant-aided work into the mainstream provision. With one exception, small unitary authorities were found to be struggling in this respect, (Hartlepool is an exception here also). Inspection reports acknowledged the generally positive impact of good levels of funding on: the condition, geographical spread and accessibility of buildings; the provision of specialist technical equipment; the training of staff; and the availability of learning materials to support the curriculum. As reported previously by OfSTED, many local authorities expect much of their youth services and these expectations are not always reasonable. Moreover, local authorities tend to seek to provide a broader range of youth service activities while struggling to resource existing provision effectively. Good examples of this are when detached youth workers engaging with young people on the streets are deployed for too few hours a week, or buildings open for very short periods and not at weekends.

**The value of partnerships.** Inspection reports have identified for some time that youth services are good at working in partnership: there is also evidence that resources can be greatly enhanced by such arrangements. Competent and capable youth services are building partnerships for the benefit of young people, and in the better examples:

- partners value and understand the role of the youth service, including its advocacy function;
- strategic objectives are evident in practice;
- good use is made of information and intelligence;
- joint planning arrangements are fruitful and forward-looking;
- buildings and resources are shared;
- specialist Connexions, youth offending team or youth service staff are seconded across organisations, including to the voluntary sector.

**Young people's voices.** In many of the local areas inspected, youth workers and officers play a key role in promoting young people's democracy, involving them in decision-making and ensuring that their voices are heard so that they are able to influence outcomes. Such approaches are already well established in youth work, but the ECM agenda has given them further impetus. Services have learned much about the process necessary to underpin continuing effective grass roots and corporate involvement of young people.

**Officer deployment.** The ECM initiative has placed greater emphasis on building upon young people's potential and recognising their achievements outside formal institutions. Some local authorities have begun to deploy the heads of youth services or their equivalent in lead managerial or strategic roles with regard to the ECM outcomes 'making a positive contribution' and 'enjoying and achieving'. The picture is,

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however, patchy: local authorities with well performing youth services appear to turn quite naturally to such officers to lead developments, placing them in key strategic groups. In other instances it seems that the visibility and influence of youth service officers is decreasing, or the role itself is disappearing.

**Equality and equity in practice.** Good youth work takes full account of the underlying principles that relate to access, equity and diversity. Youth services demonstrate a firm commitment to working within these principles, for instance in their work with gay and lesbian groups, and in taking positive action in supporting those most at risk and other minority groups.

So the OfSTED report “Building on the Best” gives many strategic and practical pointers, which when aligned with Hartlepool’s own Enhanced Youth Inspection / self assessment and Hartlepool’s needs, offers strong indicators for the development and planning of our services to young people.

### ***National Perspectives – Conclusion***

We have drawn on pieces of national work from which to start to “frame” the kind of service which would be appropriate for Hartlepool. Given the present period of significant change and development, it is important to have done this in some detail – particularly when new services and partners are coming together to produce better outcomes for young people. We each have a valuable contribution to make, but don’t always understand fully what these contributions can be for our colleagues.

By giving: A) Policy responses, B) Young people’s perspectives, C) OfSTED views on good practice, a clear national “back cloth” emerges, which will both inform colleagues as to the value and role of youth work, and start to shape the specific planning and development for Hartlepool.

Tom Wylie, (Retiring Chief Executive of the National Youth Agency), succinctly states “What needs to be done” to produce an “integrated youth offer” is:

- Assessment of need: differentiation;
- Defined standards for provision;
- Clear governance and management;
- Participation by young people;
- Involving partners;
- Involvement – in young people, in building, in workforce.

This encapsulates much of what has been previously stated, and is a useful “tool” in categorising the areas to be addressed. This “tool” will be used later in the document.

### 3. LOCAL PERSPECTIVES (including needs assessment)

#### A) Hartlepool – General

Hartlepool is a small mixed urban and rural borough on the North East coast at the eastern end of the Tees Valley. The borough is relatively isolated from the national transport infrastructure and main markets.

Hartlepool borough is small and densely populated, covering an area of 9,441 hectares, with a population of approximately 90,000, largely concentrated within Hartlepool itself.

Overall, the population is projected to decline slightly over the next ten years, with older age groups increasing and younger age groups reducing.

The minority ethnic population in Hartlepool is significantly lower than the national figure. As a consequence of low numbers, minority ethnic communities can be hard to reach and left isolated, particularly if language and cultural barriers are also present.

*Structural economic change in the later part of the twentieth century hit Hartlepool particularly hard with the decline of its basic industries, which were made up of a small number of large employers. This situation was compounded by an inability to generate employment to replace jobs lost.*

The town has benefited from significant regeneration in recent years, which has resulted in the establishment of a number of new leisure and business facilities and significant improvements in education and employment indices.

The regeneration of the borough must be set within the context of the previous severe structural and economic changes, the legacy of which remains in the significant level of disadvantage seen within the borough, especially within urban areas.

According to the 2004 index of multiple deprivation (IMD) there are high levels of social and economic disadvantage in Hartlepool. Eight of Hartlepool's seventeen wards are among the top 10% most deprived in England, with 5 of these wards being in the top 3%.

**B). Hartlepool – Young People (needs assessment)****Basic data**

The typical youth service core age range of 13-19 years, represents just over 10% other population as a whole. Based on 2005 mid year estimates the profile is as follows:

|             | Male          |                  |              | Female        |                  |              |
|-------------|---------------|------------------|--------------|---------------|------------------|--------------|
|             | <i>Totals</i> | <i>Non white</i> | <i>White</i> | <i>Totals</i> | <i>Non white</i> | <i>White</i> |
| 11-25 years | 9045          | 109              | 8936         | 9000          | 108              | 8892         |
| 13-19 years | 4700          | 56               | 4644         | 4500          | 54               | 4446         |

The non white figures reflect the 2001 census at 1.2% of the population. However, unofficial estimates now put the proportion at 1.7%.

**Being Healthy**

**Sexual Health - Hartlepool has a high under 18 conception rate, which although fluctuating and with downward trends, most recently shows an increase. The incidence of sexually transmitted infections, in particular gonorrhoea and Chlamydia is also concerning, and sexual health issues remain a priority in Hartlepool.**

**Drugs - A small, but significant number of young people misuse drugs and require specialist services. Alcohol misuse is of great concern and is culturally underpinned within the whole population. However, young people's misuse is often highlighted (unfairly) and remains a priority area, as do the risky behaviours associated with it.**

**Mental Health - Issues concerning mental health particularly self harm, are becoming increasingly important. Contrasting issues of low self esteem and machismo are recognised consistently by youth workers.**

**Healthy Eating - Issues around poor diet and obesity are of concern locally.**

**Staying Safe**

Hartlepool Youth Service provides safe and welcoming environments for young people which are appropriately staffed with vetted and trained workers. However, those groups which are presently under represented in our service are potentially at greater risk of issues such as bullying (a key concern of young people themselves), or other associated concerns. Access to the youth service by care leavers, youth offenders, LGBT young people, black and minority ethnic groups, homeless, etc., therefore become a priority for us.



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Risky behaviours, as a result of drugs or alcohol misuse are also clearly of concern, and are inextricably linked with sexual health issues.

### **Enjoy and Achieve**

*Hartlepool has a history of lower than national average academic achievement rates, however, this situation is improving year on year. Young men's achievement at key stage 3 and 4 continues to be an issue, and given a "macho" culture observed by our own staff specific work with boys and young men becomes a strategic priority. They are over-represented in the youth service in comparison to girls and young women, and so increasing access and opportunities for this latter group, becomes a parallel priority also.*

Whilst young people clearly enjoy and appreciate youth service provision, accredited outcomes for the service are low, and other evidence of impact under-developed. The curriculum range needs to also increase in order to offer more opportunities for young people's personal development.

### **Making a Positive Contribution**

*Hartlepool Youth Service has good examples of providing opportunities for young people to play roles as active citizens in decision making process. The Youth Opportunities Fund, United Kingdom Youth Parliament (UKYP), Participation Network and Strategy development are examples of this. Promising work needs to be built on and underpinned with a focus on development of the widest possible range of young people, having the opportunity to participate.*

Within the youth service specifically, young people's participation in the governance, planning and evaluation of activities is under-developed. Similarly, opportunities for volunteering and community involvement need to be increased.

The youth service continues to give valuable support to young people at risk and the preventative agenda, along with other partners and colleagues in Hartlepool.

### **Achieve Economic Well Being**

Whether or not young people are engaged in post 16 learning provision is seen as a major predictor of future adult unemployment, low income, teenage motherhood and poor physical and mental health. As well as impact upon the individual, these have an implication for the economic health of the town and demand for local services.

Achievement is generally rising for post 16 learners across Hartlepool, however this is below both the national and Tees Valley averages. Young people entering fulltime education has increased and is the highest of the 12 local authorities in the North East. However, work based learning has decreased and this shift may be because of the impact of the Education Maintenance Allowance.

There has been an increase in the proportion of 16-18 year olds who are NEET (not in education, employment and training) in Hartlepool, and this may be attributed to a decrease in capacity of two projects specifically targeted at NEET reduction. The youth service played a significant role here (with Connexions and other partners), and creating collaborative opportunities to restore capacity are a priority.

### C. Hartlepool Youth Service – Key information and issues.

#### **Resources**

The resources available to this function of the Department for 2007 / 08 are as follows:

|                    |             |
|--------------------|-------------|
| Employees          | £ 692,069   |
| Other direct costs | £ 327,470   |
| Support recharges  | £ 94,683    |
| Income             | £ - 147,173 |
| Total net cost:    | £ 967,049   |

Hartlepool Youth Service has good financial resources and offers satisfactory value for money.

Youth Service buildings and facilities are of a good quality and well maintained and are compliant with disability discrimination legislation.

#### **BVPs and National Youth Agency Audit Figures (2005/06).**

13-19 youth population is 9127

**Contacts: numbers** are 29%

**Benchmark** 25%

Hartlepool attracts young people above the national benchmark figure and is a well used and supported service. Many young people exhibit challenging behaviours.

**Participants' numbers** are 24%

**Benchmark** 15%

Hartlepool works regularly with high numbers of young people well above the national benchmark figure.

**Recorded outcomes** are 50%

**Benchmark** 60% of participants.

Hartlepool's recorded outcomes are below the national benchmark figure.

**Accredited outcomes** are 6%

**Benchmark** 30% of participants.

Hartlepool's young people achieve well below that national benchmark for accredited outcomes.

#### **Gender balance:**

The gender balance is 2:1 in respect of young men; young women, with a clear under representation of girls and young women.

*B.M.E involvement; is representative of the town profile of 1:2% (2001 census figure).*

### *Risks*

- Business Continuity, Impact Requirement Assessment and Risk processes are updated regularly.
- Development work with vulnerable groups and those under represented within the service remain priorities. In addition, the positive promotion of difference is under developed.
- Workforce development issues concerning the employment, training and support of staff, whilst improving, need to be kept under regular review.

### *User Survey*

Key messages:

- Young people attend projects to socialise, relax, do sports and activities and try new things.
- Young people “get” from attending projects such things as fun/ enjoyment, do new things, gain confidence, advice/information.
- Young people sought information on drugs/alcohol, sex/relationships, health, training, employment and education.
- 93% of young people were very satisfied or satisfied with the service they received.
- Young people regard their relationships with youth workers highly.
- 64% of young people said they “got the chance to have their say” in their project.

#### Issues

Views of non-users need to be addressed.

### ***Self Assessment***

Hartlepool Youth Service, as part of a recent JAR, was the focus of an enhanced youth inspection, (EYI). We know from feedback that the self –assessment we provided for the inspection was “open and accurate”. Clearly this is an important piece of evidence we can now use as part of our planning process, particularly in addressing areas for development. These are:

### ***Planning and Evaluation***

#### Issues

- Variable with staff; insufficient young people’s involvement in planning (for activity instead of learning);
- More needs explicit;
- Identify the impact (ask “so what”);
- Strategic plans poorly defined;
- Plans/strategies for specific under represented groups insufficiently developed.

### *Curriculum*

#### **Issues**

- Narrow in range;
- Management week;
- Document in need of revision, linking needs/strategy.

### *Staff development*

#### **Issues**

- Numbers of unqualified staff/ 5 hour posts;
- Training links to supervision and co-ordination needs;
- Face to face work of full time staff – impact;
- Supervision focus on support – more challenge needed;
- Induction process needs revision.

### *Young people involvement*

#### **Issues**

- Needed at all levels; strategic – unit/project;
- Needed in recordings/planning/evaluation;
- Needed in recorded outcomes;
- Young people to be involved in self-assessment process;
- Views on non-users required.

### *Under represented groups*

#### **Issues**

- Male domination of projects (ratio 2:1);
- Under representation of young people from vulnerable groups e.g. Learning Difficulties & Disabilities, LGBT;
- Promotion of positive relations.

### ***Quality assurance***

#### Issues

- Only once per year;
- No use of internal/external benchmarks;
- Sharing good practice;
- Charter and policies require updating.

### ***Accreditation***

- Low ;
- Targets for individual projects needed;
- More specific targets needed explicitly for partners.

### ***Publicity, I.T and resources***

#### **Issues**

More I.T needed;

More good news stories to raise profile (publicity – positive activities);

Limited external funding.

### ***Partnerships***

Hartlepool Youth Service is valued and respected by partners within the town. This leads to effective working both in terms of needs assessment on the one hand, to service delivery on the other. However, notwithstanding this positive situation.

#### **Issues**

We need to be more robust in our agreements with partners when granting or commissioning work.

We need to develop better integrated services to achieve improved outcomes for young people.

So from the comprehensive self assessment process, we have a further body of evidence, which can contribute to shaping the planning process.

### ***Conclusion***

Having now looked at National Perspectives and Hartlepool Perspectives (including needs analysis), we can now look to identify emerging priorities from this information and data. In order to do this the six categories identified earlier in the document have been used.

#### **4. PRIORITIES IDENTIFIED from NATIONAL and HARTLEPOOL PERSPECTIVES**

The priorities identified are categorised into six areas:

1. Assessment of need: Differentiation.
2. Defined standards for provision.
3. Governance and Management.
4. Participation by young people.
5. Involving partners.
6. Investments – young people, buildings and workforce.

Further, having identified the priorities, what an “ideal” service might look like is profiled. Then by identifying Hartlepool’s position in comparison with that ideal, we will be able to identify the “gap” that needs to be bridged. This gap will then become the focus of the planning process.

None of the previous information given, from which the priorities will emerge, comprises in anyway, the more strategic plans of Hartlepool Council. They are complementary to the Community Strategy and in particular the Children and Young People’s Plan (and Divisional Plan).

*Indeed as quoted in the OfSTED report “Building on the best”.*

#### **“A Confident and capable Youth Service.”**

“It is apparent that within new and emerging Children’s Services structures better local authorities recognise the particular educational role of youth working in its own right. They are aware that youth workers are particularly adept at engaging a range of young people. Where they are failing to identify, support or use the strengths of youth services, it is difficult to see how they can commission future services for young people effectively.”

*Clearly, therefore a “confident and capable youth service” has much to offer Children’s Services in achieving the best E.C.M outcomes. Hartlepool Youth Service will aim to be confident and capable.*

The strategic priorities based on the categories identified are now identified and the evidence produced. For each category areas representative of a high performing authority are identified and also where Hartlepool is placed in relation to that.

| A High Performing Service  | Hartlepool Youth Service   |
|--|--|
| <b>(i) Assessment of need: Differentiation</b>   |  |
| <ul style="list-style-type: none"> <li>• A clear vision and offers a balance of work which is universal, targeted or specialist according to need.</li> <li>• A broad curriculum which is age specific and suited to youth work approaches, and is clearly linked to needs analysis.</li> <li>• Concentrates on support, activities and access.</li> <li>• Addresses positively the barriers to access by under-represented groups and so offers a diverse service which is reflective of the young people it serves.</li> </ul> | <ul style="list-style-type: none"> <li>• Has vision and balance of work which needs reviewing in light of BVPIs integrated working, broader needs assessment.</li> <li>• Curriculum range relevant but too narrow, needs should be more explicit.</li> <li>• All areas covered, but balance needs reviewing in light of other issues in this section.</li> <li>• Some under-represented groups targeted effectively; positive work needs to be extended into other areas.</li> </ul> |
| <b>(ii) Defined standards for provision</b>  |  |

## 2.4 APPENDIX 2.5

| A High Performing Service  | Hartlepool Youth Service  |
|--|---|
| <ul style="list-style-type: none"> <li>• Core work with 13-19 year olds, extended to 24 years for those with support needs.</li> <li>• National standards delivered in full and with sufficiency.</li> <li>• BVPIs delivered fully.</li> <li>• Activities “offer” publicised appropriately.</li> <li>• Quality assurance produces well established and effective.</li> <li>• Service Level Agreements (SLAs) with partners robust and monitored effectively.</li> <li>• Internal and external benchmarking to upskill and upgrade service.</li> <li>• Risk understood and monitored effectively.</li> <li>• A good range of policies and development strategies exist, appropriate to need.</li> </ul> | <ul style="list-style-type: none"> <li>• Core age range, established; more support needed for those 19+ experiencing difficulties.</li> <li>• Development needed around curriculum range; sufficiency agenda requires coordination/integration.</li> <li>• Low accreditation requires positive action.</li> <li>• Positive activities “offer” in early stages of development, and requires further work.</li> <li>• Self-assessment has an effect, but infrequent and needs involvement of young people; other quality assurance (QA) areas require revision and development.</li> <li>• SLAs require reviewing.</li> <li>• Benchmarking opportunities require development.</li> <li>• Risk monitored well, but will require reviewing in light of developments highlighted here.</li> <li>• Policies require updating (e.g. curriculum) and development strategies needed to address specific issue (e.g. accredited work, work with learning difficulties and disabled young people (LDDs)).</li> </ul> |
| <b>(iii) Governance and Management</b>   |   |



## 2.4 APPENDIX 2.5

| A High Performing Service   | Hartlepool Youth Service   |
|---|--|
| <ul style="list-style-type: none"> <li>• Carrying out revised duties under section 507B Education Act 1996, and Children's Trusts Agenda. (Local authority discharging its duties appropriately).</li> <li>• Supported by knowledgeable elected members.</li> <li>• Role and identity of youth service underpinned in contributing to 5 ECM outcomes, within Children's Trusts.</li> <li>• Providing a "sufficient" service.</li> <li>• Providing quality and efficient service.</li> <li>• Robust planning and evaluation to reflect the change agenda, in SMART Terms.</li> </ul> | <ul style="list-style-type: none"> <li>• Emerging duties will be assumed incrementally with the development of the Children's Trust and integrated youth support services agenda.</li> <li>• Youth Service needs to be more proactive in educating elected members about its roles and responsibilities.</li> <li>• Youth Service needs to be more proactive in promoting role and identity with Children's Services and partners.</li> <li>• Sufficiency agenda requires development with partners according to robust needs assessment.</li> <li>• Contestability view in context of quality of provision in delivering best EMC outcomes for young people.</li> <li>• Youth Service planning and reflect a more strategic and "SMARTER" process.</li> </ul> |
| (iv) Participation by Young People  |  |
| <ul style="list-style-type: none"> <li>• Regular participation by young people at all levels within services.</li> <li>• Young people contributing effectively to Quality Assurance Agenda.</li> <li>• Wide representation of young people at local authority levels and beyond.</li> <li>• Young people at the heart of publicity the positive activities programme.</li> <li>• Both users and non-users commenting on and hence revising, the service they receive.</li> </ul>  | <ul style="list-style-type: none"> <li>• Youth Service to develop young people's involvement from strategic to project levels within the service.</li> <li>• Youth Service to involve young people in self-inspection and recording and evaluation processes.</li> <li>• Youth Service to increase its contribution to the participation strategy and develop broader representation.</li> <li>• Positive activities in early stages and requires development work.</li> <li>• Non-user surveys require development.</li> </ul>  |

| A High Performing Service  | Hartlepool Youth Service   |
|--|--|
| <p><b>(v) Involving Partners</b></p> <ul style="list-style-type: none"> <li>• Excellent relationships with partners offering best services (ECM outcomes), for young people.</li> <li>• Needs analysis and promotion of positive activities well coordinated.</li> <li>• Contestability delivered on basis of quality and efficient services, delivering best ECM outcomes for young people.</li> <li>• Partnership/integrated working reflects needs of young people above those of organizations whilst recognizing strengths of individual contributors.</li> </ul> | <ul style="list-style-type: none"> <li>• Very good relationships present in Hartlepool, need building on to develop the integrated agenda. "Pilot" opportunity needs development.</li> <li>• Development work in early stages; pragmatic and incremental approach, as part of integration agenda will be adopted.</li> <li>• Existing SLAs require revision to reflect robust quality and efficient outcomes.</li> <li>• Change agenda in Hartlepool will address issues as they arise, based on contestability principles.</li> </ul>   |
| <p><b>(vi) Investments – (Young people –see earlier comments, buildings and workforce)</b></p> <ul style="list-style-type: none"> <li>• Sufficient resources are made available to meet identified needs and services.</li> <li>• Dedicated, high quality, buildings provision is available for young people.</li> <li>• Efficient IT underpins services.</li> <li>• Sufficient youth work staff are recruited, trained and retained.</li> <li>• Skilled youth workers support young people effectively.</li> </ul>  | <ul style="list-style-type: none"> <li>• Needs assessment, resource audit, etc, as part of change/integration agenda, will inform the process.</li> <li>• Sufficient building stock is available and continues to be maintained to high standards.</li> <li>• IT resources need development.</li> <li>• Needs constant review in Hartlepool given recent history; "grown your own"/volunteers require development.</li> <li>• Training needs to be linked more effectively; lead professional role to be developed; safeguarding standards maintained and improved, specialist workers (e.g. detached) to be further developed.</li> </ul> |

**The Youth Service Operational Plan for 07-08**  
**follows on from the priorities and needs established in this strategic document.**

## Hartlepool Youth Service Operational Plan 07 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives                          | Actions   | Milestone                        | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |          |          |
|--|-------------------------------------|---|----------------------------------|----------------------|----------------|---------------------------------|----------|----------|----------|
|  |                                     |   |                                  |                      |                |                                 | Out-come | Aim      | Progress |
| SCO2<br>J EO5                            | Assessment of Need: Differentiation | <ul style="list-style-type: none"> <li>Develop initial vision and strategic document based on present needs.               <ul style="list-style-type: none"> <li>Commence visioning exercise with Connexions, 14-19, B76, Abbey Street, as pilot for integrated working.</li> </ul> </li> <li>Revise curriculum document to reflect present needs and range.               <ul style="list-style-type: none"> <li>Introduce to whole service.</li> <li>Underpin management responsibilities for curriculum.</li> </ul> </li> <li>Develop daytime targeted work in three main projects.</li> <li>With Connexions develop replacement programmes for NEET, PAYP, Year 11 projects.</li> <li>Develop strategies to work with LGBT, C.L.A, LDD, BME and young women groups.               <ul style="list-style-type: none"> <li>Develop contacts and partnership working.</li> </ul> </li> <li>Positively promote race and difference issues in all projects.               <ul style="list-style-type: none"> <li>Pilot "Starpower" exercise and roll out in schools.</li> </ul> </li> </ul> | Apr 07                           | PD                   | BVPI 221a, b   | LAA32                           | All      | All      |          |
|  |                                     |   | Jun 07                           | PD                   |                |                                 |          |          |          |
|  |                                     |   | Jul 07                           | PD                   | BVPI 221a, b   | LAA32                           | All      | All      |          |
|  |                                     |   | Sept 07<br>Jan 08                | PD<br>BR             |                |                                 |          |          |          |
|  |                                     |   | Feb 08                           | SMc, IA, DM          | BVPI 221a, b   |                                 | 04       | D4       |          |
|  |                                     |   | Jan 08                           | AH                   | BVPI 221a, b   | LAA5                            | 05       | E1       |          |
|  |                                     |   | Sept 07                          | PD, AH, SMc, HW      | BVPI 221a, b   | LAA5                            | 04       | D4       |          |
|  |                                     |   | Mar 08                           |                      |                |                                 |          |          |          |
|  |                                     |   | Mar 08                           | All staff (PD)       | BVPI 221a, b   | LAA5                            | 04       | D4       |          |
|  |                                     |   | Sept 07 pilot<br>Mar 08 roll out | Full time Team (PD)  |                |                                 | 01<br>04 | A2<br>D3 |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives                      | Actions  | Milestone           | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|---------------------------------|--|---------------------|----------------------|----------------|---------------------------------|----------|-----|----------|
|  |                                 |  |                     |                      |                |                                 | Out-come | Aim | Progress |
| SCO2                                     | Defined Standards for Provision | <ul style="list-style-type: none"> <li>Continue core age range work with 13-19 years. <ul style="list-style-type: none"> <li>As part of LGBT, LDD, targeted work (see earlier)</li> <li>develop work with over 19 years.</li> </ul> </li> <li><i>Visioning process (see earlier) with partners will determine sufficiency; range; integration; contestability, etc.</i></li> <li><i>Develop strategy to tackle low accreditation.</i> <ul style="list-style-type: none"> <li>Implement strategy.</li> <li>Review strategy process.</li> </ul> </li> <li><i>Introduce project specific targets for BVPIs</i> <ul style="list-style-type: none"> <li>Identifying support mechanisms needed to deliver.</li> <li>Monitor effectiveness of initiative.</li> </ul> </li> <li><i>Develop set of quality standards for service.</i> <ul style="list-style-type: none"> <li>Implement standards</li> <li>Improve effectiveness of SYW face-to-face time in respect of quality assurance</li> <li>Involve young people in self-inspection process</li> <li>Change planning/evaluation cycle to 6 monthly and introduce training week</li> </ul> </li> </ul> | Mar 08              | All staff            | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |                                 |  | Mar 08              | SMc/AH               |                |                                 | 04       | D4  |          |
|  |                                 |  | Begin before Jun 07 | PD                   | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |                                 |  | Jun 07              | AH                   | BYPI 221a, b   | LAA32                           | All      | All |          |
|  |                                 |  | Dec 07              | AH                   |                |                                 |          |     |          |
|  |                                 |  | Mar 07              | AH                   |                |                                 |          |     |          |
|  |                                 |  | Jun 07              | BR/PD                | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |                                 |  | Oct 07              | All staff            |                |                                 |          |     |          |
|  |                                 |  | Feb 08              | BR/PD                |                |                                 |          |     |          |
|  |                                 |  | Oct 07              | BR/PD                | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |                                 |  | Mar 08              |                      |                |                                 |          |     |          |
|  |                                 |  | Mar 08              | HW                   | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |                                 |  | Sept 07             | BR                   | BVPI 221a, b   | LAA32                           | 04       | D1  |          |

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| Action from Corp/Dept Divisional Plan(s) | Objectives                | Actions  | Milestone                           | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|---------------------------|--|-------------------------------------|----------------------|----------------|---------------------------------|----------|-----|----------|
|  |                           |  |                                     |                      |                |                                 | Out-come | Aim | Progress |
|  |                           | <ul style="list-style-type: none"> <li>- Introduce internal benchmarking and good practice sharing into planning/evaluation and training weeks, and impact of work</li> <li>- All projects to produce minimum of 1 case study (main projects minimum of 2) annually</li> <li>• Develop external benchmarking with other services to improve quality of Hartlepool Youth Services.</li> <li>• Revise SLAs with partners to reflect integrated agenda               <ul style="list-style-type: none"> <li>- Revise risk in light of developments in this plan</li> </ul> </li> <li>• Review/revise policy documents on a rolling programme – starting with Curriculum as priority.</li> <li>• Continue process for revising publicity or positive activities with partners and young people.</li> </ul> | Dec 07                              | BR/PD                | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |                           |  | Dec 08                              | All staff            | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |                           |  | Mar 08                              | PD                   | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |                           |  | Feb 08                              | PD                   | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |                           |  | Mar 08                              | PD                   | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |                           |  | Sept 07                             | PD / HW              | BVPI 221 a, b  | LAA32                           | All      | All |          |
| SCO2                                     | Governance and Management | <ul style="list-style-type: none"> <li>• Assume duties and responsibilities incrementally and pragmatically, resulting from Children's Trust and Integrated youth services agendas (see vision pilot exercise with partners earlier).</li> </ul>   | Visioning to commence before Jun 07 | PD                   | BVPI 221 a, b  | LAA32                           | All      | All |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives                    | Actions   | Milestone  | Responsible Officers  | Associated PIs   | Links to other Plans (CYPP ref)                                  | ECM                                  |                                      |          |
|--|-------------------------------|---|--|---|--|--|--------------------------------------|--------------------------------------|----------|
|  |                               |   |  |   |  |  | Out-come                             | Aim                                  | Progress |
|  |                               | <ul style="list-style-type: none"> <li>Address issues of sufficiency, quality and contestability through the visioning process pilot referred to earlier.</li> <li>Inform elected members of role and scope of youth services on regular basis via library and portfolio information packs.</li> <li>Produce more strategic and robust service plan.</li> </ul>   | Begin before Jun 07<br><br>Portfolio dates library twice per years<br><br>Apr 07 | PD<br><br>All<br><br>PD   | BVPI 221a, b<br><br>BVPI 221a, b<br><br>BVPI 221a, b                     | LAA32<br><br>LAA32<br><br>LAA32                                  | All<br><br>All<br><br>All            | All<br><br>All<br><br>All            |          |
| SCO2 J E05                               | Participation by young people | <ul style="list-style-type: none"> <li>Involve YP at all levels within youth service - strategic, projects, quality assurance, positive activities, planning and evaluation.</li> <li>Each project to develop its own representative youth "body".               <ul style="list-style-type: none"> <li>Each project to develop and support 2 young people as their advocates for a town youth service forum.</li> </ul> </li> <li>Revise, extend and implement youth service user survey.               <ul style="list-style-type: none"> <li>Develop and implement non-user survey.</li> </ul> </li> </ul> | Mar 08<br><br>Dec 07<br><br>Dec 07<br><br>Oct 07<br><br>Oct 07                   | HW (lead) Support ALL staff<br><br>All staff<br><br>All staff<br><br>HW<br><br>HW | BVPI 221a, b<br><br>BVPI 221a, b<br><br>BVPI 221a, b<br><br>BVPI 221a, b | LAA32 LAA5<br><br>LAA32 LAA5<br><br>LAA32 LAA5<br><br>LAA32 LAA5 | All<br><br>All<br><br>All<br><br>All | All<br><br>All<br><br>All<br><br>All |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives          | Actions  | Milestone                        | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|---------------------|--|----------------------------------|----------------------|----------------|---------------------------------|----------|-----|----------|
|  |                     |  |                                  |                      |                |                                 | Out-come | Aim | Progress |
|  | Involving Partners. | <ul style="list-style-type: none"> <li>Youth Service continues to lead on and support townwide, regional, and national/ international developments involving young people's participation. Participation strategy; H'Pool network; YOF/ YCF, UKYP, NERYA; international work.</li> </ul>   | Mar 08                           | HW                   | BVPI 221a, b   | LAA32<br>LAA5                   | All      | All |          |
|  |                     | <ul style="list-style-type: none"> <li>Further ensure the broadest representation of young people – particularly from vulnerable/ under represented groups.</li> </ul>   | Mar 08                           | HW                   |                |                                 |          |     |          |
|  |                     | <ul style="list-style-type: none"> <li>The involvement of partners is inextricably linked to the developing agendas of Children's Trusts and Integrated youth service.</li> <li>Hartlepool will build on its excellent relationships with its partners, in developing incremental and programmatic approaches to the delivery of best services for young people.</li> <li>The visioning pilot process referred to earlier will start this process, and inevitably address issues such as:               <ul style="list-style-type: none"> <li>Need</li> <li>Sufficiency</li> <li>Contestability</li> <li>Quality</li> </ul> </li> </ul> | Visioning to begin before Jun 07 | PD                   | BVPI 221a, b   | LAA32                           | All      | All |          |

## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone                        | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|--|--|----------------------------------|----------------------|----------------|---------------------------------|----------|-----|----------|
|  |  |  |                                  |                      |                |                                 | Out-come | Aim | Progress |
|  |  | <ul style="list-style-type: none"> <li>- SLAs, etc.</li> <li>- The delivery of quality and efficient ECM outcomes for young people will guide and shape the developing process and change agenda.</li> </ul>   |                                  |                      |                |                                 |          |     |          |
| SC02<br>J EO5                            | Investment in Resources - (young people, buildings, workforce) | <ul style="list-style-type: none"> <li>• Sufficiency of resources within existing youth service are good. Visioning pilot exercise involving partners will produce needs assessment, resource audit, etc., as apart of integration agenda, and so will inform the process.</li> <li>• Sufficient dedicated "young people" buildings will be maintained to present high standards. <ul style="list-style-type: none"> <li>- Daytime work will be developed in 3 main projects as described earlier</li> </ul> </li> <li>• Depending on budget, IT resources will be upgraded at Rossmere, and further developed at Brinkburn and Throston.</li> <li>- Youth Service will look to acquire an effective/ appropriate data collection model, which meets specific service and wider Children's Services needs. (Dependant on budget and availability)</li> </ul> | Visioning to begin before Jun 07 | PD                   | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |  |  | Mar 08                           | BR                   | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |  |  | Feb 08                           | SMc/ DM/ IA          |                |                                 | 04       | D4  |          |
|  |  |  | Mar 08                           | BR/PD                | BVPI 221a, b   | LAA32                           | All      | All |          |
|  |  |  | Mar 08                           | PD                   | BVPI 221a, b   | LAA32                           | All      | All |          |



## 2.4 APPENDIX 2.5

| Action from Corp/Dept Divisional Plan(s) | Objectives | Actions  | Milestone        | Responsible Officers              | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|------------|--|------------------|-----------------------------------|----------------|---------------------------------|----------|-----|----------|
|  |            |  |                  |                                   |                |                                 | Out-come | Aim | Progress |
|  |            | <ul style="list-style-type: none"> <li>Recruitment, retention and training needs will be monitored six monthly, with appropriate action ensuring               <ul style="list-style-type: none"> <li>We will research the development of modern apprenticeships in Youth Work with partners and implement if possible.</li> </ul> </li> <li>Induction package will be revised and implemented.               <ul style="list-style-type: none"> <li>Supervisions will identify training needs and linked into training weeks/ in service training programme.</li> </ul> </li> <li>Safeguarding standards will be improved by accessing multi – agency CP training.</li> <li>Specialist worker skills (detached work/ I.T) will be developed.</li> </ul> | Sept 07 - Mar 08 | PD/ BR                            | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |            |  | Mar 08           | PD/HW                             | BVPI 221 a, b  | LAA32<br>LAA3                   | 05       | E1  |          |
|  |            |  | Sept 07 - Dec 07 | BR/PD<br>BR/PD<br>All supervisors | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |            |  |                  |                                   | BVPI 221 a, b  | LAA32                           | All      | All |          |
|  |            |  | Mar 08           | PD                                | BVPI 221 a, b  | LAA32                           | 02       | B5  |          |
|  |            |  | Mar 08           | PD/SS/BR                          |                |                                 | All      | All |          |

PD – Peter Davies  
IA – Imran Abul

BR – Brian Robinson  
HW – Helen White

SMc – Sarah McCluskey  
SS – Steve Sproston

DM –Derek Minton

## CHILDREN'S SERVICES DEPARTMENT

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Every Child Matters



# Resources and Support Services

## Divisional Plan 2007 / 08

## **Contents**

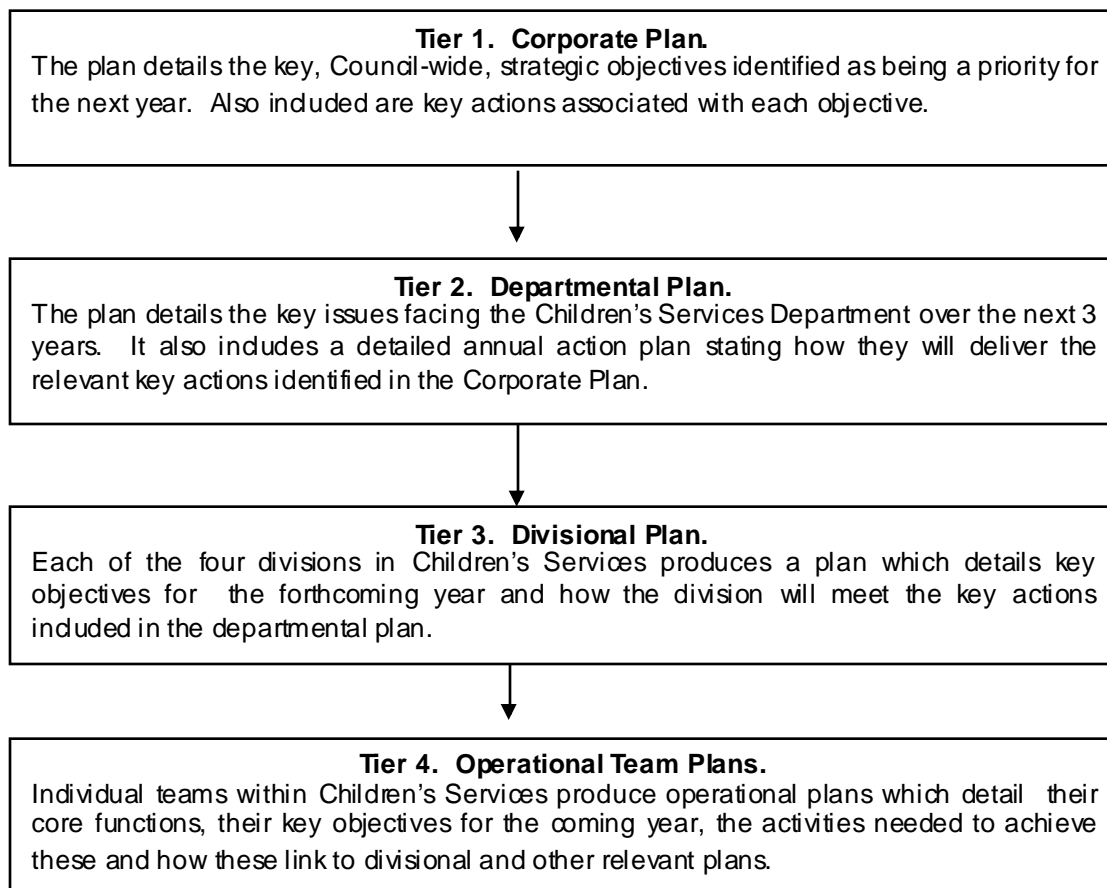
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## Introduction

This document is the Resources and Support Services Divisional Plan for 2007/08 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

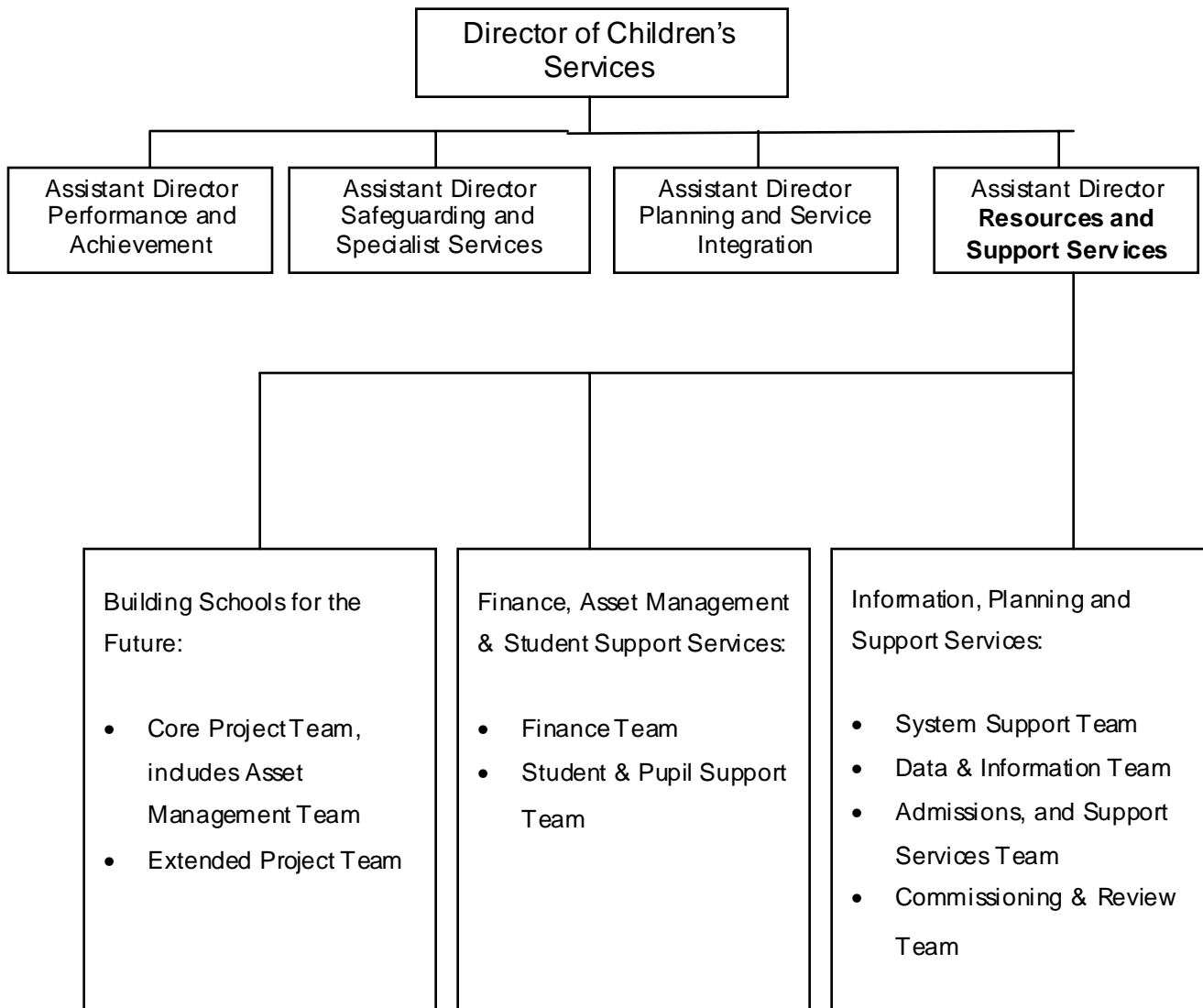
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2007/08-2009/10.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. Figure 1, below, demonstrates how the plans are linked: -



This approach ensures that any objective that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall objectives and contribute to the implementation of the Children & Young People's Plan.

## Service Structure



The Resources and Support Services Division is responsible for:

- School Admissions
- Children's Services departmental budget
- Financial Management in Schools
- Planning and provision of schools places
- ICT
- A wide range of administrative and pupil support functions
- Commissioning and review
- Complaints
- Performance Management
- Transport
- Free School Meals
- Swimming
- Carlton Outdoor Centre
- Asset Management
- Building Schools for the Future

The services within the division support the rest of the department in the delivery of the Children and Young People's Plan (CYPP) and Every Child Matters. Given the nature of the work, staff within the division have close links with all teams providing targeted, universal and specialist services.

The services link with departments across the council, the Council's Strategic Partner Northgate, Northern Grid for Learning and Voluntary agencies.

## **Performance Management**

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main objectives for the forthcoming year will be monitored constantly, and reported to the Children's Services Management Team (CSMT) on a quarterly basis. Any amendments to the plan will only be made with full agreement of CSMT.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to CSMT for agreement.

- **Communication**

Staff within the Resources and Support Services Division will be kept informed about progress and developments by means of the monthly meetings for team managers with the assistant director and by managers' briefings with their teams and individual staff reviews.

## **Priorities**

Priorities for the Resources and Support Services Division link to its key role in supporting services across the department in the delivery of the CYPP and the Every Child Matters Agenda.

Key issues for 2007/2008 are:

- Development and implementation of the ICT Strategy.
- Review of the School Admissions Policy and ensuring parents are provided with appropriate information to make an informed choice.
- Implementation of the new Complaints Legislation.
- Finance – implementation of improved departmental budgetary control procedures and the Financial Management Standard in schools.
- Awarding best value school transport contracts
- Preparation and formal launch of Building Schools for the Future (BSF) project, including preparation of Strategy for Change.
- Review of current Transport contracts and Policies.

Managers within the Resources and Support Services Division will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2007/2008 is attached below. It identifies the main strategic objectives for the division and the activities which will be needed to achieve these. Each team within the division has its own operational team plan which provides more detail about how specific outcomes will be delivered, giving annual key objectives and how these link to other plans.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Resources and Support Services Division.



### Resources and Support Services Action Plan 2007/08

The action plan is split into three main parts. Sections 1 and 2 are those objectives that have been identified in the Children's Services Departmental Plan. Section 1 details those objectives that can be linked to the Council's Corporate Plan, and section 2 details those that are specific to the Children's Services Department.

Section 3 are those objectives that have been identified as being a priority for the division, but have not specifically been included in the Council's Corporate Plan or the Children's Services Departmental Plan.

#### Section 1 – Objectives that are linked to the Corporate Plan, through the Children's Services Departmental Plan

| <b>Corporate Plan Objective: (Ref: LLO1 &amp; LAA7)</b>   |   |                      |                     |                  |                |
|---|---|----------------------|---------------------|------------------|----------------|
| <b>Enjoy and Achieve</b> – raise the achievement and standards of children and young people in the early years, primary and secondary phases of education |   |                      |                     |                  |                |
| <b>Departmental Plan Objective: CSD 07</b>  |   |                      |                     |                  |                |
| Implement the Building Schools for the Future project plan for 2007/08 including completion of the Strategy for Change                                    |   |                      |                     |                  |                |
| <b>Divisional Plan Objective: RSS 01</b>  |   |                      |                     |                  |                |
| Prepare for formal launch as a Wave 5 BSF authority in 2007/08 and prepare and submit Strategy for Change   |   |                      |                     |                  |                |
| Ref:  | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| RSS 01.1  | Complete recruitment to BSF Core Project Team by appointment of Project Manager | J ul 07              | Paul Briggs         | FIN 6-1.10       | Nil            |
| RSS 01.2  | Complete recruitment to BSF Extended Project Team by engaging External Advisers | Sep 07               | Paul Briggs         | FIN 6-1.10       | Nil            |
| RSS 01.3  | Completion of statutory processes relating to provision of school places        | Nov 07               | Paul Briggs         | FIN 6-1.10       | Nil            |
| RSS 01.4  | Development of Strategy for Change  | Mar 08               | Rachel Smith        | FIN 6-1.10       | Nil            |

## Section 2 – Objectives that are linked directly to the Children’s Services Departmental Plan

### Departmental Plan Objective: CSD 22

To promote the modernisation agenda for Local Government and develop efficient, co-ordinate working practices within the Children’s Services Department that deliver high quality effective and value for money services with due regard to equality and diversity issues for both service users and staff

### Divisional Plan Objective: RSS 02

Work with Corporate Strategy to implement new working practices e.g. remote access to ICT, home working

| Ref:     | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
|----------|---|----------------------|---------------------|------------------|----------------|
| RSS 02.1 | Promote and develop opportunities for remote access to ICT by appropriate staff across the department | Mar 08               | Anne Smith          | ICT 6-1.3        |                |
| RSS 02.2 | Promote and develop opportunities for home working by appropriate staff across the department         | Mar 08               | Anne Smith          | ICT 6-1.3        |                |

### Divisional Plan Objective: RSS 03

Undertake benchmarking of costs on a systematic basis

| Ref:     | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
|----------|--|----------------------|---------------------|------------------|----------------|
| RSS 03.1 | Contribute to departmental initiative to increase efficiency through benchmarking of costs and subsequent action | Mar 08               | Steve Haley         | Fin 6-1.6        |                |

### Section 3: Objectives that are specific to the Resources and Support Services Division

| <b>Divisional Plan Objective: RSS 04</b>  |   |                      |                     |                  |                |
|---|---|----------------------|---------------------|------------------|----------------|
| Review of school admissions policy and ensure parents are able to make an informed choice               |   |                      |                     |                  |                |
| Ref:  | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
| RSS 04.1  | Review admissions scheme.   | Apr 07               | Anne Smith          | FIN 6-1.1        |                |
| RSS 04.2  | Review of information made available to parents.                                | Dec 07               | Anne Smith          | FIN 6-1.1        |                |
| <b>Divisional Plan Objective: RSS 05</b>  |   |                      |                     |                  |                |
| Implementation of new complaints legislation.   |   |                      |                     |                  |                |
| Ref:  | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
| RSS 05.1  | Implement programme of staff awareness and training for complaints              | Mar 08               | Rebecca Thomas      | FIN 6-1.8        |                |
| RSS 05.2  | Revised and updated agency agreements with independent providers of social care | Mar 08               | Rebecca Thomas      | FIN 6-1.8        |                |
| <b>Divisional Plan Objective: RSS 06</b>  |   |                      |                     |                  |                |
| Improve departmental budget setting and budgetary control procedures throughout the annual budget cycle |   |                      |                     |                  |                |
| Ref:  | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
| RSS 06.1  | Close down 2006/07 Budget   | Apr 07               | Steve Haley         | FIN 6-1.6        |                |
| RSS 06.2  | Establish effective budgetary control systems across the department             | Apr 07               | Steve Haley         | FIN 6-1.6        |                |
| RSS 06.3  | Set 2008/9 Departmental budget  | Aug 07               | Steve Haley         | FIN 6-1.6        |                |

| <b>Divisional Plan Objective: RSS 07</b><br>Develop tow nwide strategy for BSF   |   |                      |                     |                  |                |
|--|---|----------------------|---------------------|------------------|----------------|
| Ref:   | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
| RSS 07.1   | BSF project plan in place.  | Mar 08               | Paul Briggs         | FIN 6-1.10       |                |
| <b>Divisional Plan Objective: RSS 08</b><br>Provide a safe, secure and reliable home to school transport service and develop transport policy. |   |                      |                     |                  |                |
| Ref:   | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
| RSS 08.1   | Renew all transport contracts in line with the principles of best value | Apr 07               | Steve Haley         | FIN 6-1.1        |                |
| RSS 08.2   | Review transport policies in light of the Education and Inspection Act  | Apr 07               | Steve Haley         | FIN 6-1.1        |                |
| <b>Divisional Plan Objective: RSS 09</b><br>Improve financial management in schools  |   |                      |                     |                  |                |
| Ref:   | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated Pls |
| RSS 09.1   | Revise schools fair funding scheme                                      | Jul 07               | Steve Haley         | FIN 6-1.6        |                |
| RSS 09.2   | Implement Financial Management Standard in Schools                      | Jun 07               | Steve Haley         | FIN 6-1.6        |                |
| RSS 09.3   | Support the planned introduction of the multi-year budgets for schools  | Ongoing              | Steve Haley         | FIN 6-1.6        |                |
| RSS 09.4   | Prepare for DSG / ISB changes from 2008/10                              | Ongoing              | Steve Haley         | FIN 6-1.6        |                |

**RESOURCES & SUPPORT SERVICES OPERATIONAL PLANS 07-08****CONTENTS**

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## Admissions and Support Services Operational Plan 2007 / 08

This admissions function of the Department carries out the administrative activities of the LA as an admissions authority, in accordance with statutory responsibilities and local policy by:

- making recommendations to determine LA admissions policy;
- arranging and carrying out consultation on admissions arrangements, in accordance with statutory requirements;
- publishing information to parents about admissions;
- managing the co-ordinated admission scheme;
- managing the allocation of places at community secondary schools at the normal age of transfer;
- managing the allocation of places at community and voluntary controlled primary schools at age 4+;
- managing, when necessary, the transfer of pupils from one school to another mid-year;
- acting for the LA on all matters connected with independent appeals

This support services function is to provide support to officers of the Children's Services both at the Civic Centre and at Hartlepool Education Development Centre (HEDC). Administrative assistance is provided to support Continuous Professional Development (CPD) for schools.

### RESOURCES

The resources available to the Admissions and Support Services function for 2007 / 08 are as follows:

#### Admissions

|                    |           |
|--------------------|-----------|
| Employees          | £ 57,525  |
| Other direct costs | £ 8,191   |
| Support recharges  | £ 103,826 |
| Income             | £ -1,500  |
|                    | -----     |
| Total net cost     | £ 168,042 |

#### Support Services

|                    |           |
|--------------------|-----------|
| Employees          | £ 411,636 |
| Other direct costs | £ 24,468  |
| Support recharges  | £ -       |
| Income             | £ -       |
|                    | -----     |
| Total net cost     | £ 436,104 |

## Admissions and Support Services Operational Plan 2007 / 08

| Purpose   | Core functions  |
|---|---|
| <p>To manage the co-ordination of admissions for all schools in Hartlepool.</p> <p>Ensure that all pupils of statutory school age who require a place at a Hartlepool community or voluntary controlled school are offered a place, in accordance with regulations in force at the time. Comply as far as possible with parental preference while ensuring an efficient use of resources.</p> <p>Ensure that a positive partnership is developed and maintained between the schools, outside agencies and the LA.</p> <p>Provide resources to support CPD for school-based staff.</p> | <p>Ensure all pupils of a statutory school age are offered an appropriate place in accordance with current regulations and parental choice.</p> <p>Ensure parents/carers have access to clear information on which to express their preference for a school.</p> <p>Ensure parents are notified of decisions on secondary school admissions in line with the national offer date.</p> <p>Ensure parents are notified of decisions on primary schools admissions with a reasonable timescale.</p> <p>Arrange and administer CPD courses.</p> |

## Admissions and Support Services Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone   | Responsible Officers | Associated PIs   | Links to other Plans (CYPP ref) | ECM      |           | Progress |
|--|--|---|-------------|----------------------|--|---------------------------------|----------|-----------|----------|
|  |  |   |             |                      |  |                                 | Out-come | Aim       |          |
| LL 01                                    | To co ordinate admissions for secondary and primary schools  | <ul style="list-style-type: none"> <li>Review of scheme, developed and implemented, taking into account changes to the code of practice on school admissions.</li> </ul>  | Apr 07      | ASm/SB               | Scheme reviewed and agreed   | CYPP EA 3.4.2                   | 02       | B3 B5     |          |
|  |  | <ul style="list-style-type: none"> <li>Administration of co ordinated admission scheme for secondary school.</li> </ul>   | Apr 07      | ASm/SB               |  |                                 | 03       | C1-2 C4   |          |
| LL 01                                    | Review of information made available to parents regarding admissions ensuring quality of information and suitable distribution | <ul style="list-style-type: none"> <li>Review of secondary and primary booklets.</li> <li>Information published on Children's Services website</li> <li>Ensuring availability of online services during application periods.</li> </ul> | Jul -Dec 07 | SB/J P/J D           | Booklets to all Y6 pupils within deadline. Booklets to all nursery pupils within deadline. Information update and available. | CYPP EA 3.1.3                   | 04       | D1        |          |
|  |  |   | Sept 07     | MS                   |  |                                 |          |           |          |
|  |  |   | Sept 07     | MS                   |  |                                 |          |           |          |
| CSD 22                                   | Best Value and Local Performance Indicators  | <ul style="list-style-type: none"> <li>Respond to requests for performance targets for BVPI's</li> <li>Develop on line collection of evidence</li> </ul>  | Apr 07      | AM                   |  |                                 | 01-05    | C2-5 E1-2 |          |
|  |  |   | Apr 07      | AM                   |  |                                 |          |           |          |



## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone                            | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |                              | Progress |
|--|--|---|--------------------------------------|----------------------|----------------|---------------------------------|----------|------------------------------|----------|
|  |  |   |                                      |                      |                |                                 | Out-come | Aim                          |          |
| HCO 2                                    | Health , Safety and Security   | <ul style="list-style-type: none"> <li>Develop the Department's Health and Safety Policy</li> <li>Review the departments security policy</li> <li>Review emergency plans</li> <li>Review risk assessments</li> </ul>                  | Apr 07<br>Jun 07<br>Jul 07<br>Jul 07 | AM<br>AM<br>AM<br>AM |                |                                 | 01-04    | A1-5<br>B1-5<br>C1-5<br>E1-2 |          |
| HCO 2                                    | School Health  | <ul style="list-style-type: none"> <li>Review policies and procedures</li> <li>Implement new policies and procedures</li> </ul>   | Jul 07<br>Sept 07                    | AM<br>AM             |                |                                 | 01-04    | B1-5<br>C1-5<br>D1-5<br>E1-2 |          |
| CSD 22                                   | Improve EDC services and facilities for centre users   | <ul style="list-style-type: none"> <li>Undertake a customer satisfaction survey of internal/external customers and use the findings to improve services.</li> </ul>   | Sept 07                              | MP/EG                |                |                                 |          |                              |          |
| CSD 22                                   | Continue to introduce parallel admin. functions across admin teams within the department to improve services and ensure consistency/ | <ul style="list-style-type: none"> <li>Organise training for staff at EDC to undertake CPD enquiries from coordinators.</li> <li>Continue to hold cross-site admin meetings to work on procedures and share good practice.</li> </ul> | Jun 07<br>Sept 07                    | MP/EG<br>MP/EG       |                |                                 |          |                              |          |

ASm – Anne Smith    SB – Sue Beevers    JD – Janet Dennis    JP – Julie Picken    AM – Alan Macnab    MP – Mark Pickering    EG – Ev Gray

## Asset Management Plan Operational Plan 2007 / 08

The Asset Management role within the Department relates to the provision and maintenance of school buildings, working towards an improved learning environment in order to maximise educational opportunity.

### RESOURCES

The resources available to this function of the Department for 2007 / 08 are as follows:

|                    |            |
|--------------------|------------|
| Employees          | £ 219,365  |
| Other direct costs | £ 41,694   |
| Support recharges  | £ 78,775   |
| Income             | £ -138,578 |
|                    | -----      |
| Total net cost     | £ 201,256  |

**Asset Management Plan Operational Plan 2007 / 08**

| Purpose  | Core functions   |
|--|--|
| To maintain and improve school buildings (the learning environment) as a means of raising educational standards. | <ul style="list-style-type: none"><li>• Maintain and develop the Asset Management Plan.</li><li>• Develop and deliver capital works programmes based on priorities established in the AMP.</li><li>• Support the development of school facilities from alternative sources of funding.</li><li>• Develop a long term strategy for school buildings and facilities.</li></ul> |

## Asset Management Plan Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone            | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | EC M     |     | Progress |
|--|--|--|----------------------|----------------------|----------------|---------------------------------|----------|-----|----------|
|  |  |  |                      |                      |                |                                 | Out-come | Aim |          |
| CSD 07                                   | Prepare for formal launch as a Wave 5 BSF Authority in 2007/08 including completion of the Strategy for Change | <ul style="list-style-type: none"> <li>Refer to BSF Project Plan</li> </ul>  | Mar 08               | PB                   |                | BSF Project Plan                |          |     |          |
| CSD 07                                   | Continue to develop an educational vision for school buildings   | <ul style="list-style-type: none"> <li>Ensure that the Asset Management process contributes appropriately to the progress of the BSF and PCP projects.</li> <li>Contribute to the Corporate Capital and Asset Management process.</li> </ul> | Mar 08<br><br>Mar 08 | PB/ AK<br><br>PB/ AK |                | EA 3.4.1                        | 03       | A2  |          |
| CSD 11                                   | Contribute to the delivery of Children's Centres/Extended Schools Programme                                    | <ul style="list-style-type: none"> <li>Work in collaboration with appropriate officers to deliver individual projects, maximising on available funding.</li> </ul>   | Mar 08               | AK/J R               |                | EA 3.4.1                        | 03       | A2  |          |
| CSD 07                                   | Maintain and improve school buildings utilising all available funding  | <ul style="list-style-type: none"> <li>Prepare Capital Works Programme for 07/08</li> <li>Implement programme.</li> </ul>  | Apr 07<br>Mar 08     | AK/J R<br>AK/J R     |                | EA 3.4.1                        | 03       | A2  |          |
| CSD 22                                   | Improve school facilities in respect of Workforce Reform and Suitability issues                                | <ul style="list-style-type: none"> <li>Identify issues and respond via the Capital Works Programme</li> </ul>  | Mar 08               | J R/AK               |                | EA 3.4.1                        | 03       | A2  |          |

## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone | Responsible Officers | Associated PIs | Links to other Plans (CYP ref) | ECM      |     | Progress |
|--|--|---|-----------|----------------------|----------------|--------------------------------|----------|-----|----------|
|  |  |   |           |                      |                |                                | Out-come | Aim |          |
| CSD 22                                   | Seek to reduce the overall backlog of maintenance in schools   | <ul style="list-style-type: none"> <li>Produce end of year analysis.</li> </ul>   | Mar 08    | J R/AK               |                | EA 3.4.1                       | 03       | A2  |          |
| CSD 22                                   | Seek best value from the construct or under the ' Partnering Contract'   | <ul style="list-style-type: none"> <li>End of year evaluation.</li> <li>Test individual scheme(s) in ' open' market.</li> </ul>                                       | Mar 08    | AK/J R<br>AK/J R     |                | EA 3.4.1                       | 03       | A2  |          |
| CSD 22                                   | Support individual schools, wherever possible, to improve their overall facilities optimising on all available funding streams | <ul style="list-style-type: none"> <li>Explore funding opportunities.</li> <li>Work with individual schools to develop and deliver improvement programmes.</li> </ul> | Mar 08    | AK/J R<br><br>AK/J R |                | EA 3.4.1                       | 03       | A2  |          |

PB – Paul Briggs

AK - Alan Kel

J R – Julie Reed

## **Commissioning and Review Operational Plan 07 / 08**

This function supports Safeguarding and Specialist Services by provision of commissioning and contracting, provide a complaints procedure for children's social services in line with statutory requirements, support the provision of public information relating to children's social care services and contributes to involvement, user satisfaction and quality review within Safeguarding and Specialist Services.

### **RESOURCES**

The only resources available to the Commissioning and Review function for 2007 / 08 are the salary of the Commissioning and Review Officer.

## Commissioning and Review Operational Plan 07 / 08

| Purpose   | Core functions  |
|---|---|
| <p>Contribute to effective strategic commissioning for children's social care.</p> <p>Ensure robust contracting processes are in place for children's social care.</p> <p>Provide a complaints process in line with statutory requirements.</p> <p>Support provision of public information for children's social care services.</p> <p>Contribute to quality systems and the involvement/participation of service users and other stakeholders in the development and assessment of services.</p> | <p>Develop and implement effective strategies for commissioning.</p> <p>Prepare service specifications and contract documentation, manage letting of contracts and negotiation.</p> <p>Carry out contract monitoring and develop quality standards.</p> <p>Provide a complaints process: including developing procedures, registering and managing individual complaints, monitoring and reporting on the complaints process, providing public information, informing and training staff.</p> <p>Develop public information publications and mechanisms for distribution.</p> <p>Support to service reviews, quality initiatives and the involvement of service users, carers and other stakeholders.</p> |

## Commissioning and Review Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone                  | Responsible Officers | Associated Pls | Links to other Plans (CYPP ref) | EC M     |                                | Progress |
|--|--|---|----------------------------|----------------------|----------------|---------------------------------|----------|--------------------------------|----------|
|  |  |   |                            |                      |                |                                 | Out-come | Aim                            |          |
| CSD 22                                   | Implement programme of staff awareness and training for complaints   | <ul style="list-style-type: none"> <li>Programme staff awareness developed and sessions run</li> </ul>  | Mar 08                     | RT                   |                |                                 | 02       | B1 - 5                         |          |
| CSD 22                                   | Effective processes for contracting and monitoring with providers of independent sector placements implemented | <ul style="list-style-type: none"> <li>Implement new accreditation process for independent fostering agencies.</li> <li>Link to regional response to national residential contract.</li> </ul>                        | Mar 08<br><br>Mar 08       | RT                   |                | CYPP SS 2.7                     | 02 05    | B1 - 5<br>E1 - 4               |          |
| CSD 22                                   | Revised and updated agency agreements with independent providers of social care                                | <ul style="list-style-type: none"> <li>Re-tender for provision of young carers project.</li> <li>Let new contracts for day nursery places.</li> <li>Link to sub-regional tender for post adoption support.</li> </ul> | May 08<br>May 08<br>Oct 08 | RT                   |                |                                 | 01 02 03 | A1 - 2<br>B1 - 5<br>C1 - 2, C4 |          |
| CSD 22                                   | Implement new distribution procedures for public information   | <ul style="list-style-type: none"> <li>Information available for staff.</li> <li>Distribution channels within department established</li> <li>Regular distribution to partners established.</li> </ul>                | May 07<br>May 07<br>May 07 | RT                   |                |                                 | 04       | D1                             |          |

RT – Rebecca Thomas



## Financial Services Operational Plan 2007 / 08

The Financial Services function of the Department provides advice and support on a wide range of financial matters to schools and officers within the Children's Services Department. The main activities undertaken are budget preparation (at a strategic and operational level), budget monitoring, closure of accounts, grants administration and the processing of orders, invoices, and general financial administration. Services to schools are provided under a service level agreement with training packages and a bursar service for schools wishing to purchase a higher level of support.

### RESOURCES

The resources available to the Financial Services function for 2007 / 08 are as follows:

|                    |           |
|--------------------|-----------|
| Employees          | £ 379,063 |
| Other direct costs | £ 20,674  |
| Support recharges  | £ -       |
| Income             | £-121,417 |
| Total net cost     | £ 278,320 |

## Financial Services Operational Plan 2007 / 08

| Purpose   | Core Functions   |
|---|--|
| <p>The team contributes to corporate and departmental objectives by ensuring the cost-effective use of resources available and complying with statutory requirements and financial regulations.</p> | <p>Provide effective financial advice and support to school and central budget holders in budgeting, monitoring of expenditure and financial routines in line with relevant accounting policies and Codes of Practice.</p> <p>Contribute to the raising of standards in schools by providing accurate and effective financial management systems, and by compiling benchmarking information to enable schools to evaluate and improve performance.</p> <p>Assist schools and central budget holders to administer grant funded projects.</p> <p>Monitor departmental and school performance against budget in order to contribute to the Chief Financial Officer's duties under Section 151 of the Local Government Act 1972.</p> <p>Ensure that accurate and timely data is provided for statutory and other financial returns, as well as for management purposes.</p> <p>Develop and maintain the LA's fair funding formula to allocate funding to schools.</p> <p>Carry out routine functions such as processing of orders, creditor and debtor invoices etc in order to ensure accuracy of financial accounts.</p> <p>Set up and promote proper accounting procedures through a training delivery programme in schools and within the department in order to ensure financial transactions comply with standing orders, financial regulations and best accounting practice.</p> |

## Finance Service Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone  | Responsible Officers                                     | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|---|---|--|--|----------------|---------------------------------|----------|-----|----------|
|  |   |   |  |  |                |                                 | Out-come | Aim | Progress |
| RSS 03                                   | Close down 2006/07 Departmental Budget                              | <ul style="list-style-type: none"> <li>• Prepare departmental closedown plan</li> <li>• Agree outturn variances with budget holders</li> <li>• Prepare Reserves update</li> <li>• Prepare outturn reports;               <ul style="list-style-type: none"> <li>- AD's</li> <li>- CSMT</li> <li>- Cabinet</li> </ul> </li> <li>• Complete S52 statement</li> </ul>                                | Mar 07<br>Apr 07<br>Apr 07<br>Apr 07<br>Aug 07   | VH/CT<br>FO's<br>FO's/SH<br>FO's/CT<br>CT/SH<br>SH<br>CT |                |                                 |          |     |          |
| RSS 03                                   | Establish effective budgetary control systems across the department | <ul style="list-style-type: none"> <li>• Issue departmental budget book</li> <li>• Input &amp; maintain appropriate budget profiles on Integra</li> <li>• Prepare budget monitoring reports for;               <ul style="list-style-type: none"> <li>- AD's monthly</li> <li>- CSMT monthly</li> <li>- Cab quarterly</li> </ul> </li> <li>• Devise and provide budget holder training</li> </ul> | Mar 07<br>Mar 07<br>Commencing; Jul 07<br>Aug 07 | SH/FO's<br>FO's<br>FO's/CT<br>CT/SH<br>SH<br>ALL         |                | OD100                           |          |     |          |
| RSS 03                                   | Set 2008/9 Departmental budget                                      | <ul style="list-style-type: none"> <li>• Prepare schedule of grants falling out with staffing implications</li> <li>• Identify pressures and savings options</li> <li>• Calculate pay estimates</li> <li>• Establish base budget in consultation with budget</li> </ul>   | Aug 07<br>Aug 07<br>Nov 07<br>Dec 07             | FO's/CT<br>FO's/CT<br>SFA's<br>CT/SH                     |                | OD100                           |          |     |          |

## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone   | Responsible Officers                 | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|--|---|---|--------------------------------------|----------------|---------------------------------|----------|-----|----------|
|  |  |   |   |                                      |                |                                 | Out-come | Aim | Progress |
|  |  | holders and AD's<br><ul style="list-style-type: none"> <li>Calculate SLA charges</li> <li>Prepare buy back brochure</li> <li>Complete S52 statement</li> </ul>  | Dec 07<br>Jan 08<br><br>May 08                      | EE<br>VH<br><br>CT                   |                |                                 |          |     |          |
| RSS 03                                   | Manage and monitor the Standards Fund                  | <ul style="list-style-type: none"> <li>Issue &amp; update allocations</li> <li>Budget monitoring</li> <li>Complete DFES return</li> </ul>   | Mar 07 & Ongoing<br>Monthly<br>Sept 07              | J R<br><br>J R<br>J R/AM             |                |                                 |          |     |          |
| RSS 03                                   | Processing Team  | <ul style="list-style-type: none"> <li>Establish performance monitoring scorecard</li> <li>Establish and document all key procedures</li> <li>Multi skilling of all staff</li> </ul>  | Apr 07<br><br>May 07<br><br>Jun 07                  | CT<br><br>CT/AS<br><br>CT/AS         |                |                                 |          |     |          |
| RSS 06                                   | School Budget preparation and monitoring               | <ul style="list-style-type: none"> <li>Issue budget packs</li> <li>Issue 2008/10 allocations</li> <li>Statutory monitoring visits</li> <li>Set medium term financial plans</li> <li>Benchmarking exercise</li> </ul>        | Mar 07<br>Mar 07<br>Nov/Mar<br>Jun 07<br><br>Dec 07 | KK<br>KK<br>FO's<br>FO's<br><br>FO's |                |                                 |          |     |          |
| RSS 06                                   | Close down 2006/07 Schools Budgets                     | <ul style="list-style-type: none"> <li>NOF reconciliation's</li> <li>Agree year end position</li> <li>Verify school balances</li> <li>Financial classification</li> <li>Complete CFR return</li> </ul>                      | Apr 07<br>Apr 07<br>Jun 07<br>Nov 07<br>Aug 07      | EE<br>FO's<br>FO's<br>FO's<br>AMAD   |                |                                 |          |     |          |
| RSS 6                                    | Revise local fair funding scheme for financing schools | <ul style="list-style-type: none"> <li>General scheme update</li> <li>Draft claw back scheme for forum consideration</li> <li>Draft revised community facilities policy and procedures</li> <li>Review Formula –</li> </ul> | July 07<br>Aug 07<br><br>Aug 07                     | CT/SH<br>SH<br><br>CT                |                |                                 |          |     |          |

## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone                            | Responsible Officers            | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|--|---|--------------------------------------|---------------------------------|----------------|---------------------------------|----------|-----|----------|
|  |  |   |                                      |                                 |                |                                 | Out-come | Aim | Progress |
|  |  | deprivation, mobility etc   | Aug 07                               | CT/SJ                           |                |                                 |          |     |          |
| RSS 06                                   | Implement Financial Management Standard in Schools | <ul style="list-style-type: none"> <li>Assist secondary schools to achieve standard</li> <li>Establish pilot project for primary schools</li> <li>Provide training and support to primary schools &amp; governors</li> <li>Assist 13 primary schools to achieve the standard</li> </ul> | Jun 07<br>Jun 07<br>Aug 07<br>Dec 07 | FOs<br>AMFOs<br>AMFOs<br>FOs/CT |                |                                 |          |     |          |
| RSS 06                                   | Establish SIMS v Integra reconciliation process    | <ul style="list-style-type: none"> <li>Trial with volunteer schools</li> <li>Issue guidance to enable reconciliation</li> <li>Achieve half year reconciliation</li> </ul>   | Jun 07<br>Aug 07<br>Oct 07           | EE<br>EE<br>FOs                 |                |                                 |          |     |          |
| RSS 06                                   | Prepare for DSG / ISB changes for 2008/11          | <ul style="list-style-type: none"> <li>Attend seminars</li> <li>Prepare forum reports &amp; Consultation documents</li> </ul>   | Ongoing<br>Ongoing                   | CT/SH<br>CT/SH                  |                |                                 |          |     |          |
| RSS 06                                   | Provide bursar service                             | <ul style="list-style-type: none"> <li>Undertake visits in accordance with SLA</li> </ul>   | Ongoing                              | AD/SK                           |                |                                 |          |     |          |

SH - Steve Haley      CT - Carole Thompson      AM - Ann McPartland      KK - Kirsty Kneale      EE - Emma Espley  
 LT - Linda Thompson      VH - Vanessa Howard      JR - Julie Roxburgh      AS - Alison Smith      AD - Anthony Degnan      SK - Stacy Kirton  
 SJ - Sheila Jefferson (Consultant)      FO's - Finance Officers      SFA's - Senior Finance Assistants

## Performance Management Operational Plan 2007 / 08

The Performance Management function of the Department provides detailed pupil performance information which is accessible to schools, school improvement and senior officers engaged in the process of monitoring and evaluation of pupil and school progress, targets and target setting. The production of management information reports relating to social care information is also a core function.

The Data Collection and Information Analysis function of the Department provides various statistics on the school population at pupil level, which forms the basis of the model for the allocation of school budget shares. Support, guidance and training are provided to schools to assist in their obligation to the DfES in the completion of several statutory returns and also to assist in the application of the schools' Information Management Systems. Another element of the section is assessing the net capacity of schools, which informs the admissions and asset management functions of the department.

The Performance Management function is also responsible for the completion and submission of all statutory returns for Children's Services.

### RESOURCES

The resources available to the Performance Management function for 2007 / 08 are as follows:

|                    |                 |
|--------------------|-----------------|
| Employees          | £ 178,277       |
| Other direct costs | £ 29,380        |
| Support recharges  | £ -             |
| Income             | £ -29,308       |
| Total net cost:    | <u>£178,349</u> |

## Performance Management Operational Plan 2007 / 08

| Purpose  | Core functions  |
|--|---|
| <p>Develop, interpret and present information in an accurate, reliable and user friendly form;</p> <p>Assist schools, governing bodies and the LEA to monitor school/pupil performance and to establish new and challenging targets;</p> <p>Provision of data to facilitate school budget shares and inform school place planning;</p> <p>Accurate reporting by schools of statutory statistical returns;</p> <p>Accurate completion of all statutory returns.</p> | <p>Provide detailed information which is accessible to schools, school improvement and senior officers engaged in:</p> <ul style="list-style-type: none"> <li>• the process of monitoring and evaluation of pupil and school progress;</li> <li>• classification of schools;</li> <li>• targets and target setting;</li> <li>• planning of school places;</li> <li>• budget shares;</li> <li>• monitoring of social care indicators</li> </ul> <p>Provision of support and assistance to schools in completion of statutory returns.</p> <p>Maintenance and development of IMS systems.</p> <p>Completion and submission of all statutory returns.</p> <p>Provision of training for schools, school improvement and senior officers</p> |

## Performance Management Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone  | Responsible Officers       | Associated PIs | Links to other Plans (CYPP ref)    | ECM                  |                                      | Progress |
|--|--|---|--|----------------------------|----------------|------------------------------------|----------------------|--------------------------------------|----------|
|  |  |   |  |                            |                |                                    | Out-come             | Aim                                  |          |
| LLO1                                     | Continue to enhance the current pupil performance tracking system in order to monitor and evaluate pupil and school progress | <ul style="list-style-type: none"> <li>Track, monitor and evaluate individual pupil performance with current and prior attainment through the use of PULSE.</li> <li>Work with schools to introduce 'p-scales' to enable pupils making only small steps of progress to be monitored.</li> </ul>   | Oct 07<br><br>Jul 07                             | Data & Information Manager |                | CYPP E&A 3.8                       | 02<br>03<br>04<br>05 | B3<br>B5<br>C2-5<br>D3<br>D4<br>E1-2 |          |
| LLO1                                     | To enhance the current target and target setting process and model for KS2, KS3 and GCSE.                                    | <ul style="list-style-type: none"> <li>Continue to develop and refine a revised target-setting model utilising Fischer Family Trust data for KS1 to KS2, KS2 to KS3, KS2 to GCSE and KS3 to GCSE.</li> <li>Produce Fischer Family Trust analysis for individual schools</li> <li>Produce individual pupil performance forecasts and targets based on their prior attainment at KS1, KS2 &amp; KS3</li> <li>Develop a target setting model for predicting pupil attainment in ICT at Key Stage 3.</li> </ul> | Oct 07<br><br>Nov 07<br><br>Oct 07<br><br>Oct 07 | Data & Information Manager |                | CYPP E&A 3.3 & 3.4<br><br>AEWB 5.3 | 03<br>05             | C3<br>C5<br>E1<br>E2                 |          |



## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone  | Responsible Officers       | Associated PIs | Links to other Plans (CYPP ref) | ECM                  |                        | Progress |
|--|---|---|--|----------------------------|----------------|---------------------------------|----------------------|------------------------|----------|
|  |   |   |  |                            |                |                                 | Out-come             | Aim                    |          |
| LLO1                                     | To implement and develop the use of Assessment Manager 7 in schools | <ul style="list-style-type: none"> <li>Assist schools in the transition from Assessment Manager 6 to Assessment Manager 7 through provision of training and support</li> <li>Provide training to enable schools to enhance the way they are able to record, monitor and evaluate pupils' achievements.</li> <li>Provide data files for import into Assessment Manager 7.</li> <li>Support schools in the full use of Assessment Manager 7 and Performance Analysis.</li> <li>Lead the Assessment Manager Working Group in the development of a suite of AM7 pupil tracking models.</li> </ul> | Sept 07<br><br><br><br>Apr 07<br><br><br>Jul 07<br><br>Mar 08<br><br>Sept 07 | Data & Information Manager |                | CYPP E&A 3.3                    | 03                   | C2-3<br>C5             |          |
| LLO1                                     | To enhance the data analysis package offered to schools.            | <ul style="list-style-type: none"> <li>Develop a comprehensive data analysis booklet for primary schools.</li> <li>Continue to research/develop additional analysis with a focus on vulnerable groups.</li> </ul>   | Oct 07<br><br>Dec 07   | Data & Information Manager |                | CYPP E&A 3.3                    | 03<br>04<br>05       | C2-5<br>D1<br>E1<br>E2 |          |
| LLO1                                     | To enhance the range of data available to special schools.          | <ul style="list-style-type: none"> <li>Tracking of specific groups of pupils.</li> <li>Produce a special school analysis pack based on</li> </ul>   | Sept 07<br><br>Dec 07  | Data & Information Manager |                | CYPP E&A 3.8                    | 01<br>02<br>03<br>04 | A1-2<br>B5<br>C1-2     |          |

## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone   | Responsible Officers       | Associated PIs | Links to other Plans (CYPP ref) | ECM                        |  | Progress |
|--|---|---|---|----------------------------|----------------|---------------------------------|----------------------------|--|----------|
|  |   |   |   |                            |                |                                 | Out-come                   | Aim  |          |
|  |   | PIVATS.   |   |                            |                |                                 | 05                         | C4<br>D4<br>E1-2                             |          |
| LLO1                                     | To enhance the tracking of vulnerable groups.                                   | <ul style="list-style-type: none"> <li>Tracking of vulnerable groups through the use of PULSE.</li> <li>Transfer of vulnerable group tagging to schools for import into Assessment Manager 7.</li> </ul>  | Sept 07<br><br>Oct 07   | Data & Information Manager |                | CYPP E&A 3.3<br>3.7<br>3.8      | 01<br>02<br>03<br>04<br>05 | A1-2<br>B5<br>C1-2<br>C4<br>D4<br>E1-2       |          |
| CSO5                                     | To enhance/ develop the range of social care analysis available.                | <ul style="list-style-type: none"> <li>In conjunction with Liquid Logic, develop a range of management information reports to monitor performance towards statutory and local performance indicators.</li> </ul>  | May 07  | Data & Information Manager |                | CYPP E&A 3.7                    | 01<br>02<br>03<br>05       | A1<br>B5<br>C2<br>E1                         |          |
| CSO5                                     | To complete, validate and submit all statutory returns within agreed timescales | <ul style="list-style-type: none"> <li>Assist schools in the completion of all statutory returns.</li> <li>Accurate completion of all departmental statutory returns.</li> <li>Work with private &amp; alternative providers to ensure readiness for the expansion of the school census.</li> <li>Work with schools &amp; Human Resources to ensure readiness for the introduction of the new school workforce census.</li> </ul> | May & Sept 07 & Jan 08<br><br>Mar 08<br><br>Sept 07<br><br>Dec 07 | Data & Information Manager |                | CYPP E&A 3.4                    | 01<br>02<br>03<br>05       | A1<br>B1<br>B5<br>C2<br>C3<br>C5<br>E1<br>E3 |          |

## Student & Pupil Support Operational Plan 2007 / 08

The Student & Pupil Support team secures home-to-school transport for pupils and students, in accordance with statutory responsibilities and local policies by:

- Assessing the eligibility of pupils/students for free transport, including liaison with schools and parents;
- Making arrangements for the provision of transport for eligible pupils/students through determining transport routes, organising tendering procedures, arranging for the award of contracts, and monitoring performance to ensure compliance with the terms of contracts;
- Providing bus escorts to assist pupils with special educational needs in their travel arrangements.

The section also co-ordinates the primary learn to swim programme via a buy back arrangement with schools and administers the free school meals service. The section issues, receives and processes all applications for free school meals for those students and pupils within Hartlepool. In addition to this, the section continues to promote the national Education Maintenance Allowance (EMA) scheme to ensure that Hartlepool students are afforded every opportunity to continue their education post 16.

The section also coordinates usage of the Carlton Outdoor Education Centre and administers the scheme for funding eligible pupils to attend the centre.

### RESOURCES

The resources available to this function of the Department for 2007 / 08 are as follows:

|                    |            |
|--------------------|------------|
| Employees          | £ 752,542  |
| Other direct costs | £ 930,202  |
| Support recharges  | £ 90,579   |
| Income             | £- 192,692 |
| Total net cost     | £1,580,631 |

## Student & Pupil Support Operational Plan 2007 / 08

| Purpose  | Core Functions  |
|--|---|
| <p>Ensure that primary and secondary pupils are able to access education through the provision of transport between home and school.</p> <p>Ensure that pupils using transport provided by the LA do so in safety.</p> <p>Provide a post-16 transport scheme within Hartlepool to encourage students to remain in education after reaching the statutory leaving age.</p> <p>To ensure that pupils from low income households are able to obtain a midday meal.</p> <p>To encourage continuing participation in education once the statutory school leaving age has been reached.</p> <p>To ensure that all pupils are afforded the opportunity to learn water safety and to swim 25m before leaving primary school.</p> <p>To ensure that maximum use is made of Outdoor Education Facilities</p> | <p>Provide transport to pupils/students in accordance with the Authority's statutory responsibilities and local policy.</p> <p>Ensure that parents/pupils/students are aware of their entitlement.</p> <p>Ensure that transport provided for Hartlepool pupils/students meets appropriate safety standards.</p> <p>Award contracts for home to school transport and undertake performance monitoring to ensure compliance with contract terms.</p> <p>Work with partners on reviews of transport policy including provision for post 16 transport.</p> <p>To assess eligibility for free school meals in accordance with statutory responsibilities;</p> <p>To administer the marketing and publicity of the Education Maintenance Allowance (EMA) scheme (national scheme from Sept 2004) in conjunction with other stakeholders;</p> <p>Provide and administer other student support to 16-19 year olds in school;</p> <p>To provide learn to swim programmes for primary schools within Hartlepool.</p> <p>To manage the safe operation of swimming pools used by schools</p> <p>To administer use of the Carlton and Lanehead Education Centres by Hartlepool Schools including provision of financial support to eligible pupils</p> |

## Student & Pupil Support Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone  | Responsible Officers   | Associated PIs  | Links to other Plans (CYPP ref)                      | ECM      |     |          |
|--|---|---|--|--|---|--|----------|-----|----------|
|  |   |   |  |  |   |  | Out-come | Aim | Progress |
| RSS 5                                    | Provide a safe, secure and reliable home to school transport service    | <ul style="list-style-type: none"> <li>Ongoing training programme for SEN escorts including medical protocols.</li> <li>Training records to be incorporated into EMS.</li> <li>Undertake individual risk assessments for SEN pupils.</li> </ul>   | Ongoing<br><br>Sept 07<br><br>Sept 07                  | J M/LW<br><br>J M/J B<br><br>J M/J B                         | All drivers & escorts are enhanced CRB cleared before access to pupils                            | CYPP EA 3.8 & 3.4<br>CYPP SS2.2<br>CYPP EA 3.8 & 3.4 | 02       | B2  |          |
| RSS 5                                    | Ensure fair access to the home to school transport service              | <ul style="list-style-type: none"> <li>Eligibility criteria published in various formats including booklets &amp; electronically.</li> <li>Annual review of transport policies to take account of Education and Inspection Act.</li> <li>Route-planner GIS software to be installed.</li> </ul> | Apr 07<br><br>Sept 07<br><br>Jul 07                    | J M/J B<br><br>KW/PR<br><br>J M/J B                          | Applications processed as follows;<br>a) Mainstream within 48 hrs<br>b) SEN within 5 working days |  | 05       | E4  |          |
| RSS 5                                    | Implement an independent travel scheme in Hartlepool                    | <ul style="list-style-type: none"> <li>Implement action plan to roll out scheme.</li> </ul>   | Sept 07  | J M/KW   |   | CYP AEW 5.7  | 03       | C2  |          |
| RSS 5                                    | Renew all transport contracts in line with the principles of best value | <ul style="list-style-type: none"> <li>Establish departmental transport requirements.</li> <li>Prepare PID &amp; plan.</li> <li>Establish scope for incorporating other departmental transport requirements.</li> <li>Prepare service level specifications for each client type.</li> </ul>     | Apr 07<br>Apr 07<br>May 07<br><br>May 07<br><br>Jun 07 | PR/J M<br><br>PR/SH<br>PR/J M<br><br>PR/J M<br><br>Proc Team |   |  |          |     |          |

## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone                          | Responsible Officers      | Associated PIs                                 | Links to other Plans (CYPP ref)    | ECM          |              |          |
|--|---|---|------------------------------------|---------------------------|--|------------------------------------|--------------|--------------|----------|
|  |   |   |                                    |                           |  |                                    | Out-come     | Aim          | Progress |
|  |   | <ul style="list-style-type: none"> <li>Initiate tender process in line with OJEU regs &amp; best value principles.</li> </ul>   |                                    |                           |  |                                    |              |              |          |
| RSS 5                                    | Set, monitor and control the home to school transport budget and monitor contract compliance  | <ul style="list-style-type: none"> <li>Establish procedure to reconcile all spending to the Integra system.</li> <li>Provide projected spend in accordance with monthly finance team requirements.</li> </ul>   | Monthly<br><br>Monthly             | J M/VH<br><br>J M/VH      |  |                                    |              |              |          |
|  | Ensure that pupils from low income families can access a mid-day meal whilst attending school | <ul style="list-style-type: none"> <li>Publicise entitlement and eligibility for FSM via admissions literature and other agencies.</li> <li>Explore online applications to improve access to the service.</li> </ul>  | Sept 07<br><br>Dec 07              | CR<br><br>CR              | Process completed applications within 48 hours | CYPPAE W 5.1<br>CYPPAE W 5.7.5     | 01<br><br>05 | A4<br><br>E5 |          |
|  | Deliver primary swim teaching in Hartlepool to National Curriculum Standards                  | <ul style="list-style-type: none"> <li>Review use of PLASC figures for Primary swimming session allocations.</li> <li>Prepare service level specifications for inclusion in transport contract renewals.</li> </ul>   | Sept 07<br><br>Apr 07              | LW<br><br>LW/J M          |  | CYPP BH 1.1, 1.3, 1.26<br>CYPP AEW | 03<br><br>05 | C4<br><br>E4 |          |
| CSD 3                                    | Ensure that swimming performance data is available and accurate                               | <ul style="list-style-type: none"> <li>Implement IT system to capture data for records of achievement and swimming teacher details.</li> <li>Redesign teacher record sheets.</li> <li>Produce bi-annually statistics and progress reports on pupil progress.</li> </ul> | Apr 07<br><br>Apr 07<br><br>Jul 07 | LW/MS<br><br>LW<br><br>LW |  | CYPPEX A 3.3                       | 03           | C3           |          |

## 2.4 APPENDIX 2.7

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone  | Responsible Officers                                      | Associated PIs   | Links to other Plans (CYPP ref) | ECM      |     |          |
|--|--|---|--|---|--|---------------------------------|----------|-----|----------|
|  |  |   |  |   |  |                                 | Out-come | Aim | Progress |
| CSD 5                                    | Ensure teaching delivery is consistent and conforms to ASA standards | <ul style="list-style-type: none"> <li>Instructor training programme established.</li> <li>Recruit &amp; train more supply teachers.</li> <li>GAT sessions planned with Swim Development Officer at Brinkburn Pool.</li> <li>ASA Top Up Sessions for Yr 6 pupils.</li> </ul>  | Sept 07<br>Sept 07<br>Apr 07<br>Jul 07             | LW<br>LW<br>LW/EL<br>LW                                   |  | CYPP ExA                        |          |     |          |
|  | Manage the safe and effective use of school pools                    | <ul style="list-style-type: none"> <li>Achieve DDA access at Brinkburn.</li> <li>Introduce Motorised cover at Brinkburn.</li> <li>Annual H&amp;S inspection and quarterly building maintenance programme to be implemented.</li> <li>Classroom based water safety sessions to be implemented.</li> <li>Install specialised equipment for changing (Springwell School) at Brinkburn Pool.</li> </ul> | Sept 07<br>Sept 07<br>Mar 07<br>Sept 07<br>Sept 07 | AK/LW<br>AK/LW<br>LW/J E/ AK<br>LW/Swim Teachers<br>LW/KD | Risk assessments for individual sessions + generic for each pool | CYPP SS2.2                      | 02       | B2  |          |

PR - Paul Robson    KW - Karen Wilkinson

J B - Jacky Brace    CR - Christine Roberts

MS - Mike Smith (team)

EL - Evelyn Lithgow

AK - Alan Kell

KD - Ken Dinsdale

VH - Vanessa Howard

LW - Linda Walker

J M - Judith Maughan

J E - Julie Evans

## System Support Operational Plan 2007 / 08

This function of the Department includes the development and support of the ICT needs of the department.

### RESOURCES

The resources available to the System Support function of the Department for 2007 / 08 are as follows:

|                    |           |
|--------------------|-----------|
| Employees          | £ 150,261 |
| Other direct costs | £ 7,210   |
| Support recharges  | £ 27,141  |
| Income             | £ -       |
|                    | -----     |
| Total net cost :   | £ 184,612 |



## System Support Operational Plan 2007 / 08

| Purpose  | Core functions  |
|--|---|
| <p>Contribute to corporate and departmental objectives by supporting the planning and securing of effective, efficient, high quality, well-managed and appropriate services.</p> | <p>To implement and maintain ICT systems necessary for the department and schools to undertake their statutory and corporate duties;</p> <p>To provide training and support to colleagues within the department and schools on the use of ICT systems;</p> <p>To liaise with Northgate regarding procurement, faults and departmental / corporate ICT issues.</p> |

## System Support Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone | Responsible Officers | Associated PIs | Links to other Plans (CYPP ref) | ECM      |               | Progress |
|--|--|---|-----------|----------------------|----------------|---------------------------------|----------|---------------|----------|
|  |  |   |           |                      |                |                                 | Out-come | Aim           |          |
| ICT Strategic Plan Priority 1            | Provide an integrated online information service for all citizens including those with additional needs. | <ul style="list-style-type: none"> <li>Develop the existing LA Community portal to ensure it will meet the needs of citizens, parents, carers, employers and learners.</li> </ul> | Sept 07   | MS                   |                |                                 | 01 04    | D1 D4-5       |          |
| ICT Strategic Plan Priority 2            | Provide integrated online personal support for children, young people, carers and practitioners.         | <ul style="list-style-type: none"> <li>Electronic Social Care Record (ESCR) – IT element implemented and linked to corporate document management system.</li> </ul>               | Sept 07   | MS                   |                | CYPP SS 2.4.1 2.5.1             | 01 02    | A1-2 B1 B3 B5 |          |
|  |  | <ul style="list-style-type: none"> <li>Integrated Children System (ICS) - IT element implemented</li> </ul>   | Sept 07   | MS                   |                |                                 |          |               |          |
| ICT Strategic Plan Priority 7            | Develop a Disaster Recovery Plan to ensure safety and retrieval of all information.                      | <ul style="list-style-type: none"> <li>Explore the opportunities for schools, in consultation with Northgate, of aggregated central data storage, backup and recovery.</li> </ul> | Apr 07    | MS                   |                |                                 |          |               |          |
| ICT Strategic Plan Priority 8            | Broaden the scope for access to information through the use of mobile technology and remote access       | <ul style="list-style-type: none"> <li>Investigate the options for provision of remote access within the department and for external agencies.</li> </ul>                         | Mar 08    | MS                   |                |                                 |          |               |          |
| ICT Strategic Plan Priority 9            | To facilitate the provision of good quality management information through the use of ICT                | <ul style="list-style-type: none"> <li>Audit of systems to identify robustness, flexibility and responsiveness to change.</li> </ul>  | Jul 07    | MS                   |                |                                 |          |               |          |
|  |  | <ul style="list-style-type: none"> <li>Investigate what reporting tools are available and procure where necessary complementary reporting tools.</li> </ul>                       | Sept 07   | MS                   |                |                                 |          |               |          |

MS – Mike Smith

## CHILDREN'S SERVICES DEPARTMENT

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Every Child Matters



# Safeguarding and Specialist Services

## Divisional Plan 2007 / 08

## **Contents**

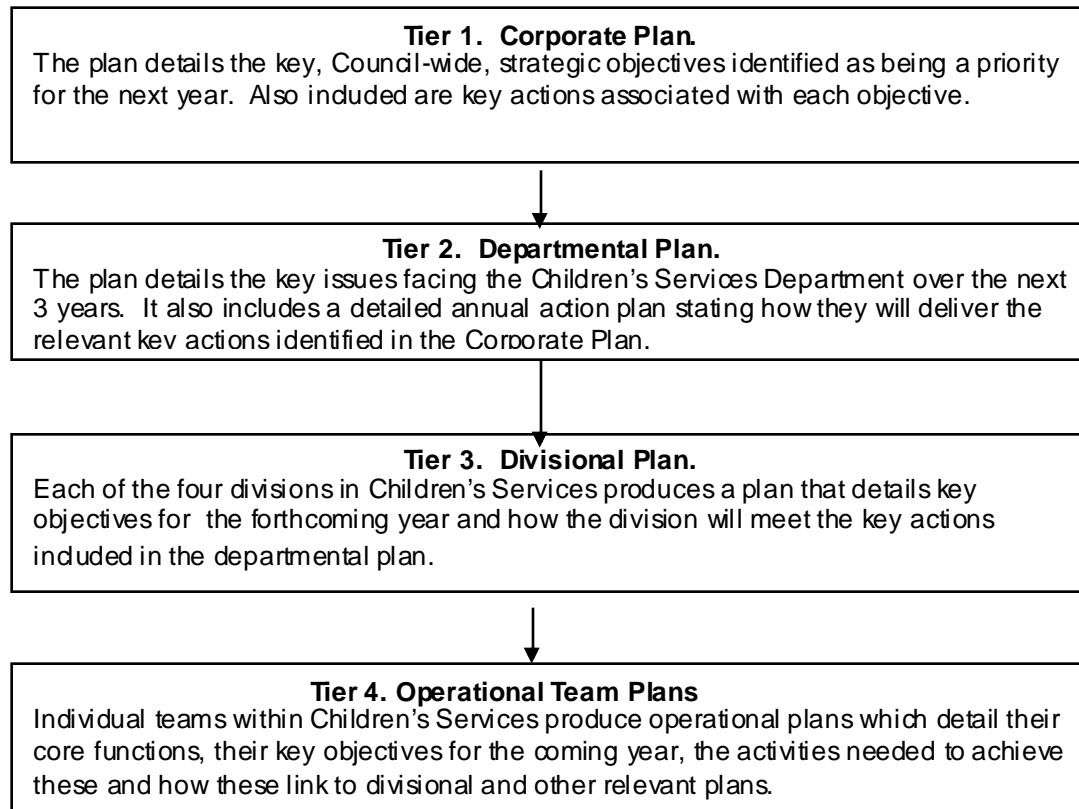
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## Introduction

This document is the Safeguarding and Specialist Services Divisional Plan for 2007/08 and forms part of the Council's overall service planning arrangements. The plan details the key priorities and issues facing the division over the next year, and includes a detailed action plan showing how these priorities will be delivered.

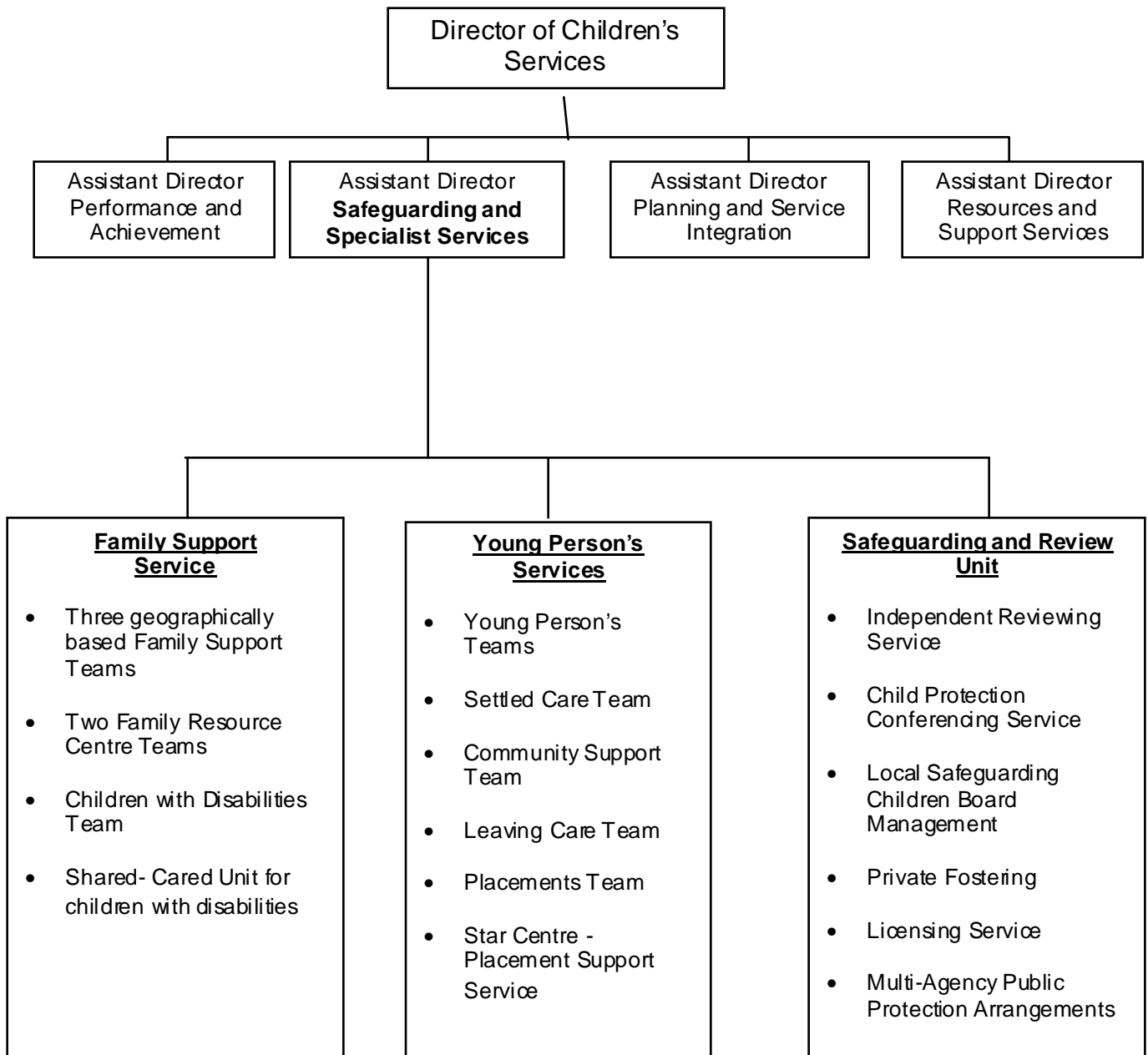
The plan details how the division will meet the Council's key priorities as stated in the Corporate Plan and the Children's Services Department's key priorities as stated in the Children's Services Departmental Plan 2007/08-2009/10.

This plan should be looked at in conjunction with both the Council's Corporate Plan, and the Children's Services Departmental Plan, that together form part of the Council's overall service planning arrangements. **Figure 1**, below, demonstrates how the plans are linked: -



This approach ensures that any objective that appears in the Corporate Plan can be traced through the departmental plan to specific actions in the divisional plan, and vice versa. It allows the employees delivering services to see explicitly how their actions contribute to the Council's overall objectives and contribute to the implementation of the Children & Young People's Plan.

## Service Structure



The Safeguarding and Specialist Services Division is responsible for:

- Two of the five outcomes for children: ' Be Healthy' and ' Stay Safe'.
- Services to children in need, particularly children who are in need of protection or care or have a disability.
- Family Support Services – children under 11 years and of all ages with a disability
- Young People's Service – children and young people over 11 years – leaving care, fostering and adoption.
- Safeguarding and Review – Local Safeguarding Children Board and child protection.

The services within the division are specialist services, fulfilling the Council's personal social services functions for children. This division provides specialist services to reduce incidents of child abuse and neglect, safeguard and promote the life chance benefits for children in public care and the safety and well-being of children in need, particularly those children who have a disability.

Given the nature of the work, staff within the division have close links with the Primary Care Trust and other NHS partners, the Police Service, Connexions, the Probation Service, Courts and the Child and Family Court Advisory Support Service (CAFCASS).

There are also close links with the Community, Voluntary and Independent Sector, who play a major part in delivering services to children in the Borough.

### **Resources**

The total net budget for Safeguarding & Specialist Services is £9.5m. This is apportioned across four main areas of expenditure:

- Staffing – social workers; social care workers & support staff;
- Placement Services – Adoption & Fostering Allowances;
- External Placements – Independent residential & fostering placements;
- Safeguarding & Review - Local Safeguarding Children Board.

In addition, the £9.5m contains a number of specific grants allocated by central government. These include: -

- Children's Services Grant (part);
- Teenage Pregnancy Grant;
- Child & Adolescent Mental Health Services Grant.



## **Performance Management**

- **Monitoring and Reporting**

The action plan detailing how the division will meet its main objectives for the forthcoming year will be monitored constantly, and reported to the Children's Services Management Team (CSMT) on a quarterly basis. Any amendments to the plan will only be made with full agreement of CSMT.

- **Reviewing the Plan**

The action plan will be reviewed on a quarterly basis, with any proposed changes being presented to CSMT for agreement.

- **Communication**

Staff within the Safeguarding and Specialist Services Division will be kept informed about progress and developments by means of regular management and team meetings. The Assistant Director and Heads of Business Units meet fortnightly, Heads of Business Units and Team Managers meet weekly and Team Managers and their teams also meet weekly. There is a monthly Performance Management Meeting involving the Assistant Director, Heads of Business Units, Team Managers and other first line managers.

## Priorities

Priorities for the Safeguarding and Specialist Services Division link to its key role in protecting children and providing stability and improved life chance benefits to looked after children, children with disabilities and children in need.

Key issues for 2007/08 are:

- Improving transition planning between CAMHS and adult mental health services and for children with long-term health conditions between paediatric care and adult health care.
- Ensuring there is sufficient capacity and range of foster and adoption placements to meet local need.
- Improving the joint commissioning and contracting arrangements in relation to out-of-authority placements for looked after children.
- Developing the work of the Local Safeguarding Children Board.
- Reviewing services to children with disabilities.
- Improving performance management through the delivery of the Integrated Working & Information Sharing (IWIS) project.

In addition, the division is responsible for two of the five 'Every Child Matters' outcomes for children:

- Be Healthy.
- Stay Safe.

Managers within the Safeguarding and Specialist Services Division of Children's Services will ensure that corporate policies in relation to human resource issues, health and safety, equality and diversity and sustainability are strongly embedded within the division.

The divisional action plan for 2007/2008 is attached below. It identifies the main strategic objectives for the division and the activities that will be needed to achieve these. Teams within the division's Business Units have developed operational plans, which provides more detail about how specific outcomes will be delivered, giving annual key objectives and how these link to other plans.

The action plan is in three sections. Section 1 contains priorities that link directly to Hartlepool's Corporate Plan. Section 2 contains priorities that link directly to the Children's Services Plan. Section 3 contains priorities specific to the Safeguarding and Specialist Services Division.

## Safeguarding and Specialist Services Action Plan 2007/08

The action plan is split into three main parts. Sections 1 and 2 are those objectives that have been identified in the Children's Services Departmental Plan. Section 1 details those objectives that can be linked to the Council's Corporate Plan, and Section 2 details those that are specific to the Children's Services Department. This action plan expands on both of those gives more detail as to how this will be achieved.

Section 3 are those objectives that have been identified as being a priority for the division, but have not specifically been included in the Council's Corporate Plan or the Children's Services Departmental Plan.

### Section 1 – Objectives that are linked to the Corporate Plan, through the Children's Services Departmental Plan

| <b>Corporate Plan Objective: (Ref:HCO2 &amp; LAA10)</b>  |   |                      |                     |                  |                |
|--|---|----------------------|---------------------|------------------|----------------|
| <b>Be Health</b> – Children and young people will be physically, mentally, emotionally and sexually healthy, lead healthy lifestyles and chose not to take illegal drugs     |   |                      |                     |                  |                |
| <b>Departmental Plan Objective: CSD 03</b>   |   |                      |                     |                  |                |
| Improve arrangements for transitions between settings and from children's to adult services  |   |                      |                     |                  |                |
| <b>Divisional Plan Objective: SSS 01</b>   |   |                      |                     |                  |                |
| Improving transition planning between CAMHS and adult mental health services and for children with long-term health conditions between paediatric care and adult health care |   |                      |                     |                  |                |
| Ref:   | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| SSS 01.1   | Implement and monitor arrangements for transition planning in respect of mental health services.          | Apr 08               | Jim Murdoch         | FIN 6-1.8        |                |
| SSS 01.2   | Implement and monitor arrangements for transition planning for children with long-term health conditions. | Apr 08               | Sheila O'Connor     | FIN 6-1.8        |                |

|  |  |                             |                            |                         |  |
|--|--|-----------------------------|----------------------------|-------------------------|--|
| <b>Corporate Plan Objective: (Ref: CSO5 &amp; LAA18)</b>   |  |                             |                            |                         |  |
| <b>Stay Safe</b> – Children and young people will live, grow and learn in safety, where parents, carers and all adults take responsibility for their safety and well-being |  |                             |                            |                         |  |
| <b>Departmental Plan Objective: CSD 04</b>   |  |                             |                            |                         |  |
| Increase the number and range of foster and adoptive placements to meet local needs  |  |                             |                            |                         |  |
| <b>Divisional Plan Objective: SSS 02</b>   |  |                             |                            |                         |  |
| Ensuring there is sufficient capacity and range of foster and adoption placements to meet local need.  |  |                             |                            |                         |  |
| <b>Ref:</b>  | <b>Action</b>  | <b>Date to be Completed</b> | <b>Responsible Officer</b> | <b>Associated Risks</b> | <b>Associated PIs</b>  |
| SSS 02.1   | Develop opportunities with independent providers to complement the fostering service.                    | Mar 08                      | Phill Warrilow             | FIN 6-1.8               | CF B7<br>CF/A1 (BVPI 49)<br>CF/C23 (BVPI 163)<br>CF/C23 (BVPI 163) |
| SSS 02.2   | Maintain improved performance in respect of looked after children placed for adoption.                   | Mar 08                      | Phill Warrilow             | FIN 6-1.8               |  |
| SSS 02.3   | Increase the number of Special Guardianship Orders.  | Mar 08                      | Phill Warrilow             | FIN 6-1.8               |  |
| <b>Departmental Plan Objective: CSD 05</b>   |  |                             |                            |                         |  |
| Reduce the number of placement moves for looked after children and increase the stability of placements  |  |                             |                            |                         |  |
| <b>Divisional Plan Objective: SSS 03</b>   |  |                             |                            |                         |  |
| Reduce the number of placement moves for looked after children and increase the stability of placements  |  |                             |                            |                         |  |
| <b>Ref:</b>  | <b>Action</b>  | <b>Date to be Completed</b> | <b>Responsible Officer</b> | <b>Associated Risks</b> | <b>Associated PIs</b>  |
| SSS 03.1   | Identify cohort for 2007/08 for short-term and long-term placement stability.                            | Apr 07                      | Jim Murdoch                | FIN 6-1.8               | CF/A1 (BVPI 49) &<br>CF/D35<br>CF/C63                              |
| SSS 03.2   | Monitor and evaluate the work of the Star Centre.  | Mar 08                      | Jim Murdoch                | FIN 6-1.8               |  |
| SSS 03.3   | Improve reviewing arrangements through consultation with Corporate Parenting Forum Young People's group. | Oct. 07                     | Phill Warrilow             | FIN 6-1.8               |  |

| <b>Departmental Plan Objective: CSD 06</b>                  |   |                      |                     |                  |                |
|---|---|----------------------|---------------------|------------------|----------------|
| Develop the work of the Local Safeguarding Children's Board |   |                      |                     |                  |                |
| <b>Divisional Plan Objective: SSS 04</b>                    |   |                      |                     |                  |                |
| Develop the work of the Local Safeguarding Children's Board |   |                      |                     |                  |                |
| Ref:  | Action  | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| SSS 04.1  | Secure funding from key partners.   | Apr 07               | Phill Warrilow      | FIN 6-1.8        |                |
| SSS 04.2  | Appoint Development Officer and Training Co-ordinator.                              | Jun 07               | Phill Warrilow      | FIN 6-1.8        |                |
| SSS 04.3  | Implement "Managing Allegations against People Working with Children" requirements. | Sept 07              | Phill Warrilow      | FIN 6-1.8        |                |
| SSS 04.4  | Distil learning by researching common features from recent Serious Case Reviews.    | Oct 07               | Phill Warrilow      | FIN 6-1.8        |                |
| SSS 04.5  | Develop and implement Quality Audit schedule.                                       | Oct 07               | An McMorris         | FIN 6-1.8        |                |

## Section 2 – Objectives that are linked directly to the Children’s Services Departmental Plan

| <b>Departmental Plan Objective: CSD 21</b>  |  |                      |                                  |                  |                |
|---|--|----------------------|----------------------------------|------------------|----------------|
| To develop a Commissioning Strategy for the Children’s Trust  |  |                      |                                  |                  |                |
| <b>Divisional Plan Objective: SSS 05</b>  |  |                      |                                  |                  |                |
| Improve joint commissioning and contracting arrangements in relation to out-of-authority placements for looked after children |  |                      |                                  |                  |                |
| Ref:  | Action   | Date to be Completed | Responsible Officer              | Associated Risks | Associated PIs |
| SSS 05.1  | Agree criteria for eligibility for continuing health care funding.   | Oct 08               | Phill Warrilow / Carole Langrick | POL 6-4.5        | CF/A70         |
| SSS 05.2  | Review services to children with disabilities with a view to establishing lead commissioning, integrated services and aligned budgets. | Mar 08               | Phill Warrilow / Sue Johnson     | CPS 6-2.1        |                |
| SSS 05.3  | Determine level of anticipated commissioning for all placements.   | Mar 08               | Phill Warrilow                   | POL 6-4.5        |                |

### Section 3 – Objectives that are specific to the Specialist and Safeguarding Services Division

| Divisional Plan Objective: SSS 06<br>Improve performance management |  |                      |                     |                  |                |
|---|--|----------------------|---------------------|------------------|----------------|
| Ref:  | Action   | Date to be Completed | Responsible Officer | Associated Risks | Associated PIs |
| SSS 06.1  | Implement Integrated Children's System.                      | Sept. 07             | Phill Warrilow      | FIN 6-1.8        |                |
| SSS 06.2  | Implement schedule of Performance Indicator Reporting.       | Oct 07               | Phill Warrilow      | FIN 6-1.8        |                |
| SSS 06.3  | Monitor and maintain the improved access to Direct payments. | Oct 07               | Phill Warrilow      | FIN 6-1.8        |                |

## Performance Indicators

The action plan detailed a number of Performance Indicators that will be used to measure the successful implementation of the actions. Those indicators are included in more detail in the table below. For those indicators that are only collected on an annual basis please indicate so in the 'Quarter 1 Target' Column.

| Ref               | Definition  | Outturn 2006 | Target 2007 | Quarter 1 Target | Quarter 2 Target | Quarter 3 Target | Quarter 4 Target |
|-------------------|---|--------------|-------------|------------------|------------------|------------------|------------------|
| BV 49<br>PAF A1   | Stability of placements of looked after children                  |              |             |                  |                  |                  |                  |
| BV 163<br>PAF C23 | Adoptions of children looked after                                |              |             |                  |                  |                  |                  |
| PAF A3            | Re-registrations on the child protection register                 |              |             |                  |                  |                  |                  |
| PAF B7            | Children looked after in foster placements or placed for adoption |              |             |                  |                  |                  |                  |
| PAF C24           | Children looked after absent from school                          |              |             |                  |                  |                  |                  |
| PAF C63           | Participation of looked after children in reviews                 |              |             |                  |                  |                  |                  |
| PAF C64           | Timing of Core Assessments  |              |             |                  |                  |                  |                  |
| PAF D35           | Long-term stability of children looked after                      |              |             |                  |                  |                  |                  |



**SAFEGUARDING & SPECIALIST SERVICES – OPERATIONAL PLANS****CONTENTS**

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| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone                   | Responsible Officers  | Associated PIs | Links to other Plans (CYPP ref)                                | ECM      |         | Progress |
|--|--|--|-----------------------------|---|----------------|--|----------|---------|----------|
|  |  |  |                             |   |                |  | Out-come | Aim     |          |
| CSD 03                                   | Improve arrangements for transition between settings and from children's to adult services | <ul style="list-style-type: none"> <li>Finalise protocol developed with adult social care colleagues and partner agencies.</li> <li>Ensure that all young people transferring to adult social care have a person centred plan that considers their health needs</li> </ul> | <p>Mar 08</p> <p>Sep 07</p> | <p>Transitions Steering Group</p> <p>Team Manager Children Disability Team Transition Forum</p> | SS (LAC) 23    | CYPP BH & SS Learning Difficulty and or Disability Action Plan | 01 02    | A1-5 B5 |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone                   | Responsible Officers                             | Associated PIs | Links to other Plans (CYPP ref)                                 | ECM      |     | Progress |
|--|--|---|-----------------------------|--|----------------|---|----------|-----|----------|
|  |  |   |                             |  |                |   | Out-come | Aim |          |
| SCO2                                     | Children and young people who live in Hartlepool are provided with the opportunity to participate fully in the life of the community | <ul style="list-style-type: none"> <li>Promote participation of disabled children and young People in their Looked After Review by supporting their attendance and or for those unable to attend or verbally communicate ensure their views are sought via other methods i.e. pictorial, symbolic.</li> </ul> | Systems in place by Sept 07 | Team Manager Social Workers                      | C63            | CYPP PC 4.4.3 Learning Difficulty and or Disability Action Plan | 04       | D1  |          |
|  |  | <ul style="list-style-type: none"> <li>Continue to develop mechanisms for children and young people to contribute to their assessments and care plans</li> </ul>  | Mar 08                      | Team Manager Social Workers                      |                |   |          |     |          |
|  |  | <ul style="list-style-type: none"> <li>Increase the proportion of children and young people involved in and contributing to service design and development.</li> </ul>  | Mar 08                      | Team Manager Social Workers Residential Unit     | C63            |   |          |     |          |
|  |  | <ul style="list-style-type: none"> <li>Promote social inclusion and the needs of children with learning difficulties and or disability in mainstream activities provided across all services</li> </ul>   | Mar 08                      | Team Manager Care Co-ordinator Social Care Staff |                |   |          |     |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone  | Responsible Officers  | Associated PIs | Links to other Plans (CYPP ref)   | ECM            |                | Progress |
|--|--|---|--|---|----------------|---|----------------|----------------|----------|
|  |  |   |  |   |                |   | Out-come       | Aim            |          |
| HCO 2                                    | A Care Co-ordination Process that is well established and embedded in practice which facilitates children receiving joint assessment and co-ordinated package of care. | <ul style="list-style-type: none"> <li>Multi agency training is developed and delivered to professionals and parents to facilitate undertaking the key worker role.</li> <li>Guide to services for children with Learning Difficulties and or disabilities to be developed in conjunction with the Information Directory.</li> <li>Explore further opportunities for joining up reviewing processes to avoid repetitious meetings for children and young people and their carers</li> </ul> | <p>First course is in Apr 07</p> <p>Mar 08</p> <p>Sep 07</p> | Care Co-ordinator and multi agency steering group colleagues<br>Care Co-ordinator and working group including parents and multi agency colleagues<br>Team Manager<br>Care Co-ordinator<br>Social Care and multi agency colleagues |                | <p>CYPP SS 2.8 Learning Difficulty and or Disability Action Plan CYPP PC 4.7</p> <p>CYPP BH 1.6</p> | 02<br>04<br>01 | B5<br>D1<br>A1 |          |
| SSS 06.3                                 | Developmental work to take place in relation to self directed support (In Control) for children, young people and their families                                       | <ul style="list-style-type: none"> <li>Working party to explore available research and actions of other authorities.</li> </ul>   | Working Party to be set up in Jun 07                         | HOBU Team Manager<br>PLIO<br>Social Care Staff  | C51            | CYPP AEW 5.7 Learning Difficulty and or Disability Action Plan                                      | 05             | E5             |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone                          | Responsible Officers  | Associated PIs | Links to other Plans (CYPP ref)  | ECM      |       | Progress |
|--|---|---|------------------------------------|---|----------------|--|----------|-------|----------|
|  |   |   |                                    |   |                |  | Out-come | Aim   |          |
| SSS 05.2                                 | A choice of short break care opportunities are available for children with disabilities and their families                  | <ul style="list-style-type: none"> <li>Review the use of Exmoor Grove Community Home</li> <li>Implement Best Value recommendations regarding the management arrangement for the Disability Family Resource Workers.</li> <li>Consider the merging of the Disability Family Resource Workers and the Residential Social Care Officers into one staff group.</li> </ul> | Mar 08<br><br>Mar 08<br><br>Mar 08 | Assistant Director (S&S Services) HOBUS Team Manager PLIO   | E67            | CYPP SS 2.8 PC 4.7.5 Learning Difficulty and or Disability Action Plan | 02 04    | B5 D3 |          |
| CSD 05<br>SSS 02                         | Children and young people with learning disabilities live in safe environment and are protected from abuse and exploitation | <ul style="list-style-type: none"> <li>All residential Social Care Officer, family resource workers and disability team Social Workers to be trained in ' Team Teach'</li> <li>Specialist training to be undertaken in developing communication plans for non-verbally communicating children/young people.</li> </ul>  | Mar 08<br><br>Mar 08               | HOBUS Team Manager Residential Unit Manager Social Care Workers Social Workers Residential Social Care Officers |                | CYPP SS 2.8 PC 4.7 Learning Difficulty and or Disability Action Plan   | 02       | B1-B5 |          |

## Family Support Business Unit Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone   | Responsible Officers  | Associate d PIs | Links to other Plans (CYPP ref) | ECM      |          | Progress |
|--|--|--|-------------|-----------------------|-----------------|---------------------------------|----------|----------|----------|
|  |  |  |             |                       |                 |                                 | Out-come | Aim      |          |
| CSO2                                     | Reduce the harm caused by illegal drugs and alcohol misuse     | <ul style="list-style-type: none"> <li>• Strategy regarding parental misuse of drugs and alcohol to be written by Hidden Harm Network</li> <li>• Core assessments to be completed in respect of all cases where a second referral is received in the same 12 months and the same substance misuse issues are identified</li> <li>• Implement and audit the use of core assessments in respect of cases where parental substance misuse is the primary issue.</li> <li>• Monitor attendance of Substance Misuse Service at CP conferences and core groups to demonstrate effective multi-agency working between Social Care &amp; SMS staff.</li> </ul> | Sep 07      | HOBUs Network members |                 | CYPP SS 2.2.1 NSF 5             | 01<br>02 | A5<br>B1 |          |
|  |  |  | From Apr 07 | HOBUs Team Managers   |                 |                                 |          |          |          |
|  |  |  | Sept 07     | HOBUs Team Managers   |                 |                                 |          |          |          |
|  |  |  | Dec 07      | HOBUs Team Managers   |                 |                                 |          |          |          |
| CSD                                      | Increase the number of staff trained to identify risks of harm | <ul style="list-style-type: none"> <li>• Training social care staff to provide appropriate</li> </ul>  | Jul 07      | HOBUs Network Members |                 | CYPP SS 2.4.2 CYPP              | 01<br>02 | A5<br>B1 |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives                                       | Actions   | Milestone  | Responsible Officers   | Associated PIs                                   | Links to other Plans (CYPP ref)   | ECM      |     | Progress |
|--|--|---|--|--|--|---|----------|-----|----------|
|  |  |   |  |  |  |   | Out-come | Aim |          |
|  | and how to manage them                           | awareness and knowledge to work with substance misusing carers and protect their children from harm.<br>• Improve social work knowledge in relation to testing and monitoring processes used by substance misuse service.<br>• Improve data collection in relation to Substance Misuse.   | Jul 07<br><br><br><br><br><br><br><br><br><br>Dec 07   | HOBUSubstance Misuse Service<br><br><br><br><br><br><br><br><br><br>HBU Team Manager   |  | BH 1.1.3 Training Plan S'guarding Board   |          |     |          |
| CSO5                                     | Reduce the incidents of child abuse and neglect. | • Team Managers ensure that issues raised in referrals are addressed within initial assessments.<br>• Increase percentage of initial assessments completed in 7 working days to 80%.<br><br><br><br><br><br><br><br><br><br>• Improve the content of case records to ensure they reflect the level of service provided to the child | Audit Dec 07<br><br><br><br><br><br><br><br><br><br>OC2 outrun<br><br><br><br><br><br><br><br><br><br>Dec 07 | Team Managers Social Workers<br><br><br><br><br><br><br><br><br><br>Team Managers Social Workers<br><br><br><br><br><br><br><br><br><br>HOBUSubstance Misuse Service<br><br><br><br><br><br><br><br><br><br>HBU Team Manager | 1704<br><br><br><br><br><br><br><br><br><br>1704 | CYPP SS 2.3, 2.4.2 Domestic Violence Strategy LSCB Workforce Development Training Plan CYPP 2 | 02       | B1  |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone                                      | Responsible Officers   | Associated PIs | Links to other Plans (CYPP ref) | ECM      |   | Progress |
|--|--|--|--|--|----------------|---------------------------------|----------|---|----------|
|  |  |  |  |  |                |                                 | Out-come | Aim                                       |          |
|  |  | <p>and its family and the analysis of the information within them to improve risk assessment.</p> <ul style="list-style-type: none"> <li>• All newly qualified and or appointed staff should have training in the use of National Framework for the Assessment of Children in Need and their Families.</li> <li>• Liaise and agree with legal colleagues and the courts a format for the presentation of Core Assessments.</li> <li>• Implement the recommendation of the Best Value review of Family Resource Services in consultation with staff, HR and Union representatives.</li> </ul> | <p>From Apr 07</p> <p>Jun 07</p> <p>Apr 08</p> | <p>AD S&amp;SS HOBUs</p> <p>AD S&amp;SS HOBUs</p> <p>AD S&amp;SS HOBUs Team Managers</p> | CF/C64 1705    |                                 |          | <p>B1</p> <p>B2</p> <p>B4</p> <p>B1-5</p> |          |
| CSO5                                     | Improve placement choice and stability for looked after children | <ul style="list-style-type: none"> <li>• Foster Carer Agreements to be more explicit in respect of the support to be provided to support placements.</li> <li>• Provide guidance in relation to placements with relatives and friends to ensure that</li> </ul>  | <p>From Apr 07</p> <p>Sept 07</p>              | <p>Team Managers Social Workers</p> <p>HOBUs PLIO Team Manager</p>                       | A1/D35/B7      | CYPP SS 2.6, 2.7 MALAP          | 02       | B5  |          |



## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone                         | Responsible Officers  | Associated PIs | Links to other Plans (CYPP ref)            | ECM      |     | Progress |
|--|--|---|-----------------------------------|---|----------------|--|----------|-----|----------|
|  |  |   |                                   |   |                |  | Out-come | Aim |          |
|  |  | <p>such placements are safe and meet the needs of the child and that the assessment is appropriately recorded.</p> <ul style="list-style-type: none"> <li>• Ensure that social work staff provide placement team colleagues with written information in relation to concerns about placements</li> <li>• Develop a format for the preparation of Special Guardianship reports and ensure that social work staff have Special Guardianship as an option embedded into their practice.</li> </ul> | <p>From Apr 07</p> <p>Sept 07</p> | <p>Team Managers</p> <p>HOBUs PLIO Team Managers Social Workers</p> |                |  |          |     |          |
| SCO2                                     | Ensure the views of children and young people looked after are listened and acted upon | <ul style="list-style-type: none"> <li>• Improve the numbers of young people who contribute to their statutory reviews by reviewing Viewpoint and other consultation processes.</li> </ul>  | Sept 07                           | PLIO's HOBUs Team Managers Social Workers                           | CF/C63         | CYPP PC 4.6.1 Participation Strategy MALAP | 04       | D1  |          |
| CSD 21                                   | Engage service users in the evaluation of services they receive                        | <ul style="list-style-type: none"> <li>• Develop a system for service users to evaluate the service they receive and a process for analysing the information received to inform best</li> </ul>   | Dec 07                            | AD S&SS HOBUs Team Managers Social Workers                          |                | CYPP PC 4 MALAP                            | 04       | D1  |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone                       | Responsible Officers   | Associate d PIs | Links to other Plans (CYPP ref)   | ECM      |     | Progress |
|--|--|--|---------------------------------|--|-----------------|-----------------------------------|----------|-----|----------|
|  |  |  |                                 |  |                 |                                   | Out-come | Aim |          |
|  |  | practice.<br>• Develop a process for involving service users in the planning and development of services.  | Sept 07                         | AD S&SS<br>HOBUs<br>Team Managers<br>Social Workers  |                 | CYPP<br>PC 4                      |          |     |          |
| CSD 09                                   | Challenge and support schools in targeting vulnerable children and young people for additional intervention and support so that they achieve in line with or better than expected levels | • Monitoring of PEPS to ensure they are completed fully and within timescales<br>• Further improve social care team relationships with Primary schools and Sure Start Children's Centres by attending staff and team meetings. | Quarterly audits.<br><br>Dec 07 | Team Manager<br>Social Workers<br>Social Inclusion coordinator<br>Team Managers<br>Principle Practitioners | CF/A2           | CYPP<br>EA 3.7                    | 03       | C2  |          |
| CSD 24                                   | Increase the number of staff trained to identify risks of harm and how to manage them.   | • Each Team to have three Team Away Days per year to look at particular practice issues.<br>• Unit Development sessions to be held quarterly to look at particular issues.   | From Apr 07<br><br>Jul 07       | Team Managers<br>Social Workers<br><br>HOBUs<br>Team Managers<br>Social Workers.                           |                 | CYPP<br>SS 2.4.2<br>Training Plan | 02       | B1  |          |
| CSD 24                                   | Ensure that staff are supported in assimilating ICS into their working practice.   | • Social Workers to receive appropriate training and technical support to utilise the ICS system.  | Dec 07                          | HOBUs<br>Team Managers<br>ICS Project Lead   |                 |                                   |          |     |          |

## Leaving Care Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions  | Milestone                        | Responsible Officers   | Associated PIs         | Links to other Plans (CYPP ref) | ECM            |                | Progress |
|--|---|--|----------------------------------|--|------------------------|---------------------------------|----------------|----------------|----------|
|  |   |  |                                  |  |                        |                                 | Out-come       | Aim            |          |
| CSD 03                                   | Increase availability of support for care leavers.  | <ul style="list-style-type: none"> <li>Provide weekend support to care-leavers</li> </ul>  | Evaluate in Oct 07               | Leaving Care Team Manager  |                        | 2.7.2                           | 02<br>05<br>04 | B5<br>E1<br>D4 |          |
| CSD 03                                   | Reduce the number of care-leavers resident outside the council boundaries                         | <ul style="list-style-type: none"> <li>Increase suitable accommodation available in Hartlepool</li> </ul>  | Mar 08                           | Leaving Care Team Manager  | SS20                   | MALAP Plan 5.2                  | 02             | B1             |          |
| CSD 16                                   | Increase the number of care-leavers, aged 19, accessing education, employment and training by 40% | <ul style="list-style-type: none"> <li>Provide enhanced incentives for young people – including financial incentives.</li> <li>Further develop links with 14-19 Curriculum Co-ordinator and Aim Higher project</li> <li>Take more creative approach to engaging young people in positive activity e.g. joint efforts with West View project</li> <li>Provide individually tailored support packages that focus on ensuring that care-leavers access education, employment and training.</li> </ul> | 20% increase projected by Oct 07 | Leaving Care Team Manager<br><br>Leaving Care Team Manager<br><br>Leaving Care Team Manager<br><br>Leaving Care Team Manager | PAF A4<br><br>BVPI 161 | MALAP Plan 5.1                  | 05             | E1             |          |
|  | Reduce by 10%, the number of young people leaving the care of HBC who                             | <ul style="list-style-type: none"> <li>Strengthen links with Homeless section</li> <li>Regular meetings with housing providers</li> </ul>  | 5% reduction projected by Oct 07 | Leaving Care Team Manager  | PAF A4<br><br>BVPI 161 | MALAP Plan 5.2                  | 05             | E1             |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone   | Responsible Officers      | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|--|---|---|---------------------------|----------------|---------------------------------|----------|-----|----------|
|  |  |   |   |                           |                |                                 | Out-come | Aim |          |
|  | access Temporary Accommodation.  | <ul style="list-style-type: none"> <li>• Increase accessibility to supported accommodation</li> </ul>   |   |                           |                |                                 |          |     |          |
| CSD 24                                   | Increase the IT skills of staff in preparation for the implementation of ICS | <ul style="list-style-type: none"> <li>• Provide IT training for all staff</li> <li>• Provide specific training on new ICS systems</li> </ul> | System support team to determine targets for each member of staff | Leaving Care Team Manager |                |                                 |          |     |          |

CSPortfolio - 07.04.27 - 2.4 Appendix 2.9

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone   | Responsible Officers   | Associate d PIs | Links to other Plans (CYPP ref)           | ECM      |     | Progress |
|--|--|--|---|--|-----------------|---|----------|-----|----------|
|  |  |  |   |  |                 |   | Out-come | Aim |          |
| HC 7                                     | Heighten the understanding of need for robust performance management / monitoring. | <ul style="list-style-type: none"> <li>• Arrange presentations to foster carers to increase their understanding of the reporting requirements of the department.</li> <li>• Use implementation of ICS to develop local PI's to monitor and manage performance.</li> <li>• Learn from the performance management techniques used in other divisions within the Department.</li> </ul> | Review Oct 07<br><br>Half yearly<br><br>Review Oct 07 | Placement Team Manager<br><br>Placement Team Manager<br><br>Placement Team Manager |                 |   |          |     |          |
| HC 7                                     | Update adoption information currently available                                    | <ul style="list-style-type: none"> <li>• Produce a range of information for prospective adopters and children placed for adoption by March 08.</li> </ul>  | Review Oct 07   | Placement Team Manager   |                 | Adoption Inspection S1 Reg 3              | 03       | C4  |          |
| HC 7                                     | Implement the statutory requirements of most recent Fostering Inspection (Sept 06) | <ul style="list-style-type: none"> <li>• These requirements relate to the implementation of an ICS.</li> </ul>   | ICS planned for first quarter of year.                | Placement Team Manager   |                 | Foster Care Inspection FS25 Reg 22 and 31 |          |     |          |

## Safeguarding and Review Unit Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives                                     | Actions   | Milestone   | Responsible Officers                  | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|--|---|---|---------------------------------------|----------------|---------------------------------|----------|-----|----------|
|  |  |   |   |                                       |                |                                 | Out-come | Aim |          |
| CSD 04                                   | Improve arrangements for private fostering     | <ul style="list-style-type: none"> <li>Contribute to the regional media campaign in order to raise the profile and awareness of the regulations.</li> <li>Independently Review private fostering arrangements.</li> <li>Monitor activity and present to LSCB.</li> <li>Provide/commission multi agency training in order to raise awareness across agencies.</li> </ul> | Mar 07<br><br>Apr 07<br><br>Jun 07<br><br>May 07    | YP<br><br>CJ /J R<br><br>YP<br><br>YP |                | CYPP 2.5                        | 02       | B5  |          |
| CSD 05                                   | Promote the stability of looked after children | <ul style="list-style-type: none"> <li>Plan and coordinate timely and appropriate Disruption meetings in order to avoid breakdown in placements.</li> </ul>   | As required   | CJ /AMdM                              | D35/BVPI 49    |                                 |          |     |          |
| CSD 06                                   | Improve arrangements for MAPPA                 | <ul style="list-style-type: none"> <li>Further consolidate relationship with the Probation Service in order to plan forthcoming MAPPA meetings.</li> <li>Provide single agency training for front line operational teams in order to raise the</li> </ul>   | Ongoing, quarterly reporting to LSCB<br><br>Sept 07 | AMdM<br><br>AMdM                      | BVPI 162       |                                 |          |     |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions  | Milestone   | Responsible Officers          | Associated PIs        | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|---|--|---|-------------------------------|-----------------------|---------------------------------|----------|-----|----------|
|  |   |  |   |                               |                       |                                 | Out-come | Aim |          |
|  |   | significance of the MAPPA protocol and its associated risks to children.   |   |                               |                       |                                 |          |     |          |
| CSD 06                                   | Improve information in relation to CP procedures                                      | <ul style="list-style-type: none"> <li>Support operational staff (safeguarding and specialist services) in utilising the revised child protection procedures.</li> <li>Develop an abridged version of the CP procedures for front line staff to utilise in direct field work.</li> </ul>           | Training sessions-Apr, Sept 07 & Jan 08<br><br>May 07                   | AMdM<br><br>AMdM/YP           | BVPI 162              |                                 |          |     |          |
| CSD 05                                   | To improve the performance management information in respect of looked after children | <ul style="list-style-type: none"> <li>Produce LAC quarterly reports.</li> <li>Monitor the numbers of children participating in their Reviews, namely scrutiny of PN7.</li> </ul>  | Sept 07<br>Monthly reporting tool                                       | CJ<br>AMdM/YP                 | LAC<br>BVPI 221a/221b |                                 |          |     |          |
| CSD 06                                   | Implement new requirements for the Gambling Act                                       | <ul style="list-style-type: none"> <li>Consider new legislation and the potential safeguarding issues in relation to children.</li> <li>Develop protocol for use within the Safeguarding and Review Unit in order to process applications</li> <li>Monitor activity and report to LSCB.</li> </ul> | Sept 07<br><br>Sept/Oct 07<br><br>Quarterly reporting commencing Dec 07 | AMdM<br><br>AMdM<br><br>A.MdM | CP<br>BVPI 162        |                                 |          |     |          |



AMdM – Anne McMorris

YP – Yvonne Priestley

CJ – Carole Jackson

JR – Jenny Riley

## Settled Care Team Operational Plan 07 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone  | Responsible Officers  | Associated PIs   | Links to other Plans (CYPP ref) | ECM      |          | Progress |
|--|--|---|--|---|--|---------------------------------|----------|----------|----------|
|  |  |   |  |   |  |                                 | Out-come | Aim      |          |
| CSD 05                                   | Looked After Children & Young People are securely attached to carers | <ul style="list-style-type: none"> <li>Team will accept LAC cases at the point of the 4 month LAC review with appropriate documentation and child centred transfer</li> <li>Looked after children &amp; young people to be consulted upon the design and increased use of Action and Assessment documents</li> <li>Within 10 months of becoming looked after, an A&amp;A record for that child will be presented at the Looked After Review.</li> </ul> | <p>Monitor points of transfer at 4 monthly review</p> <p>Monitor use of A&amp;A quarterly</p> <p>Monitor use of A&amp;A in Oct 07.</p> | <p>Team Manager</p> <p>Participation Officer / Team Manager</p> |  |                                 | 02       | D4       |          |
| HC 02                                    | Improve the health of looked after children and young people.        | <ul style="list-style-type: none"> <li>Increase the number of LAC who have an annual health assessment by 10%.</li> <li>Monitor number of young people requiring access to CAMHS service.</li> </ul>  | <p>5% increase projected by Oct 07</p> <p>Review quarterly</p>   | <p>Team Manager</p> <p>Team Manager</p>                         | <p>BH(LAC) 1<br/>PAF C19<br/>NSF Stan 9</p> <p>PAF A70</p> | MALAP Action Plan 1.3           | 01       | A1<br>A2 |          |
|  |  | <ul style="list-style-type: none"> <li>Expand the data collection and analysis in relation to drugs and alcohol misuse.</li> </ul>  | Quarterly monitoring   | HOBUS   |  |                                 | 01       | A5       |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions  | Milestone                  | Responsible Officers                   | Associated PIs                    | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|---|--|----------------------------|--|-----------------------------------|---------------------------------|----------|-----|----------|
|  |   |  |                            |  |                                   |                                 | Out-come | Aim |          |
| CSD 05                                   | Improve placement choice and stability for looked after children. | <ul style="list-style-type: none"> <li>Reduce the number of LAC having 3 or more placement moves by 2%. 06/07 data was 13%.</li> </ul>   | Monthly reporting to HOBUS | Team Manager, Star Centre Team Manager | PAF A1<br>BVPI 49<br>PAF D35      | CYPP 2.7.2                      | 02       | B5  |          |
|  |   | <ul style="list-style-type: none"> <li>Provide support to maintain existing foster placements and reduce number of placement breakdowns which will be measurable via the implementation of ICS.</li> </ul> | Monthly reporting to HOBUS | Star Centre Team Manager               | PAF A1<br>BVPI 49<br>PAF D35      |                                 |          |     |          |
|  |   | <ul style="list-style-type: none"> <li>Reduce the number of LAC from Hartlepool being placed more than 20 miles from town.</li> </ul>  | Monthly reporting to HOBUS | Team Manager                           | PAF C69                           | MALAP Plan 2.3                  |          |     |          |
|  |   | <ul style="list-style-type: none"> <li>Increase use of permanent placements where appropriate by 5% by continuous monitoring of the Care Plan by the multi agency Care Team.</li> </ul>                    |                            | Team Manager                           | SS(LAC) 17<br>DIS 1113<br>PAF C23 |                                 | 02       | B1  |          |
|  |   | <ul style="list-style-type: none"> <li>Every LAC will have a care plan in place which reflects the aims of the placement.</li> </ul>   | Monthly reporting to HOBUS | Team Manager                           |                                   |                                 | ALL      | ALL |          |
| CSD 09                                   | Increase the educational attainment of LAC                        | <ul style="list-style-type: none"> <li>Increase the number of PEP's presented to LAC reviews.</li> </ul>   | Quarterly                  | Team Manager                           | PAF A2<br>BVPI 50                 | MALAP Action Plan 3.2           | 02       | B4  |          |
|  |   | <ul style="list-style-type: none"> <li>Use value-added data to track individual progress of each LAC and ensure carers are contributing to development.</li> </ul>   | Quarterly monitoring       | Team Manager<br>LAC Co-ordinator       | PAF A2<br>BVPI 50                 | MALAP Action Plan 3.1           | 03       | C2  |          |
|  |   |  |                            |  |                                   |                                 | 02       | B4  |          |
|  |   |  |                            |  |                                   |                                 | 03       | C2  |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone  | Responsible Officers  | Associated PIs         | Links to other Plans (CYPP ref)  | ECM                      |                          | Progress |
|--|--|--|--|---|------------------------|--|--------------------------|--------------------------|----------|
|  |  |  |  |   |                        |  | Out-come                 | Aim                      |          |
|  |  | <ul style="list-style-type: none"> <li>Monthly multi agency LAC service meetings held.</li> </ul>  | Quarterly monitoring   | Team Manager  |                        |  | ALL                      | ALL                      |          |
| CSD 14                                   | Ensure the views of children & young people inform service delivery. | <ul style="list-style-type: none"> <li>Increase by 5% the number of LAC completing Viewpoint.</li> <li>All LAC visited by their Social Worker five working days prior to review to share the content of documentation.</li> <li>Increase the number of LAC attending their review by 5%.</li> <li>Implement actions stemming from launch of Participation Strategy.</li> </ul> | Review quarterly<br><br>Review quarterly<br><br>Review quarterly<br><br>Review progress against Participation Strategy action plan in Oct 07 | Team Manager, Star Centre<br><br>Team Manager<br><br>Team Manager<br><br>Team Manager | PAF C63<br><br>PAF C63 | MALAP Action Plan 4.2<br><br>MALAP Action Plan 4.3<br><br>MALAP Action Plan 4.3<br>MALAP Action Plan 4.4 | 04<br><br>04             | D1<br><br>D1             |          |
| SC 02                                    | Reduce the re-offending rates of looked after children.              | <ul style="list-style-type: none"> <li>Reduce the re-offending rates of LAC by 5%.</li> <li>Review operational protocol with YOS.</li> </ul>   | 2.5% reduction on current data projected Oct 07<br>Report to MALAP Oct 07  | Team Manager<br><br>Team Manager  | PAF C18<br><br>PAF C18 | MALAP Action Plan 4.5<br><br>MALAP Action Plan 4.5   | 02<br>04<br><br>02<br>04 | B4<br>D2<br><br>B4<br>D1 |          |

## Star Centre Operational Plan 07 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone                 | Responsible Officers                           | Associated PIs         | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|--|--|---------------------------|--|------------------------|---------------------------------|----------|-----|----------|
|  |  |  |                           |  |                        |                                 | Out-come | Aim |          |
| Csd 05                                   | Improve placement choice and stability for looked after children.    | <ul style="list-style-type: none"> <li>Reduce the number of LAC having 3 or more placement moves by 2%. 06 / 07 data was 13%.</li> </ul>   | Monthly reporting to HOBu | Team Manager SCT, Star Centre Manager          | PAF A1 BVPI 49 PAF D35 | CYPP 2.7.2                      | 02       | B5  |          |
|  |  | <ul style="list-style-type: none"> <li>Provide support to maintain existing foster placements and reduce number of placement breakdowns which will be measurable via the implementation of ICS.</li> </ul> | Monthly reporting to HOBu | Star Centre Team Manager                       | PAF A1 BVPI 49 PAF D35 |                                 | 02       | B5  |          |
| CSD 09                                   | Increase the educational attainment of LAC                           | <ul style="list-style-type: none"> <li>Recruit to 20hr vacancy for PSW (Teaching Assistant) at Star Centre.</li> </ul>   | Review Oct 07             | Star Centre Team Manager                       | PAF A2 BVPI 50         | MALAP Action Plan 3.2           | 02       | B4  |          |
|  |  | <ul style="list-style-type: none"> <li>Attend monthly multi agency LAC service meetings.</li> </ul>  | Quarterly monitoring      | Star Centre Team Manager                       | PAF A2 BVPI 50         | MALAP Action Plan 3.2           | 03       | C2  |          |
| CSD 14                                   | Ensure the views of children & young people inform service delivery. | <ul style="list-style-type: none"> <li>Increase by 5% the number of LAC completing Viewpoint.</li> </ul>   | Review quarterly          | Team Manager, Star Centre Team Manager         | PAF C63                | MALAP Action Plan 4.2           | 04       | D1  |          |
|  |  | <ul style="list-style-type: none"> <li>Contribute to an increase in the number of LAC attending their review by 5%.</li> </ul>   | Review quarterly          | Star Centre Team Manager                       |                        | MALAP Action Plan 4.3           | 04       | D1  |          |
|  |  | <ul style="list-style-type: none"> <li>Allocate resource to assist development and delivery of support for care leavers at weekends.</li> </ul>  | Review Oct 07             | Leaving Care Team Manager, Star Centre Manager | PAF A4                 |                                 | 05       | E1  |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions  | Milestone      | Responsible Officers                       | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|---|--|----------------|--|----------------|---------------------------------|----------|-----|----------|
|  |   |  |                |  |                |                                 | Out-come | Aim |          |
| CSD 23                                   | Contribute to the reduction of young people entering the Looked After System. | <ul style="list-style-type: none"> <li>Develop family group meetings to reduce admissions to care. Pilot 3 FGM referrals from the Young Persons Team.</li> </ul> | Review Sept 07 | Star Centre Team Manager, Team Manager YPT |                |                                 | 02       | B5  |          |

## Young Persons Team Operational Plan 2007 / 08

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions  | Milestone                 | Responsible Officers | Associated PIs  | Links to other Plans (CYPP ref) | ECM                        |                            | Progress |
|--|--|--|---------------------------|----------------------|---|---------------------------------|----------------------------|----------------------------|----------|
|  |  |  |                           |                      |   |                                 | Out-come                   | Aim                        |          |
| CSD 05                                   | Ensure that children & young people become looked after when their best interests are met by so doing  | <ul style="list-style-type: none"> <li>• Ensure preventative measures are in place to prevent unnecessary admissions to care by reviewing LAP panel quarterly</li> <li>• When children do become looked after that a plan is considered and presented at 28 day LAC review where placement type will be evaluated</li> <li>• Every LAC will have a care plan in place which reflects the aims of the placement at the point of transfer to the Settled Care Team.</li> </ul> | Monthly reporting to HOBu | Team Manager         | SS(LAC) 1 CH39<br><br>SS(LAC) 17, 18 DIS 1113, 1115<br><br>SS(LAC) 19 PAF C23 |                                 | 02<br><br>01<br><br>01 All | B5<br><br>A3<br><br>A3 All |          |
| CSD 01                                   | Reduce the teenage conception rate for young people involved with social care element of Children's Services by 2.5% through implementation of teenage pregnancy action plan | <ul style="list-style-type: none"> <li>• Sexual health work is undertaken with all young people who are known to be sexually active. This includes the monitored distribution of contraception.</li> </ul>   | Quarterly report to HOBu  | Team Manager         |   | CYPP 1.5.1                      | 01                         | A3                         |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions  | Milestone                  | Responsible Officers   | Associated PIs                     | Links to other Plans (CYPP ref) | ECM                    |                        | Progress |
|--|---|--|----------------------------|--|------------------------------------|---------------------------------|------------------------|------------------------|----------|
|  |   |  |                            |  |                                    |                                 | Out-come               | Aim                    |          |
| HC 02                                    | Improve the health of young people.                               | <ul style="list-style-type: none"> <li>• Ensure that all young people are registered with a GP.</li> <li>• Ensure that all young people requiring CAMHS input are referred to the service with 4 weeks of identification of need. This will be monitored via referrals to the CAMHS service</li> </ul>   | Oct 07                     | Team Manager   | PAF C19 NSF Standard 9 BH5 PAF A70 | MALAP Action Plan 1.2           | 01<br><br>01           | A2<br><br>A2           |          |
| HC 02                                    | Reduce the harm caused by illegal drugs and alcohol misuse.       | <ul style="list-style-type: none"> <li>• Implement the Hidden Harm strategy and monitor the number of CP referrals where parental misuse of drugs/alcohol are the cause.</li> <li>• Social care staff to provide literature to highlight the dangers of alcohol and illicit drug misuse.</li> <li>• Expand the data collection and analysis in relation to drugs and alcohol misuse via the implementation of new integrated IT system.</li> </ul> | Review Oct 07              | Team Manager<br><br><br>Team Manager<br><br><br>Team Manager |                                    |                                 | 01<br><br>01<br><br>01 | A5<br><br>A5<br><br>A5 |          |
| CSD 04<br>CSD 05                         | Improve placement choice and stability for looked after children. | <ul style="list-style-type: none"> <li>• Every LAC will have a care plan in place which reflects the aims of the placement at the point of transfer to the Settled Care Team.</li> </ul>   | Monthly reporting to HOBUS | Team Manager   | SS(LAC) 17 DIS 1113 PAF C23        |                                 | 02                     | B1                     |          |

## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives   | Actions   | Milestone            | Responsible Officers                     | Associated PIs                                 | Links to other Plans (CYPP ref)   | ECM      |     | Progress |
|--|--|---|----------------------|--|--|-----------------------------------|----------|-----|----------|
|  |  |   |                      |  |  |                                   | Out-come | Aim |          |
| CS 05                                    | Maintain current performance levels of social care staff                                 | <ul style="list-style-type: none"> <li>• Maintain the percentage of initial assessments completed in 7 working days.</li> </ul>   | Quarterly reporting  | Team Manager                             | SS7 CH143<br>SS 1704                           |                                   | 02       | B1  |          |
|  |  | <ul style="list-style-type: none"> <li>• Maintain the current number of CP assessments undertaken within 24 hours.</li> </ul>   | Quarterly reporting  | Team Manager                             | J AR SS6                                       |                                   | 02       | B1  |          |
|  |  | <ul style="list-style-type: none"> <li>• Maintain the number of core assessments completed in 35 working days.</li> </ul>   | Quarterly reporting  | Team Manager                             | SS10 CH145                                     |                                   | 02       | B1  |          |
|  |  | <ul style="list-style-type: none"> <li>• Maintain the number of re-referrals by 5%. Current data</li> </ul>   | Quarterly reporting  | Team Manager                             | SSII 1705<br>PAF C64<br>SS6 CH142<br>SS5 CH141 |                                   | 02       | B1  |          |
| CSD 14                                   | Ensure the views of children & young people inform the planning and delivery of services | <ul style="list-style-type: none"> <li>• Implement initial phase of town-wide Participation Strategy.</li> </ul>  | Oct 07               | Team Manager                             | PAF C63  | X-Ref with participation strategy | 04       | D1  |          |
|  |  | <ul style="list-style-type: none"> <li>• Increase the proportion of looked after children who are involved in contribution to service design and development.</li> </ul>                                      | Quarterly evaluation | HOBUS                                    | MPC9<br>PAF C63                                |                                   | 04       | D1  |          |
| CSD 22 & 24                              | Implement new integrated children's system as pilot group                                | <ul style="list-style-type: none"> <li>• Train all staff on new methods of data entry on Protocol system.</li> <li>• Use IT to better capture data and develop a "performance management culture".</li> </ul> | Oct 07<br><br>Oct 07 | Planning Officer<br><br>Planning Officer |  |                                   | ALL      | ALL |          |



## 2.4 APPENDIX 2.9

| Action from Corp/Dept Divisional Plan(s) | Objectives  | Actions   | Milestone         | Responsible Officers                       | Associated PIs | Links to other Plans (CYPP ref) | ECM      |     | Progress |
|--|---|---|-------------------|--|----------------|---------------------------------|----------|-----|----------|
|  |   |   |                   |  |                |                                 | Out-come | Aim |          |
|  |   | <ul style="list-style-type: none"> <li>• Explore feasibility of home working options.</li> <li>• Realise benefits of new electronic system</li> </ul>             | Oct 07<br>J an 08 | Planning Officer                           |                |                                 |          |     |          |
| CSD 23                                   | Contribute to the reduction of young people entering the Looked After System. | <ul style="list-style-type: none"> <li>• Develop family group meeting to reduce admissions to care. Pilot 3 FGM referrals from the Young Persons Team.</li> </ul> | Sept 07           | Star Centre Team Manager, Team Manager YPT |                |                                 | 02       | B5  |          |

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder

27<sup>th</sup> April 2007



**Report of:** Director of Children's Services

**Subject:** NURSERY EDUCATION CAPITAL WORKS  
2006-2008

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### **SUMMARY**

**1. PURPOSE OF REPORT**

To seek approval for capital works for Nursery Education (2006-2008)

**2. SUMMARY OF CONTENTS**

The report provides a background summary of Nursery Education developments and details the proposal for capital works for 2006-2008.

**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 27<sup>th</sup> April 2007.

**6. DECISION(S) REQUIRED**

To approve capital works for nursery education 2006-2008.

**Report of:** Director of Children's Services

**Subject:** CHILDREN'S CENTRES, EXTENDED SCHOOLS (CHILDCARE) AND NURSERY EDUCATION CAPITAL WORKS 2006-2008

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**1. PURPOSE OF REPORT**

To seek approval for capital works for Nursery Education (2006-2008)

**2. BACKGROUND**

Every three and four year old is entitled to a free early education place for 12.5 hours a week. From 2010 this offer is being increased to 15 hours a week and must be offered flexibly to parents.

A capital grant (2006-2008) to support the development of a flexible early education offer has been received from Central Government. The grant must be spent on nurseries that offer the free early education place and be working towards offering it flexibly by 2010.

The introduction of the Early Years Foundation Stage from Sept 2008 means that the links between Reception and Nursery are crucial. The department is working with each school to ensure these links are being made and ensuring that any new build establishes a foundation stage unit.

Outdoor provision is an integral part of the new Early Years Foundation Stage framework. Children must be able to access all areas of learning outdoors. This is a key area of development for our early education providers and is a focus for the support offered by the early years team.

An audit was carried out on nursery provision (including school nurseries) across the town to determine need and which providers were prepared to work towards the flexible increased offer. The proposals attached have been selected on the following criteria:

- Condition of current nursery provision
- Suitability of nursery provision to offer flexible early education
- Location of Nursery and Reception – willingness to work as a “Foundation Stage”
- Linking Children's Centres and Extended Schools capital – value for money

- Linking other capital (school devolved capital and LA capital) – value for money

### **3. PROPOSALS – NURSERY EDUCATION**

The attached spreadsheet outlines seven projects which have been identified in line with the selection criteria outlined above.

Two of the projects were approved as part of other strategies and have been completed:

- £35,000 for Jesmond Road was a contribution to the overall building works taking place at the school this was approved as part of the Asset Management Plan in 2005.
- Throston Primary School was identified through Children's Centres and Extended Schools consultation as a site for future services. This was approved by Cabinet as part of the Children's Centres and Extended Schools strategy in June 2006. £80,000 was proposed for these developments. Unfortunately Governors did not agree the proposals for building work so a compromise was reached to refurbish the nursery and reception with a parent room included.

### **4. RISK IMPLICATIONS**

Capital works carry a risk that projects may go over budget if building work encounters unforeseen problems. The estimated cost in the current proposals is £486,244 from a total budget of £501,851, to mitigate risk of any overspends. Capital funding through the General Sure Start Grant is not ringfenced within the grant. Therefore any underspend in the Children's Centres and Extended Schools budget can be used for Nursery Education capital works. Any underspend on capital projects can be used for furniture and/or resources.

### **5. FINANCIAL CONSIDERATIONS**

Funding to support this capital works programme is provided entirely through the central government grant (General Sure Start Grant) for Nursery Education capital, £501,851.

### **6. EQUALITY AND DIVERSITY CONSIDERATIONS**

All capital works must be undertaken in line with the Disability Discrimination Act requirements to ensure that all nursery provision is fully accessible for children with special needs and disabilities.

**7. RECOMMENDATIONS**

The Portfolio Holder is asked to approve the programme of capital works for Nursery Education for 2006-2008.

**8. CONTACT OFFICER**

Danielle Swainston, Early Years Manager , 01429 523671

**NURSERY EDUCATION CAPITAL WORKS SUMMARY  
PROPOSED TIMETABLE 2006/2008**

| <b>Maintained Nursery Name</b>                    | <b>Summary of Works</b>   | <b>Estimate Cost</b>   | <b>Current Position</b>                       | <b>Start Date/Completion date</b>         |
|---|---|--|---|---|
| Rift House Primary School (Foundation Stage Unit) | Part of a children's centre project – combination of children's centres and nursery capital funding to provide new foundation stage unit in Annexe 1 of school site | <b>£100,000</b> (contribution) as part of a wider school project (total project cost £155,447) | Plans complete, ready to tender               | May 2007 – estimate 12 week project       |
| Throston Primary School                           | Refurb of school nursery – to support Reception and Nursery working together  | £13,546  | Refurb complete                               | November 2006                             |
| Jesmond Road Primary School                       | Contribution to Children's Services department school improvement project and creation of new foundation stage unit   | £35,000  | Refurb complete                               | September 2006                            |
| Hart Primary School                               | Creation of outdoor area to complement existing foundation stage unit   | £15,000  | Plans and tender documentation in preparation | May 2007                                  |
| Elwick Primary School                             | Creation of outdoor area to complement existing foundation stage unit   | £5,000   | Plans and tender documentation in preparation | May 2007                                  |
| Greatham Primary School                           | Creation of outdoor area to complement existing foundation stage unit   | £17,698  | Plans and tender documentation in preparation | April 2007                                |
| Clavering Primary School                          | Creation of new foundation stage unit to replace former school nursery (demountable building)   | £300,000   | Plans drawn up                                | September 2007 – estimate 16 week project |

**Total budget available 2006-08: £501,851, Total estimated cost 2006-08: £486,244 (£15,607 remaining)**

**NB: project costs are estimates, any grant underspend will be used towards furniture and resources for the settings.**

## CHILDREN'S SERVICES PORTFOLIO

27<sup>th</sup> April 2007



**Report of:** Director of Children's Services

**Subject:** REVIEW OF PLACEMENT STRATEGY FOR  
LOOKED AFTER CHILDREN

---

### SUMMARY

#### 1. PURPOSE OF REPORT

To seek authorisation to consult with independent fostering service providers, other stakeholders and children and young people to explore ways in which the placement strategy for looked after children could be improved.

#### 2. SUMMARY OF CONTENTS

This report informs the Portfolio Holder of the background relating to the current placement strategy for looked after children and reasons why this strategy should be reviewed, with a view to ensuring the future supply of care placements for some of the town's most vulnerable children and young people.

#### 3. RELEVANCE TO PORTFOLIO MEMBER

The local authority holds corporate parenting responsibilities in relation to the children and young people in its care. The Portfolio Holder has a responsibility to ensure that the individual potential of each looked after child is maximised and that services are configured to meet this broad objective. This report concerns the future delivery of foster care placements and therefore commands the consideration of the Children's Services Portfolio Holder.

#### 4. TYPE OF DECISION

Non-key.

**5. DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 27<sup>th</sup> April 2007.

**6. DECISION(S) REQUIRED**

a) To authorise consultation with independent fostering service providers, stakeholders and children and young people to explore ways in which the placement strategy for looked after children could be improved.

b) To receive a further report detailing the outcome of the consultation and options for the development of a new placement strategy.



**Report of:** Director of Children's Services

**Subject:** REVIEW OF PLACEMENT STRATEGY FOR  
LOOKED AFTER CHILDREN

---

## 1. PURPOSE OF REPORT

To seek authorisation to consult with independent fostering service providers to explore ways in which the placement strategy for looked after children could be improved.

## 2. BACKGROUND

The Children's Services Placement Team is currently working to "Excellence in Care – A Strategy for Looked After Children in Hartlepool" approved by Cabinet in 2004. This strategy was a direct response to increases in expenditure on residential and Independent Fostering Agency (IFA) placements of £1m and an acknowledged need to review and restructure the Council's fostering service. One of the main strategic objectives of the 2004 strategy was to strengthen the quantity and quality of existing foster care placements.

The Joint Area Review 2006 highlighted that placement stability is good, indicating that the broad objective of the 2004 strategy is having a positive impact. This is also evidenced by the fact that the local authority now has more foster carers than ever before. This is illustrated in the table below:

| Year                             | 2003 / 04 | 2004 / 05 | 2005 / 06 | 2006 / 07 <sup>1</sup> |
|----------------------------------|-----------|-----------|-----------|------------------------|
| <b>Total no of foster carers</b> | 76        | 64        | 69        | 77                     |

Whilst the core data in 2003/04 shows an overall figure of 76, in real terms the actual number of foster carers who were available to take children was nearer 64. This point is exemplified by analysing the number of foster carer de-registrations undertaken:

| Year               | 2003 / 04 | 2004 / 05 | 2005 / 06 | 2006 / 07 <sup>2</sup> |
|--------------------|-----------|-----------|-----------|------------------------|
| <b>Total no of</b> |           |           |           |                        |

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<sup>1</sup> Data as of 28 February 2007

<sup>2</sup> Data as of 28 February 2007

|                                      |   |    |    |   |
|--------------------------------------|---|----|----|---|
| <b>foster carer de-registrations</b> | 5 | 12 | 10 | 1 |
|--------------------------------------|---|----|----|---|

The table above illustrates that there were a high number of de-registrations in 2004/05, which was a direct result of:

- A robust revision of the Fostering Panel following inspection recommendations from the Commission for Social Care Inspectorate;
- The implementation of the Adoption and Children Act 2002;
- An ageing foster carer population. (Demographic analysis in 2004 highlighted that 12% of foster carers were of pensionable age.)

The actual distance travelled since 2004, which achieved the positive feedback on placement stability in the JAR 2006, is, therefore, further than the headline data presents. The total number of new foster carers approved since November 2004 is 29 and represents a considerable achievement.

There has also been an increase in the number of looked after children being placed for adoption and strengthened planning mechanisms for securing permanent placements for vulnerable children and young people have been deployed. This is illustrated in the table below :

| <b>Year</b>                              | 2004/ 05 | 2005/ 06 | 2006 / 07 |
|--|----------|----------|-----------|
| <b>Number of LAC placed for adoption</b> | 3        | 8        | 8         |

### 3. CURRENT POSITION

In February 2007 there was a significant increase in Looked After Children from expected level of approximately 125 to 136. Although there are considerable variants that could contribute to the increase of LAC observed in February 2007, the increased figures can largely be explained by the fact that children and young people are staying in the looked after system longer and fewer children are exiting the looked after system at the rate that was evident previously. This links with an increased amount of work relating to court proceedings and permanency (Care Orders and Adoptions etc) which is both time-consuming and labour intensive. This increased amount of court-related work is slowing down the natural "churn" of children in and out of care.

The Placement Team was able to meet this fluctuation in demand and this is a testimony to the efficiency, flexibility and management of the service; however, it also means that the service is now operating near absolute capacity and there is limited internal placement capacity. It signals the need to review current and future placement demands delivered through the Placement Team and approved provider contracts.

#### 4. GAP ANALYSIS

Despite the increase in foster carer recruitment there are still key gaps in provision that might require additional investment to address. Principally there are three key areas for future development:

##### a) Placement Choice

Given the demand for placements it is increasingly difficult to offer looked after children a choice in the care placements they receive. Whilst this is always an aim of the local authority, in practical terms this is not always possible. It is an ongoing challenge for the local authority to offer looked after children a choice of placement in such an inelastic market.

##### b) A Supported Lodgings Scheme

Development of a supported lodgings scheme would allow children and young people of advanced teenage years to reside in stable placements even after they reach the age of eighteen years and would support the overarching principles of the Children (Leaving Care) Act 2000 and the recommendations of the Green Paper on looked after children published in 2006. The implementation of this scheme would ease demand on the fostering services by providing an alternative resource for older children who are able to live semi-independently in preparation for leaving care. Such a scheme could possibly be developed with a view to commissioning such provision alongside other neighbouring authorities who are also interested in developing capacity in this area.

##### c) Remand Fostering

Remand fostering provides a real alternative to remands into custody for young people accused of serious offences. Although current use is low, the small number of young people charged with such offences is growing. This is a specialist form of fostering and requires different skills, training and support. There is also opportunity to link with other neighbouring authorities to maximise this specialist area of fostering.

#### 5. FOSTER CARE MARKET MANAGEMENT

The market for foster care is growing. There are currently 265 independent fostering agencies registered nationally and 17 registered within the NE region. (CSCI, 2006). The recent PriceWaterhouse Cooper report (2006) found that the national demand for foster placements is high and is expected to continue to grow until 2010. They find that supply has expanded and will continue to do so. There is also some evidence from this report (supported regionally) that independent

agencies are now experiencing higher level of vacancies. As such, there is a feeling that consolidation to fewer agencies is likely to happen in forthcoming years.

Hartlepool, in common with most local authorities, purchases foster care places on a spot purchase basis. Placements are often made in a pressured environment of needing a safe place for the child to live. Prices are set by the provider and there is little, or no, room for negotiation. The overall scarcity of placements and the need to match to a specific child mean that competition is limited as a means to bringing down costs.

Nationally, and locally, the tendency to focus on in-house provision has led to an under-investment in commissioning and procurement of fostering services. The report by PriceWaterhouse Coopers found no relationship between quality of service and cost for placements. There is certainly room for better procurement practices to control costs of foster care. However, many of the traditional means of purchasing, for example block contracts or cost and volume contracts may not be effective in this service, and this is particularly valid for a small unitary authority like Hartlepool. Small volumes of placements - and their specialist nature - mean that Hartlepool is unable to offer a guaranteed block of business or a provider to guarantee to meet that need.

Traditional forms of purchasing tend to rely on exact specification and regular monitoring to ensure services meet the required standard. For a complex, highly variable service such as fostering there is a danger that contract management costs will lead to overall inefficiencies. Building and maintaining relationships with an ever increasing number of independent sector agencies is also not cost effective.

The current market, nationally and locally, suggests growth is slowing and there is anticipation of more difficult times ahead for IFAs. As a consequence, they are likely to be responsive to opportunities for innovation and partnership now.

Against the market management issues covered above, it might not be realistic to expect the in-house fostering service to continue to expand to a point where it is able to meet all placement requirements. Currently, Hartlepool does not have control over all the actual and potential foster carers in the town. The Fostering Service is in direct competition with up to 17 Independent Fostering Agencies operating in the region. Pay rates, training and rewards in Hartlepool Borough Council are all comparable with the best Independent Fostering Agencies, but there are still a number of foster carers living in the Town who continue to offer their services to various independent agencies. According to the North East Regional Commissioning Unit (NERCU) no local authority in the region is able to meet all its placement needs through "in-house" fostering services. While some make a lower use of the independent

sector than Hartlepool, all other local authorities have in-house residential resources as an alternative.

To continue to compete effectively in the current foster care market Hartlepool would need to make considerably increased financial investment in its placement team, but still the likelihood of being able to meet all placement needs would remain low. There is also a danger that where the focus is on achieving this, any subsequent use of the independent sector is commissioned under pressure with little room for negotiation and hence costs cannot be controlled.

The 17 IFAs operating in the NE region are in direct competition with each other and all the local authorities. Any decision to change the Placement Strategy has to recognise the nature of this competition and look for opportunities to work in complementary ways to improve fostering services. A number of authorities have achieved significant gain by creating a differentiation in the foster care market (e.g. short term provision and permanence planning) or by entering into specific arrangements for the delivery of particular services.

## **6. PROPOSED ACTION**

Given the changing local, regional and national context for foster care placements, it is an appropriate time to review the placement strategy. It is recommended that the Portfolio Holder to authorise further exploration and discussion with key market players in the independent sector on what options might be available to support a robust placement strategy in Hartlepool.

In addition to the formal consultation with foster service providers it is important to ensure that staff and Hartlepool foster carers are given the opportunity of commenting on the review. Equally, at an appropriate point, it will be necessary to seek the views of children and young people who are, or have been previously, placed in foster care.

## **7. FINANCIAL IMPLICATIONS**

The proposal to consult does not carry any significant financial implications and can be managed easily within existing financial resources for 2007/08. The intention of the review is to provide best value in future services.

## **8. LEGAL IMPLICATIONS**

The Council is required to place all looked after children in accordance with the "Placement of Children Regulations – 1991. Fostering Services, whether provided by local authorities or IFAs, have to be registered with

the Commission for Social Care Inspection and operated in accordance with the prescribed National Minimum Standards. All independent sector agencies operating in the NE region meet these registration requirements and enable placements to be made in compliance with the Placement of Children Regulations.

## 9. RECOMMENDATIONS

The Portfolio Holder is recommended to:

- a) authorise consultation with independent fostering service providers, stakeholders and children and young people to explore ways in which the Placement Strategy for looked after children could be developed.
- b) receive a further report detailing the outcome of the consultation and options for development of a new placement strategy.

## 10. BACKGROUND PAPERS

*“Excellence in Care” - A strategy for the provision of services to looked after children in Hartlepool – November 2004.*

Overarching Report on Children's Services Markets - PriceWaterhouse Cooper Report - 2006

## 11. CONTACT OFFICER

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## **CHILDREN'S SERVICES PORTFOLIO**

Report To Portfolio Holder

27 April 2007



**Report of:** Assistant Director of Children's Services  
(Performance & Achievement)

**Subject:** SCHOOL IMPROVEMENT PARTNERS  
(PRIMARY)

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### **SUMMARY**

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

To seek approval for the use of external consultants to implement the School Improvement Partner element of DfES' New Relationship with Schools from May 2007.

#### **2.0 SUMMARY OF CONTENTS**

The report explains the requirements now placed upon the Local Authority to employ School Improvement Partners as part of schools' annual 'Single Conversation' with DfES. It also explains what arrangements currently exist and how these will be adapted when the SIPs are introduced. The report identifies a preferred option for roll out of the SIP function in Hartlepool using Link Advisers, a headteacher and two external consultants. Financial implications are included.

#### **3.0 RELEVANCE TO PORTFOLIO MEMBER**

The Portfolio holder for Children's Services is required to approve the use of external consultants to carry forward the SIP function in Hartlepool.

#### **4.0 TYPE OF DECISION**

Non key decision.

#### **5.0 DECISION MAKING ROUTE**

Children's Services Portfolio Holder meeting 27 April 2007.

## **6.0 DECISION(S) REQUIRED**

Portfolio holder is recommended to approve the use of external consultants alongside LA personnel to implement the SIP element of the DfES' New Relationship with Schools.



**Report of:** Assistant Director of Children's Services  
(Performance & Achievement)

**Subject:** SCHOOL IMPROVEMENT PARTNERS  
(PRIMARY)

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## 1. PURPOSE OF REPORT

To seek approval for the use of external consultants working alongside LA personnel to implement the School Improvement Partner element of the DfES' New Relationship with Schools in Hartlepool primary schools from May 2007.

## 2. BACKGROUND

- 2.1 In January 2004, at the North of England Conference in Belfast, David Milliband, then Minister for Schools Standards, outlined a 5 year strategy for schools and introduced the concept of a new relationship between central government and schools.
- 2.2 The new relationship was detailed further in a joint DfES/Ofsted document published in June 2004, entitled 'A New Relationship with Schools' (NRWS). The document includes a number of initiatives under the general theme of a simplified approach to school improvement, the overarching aim being, to 'help schools raise standards – with clearer priorities and less clutter for schools, and more information to parents'.
- 2.3 In terms of content, the NRWS brings together a range of initiatives including;
- The Single Conversation
  - School Improvement Partners
  - School Profiles
  - Data Collection
  - Communication
  - School Inspection.

This report focuses on the School Improvement Partner element of the New Relationship.

### 3. SCHOOL IMPROVEMENT PARTNER (SIP)

- 3.1 The work of SIPs is described as a key element of the NRWS. DfES intend that by September 2007 every primary school will be allocated an accredited SIP whose role will be to provide high quality support, challenge and monitoring. This kind of work has until now been carried out by school advisers usually employed as part of local authority School Improvement Services. SIPs are expected to be, in the main, external to local authorities school improvement teams. They will be under contract to local authorities who are responsible for the quality of their work.
- 3.2 The SIP is intended to act as critical professional friend to the school, focusing on the school's development. The role is intended to help the school identify its future priorities and to build its capacity to evaluate its performance and implement change.
- 3.3 SIPs are required to undergo an accreditation process, administered through the National College of School Leadership. DfES expect there to be four types of accredited SIPs:
- serving headteachers, who work as SIPs in their own authority areas or with schools maintained by other authorities;
  - self-employed people, including recently retired headteachers and other former headteachers;
  - employees of consultancy organisations, including private and charitable organisations and other local authorities;
  - direct employees of the contracting authority, typically members of its school improvement service.
- 3.4 A pool of accredited SIP details will be maintained by the National Strategies contractor (Capita), who will provide each local authority with sufficient names to give it some choice in its selection of SIPs.
- 3.5 Responsibility for contracting with, deploying, professionally developing and quality assuring the work of the SIPs rests with the contracting local authority, however the National Strategies contractor will support as necessary.
- 3.6 DfES have provided a grant to support the introduction of SIPs to local authorities. The SIP is required to commit 5 days to a school, together with 4 days to the local authority for training, briefing and networking activities.
- 3.7 The authority is expected to ensure that:
- Current or former headteachers are considered as SIPs.
  - The SIPs include some individuals with recent experience of work outside the local authority and its schools.

- 3.8 In addition to discussing the school's performance, setting targets and agreeing key priorities, the SIP will also advise the governing body on the performance management of the headteacher and the school's performance management arrangements. Essentially the SIP will combine the role of School Improvement Adviser with that of External Adviser for Performance Management.
- 3.9 When assigning SIPs the local authority is expected to consult with schools, and take account of any reasons a school puts forward for not accepting a particular individual, but the final decision rests with the authority.

#### **4. THE SINGLE CONVERSATION**

- 4.1 The SIP's work will focus on a number of exchanges with the school's leadership about how well the school is serving its pupils and how the school needs to improve. This exchange is referred to as the Single Conversation, although it is recognised that it will involve a number of meetings, over time. The calendar produced by DfES suggests half termly, half day monitoring visits.
- 4.2 The 'Conversation' will be focused upon pupil attainment and the factors which contribute to it. The conversation will lead to a report to the Governing body, which will include:
- a commentary on the quality of the school's self-evaluation;
  - a commentary on the priorities and targets in the draft school plans;
  - a recommendation about the action planned by the school, and external support needed.
- 4.3 In addition, the SIP will advise the Governing body on their management of the headteacher's performance.
- 4.4 SIPs will advise the local authority where a school is causing concern, at which point the authority may want to use its statutory powers to intervene. Maintained schools' key accountabilities, set out in statute, are to their maintaining authorities and to central government. The local authority remains accountable through CPA and the JAR for the performance of its schools.

#### **5. EXISTING ARRANGEMENTS**

- 5.1 Much of the work envisaged that SIPs will carry out in primary schools is currently done by local authority Link Advisers. Hartlepool has a rigorous school improvement strategy which is based on robust support, challenge and intervention procedures that have been developed in partnership with schools and governors over a number of years. This

has been driven by LA Link Advisers employed as part of the school improvement service. This strategy was a cornerstone of the authority's education department plans, agreed with DfES and is now included in the Operational Plan for the Performance & Achievement Division of Children's Services. The existing model for school improvement has:

- ensured that the local authority has robust and detailed knowledge of the performance and capacity to improve all its schools;
- kept accountability for, and ownership of, priorities firmly in the hands of Governors and Schools, particularly where the school is giving cause for concern and intervention is necessary;
- supported the identification and dissemination of practice worth sharing, and facilitated the co-ordination of collaborative working, particularly at leadership level, across Hartlepool;
- enabled focused intervention in inverse proportion to success to be planned to maximum effect, ensuring impact and value for money.

5.2 Despite the success existing arrangements have brought about all local authorities are still required to appoint School Improvement Partners, involving external consultants and with current or recent headteacher experience. In Hartlepool it will be important to ensure that the new SIPs build upon existing good practice, conform to accepted policies and procedures and sustain effective and positive relationships with schools.

## **6. IMPLEMENTATION**

6.1 In accordance with advice from DfES and following discussions with primary headteachers it was agreed to establish a team of 5 SIPs which will include two LA link advisers, two external consultants and one serving Hartlepool headteacher who has been accredited. All five are former or current primary headteachers.

6.2 A model of a core SIP entitlement of 5 days to all schools is proposed for Hartlepool. The allocation process to schools would be agreed in advance with all parties and that it would operate on a fully transparent basis. The LA SIP Co-ordinator would support the process of matching need and capacity to experience.

## **7. IMPLICATIONS FOR LINK ADVISER ROLE**

7.1 There are two Senior Advisers with responsibility for primary schools. This will continue in part when the SIP function is rolled out although the role is under review. In relation to the 'new relationship' and the SIP function in particular the Link Adviser will continue to:

- be a point of first contact for schools.
- ensure that the outcomes of the SIP process are fully integrated into the school improvement strategy of the local authority.

- co-ordinate additional support and challenge to schools as a result of issues raised during the SIP process.
- liaise with DfES and Capita at all levels and participate in the monitoring and evaluation of the effectiveness of the SIP service in Hartlepool.

In addition the Senior Adviser will continue to carry out existing responsibilities in relation to:

- Every Child Matters
- Primary Strategy leadership and management
- Behaviour Improvement Programme
- ICT Strategy
- Social Inclusion Strategy

## **8. CONTRACT COSTINGS AND PROCEDURES**

- 8.1 External consultants operate on a daily chargeout basis per completed consultancy day. Hartlepool will know in advance what the full and accurate costings will be. There are no hidden extras such as travelling expenses for consultants.
- 8.2 If approved the agreement with the external consultants will come into effect on 1 May 2007 and continue until 31 July 2008 in the first instance, unless otherwise terminated. Either party may terminate this agreement by three months written notice.
- 8.3 The Council's Procurement Procedures would normally apply together with the Council's Procedural Rules. Advice was sought in respect of this proposed use of a third party to carry out the SIP function and the Officer's Guide to Procurement was followed.
- 8.4 Within the Council's Constitution – Contract Procedure Rules – Part A allows for exceptions to normal procedural rules. Part A Section 1 (ii) states:
- ‘ With the exception of (vii) below , these rules do not apply to contracts with professional persons for the execution of works or the provision of services in which the professional knowledge and personal skills of these persons is of the primary importance or where the contract is for the provision of caring services to children and vulnerable persons.’
- 8.5 Specialist and extensive professional knowledge and expertise are required to deliver the SIP function. It is considered that the above paragraph therefore applies to this contract.

## 9. FINANCIAL IMPLICATIONS

- 9.1 Terms of the proposed contract are contained in the exempt appendix to this report (**APPENDIX 1**). (Exempt information under Schedule 12A Local Government Act 1972 (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely, information relating to the financial or business affairs of any particular person (including the authority holding that information) (para 3)

## 10. RECOMMENDATIONS

- 10.1 It is recommended that portfolio holder approves the use of external consultants working with LA link advisers to implement the School Improvement Partner element of the DfES' New Relationship with Schools.

Contact Officer

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## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
27<sup>th</sup> April 2007



**Report of:** Director of Children's Services

**Subject:** MANOR COLLEGE OF TECHNOLOGY -  
FOUNDATION STATUS

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### **SUMMARY**

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

To inform the Portfolio Holder of the outcome of the Statutory Notice proposal in relation to Manor College of Technology's consideration of a change to Foundation Status.

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

The report sets out the background to Manor College of Technology's consideration of Foundation Status and provides as an annex the letter from the Chair of Governors indicating that the governors have decided to change the status of the school to Foundation Status. The next stage of the process is outlined.

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

The Portfolio Member has previously submitted responses to the consultation process in respect of Foundation Status and to the governors' Statutory Notice procedure.

#### **4. TYPE OF DECISION**

Non-key.

#### **5. DECISION MAKING ROUTE**

Portfolio Holder meeting on 27<sup>th</sup> April 2007.

**6. DECISION(S) REQUIRED**

To note the decision of the governors of Manor College of Technology to change the status of the school to Foundation Status.

To note the work which officers will be undertaking with the school to ensure the process for a change in status is appropriately undertaken.



**Report of:** Director of Children's Services

**Subject:** MANOR COLLEGE OF TECHNOLOGY -  
FOUNDATION STATUS

---

**1. PURPOSE OF REPORT**

To inform the Portfolio Holder of the outcome of the Statutory Notice proposal in relation to Manor College of Technology's consideration of a change to Foundation Status.

**2. BACKGROUND**

The Portfolio Holder has previously considered three reports in relation to Manor College of Technology: Foundation Status:

- A report in October 2006 to agree a process and timescale for a response to the governors' proposals to change to Foundation Status;
- A report in November 2006 in which a response was prepared to the governors' initial consultation process in respect of a possible change in status;
- A report on 19<sup>th</sup> March 2007 as a result of which the Portfolio Holder decided not to submit an objection to the Statutory Notice procedure, but to ask governors to assure themselves that a sufficiently thorough consultation process had been undertaken.

**3. GOVERNORS' DECISION**

A letter was received from Mr Ken Watson, Chair of Governors of Manor College of Technology on 2<sup>nd</sup> April 2007 setting out the governors' decision to proceed to change the status of the school to Foundation Status. A copy of the letter from the Chair of Governors is attached as **Appendix 1** to this report. It should be noted that the Chair of Governors has expressed a strong intention to continue Manor's commitment to collaboration and partnership in Hartlepool and unequivocal support for the Authority's aspirations, aims and objectives.

**4. NEXT STAGE OF THE PROCESS**

Manor College of Technology has already begun to make contact with local authority officers to undertake the work relating to change of status. The full extent of this work has not yet been identified, but will include:

- the establishment of a new Instrument and Articles of Government for the school;
- the transfer of staff from the local authority to the school governors under TUPE regulations;
- minor adjustments to the school budget to recognise the governors' role as an admissions authority and an employer on the same basis as voluntary aided schools;
- identification of any potential changes to service legal agreements.

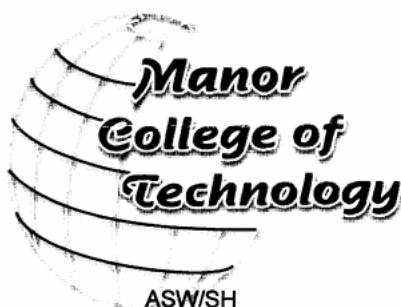
## **5. RECOMMENDATIONS**

To note the decision of the governors of Manor College of Technology to change the status of the school to Foundation Status.

To note the work which officers will be undertaking with the school to ensure the process for a change in status is appropriately undertaken.

## **6. CONTACT OFFICER**

Adrienne Simcock, Director of Children's Services.



ASW/SH

29 March 2007

Mrs A Simcock  
Director of Education  
Education Department  
Civic Centre  
Hartlepool  
TS24 8AY

Dear Adrienne

Re: Foundation Status

I am writing to you to let you know that the Governing Body of Manor College of Technology met on 26 March 2007 and having considered all of the representations, the Governors voted unanimously to change the College's Status from a Community to a Foundation School.

The decision was not taken lightly and there was much discussion regarding the contents of Councillor Hargreaves' letter of 17 November 2006 and your subsequent letter of 20 March 2007. I am able to confirm that the College is entirely committed to the collaboration and partnership which have recently been celebrated in the Joint Area Review Report. Manor's contribution to the Hartlepool partnership has always been significant and we subscribe unequivocally, to the Authority's aspirations, aims and objectives.

The Clerk to the Governors is currently preparing our Instrument of Government and she will also advise the College on the reconstitution of the Governing Body. I shall keep you informed of all developments in this respect.

Thank you for the sentiments expressed in the summary to your letter of 20 March. Manor College is proud of its long history of collaboration with the Authority and I am sure that Foundation Status will not have a detrimental effect on our strong and mutually beneficial relationship.

Best wishes.

Yours sincerely

*Ken Watson*

Mr K Watson B.A., F.R.S.A., F.INST.A.M., F.COLLP  
CHAIR OF GOVERNORS



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Deputy Head Teacher:  
Director of Technology: Mr M G Robson, MA

[www.manorcollege.org.uk](http://www.manorcollege.org.uk)

- 2 APR 2007

