

# PLEASE NOTE VENUE

## CHILDREN'S SERVICES PORTFOLIO DECISION SCHEDULE



Friday 18<sup>th</sup> May 2007

at 3.00 p.m.

in Conference Room 2, Belle Vue Community, Sports and Youth Centre,  
Kendal Road, 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. Children's Services Departmental Plan Quarter 4 Progress Report – *Director of Children's Services*
- 2.2. Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007/2010 – *Director of Children's Services*

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

No items

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
18<sup>th</sup> May 2007



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

**Subject:** CHILDREN'S SERVICES DEPARTMENTAL  
PLAN QUARTER 4 PROGRESS REPORT

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### **SUMMARY**

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

To inform the Portfolio Holder of the progress made towards achieving Children's Service Departmental Plan actions and performance indicators (PIs) for the period to 31<sup>st</sup> March 2007.

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

The report summarises progress over the fourth quarter of 2006/07 on the actions and performance indicators within the Children's Services Departmental Plan 2006/07.

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

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

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

Non key decision.

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

Portfolio Holder meeting 18<sup>th</sup> May 2007.

#### **6. DECISION(S) REQUIRED**

The Portfolio Holder is requested to note the performance made in completing actions and achieving performance indicators for the Children's Services Department during 2006/07.

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

**Subject:** CHILDREN'S SERVICES DEPARTMENTAL  
PLAN QUARTER 4 PROGRESS REPORT

## 1. PURPOSE OF REPORT

To inform the Portfolio Holder of the progress made towards achieving Children's Service Departmental Plan actions and performance indicators (PIs) for the period to 31<sup>st</sup> March 2007.

## 2. BACKGROUND

The Children's Services Departmental Plan 2006/07 – 2008/09 was formally approved by the Portfolio Holder on 24<sup>th</sup> April 2006. The plan sets out the vision for Children's Services and was produced in line with the corporate planning process. Underneath the broad strategic aims there is a range of detailed actions and related performance indicators.

This report provides a summary of progress towards meeting the milestones associated with these actions and PIs.

## 3. SUMMARY, PERFORMANCE AND PROGRESS ON ACTIONS AND PIs IN THE DEPARTMENTAL PLAN

The Departmental Plan 2006/07 identifies actions and PIs for 2006/07. Progress is recorded by traffic lights as follows:

- Red = do not expect to achieve action/target by milestone date
- Amber = expecting to complete action/target by milestone date
- Green = action/target now completed or met

### Departmental Plan actions

Table 1 summarises the progress made towards achieving the 28 key actions within the Departmental Plan.

Table 1

Portfolio/ Division/ Service	Action by Traffic Light					
	Red		Amber		Green	
	No.	%	No.	%	No.	%
Children's Services	4	14.3	13	46.3	11	39.3
Total 28						

Since the last quarter four further actions have been completed, with targets met.

- The establishment of a Children's Trust and commissioning framework – the Children's Trust has now been established.
- Work with schools and other agencies to increase performance of Looked After Children; Looked After Children make better than expected progress – the Joint Area Report published in March 2007 states that Looked After Children are very well supported in their education and, although their attainment is low at the end of some Key Stages, they make better progress at age 11 than Looked After Children do nationally.'
- Establish cross departmental and integrated teams in relation to specific tasks and/or identified groups of children e.g. Planning and Evaluation Group, Looked After Children, SEN/Disabilities, - the Joint Area Review published in March 2007 identified the good progress made across the Department and commented on the excellent partnership working with other agencies.
- Increased number and range of foster and adoptive placements to meet local needs – the recruitment targets for the year have been achieved for foster carers and adoptors.

Four activities are identified as red having failed to meet targets set. One of these was previously reported at the end of Quarter 2 and relates to the rate of improvement in performance of pupils at Key Stage 3.

Two further targets which have not been met relate to the numbers of young people not in education, employment or training (NEET):

- Work with Connexions service and other agencies to achieve NEET targets agreed with Government Office North East;
- Work with schools, colleges, training providers and other agencies to achieve NEET targets agreed with Government Office North East and Connexions.

The end of year figures at December 2006 show a rise in the number of young people identified as not in education, employment and training (11.1% against a target of 8.7)%. Analysis of the information suggests that the loss of two specific projects targeted at this group of young people may have had an adverse impact and the roll out of the Education Maintenance Allowance has also had an influence. Historically a very high percentage of Hartlepool young people compared to national averages moved onto work based training after school. The roll out of EMA has to some extent provided a disincentive to do this. The Connexions locality team became part of the local authority on 1<sup>st</sup> April 2007 following the disaggregation of Connexions Tees Valley. Work is now in progress to strengthen links

between the Connexions locality team and the Hartlepool Youth Service and it is anticipated that this will strengthen work that can be done to target groups that are identified specifically as being at risk of becoming NEET.

The fourth area where a target has not been met is the target to reduce underage conception rates by 55%. An earlier interim target was met but there has been a rise in the most recent figures. Work is now being undertaken to interrogate the data to identify those young people most at risk and consultation has been requested from the national team. Despite this rise in the numbers and a failure to meet the target, the Joint Area Review commented favourably on the Teenage Pregnancy Strategy that is being implemented across the town.

A number of actions within the plan remain at amber as they refer to long term or ongoing activities e.g. increasing the number of safe and accessible places for Hartlepool's children and young people to play in and socialise; monitoring and facilitating the delivery of the specified activities within the Children and Young People's Plan; working to raise aspirations and awareness of the options open to young people.

### Performance Indicators

The majority of the performance indicators within the Children's Service Departmental Plan are now available, although confirmation is still awaited in relation to five targets.

Table 2

Portfolio/ Division/ Service	Action by Traffic Light					
	Red		Amber		Green	
	No.	%	No.	%	No.	%
Children's Services	6	26	0	0	12	52
Reported annually 5   22%						
Total 23						

An additional performance indicator has now been recorded as red, failing to meet the target, in addition to those reported at the end Quarter 2, which related to ambitious targets set around Key Stage 2 and Key Stage 3 attainments. This additional indicator is a local performance indicator for the percentage of permanently excluded pupils offered full time alternative educational provision 21 hours or more. The outturn for this is 94% against a target of 100%.

The final, verified data for the percentage change in the number of conceptions amongst 15-17 year olds is still awaited but it is anticipated that the target set will not have been met.

Five more performance indicators now show that targets have been met. Two of these relate to the Youth Service, where targets for an increase in young people gaining a recorded outcome compared to the percentage of young people who participate in youth work has exceeded the target (target 55%, recorded outcome 56.6%). The percentage of young people gaining an accredited outcome compared to the percentage of young people aged 13-19 participating in youth work has also exceeded the target set (target 10%, recorded outcome 11.4%). Targets of 60% and 15% respectively have been set for these areas for the coming year.

Two further areas where targets have been met relate to the issuing of statements for special educational needs, where those without exceptions to the required timescales have maintained performance at 100% and those where there are exceptions reached 92% against the target of 91%.

The percentage of 3 year olds who participate in accessing a good quality free early years place has exceeded its target of 98%. The actual figure is 104%.<sup>1</sup>

Five indicators are still awaiting confirmation. These are figures which are reported annually, the majority of which apply to social care targets. These will be reported to the Portfolio Holder once verified figures are available.

#### 4. PERFORMANCE ON OPERATIONAL PLANS

Sitting underneath the departmental plan are plans for each of the four divisions within the Children's Services Department. In turn, within each division there are operational plans for all the individual teams/service areas. Scrutiny of the individual actions contained within these plans has been undertaken. In total some 358 specific actions are identified within the operational plans. Of these, at the end of March 2007, 75% were recorded as green i.e. target achieved or activity completed, 21% were recorded amber and only 4% red. Actions which have been identified as red have been brought to the attention of the relevant Assistant Director for further scrutiny and action as appropriate.

<sup>1</sup> The anomaly of exceeding 100% is caused by a difference in JSU population estimates and the actual number of 3 year olds in the town.

## **5. ADDITIONAL ACTIVITIES**

In addition to the Children's Services departmental plan, much activity within the department is driven by the Children and Young People's Plan. The review of the first year of the plan is now underway. The review is being undertaken in line with the recommendations from the DfES and Ofsted as the review of the Children and Young People's Plan will contribute significantly to self assessment for the Annual Performance Assessment (APA).

## **6. PERFORMANCE UPDATE FOR THE PERIOD ENDING MARCH 2007**

Apart from five performance indicators where final year end verification is required, the outcomes for the actions and performance indicators for the year 2006/07 are now available. The specific areas where targets have not been achieved relate to:

- Some very challenging targets set in relation to Key Stage 3 rate of improvement in pupil attainment;
- Performance in relation to the reduction of young people not in education, employment or training;
- The rate of reduction of teenage pregnancies;
- The percentage of permanently excluded pupils offered full time (21 hours) education.

Action is being taken to address all these issues. Continued support and challenge is offered to schools in relation to raising attainment. Data relating to young people who are not in education, employment or training and young mothers is being scrutinised to identify vulnerable groups. This will ensure that work over the coming year is targeted where it is most likely to be of benefit. A review of arrangements for excluded pupils is being undertaken in partnership with schools.

## **7. RECOMMENDATIONS**

The Portfolio Holder is requested to note the performance made in completing actions and achieving performance indicators for the Children's Services Department during 2006/07.

## **8. CONTACT OFFICER**

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

## **CHILDREN'S SERVICES PORTFOLIO**

Report to Portfolio Holder  
18<sup>th</sup> May 2007



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

**Subject:** STRATEGY & ACTION PLAN FOR CHILDREN  
& YOUNG PEOPLE WITH LEARNING  
DIFFICULTIES AND/OR DISABILITIES  
2007/2010

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### **SUMMARY**

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

To seek approval for the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007/2010.

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

The report outlines the purpose of the plan, attached as **Appendix 1**, the background to its development and the consultation process undertaken to date.

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

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

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

Non key decision.

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

Portfolio Holder for Children's Services 18<sup>th</sup> May 2007.

#### **6. DECISION(S) REQUIRED**

To approve the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007/2010.



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

**Subject:** STRATEGY & ACTION PLAN FOR CHILDREN  
& YOUNG PEOPLE WITH LEARNING  
DIFFICULTIES AND/OR DISABILITIES  
2007/2010

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**1. PURPOSE OF REPORT**

To seek approval for the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007/2010.

**2. BACKGROUND**

Planning for and monitoring of progress in the delivery of services for children with disabilities fell, historically, within the remit of a sub group of the Children and Families Planning and Implementation group. The sub group was chaired by a senior manager from the then Social Services Department and had representatives from Education, Social Services, Health, the Voluntary and Community sector and parents. It was responsible for the development of a strategy for children with disabilities which covered the period 2004 – 2006.

Planning in relation to children with special educational needs was co-ordinated and monitored by the Local Education Authority SEN (special educational needs)/inclusion group. Membership of this group included headteachers, special educational needs co-ordinators, teaching union representatives and local authority officers. It monitored progress on the development and delivery of the local education authority's special educational needs action plans 2000-03 and 2003-07.

With the inception of Children's Services, changes were initiated to ensure better integration of services for children with disabilities and special educational needs. At an operational level, the former education authority SEN team was co-located with the former children's social services disability team.

In January 2006 a joint planning event was held to consider future arrangements for planning for children with special educational needs and disabilities, now generally referred to as learning difficulties and/or disabilities (LDD). All the members of both the existing planning groups were invited and invitations were extended to other stakeholders who had not previously been involved but who might

wish to contribute. There was strong support for the creation of a single planning group.

The Children with Learning Difficulties and/or Disabilities Steering Group was established to ensure co-ordinated planning across agencies for children with learning difficulties and/or disabilities (LDD) and to ensure the delivery of agreed activities in relation to this.

An early task for the steering group was the development of a single action plan for children and young people with LDD. The plan sits underneath the overarching Children & Young People's Plan for Hartlepool. It was considered necessary to maintain a specific plan for children with LDD to ensure their particular needs are addressed and to continue to promote inclusion across all aspects of service delivery for children and young people. There is no statutory requirement to have such a plan but carefully co-ordinated planning is considered essential, given the large number of agencies and services which can be involved with children with the most complex needs.

### **3. CONSULTATION**

The proposal for a single plan was discussed at the initial meeting of the Children with Learning Difficulties and/or Disabilities Steering Group in April 2006 with further discussion on initial drafts in the July and October meetings of the group. Progress on work on the plan has been reported to the Children and Young People's Strategic Partnership during 2006.

A substantive draft of the plan was used to engage in consultation with a wide range of stakeholders. An executive summary was also produced to assist in the consultation process. As well as members of the Children with LDD Steering Group the draft has been circulated for consultation to the Be Healthy working group, the Teenage Pregnancy Adviser, representatives of the Primary Care Trust, the Commissioning Trust for CAMHS, all schools (headteachers and special educational needs co-ordinators), Adult & Community Services, Voluntary and Community groups. The officer leading on the development of the plan has met with two groups of parents and young people from the special needs support group. The executive summary of the substantive draft has been circulated with the spring edition of the Network newsletter (circulated to families with children with disabilities) reaching approximately 100 parents and carers as well as additional professional colleagues. Comments from the consultation have been incorporated into the final draft of the plan.

#### 4. CONTENT, STRUCTURE AND PURPOSE OF THE PLAN

The plan has been structured to reflect the five Every Child Matters outcomes for children and young people (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Wellbeing). It draws from the Children and Young People's Plan for Hartlepool, building on activities within that plan that are specific to children with learning difficulties and/or disabilities (LDD).

Initial sections of the plan describe the vision and purpose of the plan, background to its development and the national and regional context. The action plan is divided into 5 sections, the Every Child Matters outcomes.

The Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007/10 has been drawn up to identify activities for change and development to improve services in Hartlepool. The plan is a working document to assist in the implementation of policy, the purpose of the plan is:

- To ensure that children and young people with learning difficulties and/or disabilities have an equal opportunity to achieve the 5 outcomes for children identified within the government strategy Every Child Matters;
- To ensure that children and young people with learning difficulties and/or disabilities have those needs met in an holistic way, in partnership with the young people, their parents, carers and other professionals;
- To support the increase of community capacity to include and support children with disabilities;
- To raise the achievement of pupils with learning difficulties and/or disabilities, ensuring that this is dealt with centrally within other education plans;
- To co-ordinate actions relating to learning difficulties and/or disabilities which have been identified in other national, regional and local plans and policies and set clear targets for progress;
- To promote joint working and the planning of high quality integrated service to meet the needs of children and young people with learning difficulties and/or disabilities and to maintain and develop further systems for reviewing resources and provision;
- To ensure that continuous improvements are made in the way which functions relating to Learning Difficulties and Disabilities are exercised;
- To ensure that children and young people with learning difficulties and/or disabilities are empowered to express their views and to have control over their own lives.

**5. EVALUATION**

Evaluation and monitoring of the action plan will be undertaken by the Children with Learning Difficulties and/or Disabilities Steering Group which meets on a quarterly basis and which is chaired by the Children's Services Assistant Director for Planning and Service Integration. The purpose of the evaluation will be to monitor the effectiveness of the plan against its priorities and the goals set out in the success criteria. It is recognised that for some priorities where it has not been possible to identify measurable data or achievement of specific outcomes, it will be necessary to evaluate effectiveness by consultation with key stakeholders such as parents, children and young people to achieve a measure of user satisfaction. Officers are working on setting up a focus group which may assist in this reviewing process.

**6. RISK IMPLICATIONS**

The plan has been developed to obviate the risk that the particular needs of this vulnerable group of children and young people might not have sufficient prominence in the broader overarching planning for all children and young people in the Hartlepool Children and Young People's Plan.

**7. FINANCIAL CONSIDERATIONS**

The cost of time required by officers from within the Children's Services department will come from the Children's Services department revenue budget. The plan includes a specific objective 'To secure funding to promote innovation'. This has been included to ensure that there is a continued focus on collaborative work to secure additional funding e.g. through bids for external funding.

**8. EQUALITY AND DIVERSITY CONSIDERATIONS**

A diversity impact assessment has been completed on the plan.

**9. RECOMMENDATIONS**

The Portfolio Holder is requested to approve the final draft of the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007/10 which will then be taken to the Children and Young People's Strategic Partnership for endorsement before the final version of the plan is published.

**10. CONTACT OFFICER**

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

FINAL DRAFT

## **STRATEGY AND ACTION PLAN FOR CHILDREN AND YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND/OR DISABILITIES 2007/2010**

**(DISABILITIES/SEN)**

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# **1. Vision**

## **Hartlepool's Vision for Children and Young People with Learning Difficulties and/or Disabilities**

Children and Young People with Disabilities in Hartlepool should enjoy a happy and healthy childhood, be socially included and grow up to achieve their full potential.

## **Hartlepool's Mission Statement for Inclusive Education**

Hartlepool Council believes that all children should have an equal opportunity to have access to a broad and balanced curriculum and to be included in all activities at school that are open to pupils of their age group. The Council aims to secure this equal opportunity for every child by promoting and supporting the development of an inclusive education within mainstream schools and by ensuring that ultimately every child is able to access a mainstream school and receive appropriate support in respect of any special educational needs they may have. This is a long term aim which will be worked towards over a number of years. The needs of individual children will remain paramount and Hartlepool special schools will form part of the provision both in relation to individual children and in their supporting role to mainstream schools.

## **2. Purpose of the Plan**

The strategy and action plan for Children and Young People with Learning Difficulties and/or Disabilities 2007 – 2010 has been drawn up to identify activities for change and development to improve services in Hartlepool. The plan is a working document to assist in the implementation of policy. The purpose of the plan is:

- To ensure that children and young people with learning difficulties and/or disabilities have an equal opportunity to achieve the 5 outcomes for children identified within the Government Strategy 'Every Child Matters';
- To ensure that children and young people with learning difficulties and/or disabilities have those needs met in an holistic way, in partnership with the young people, their parents/carers and other professionals;
- To support the increase of community capacity to include and support children with disabilities;
- To raise the achievement of pupils with learning difficulties and/or disabilities ensuring that this is dealt with centrally within other education plans;
- To coordinate actions relating to learning difficulties and/or disabilities which have been identified in other national, regional and local plans and policies and set clear targets for progress;
- To promote joint working and the planning of high quality integrated service to meet the needs of children and young people with learning difficulties and/or disabilities and to maintain and develop further systems for reviewing resources and provision;
- To ensure that continuous improvements are made in the way which functions relating to LD/Disability are exercised;
- To ensure that children and young people with learning difficulties and/or disabilities are empowered to express their views and to have control over their own lives.



### **3. Background**

In 1998 the Education Committee in Hartlepool adopted a vision and aim for inclusive education. A strategy for achieving this aim was completed and Hartlepool's first special educational needs action plan was published in April 2000, covering the period 2000-2003. It was drawn up as a working document to assist in the implementation of Hartlepool's SEN Policy and Strategic Plan for Inclusive Education. It set out specific activities which needed to be undertaken and success criteria against which these could be judged. Progress towards delivering the plan was reviewed in a number of ways, including a review by the Council's Scrutiny Forum of the LEA Policy for Inclusion and external valuation conducted in 2000 and 2002 of the progress of pupils who were included from specialist into mainstream provision.

A detailed review of the first SEN Action Plan was undertaken during the Autumn Term 2002. Alongside this, work was undertaken to develop a strategy for children with disabilities in Hartlepool, co-ordinating issues around social care and health needs of children with disabilities. As part of the process of co-ordinating services for children with disabilities and special educational needs, the opportunity was taken for some joint consultation on the draft of the Strategy for Children with Disabilities and the new draft SEN Action Plan. The new strategy and action plan for SEN covered the period 2003-2007 to align it with the Education Development Plan. The Strategy for Children with Disabilities was prepared to cover the period 2004-2006.

The Strategy for Children with Disabilities outlined current service provision and undertook a detailed gap analysis, making recommendations of the development of local services over the coming two years. The sub-group for children with a disability (multi-agency group with representatives from Education, Social Care, Health and parents) subsequently prepared an action plan based on this strategy.

The SEN Action Plan 2003 – 2007 was reviewed on a regular basis and progress in its implementation was monitored by the Local Authority Inclusion Group. Data on special educational needs was included in the plan as an annex, which was updated annually.

Both these plans were part of a much wider planning and monitoring process within the town.

## **4. The National Context**

Nationally, a major change in the way services were to be delivered to children came into place with the Children Act 2004. Education and Social Care Services for children were brought together. Hartlepool Children's Services Department came into being on 1<sup>st</sup> August 2005.

In line with the requirements of the Children Act 2004, a Children and Young People's Plan has been prepared for Hartlepool and has been in place since April 2006. This plan provides the overarching strategy for children and young people in Hartlepool and the Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities lies beneath this. In line with the Government's strategy, Every Child Matters, planning will need to address the five outcomes for children and measure activities in relation to their impact on these.

The National Service Framework for Children was published by the Department of Health in September 2004. This is a ten year strategy for health which is intended to lead to a cultural shift, resulting in services being designed and delivered around the needs of children and families.

## 5. The Regional Context

A number of developments within the North East and Tees Valley regions are pertinent to Hartlepool's agenda for Children and Young People with Learning Difficulties and/or Disabilities.

- The regional partnership for SEN, Facilitating Inclusion North East (FINE), has made a significant contribution to LDD issues within the region since its establishment in 2000. Hartlepool continues to play an active part in the partnership.
- Historically a significant number of pupils with Learning Difficulties and/or Disabilities have been placed in specialist settings in neighbouring authorities in the Tees Valley. A regional commissioning unit has been established and Hartlepool will collaborate as appropriate with this initiative to ensure that children's and young people's needs are met as close as possible to their home area.
- The Tees Valley Connexions Service has been disaggregated and the Hartlepool Connexions Locality Team is now part of Hartlepool Borough Council's Children's Services Department. This will further strengthen collaborative working and service delivery to children and young people by Connexions staff and other staff within Children's Services.

## **6. Action Plan for Children and Young People with Learning Difficulties and/or Disabilities**

The action plan which follows details objectives which have been identified as the main priorities which will achieve better outcomes for children with learning difficulties and/or disabilities in Hartlepool. These priorities have been identified from a number of sources:

- outstanding activities from the 2003 – 2007 SEN Action Plan
- outstanding activities from the 2003 – 2006 Disability Strategy
- activities identified in the Hartlepool Children and Young People's Plan
- activities identified from National Strategies – National Service Framework  
Removing Barriers to Achievement  
Together from the Start
- additional priorities identified following consultation with a wide group of stakeholders, including parents and young people.

The plan is formatted under the five outcomes of Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well Being

## Strategy and Action Plan for Children and Young People with Learning Difficulties and/or Disabilities 2007-2010

Children with Learning Difficulties and/or Disabilities are helped to be healthy

AIM: TO ENSURE THAT IDENTIFICATION, ASSESMENT AND DELIVERY OF SERVICES TO CHILDREN WITH SIGNIFICANT NEEDS ARE WELL CO-ORDINATED AND PROVIDED IN A TIMELY FASHION

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
To ensure that children receive co-ordinated multi-agency packages of care according to individual need.	<ul style="list-style-type: none"> <li>Health visitors will work in partnership with other Early Years staff to raise awareness and understanding of Children's Health and Development needs.</li> </ul>	NT&H NHS Trust PCT Children's Services	2007-2010	ECM BH 1.1 NSF 1 6 8.1.3	Health Visiting Services within Children's Centres. Number of Children referred to care co-ordination	
	<ul style="list-style-type: none"> <li>Parents have early access to paediatricians who are expert in child health and paediatric neurology.</li> </ul>	NT&H NHS Trust	2007-2010	CYPP BH 1.1.4 NSF 2 + 8 Strategic Service Development Plan	Waits for therapy service reduced to under 18 weeks	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Professionals receive training to ensure they are skilled in sharing concerns and choices with parents as part of an emerging diagnosis.</li> <li>Children leaving hospital and requiring continuing care receive multi-agency packages of care, which will include a named key worker/lead professional who will co-ordinate care according to individual need.</li> </ul>	<p>NT&amp;H NHS Trust PCT Children's Services</p> <p>Children's Services Disability Team. Continuing Care Team. Paediatric Liaison Team.</p>	<p>2007 + annually</p> <p>2007</p>	<p>CYPP BH 1.6 NSF 8 NSF self-assessment Workforce Development Plan</p> <p>CYPP BH 1.6.2 NSF 8</p>	<p>% of staff receiving training in each year</p> <p>Implementation of practice guidance and procedures Review of numbers of children presented to Care Co-ordination</p>	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
To ensure that a Care Co-ordination process is well established and embedded in practice which facilitates children receiving joint assessments and multi agency packages of care.	<ul style="list-style-type: none"> <li>Care Co-ordinator to further develop the process and provide appropriate support to families and professionals.</li> </ul>	Care Co-ordination Steering Group and its members home agencies.	April 2007	CYPP BH 1.6.2 NSF 8	Policy and procedures implemented and training plan developed	
	<ul style="list-style-type: none"> <li>Further develop Joint Assessment process to include children with complex feeding difficulties, communication difficulties and physical difficulties.</li> </ul>	Care co-ordination steering group. ISA steering group and all partner agencies involved. PCT.	April 2007 - 2010	CYPP BH 1.6 NSF 8	Key worker and lead professional roles and joint protocols in place	
	<ul style="list-style-type: none"> <li>Develop and deliver additional training for relevant staff/parents and carers in relation to key worker role and care co-ordination process</li> </ul>	Care co-ordination steering group	Sept 2007	CYPP BH 1.6.2 NSF 8	Trained key workers from all representative agencies. Individual family evaluation	
	<ul style="list-style-type: none"> <li>Support providers of pre-school services.</li> </ul>	Children's Services SENCO	2007-2010	CYPP BH 1		
	<ul style="list-style-type: none"> <li>Promote the use of family held records by social care and health professionals, including health visitors, school nursing and paediatric nursing staff.</li> </ul>	Children's Services Children with Disabilities Team. PCT & NT&H NHS Trust	2007 – 2010	CYPP BH 1.6.2	Evaluation of the use of family held records Sept 07	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Further develop process for Joint Assessment of pre-school children with sensory loss or autism.</li> <li>Raise awareness of the extension of care co-ordination to older age groups.</li> </ul>	<p>Diagnostic Team, inclusive of NT&amp;HNHS Trust, HPCT, Childrens Services. CAMHS and Children with Disabilities Team</p> <p>Children's Services Children with Disabilities Team and multi agency partners</p>	<p>2007 -2010</p> <p>April 2007 onwards</p>	<p>CYPP BH 1.6.4 NSF 8 + 5.7.5</p> <p>CYPP 1.6.2 NSF 8</p>	<p>Provision established</p> <p>Age range shows annual increase</p>	
To promote healthy lifestyles for children and young people with learning difficulties and/or disabilities and ensure that all children with disabilities have fair and equal access to universal health services	<ul style="list-style-type: none"> <li>Enabled and encouraged to take regular exercise.</li> <li>Health provision including clinical provision is accessible and coordinated to meet need and supports inclusion</li> </ul>	<p>PCT Children's Services P&amp;A Sports Development Team</p> <p>NT&amp;H NHS Trust</p>	<p>March 2008</p> <p>2007</p>	<p>BH 1.2 NSF 1</p> <p>CYPP BH 1.6.4 + 1.7 NSF 6 + 8</p>	<p>CYPP BH 1.2 NSF 1 + 8 Healthy Schools Initiative. LA Play Strategy</p> <p>Health and Clinical settings meet requirements of DDA. Annual Review of PCT proxy indicators</p>	



Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Children with learning difficulties and/or disabilities have access to appropriate CAMHS support.</li> </ul>	PCT	2007	NSF Standard 8 NSF self audit Public Health Strategy	Multi agency CAMHS/LD commissioning	.
	<ul style="list-style-type: none"> <li>Families are supported and receive appropriate information to identify and access services that will meet their child's needs.</li> </ul>	PCT Children's Services Voluntary agencies	2007	CYPP BH 1.6.2 NSF 8.6	Services Directory available including on line. Information is provided to 100% of families receiving targeted services	

## Children with Learning Difficulties and/or Disabilities are helped to stay safe

**AIM: CHILDREN WITH LEARNING DIFFICULTIES AND/OR DISABILITIES LIVE IN SAFE ENVIRONMENTS AND ARE PROTECTED FROM ABUSE AND EXPLOITATION**

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
To work in partnership with other services and agencies to identify and meet the needs of vulnerable children and young people including those with learning difficulties or a disability	<ul style="list-style-type: none"> <li>Contribute to the development of IWISP, the Common Assessment Framework including the role of lead professional and the development of a directory of services for children and young people.</li> <li>The needs of children with disabilities and/or learning difficulties are reflected in the policies of the Local Safeguarding Board</li> <li>Staff receive training to enable them to recognise risk of harm and how to respond</li> </ul>	<p>SEN/Disability Sub-Group ISA Steering Group Multi agency partners</p> <p>LSCB</p> <p>Children's Services S&amp;SS LSCB</p>	<p>CAF Rollout by 2008</p> <p>2006-2009</p> <p>2007 &amp; annually</p>	<p>CYPP SS 2.8</p> <p>CYPP SS 2.4.1 LSCB Business Plan</p> <p>CYPP SS 2.2.1 LSCB Business Plan NSF 8</p>	<p>Terms of Reference and minutes of meetings. Evaluation of CAF</p> <p>Policy and Procedures</p> <p>Multi agency Training Plan</p>	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
To provide children and young people with disabilities who cannot live with their families, with safe, stable, secure placements as close as possible to their families and community.	<ul style="list-style-type: none"> <li>Review current funding arrangements of placements.</li> <li>Agreement is reached and protocols established for acquiring and funding long-term placements for children with disabilities.</li> </ul>	Assistant Director (SSS) PCT TEWV NHS Trust	March 2008	CYPP SS 2.7.1 NSF 4 & 8	Completion of review.  Protocols established. Number of placements out of area shows reduction	
Disabled children are provided with the opportunity to make their wishes and feelings known in respect of their care and treatment and are assisted by all practitioners to do so.	<ul style="list-style-type: none"> <li>All disabled children will receive appropriate personal, health and social education (including sex education)</li> <li>Practitioners should ensure that disabled children know how to raise concerns if they are worried and angry about something and be given access to a range of adults with whom they can communicate.</li> <li>Training and guidelines are provided to ensure practitioners are skilled in understanding and communicating with children with disabilities and in providing them with opportunities to participate as fully as possible in discussion.</li> </ul>	<p>PCT (school nursing service) Children's Services P&amp;A Headteachers</p> <p>Children's Services staff PCT NT &amp; NHS Trust Headteachers</p> <p>Children's Services PCT NT &amp; NHS Trust Headteachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>CYPP SS 2.8.6 B.H 1.2.4 NSF 4 &amp; 8 Healthy Schools Delivery Plan</p> <p>CYPP S.S 2.1, 2.2, 2.3. NSF 5</p> <p>CYPP SS 2.8.6 B.H 1.2.4 NSF 4 &amp; 8</p>	Audit of training delivered Satisfaction survey with parents and children	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Practitioners should have guidelines and training on good practice in intimate care, working with children of the opposite sex handling difficult behaviour, consent to treatment, anti-bullying strategies, and sexuality and sexual behaviour among young people especially those living away from home.</li> </ul>	PCT NT & H NHS Trust Children's Services S&SS P&A	Annually	CYPP BH 1.1 1.1.4 1.5.3 NSF 2	Training and procedures in place	
Children and their families are provided with support that prevents family breakdown	<ul style="list-style-type: none"> <li>Support is available to prevent the need for children to be looked after including short break care and family support.</li> <li>Transitions between settings and from children's to adult services are well managed across all organizations and agencies</li> </ul>	Children's Services S&S Children with Disabilities Team  PCT Adult & Community Services Children's Services S&SS		CYPP SS 2.8  CYPP SS 2.8.1 Transitions Policy NSF 4 + 8	Number of packages of support available  Protocols for referrals and transitions in place	

## Children with Learning Difficulties and/or Disabilities are helped to enjoy and achieve

### AIM: CHILDREN AND YOUNG PEOPLE WHO HAVE LEARNING DIFFICULTIES AND/OR DISABILITIES AND WHO ARE AT RISK OF SIGNIFICANT UNDERACHIEVEMENT ARE IDENTIFIED AND A PLAN OF INTERVENTION ESTABLISHED AT EACH OF CHILDHOOD'S KEY STAGES

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
Providers of pre-school care and foundation stage education are provided with support to identify/ meet the needs of children with SEN.	<ul style="list-style-type: none"> <li>Training is provided to enable identification of those children who may have SEN or who are at risk of significant underachievement.</li> <li>Training provided enables the initiation of appropriate support and interventions.</li> </ul>	Early Years Co-ordinators Area SENCO	April 2007 – March 2010	CYPP E & A 3.8.1 NSF 8	Training is provided. Providers attend training. Children identified for early intervention.	
Increase the capacity of services to meet the communication needs of children and young people with learning difficulties and/or disability.	<ul style="list-style-type: none"> <li>Agree a shared understanding of the needs of children with speech, language and/or communication impairment and the responsibilities of different agencies in meeting need.</li> <li>Identify resources required from the different agencies to develop and provide appropriate services.</li> <li>Identify training and development requirements.</li> <li>Explore ways to increase resources for children requiring specialist support.</li> </ul>	HPCT. Speech and Language Therapy/Strategy Managers and co-ordinators HPCT/SLT/Strategy Managers and co-ordinators SLT/SENCOs  SLT/SEN Manager	April 2007 – July 2007  April 2007 – July 2007  April 2007 – March 2010	CYPP E & A 3.8  CYPP E & A 3.8  CYPP E & A 3.8	An agreed written protocol in place.  A programme of training and development is in place.  An appropriate range of coordinated provision and resources available.	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Develop outreach support for pupils in mainstream schools with communication disorders.</li> <li>Develop a range of provision to meet the needs of pupils with communication disorders.</li> <li>Put systems in place to provide interpretation and translation services and bilingual advocacy which are inclusive of those children with disabilities and/or SEN for whom English is not a first language.</li> </ul>	<p>HPCT Speech and Language Therapy SEN Manager Children's Services</p> <p>Diversity Working Group</p>	<p>April 2007 – March 2010</p> <p>December 2007</p>	CYPP E & A 3.8	Interpretation and translation services available to all.	
To promote educational achievement and improve social development by further developing opportunities for inclusion.	Strengthen and further develop mainstream and special school links, identifying potential pupils for inclusion and pupils who might benefit from dual registration.	SEN Manager Headteachers	April 2007 – March 2010	CYPP 3.8.2 3.8.7	Individual pupils are placed appropriately and make measurable progress.	
The progress of children with disabilities and/or SEN is monitored and evaluated.	Annual collection and analysis of P level data by schools and LA. Other relevant data is identified and analysed	LA Data team Headteachers	July 2007 and annually	CYPP 3.8.5 3.8.6	System up and running and used to inform next steps at pupil and LA level.	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
To promote the development of joined up services for children with SEN and disabilities	<ul style="list-style-type: none"> <li>Identify and develop joint areas of work with the Disability Team and other Social / Health Care Teams or support services.</li> <li>Identify areas to rationalise record keeping in SEN and Disability teams.</li> </ul>	Assistant Director (PSI) / Head of Business Unit (Family Support) NT&H NHS Trust PCT TEWV NHS Trust Manager Disability Team Manager SEN Team	April 2007 – March 2010  April 2007 – March 2008	CYPP 3.8.2  Shared SEN/ Disability teams	Improved joint working practices.  Shared SEN/ Disability teams	
To promote partnership with parents and carers	<ul style="list-style-type: none"> <li>Provide training and consultation events through regular contact with voluntary sector groups, parent support groups and specific training events targeted at parents.</li> <li>Update information for parents/carers in line with requirements of any new regulations; collect feedback from parents about user friendliness of documents.</li> <li>Use existing mechanisms, eg Hartbeat, Hartlepool Network, to publicise new developments in SEN/Disability and invite parental input.</li> </ul>	Assistant Director (PSI) / PEP / SEN Manager  SEN Manager  SEN Manager Disability Team Manager	April 2007 – March 2010	CYPP 3.8.3  NSF 8.1  NSF 8.1	Training and consultation events provided and well attended by parents and carers.  Parents/carers updated as necessary in an accessible way.	
To further develop the role of Catcote and Springwell Special Schools.	<ul style="list-style-type: none"> <li>Further develop the capacity of special school staff to co-ordinate and provide outreach support.</li> <li>Develop the capacity of Catcote and Springwell Schools to meet the needs of pupils with complex needs who attend out of borough provision.</li> </ul>	Headteachers  SEN Manager	April 2007 – March 2010	CYPP 3.8.4 3.8.7	Continued outreach provision in place.	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Joint planning and commissioning of services to better meet the needs of young people with complex needs in borough</li> <li>Ensure special schools fully involved in Building Schools for the Future.</li> </ul>	Assistant Directors (PSI and SSS) TEWW NHS Trust  AD PSI	2007 – 2010  2007	CYPP 3.8.4 3.8.7	Reduction of numbers of pupils in out of borough placements  Special school provision included in BSF consultation.	
Continue to increase physical access to schools for disabled pupils.	<ul style="list-style-type: none"> <li>Progress the priorities for improving physical access as identified in the Accessibility Strategy and Asset Management Plan.</li> </ul>	SEN Manager	April 2007 – March 2010	CYPP 3.8.7	Increased access to all schools for children with disabilities.	
To develop a range of provision to meet the needs of pupils with Social, Emotional and Behavioural Disorders (SEBD).	<ul style="list-style-type: none"> <li>Reconfigure A2L services in line with Education Improvement Partnership decisions.</li> <li>Establish dedicated provision within special school system for pupils with statements.</li> </ul>	Headteacher Assistant Directors (PSI and P&A)	Sept 2007	CYPP 3.8.4 3.8.5	New services established.	
To improve transition procedures for pupils with disabilities and SEN between Children's and Adult Services.	<ul style="list-style-type: none"> <li>Embed multi-agency protocols for the transfer of information between agencies when young people move.</li> </ul>	Disability Team Manager SEN Manager	March 2008	CYPP BH 1.6.1 SS 2.8.1 AEW 5.7.1	Protocols consistently applied.	



Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
To ensure projections for forward planning for disability and SEN provision in schools are as accurate as possible.	<ul style="list-style-type: none"> <li>Complete mapping of special needs, including ethnic minority data, as an annex to the plan on an annual basis.</li> <li>Monitor number of pupils placed in each school on SEN Code of Practice.</li> </ul>	Assistant SEN Manager	Aug 2007 and annually	CYPP 3.8.1 3.8.7	Data set is completed annually and follow-up actions identified.	
To maintain high levels of performance in relation to SEN processes.	<ul style="list-style-type: none"> <li>Monitor SEN and Educational Psychology team performance in relation to established performance indicators on at least an annual basis.</li> </ul>	SEN Manager PEP	Aug 2007 and annually	CYPP 3.8.	Data set is completed annually and follow-up actions identified.	
To establish a system to assist schools in monitoring their progress on inclusion, with recognised accreditation.	<ul style="list-style-type: none"> <li>Inclusion Standard launched</li> <li>Accreditation promotion across schools</li> </ul>	Assistant Director (PSI) Senior Advisers	April 2007 – March 2010	CYPP 3.8.7	80% of schools committed to achieving the standard.	
To enable teaching and non-teaching staff to access appropriate training on inclusion, SEN procedures and specific special educational needs.	<ul style="list-style-type: none"> <li>Conduct audit of SEN training needs.</li> <li>Offer SEN training, as identified in the audit, within the CPD Directory.</li> <li>Explore ways of providing accreditation for training.</li> <li>Work in partnership with the Regional Facilitator for SEN to assist in the development of a regional training strategy.</li> <li>Commission RTB to provide training in identified areas.</li> </ul>	Assistant Director (PSI)	April 2007 – March 2010	CYPP 3.8	Appropriate training programme in place across the children's workforce and events well attended.	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
To disseminate good practice across schools and other settings.	<ul style="list-style-type: none"> <li>Maintain the SENCO forums.</li> <li>Good practice identified and shared in early years settings.</li> </ul>	PEP & SEN Manager Area SENCO	April 2007 – March 2010	CYPP 3.8.4 3.8.6	Good practice identified and disseminated appropriately.	
To ensure governors are aware of the implications of the inclusive education policy and developments in SEN nationally and locally. .	<ul style="list-style-type: none"> <li>Provide training within the annual governor revision seminar.</li> <li>Provide regular information for governor briefings.</li> </ul>	Assistant Director (PSI) SEN Manager	April 2007 – March 2010	CYPP 3.8.4	Annual training provided and well attended. Key information shared at governor briefings.	
Review bureaucratic processes around SEN in line with government policy as needed.	<ul style="list-style-type: none"> <li>Set up working party in response to any changes in guidance.</li> </ul>	SEN Manager	As needed	CYPP 3.8	Working party identifies actions needed and target dates for completion.	
Support and encourage children with learning difficulties and/or disabilities to participate in a range of appropriate cultural and leisure activities.	<ul style="list-style-type: none"> <li>Include needs of children with SEN/disability in an inclusive play strategy.</li> <li>Support access to existing facilities/events.</li> <li>Promote full accessibility in all Youth Service provision.</li> </ul>	Play Development Co-Ordinator  Disability Team Manager  Principal Youth Officer	April 2007 – March 2010	CYPP 3.8.8	Inclusive play strategy in place.  Children and young people can access activities as desired.  Youth Service provision DDA compliant.	

## Children with Learning Difficulties and/or Disabilities are helped to make a positive contribution

**AIM: CHILDREN AND YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND/OR DISABILITIES ARE PROVIDED WITH OPPORTUNITIES TO DEVELOP CONFIDENCE AND TO PARTICIPATE IN DECISION MAKING ABOUT THEIR LIVES AND THEIR COMMUNITIES**

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
To further develop processes that facilitate the participation of children and young people with learning difficulties and/or disabilities in decision making.	<ul style="list-style-type: none"> <li>Consultation to take place with regard to the Strategy and Action plan for Children and Young People with Learning Difficulties and/or Disabilities 2007 -10</li> </ul>	Planning and Implementation Officer	Spring 2007	CYPP PC 4.7.2	User involvement/ responses to consultation	
	<ul style="list-style-type: none"> <li>Extend the use of child/young person friendly documentation in participation and assessment processes.</li> </ul>	Principal Educational Psychologist	2007 & ongoing	CYPP PC 4.7.2	Evidence of participation	
	<ul style="list-style-type: none"> <li>Provide communication training to enable all staff involved to provide children with opportunities to participate as fully as possible in discussions and decision making.</li> </ul>	Children's Services PCT NT & NHS Trust	2007 & ongoing	CYPP PC 4.7.2 CYPP SS 2.8.6 B.H 1.2.4 NSF 4 & 8	Training provision and staff attending	
	<ul style="list-style-type: none"> <li>Develop person centred communication passports for those who have profound communication difficulties.</li> </ul>	Children's Services PCT NT & NHS Trust SLT	2007 & ongoing	CYPP PC 4.7.2		
	<ul style="list-style-type: none"> <li>Conduct an annual audit of pupils' views submitted with annual reviews.</li> </ul>	SEN Manager	2007 and annually thereafter.	CYPP PC 4.7.2	Audit report	

	<ul style="list-style-type: none"> <li>• Consultation takes place with children and young people to inform SEBD provision.</li> <li>• Promote 'participation' of disabled children and young people in their Looked After Children Reviews by use of specialist software and pictorial or symbolic methods, particularly for those unable to attend or communicate verbally.</li> <li>• Disabled children and young people are included in the Local Authority's participation strategy to include the use of pictorial and/or symbolic methods for those unable to communicate verbally.</li> </ul>	<p>SEN Manager</p> <p>S&amp;SS Children with Disabilities Team LSCB</p> <p>Children's Services Planning &amp; Service Integration</p>	<p>2007 -08</p> <p>September 2007</p> <p>September 2007</p>	<p>CYPP PC 4.7</p> <p>CYPP PC 4.7.2</p> <p>CYPP PC 4.7.2 NSF 8 Children's Fund Plan 2005/8</p>	<p>Conclusions used to inform practice.</p> <p>% of children participating increased.</p> <p>Evidence of user views contributing to strategy</p>	
<p>A range of short break care opportunities, from which choices can be made, are made available to children, young people and their families.</p>	<ul style="list-style-type: none"> <li>• Review of current provision and in particular the use of Exmoor Grove Community Home and the development of a resource base.</li> <li>• Implement Best Value recommendations re, the Management Arrangements for Disability Family Resource Workers alongside Residential Social Care.</li> </ul>	<p>Assistant Director (SSS) PCT TEWV NHS Trust</p> <p>As above</p>	<p>March 2008</p> <p>Autumn 2007</p>	<p>CYPP PC 4.7. 5 BH 1.1, 1.6,</p> <p>As above</p>	<p>Consultation on review outcome</p> <p>User Satisfaction Consultation</p>	

<p>Ensure that the available provision includes meeting the needs of those children and young people with autistic spectrum disorder or challenging behaviours. The range of specialist children's learning disability health services is extended to support children with complex and challenging needs to live within their families and community or to remain locally where placement outside the family home is required.</p>	<ul style="list-style-type: none"> <li>Develop (small) residential service for children with complex and challenging behaviours.</li> </ul>	PCT TEWV NHS Trust	Subject to funding	Standard 9 NSF SHA Review of Specialist MH & LD Services	Ongoing dialogue with Commissioners to obtain Tees wide agreement	
	<ul style="list-style-type: none"> <li>Develop out-of-hours Tier 3 Community LD Service including 24 hour crises function.</li> </ul>	PCT TEWV NHS Trust	Incremental start 07/08 subject to LDP funding	Standard 9 NSF SHA Review of Specialist MH & LD Services	Ongoing dialogue with Commissioners to obtain Tees wide agreement	
	<ul style="list-style-type: none"> <li>The development of a Tees-wide Assessment and Treatment Service for Children with Complex Behavioural needs.</li> </ul>	PCT TEWV NHS Trust	Incremental start 07/08 subject to LDP funding	CAMHS/LD Performance Indicator	Annual self audit	
<p>Children with learning difficulties and/or disabilities have access to local and town wide community social and leisure pursuits.</p>	<ul style="list-style-type: none"> <li>Continue awareness raising within the voluntary sector and childcare providers.</li> </ul>	DIS/SEN sub-group (Social Inclusion Working Group) Play Strategy Partnership	March 2008	CYPP E&A 3.8, PC 4.7.5		
	<ul style="list-style-type: none"> <li>Explore means of supporting voluntary groups and childcare provision in order to include children with a disability / SEN</li> </ul>	Children's Services P&A S&SS	2007 onwards	CYPP E&A 3.8.8 Play Strategy S&SS Divisional Plan	Number of groups providing inclusive activities	
	<ul style="list-style-type: none"> <li>Develop the capacity of breakfast clubs and after school clubs to meet the needs of pupils with SEN / Disability.</li> </ul>	Head teachers Governors Children's Services	2007	CYPP 4.7 Children Centres and Extended Schools Strategy	DDA compliant	

	<ul style="list-style-type: none"> <li>• Ensure that the Children's Centre / Extended Schools agenda addresses the needs of children with SEN / disability in order that they can more easily access services and activities in their own community.</li> <li>• Explore the availability and creative use of existing and developing transport facilities to assist children with disabilities to make friendships and promote their independence.</li> </ul>	Children's Services P&SI	2007	E&A 3.2.2 Children's Centres & Extended Schools Strategy	Strategy provides for Social Inclusion	
		Children's Services P&SI	2007 -2010	E&A 3.2.2 School Travel Strategy Local Transport Plan	Strategies provide for Social Inclusion	
Children and young people with learning difficulties and/or disabilities are helped to make a positive contribution.	<ul style="list-style-type: none"> <li>• Opportunity to provide mentoring to others.</li> <li>• Take part in voluntary activities.</li> <li>• Extended day care and short break care are available to support children and young people with learning difficulties and/or disabilities.</li> </ul>	Children's Services Planning & Service Integration Voluntary Agencies	2007 -2010	PC 4.3.3 National Healthy Schools Programme. HVDA volunteer strategy	Audit of number of children and young people involved	
		Children's Services P&SI Youth Services	2007 -2010	PC 4.7 NSF 8 Hartlepool Play Strategy Youth Service Operational Plan	Audit of number of children and young people involved.	
		Children's Services S&SS Children with Disabilities Team	2007 -2010	CYPP PC 4.7 Annual Self Assessment 2006 Children's Centres and Extended Schools Strategy	Evidence from annual self assessment process.	

## Children with Learning Difficulties and/or Disabilities are helped to achieve economic well being

**AIM: YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND/OR DISABILITIES RECEIVE SUPPORT AND THE SERVICES THEY REQUIRE TO ENABLE THEM TO ACCESS TRAINING, EDUCATION EMPLOYMENT AND ACCESS APPROPRIATE FINANCIAL BENEFITS AND ACCOMMODATION**

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
To provide more flexibility and choice for families in respect of provision of services and ensure they have greater control of the planning process.	<ul style="list-style-type: none"> <li>Work alongside colleagues from Adult Social Care to finalise policy and procedure.</li> </ul>	Direct Payments Steering Group	March 2008	CYPP A.E.W 5.7	Policy and Procedures rolled out	
	<ul style="list-style-type: none"> <li>Work alongside colleagues from Adult Social Care to develop and embed in house support services</li> </ul>	DIS/SEN Sub-Group				
	<ul style="list-style-type: none"> <li>Involve parents, carers and young people in the planning process.</li> </ul>	Children's Services Adult and Community Services	2007 -2010	CYPP 5.7.	Participation in planning groups achieved	
	<ul style="list-style-type: none"> <li>Promote Direct Payments with new and existing service users, including those from BME groups.</li> </ul>	S&S Children with Disabilities Team	Annual monitoring	CYPP A.E.W 5.7.5	100% of families receive information	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Increase the number of families accessing Direct Payments.</li> </ul>	S&S Children with Disabilities Team	Annual Monitoring	CYPP A.E.W 5.7.5	Number of families receiving benefits shows year on year increase	
All disabled young people who require Adult Services transfer to them appropriately.	<ul style="list-style-type: none"> <li>Finalise protocol / developed with Adult Social Care colleagues and partner agencies.</li> </ul>	Transitions Forum and Steering Group DIS/SEN Group	March 2008	CYPP AEW 5.7.1 BH 1.6.1 SS 2.8.6 PC 4.2.2 NSF 4+8 Transitions Policy	Protocol developed within timescales	
	<ul style="list-style-type: none"> <li>Ensure that all young people transferring to adult Social Care have a person centred plan.</li> </ul>	Connexions PA's S&S Children with Disabilities Team Headteachers SENCO'S	Annually	CYPP A.E.W. 5.7.1	100% of young people will have a plan by their 16 <sup>th</sup> birthday.	
	<ul style="list-style-type: none"> <li>Health advice, guidance and support is provided for all Hartlepool children with disabilities as part of the transitions process.</li> </ul>	Children's Services P&A LSC PCT Connexions	Annually	CYPP A.E.W 5.7.4 P&A Divisional Plan Connexions Delivery Plan P.C.T Delivery Plan	Young people receive targeted support to ensure advice and guidance is provided	



Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
To ensure that disabled children and young people receive the advice that they need for education, employment and training post – 16 are properly prepared and given the support they need.	<ul style="list-style-type: none"> <li>Connexions advisers to attend transition planning meetings to ensure statutory requirements are met.</li> </ul>	Connexions Advisers Children's Services P&A LSC	2007 and annual survey	CYPP AEW 5.7.2 P&A Divisional Plan Connexions Delivery Plan	S140 Assessment Completed Annual Monitoring of attendance by Connexions advisers	.
Disabled children and young people are suitably housed	<ul style="list-style-type: none"> <li>Local Authorities map the housing needs of disabled children and their families and plan multi-agency resources and responses accordingly.</li> </ul>	Neighbourhood Services Children's Services Housing Hartlepool	2007 - 2010	CYPP A.E.W 5.5.1 Supporting People Strategy Local Authority Housing Strategy		
Disabled children are able to use/access the equipment and associated technology they need in all places they typically spend time - school, home, short break care.	<ul style="list-style-type: none"> <li>Discussion to take place with all partners to reach agreement about the provision and funding of equipment (including communication aids)</li> <li>Equipment and assisted technology is tailored to the individual needs of children and parents receive training in use of equipment.</li> </ul>	<p>PCT SEN Manager DIS/SEN steering group</p> <p>PCT Physiotherapy, Speech and Language Services LA OT's</p>	<p>2007-2010</p> <p>2007 – 2010</p>	<p>CYPP A.E.W 5 NSF 8.1.e</p> <p>NSF 8.1.e Children's Trust Arrangements</p>	<p>Appropriate funding is sourced to meet the needs of children and young people</p> <p>Individual learning plans assess equipment and technology needs.</p>	

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and Pls	Success Criteria	Progress
	<ul style="list-style-type: none"> <li>Community equipment services are integrated across Health, Children's Social Care and Education. Multi agency agreement is reached for the provision and maintenance of equipment.</li> </ul>	PCT Children's Services Adult & Community Services	2007 - 2010	CYPP A.E.W 5. NSF 8.1.e	Service established And protocols agreed	
Minimise financial stress on families of children and young people with learning difficulties and/or disabilities.	<ul style="list-style-type: none"> <li>Families are provided with advice and support to enable children and young people to access mainstream activities</li> <li>Information and support is provided on benefit entitlement.</li> </ul>	<p>Children's Services P&amp;A Planning &amp; Service Integration</p> <p>Children's Services staff Dept of Work and Pensions</p>	<p>2007 -2010</p> <p>2007 - 2010</p>	<p>CYPP A.E.W 5.1.3 Local Authority Strategic Plan P&amp;A Divisional Plan Children's Centres and Extended Schools Delivery Plan</p> <p>CYPP A.E.W 5.1.3</p>	<p>Information is provided in relation to Direct Payments.</p> <p>Information is provided in relation to benefits</p>	

## Secure sources of funding to promote innovation

Objective	Action	Responsibility	Timescale	Links to ECM, other plans and PIs	Success Criteria	Progress
To secure funding to promote innovation.	<ul style="list-style-type: none"> <li>Work collaboratively with regional SEN partnership in bidding for external funding.</li> </ul>	Children's Services ADD	2007 - 2010		Sums acquired and utilised.	
	<ul style="list-style-type: none"> <li>Investigate opportunities for joint funding of projects with partner agencies and through regeneration projects.</li> </ul>	Children's Services and colleague agencies.	2007 - 2010		Projects initiated as identified.	

## 7. Consultation

A substantive draft of the plan was used to engage in consultation with a wide range of stakeholders. An executive summary was also produced to assist in the consultation process. As well as members of the Steering Group for children with learning difficulties and/or disabilities, the draft was circulated for consultation to the Be Healthy working group, the Teenage Pregnancy Adviser, representatives of the Primary Care Trust, the Commissioning Trust for CAMHS, all schools (headteachers and special educational needs co-ordinators), Adult & Community Services, voluntary and community groups. The officer leading on the development of the plan met with two groups of parents and young people from the Special Needs Support Group. The executive summary of the substantive draft was circulated with the spring edition of the Network newsletter (circulated to families with children with disabilities) reaching approximately 100 parents and carers as well as additional professional colleagues. Comments from the consultation were incorporated into the final draft of the plan.

## 8. Evaluation

Evaluation and monitoring of the overall action plan will be undertaken by the Children with Learning Difficulties and/or Disabilities Steering Group which meets on a quarterly basis and which is chaired by Children's Services Assistant Director for Planning & Service Integration. The purpose of this will be to monitor the effectiveness of the plan against its priorities and the goals set out in the success criteria and to evaluate its impact.

It is recognised that for some priorities, where it is has not been possible to identify success criteria that are measurable by collection of data or achievement of specific outcomes, it will be necessary to evaluate effectiveness by consultation with key stakeholders such as parents, children and young people to achieve a measure of user satisfaction.

The evaluation process will itself be used to inform the annual reviews of Hartlepool Children and Young People's Plan and the activities of all of the agencies involved in the delivery of services to children and young people with learning difficulties and/or disabilities (LDD).

## **9. Financial Planning / Costings**

The plan co-ordinates and refines activities contained in the existing strategies and plans of a number of services and, as such, the cost of delivery will be contained within the relevant service revenue budgets. The promotion of more integrated services for children with LDD should result in more efficient use of the resources available.

A specific objective is included in the plan to encourage relevant agencies to seek to secure funding, eg through bidding for grants, to promote innovative working.

In the longer term it is anticipated that the Children's Trust will develop a joint commissioning framework which will assist in the development of services and provision for children with LDD.

## 10. Abbreviations

BME	Black and Minority Ethnic
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CYPP	Children & Young Person's Plan
DDA	Disability Discrimination Act
ECM	Every Child Matters – Children's Act 2004
EMC Outcomes	BH Be Healthy SS Stay Safe E&A Enjoy and Achieve PC Make a Positive Contribution AEW Achieve Economic Wellbeing
Hartlepool Network	Group of voluntary and statutory service providers for children with LDD
IWISP	Integrated Working and Information Sharing Programme
LA	Local Authority
LDD	Learning Difficulties and/or Disabilities

LSCB	Local Safeguarding Children's Board
NT&H NHS Trust	North Tees & Hartlepool National Health Service Trust
NSF	National Service Framework for Children & Maternity Services
OTs	Occupational Therapists
P&A	Performance & Achievement
PAs	Personal Advisers
(H)PCT	Primary Care Trust (Hartlepool)
PEP	Principal Educational Psychologist
P Levels	Small steps below National Curriculum levels
PIVATs	System of small targets set for children with significant learning difficulties
PSHE	Personal Social Health Education
PSI	Performance & Service Integration
S&SS	Specialist & Safeguarding Services (Social Care/Social Work Services)
SEBD	Social, Emotional & Behavioural Difficulties



SEN	Special Educational Needs
SENCO	Special Educational Needs Co-Ordinator
SLT	Speech and Language Therapy Team
TEWV	Tees, Esk & Wear Valley National Health Service Trust