



North

Yorkshire County Council

# Children and Young People's Plan

2008 – 2011

North Yorkshire Children's and Young People's Strategic Partnership



North Yorkshire  
Children and Young People's  
Strategic Partnership

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## **Letter from Director and Executive Member**

This is the second Children and Young People's Plan for North Yorkshire. It has been put together in partnership.

Over 6,000 children and young people, and over 1,200 parents and carers, have helped to set the priorities. All the organisations who come together in the North Yorkshire Children and Young People's Strategic Partnership have also been involved. So it is everyone's Plan, and it is for every child and young person in the County.

When we prepared our first Children and Young People's Plan in 2006 we were ambitious and we were learning. That stood us in good stead because in putting the Plan into action we achieved and learned a lot. Services are changing and outcomes are improving, including for the more vulnerable.

In our second Plan we are taking the same approach – setting our sights high, being open to change and determined to deliver. There is a great deal to do and, inevitably, it is a big and serious Plan.

Running through it, though, there is a simple belief that children and young people matter and that this should be a good time in their lives. We want them to feel good about growing up here, and we're going to enjoy delivering this Plan.

Caroline Patmore  
Executive Member for  
Children's Services

Cynthia Welbourn  
Director of Children's Services

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# North Yorkshire Children and Young People’s Plan Contents

<b>WHAT WE WANT TO ACHIEVE</b> .....	<b>1</b>
Overview and Context.....	1
Key Facts .....	5
Map of North Yorkshire Localities .....	7
<b>HOW WE WILL ACHIEVE IT – THE IMPROVEMENT STRATEGIES</b> .....	<b>8</b>
Priorities for Improvement .....	8
Be Healthy.....	10
Stay Safe.....	21
Enjoy and Achieve.....	32
Make a Positive Contribution.....	43
Achieve Economic Well-Being .....	55
Building Capacity.....	66
<b>WORKING TOGETHER</b> .....	<b>72</b>
Guide.....	72
How we will work together.....	73
North Yorkshire Children and Young People’s Strategic Partnership Board - Statement of Purpose.....	74
Governance and Trust Arrangements .....	76
Consultation and Communication Strategy .....	79
Equality Statement .....	81
Use of Resources.....	83
Performance Management.....	86

# What we want to achieve

## Overview and Context

Plan: 2006-9

“This plan is about the children and young people of North Yorkshire. It is our commitment to their well being.

Childhood and adolescence are important in their own right so we must do all we can to make the most of them. They are periods of astonishing growth and development and because they are dynamic and vulnerable stages of life, they combine great hope with great risk.

North Yorkshire has pursued excellence for every child for a long time. Many children and young people do well in all sorts of ways. Not all of them, however, and not in every way. There is more we can do for many of them, and, for some of them, much more. We need to break new ground where we have not done well enough so far.

Social, economic and environmental trends are also changing the context in which children and young people are growing up and shaping the future they will have to manage. So we also need to adapt and update some things we do which have previously worked well to keep them fit for purpose. If childhood and its context are dynamic, services must be too.

Whole county and whole service engagement is essential if we are to fulfil the potential of every child in changing times and from unequal starting points. The Children Act 2004 has provided the opportunity for us to take a fresh look and to tackle some things in a different way.

We have developed this plan by listening and looking. We listened to children and young people, to their parents and carers, and to the people who work on their behalf. We looked at evidence about young people’s well being, using the five outcomes of the Children Act as our measures. Are they healthy and safe, do they enjoy and achieve, are they able to make positive contributions, and how many of them have a good chance of economic security?

The actions we propose cover three years. Some will bring big change, others will strengthen and maintain the things we do well now. Some will happen quickly, others more slowly. Some will work, some may not, but we will be persistent, honest about our progress, and we will learn and innovate as we go so that we do succeed.

Working together we aim to make North Yorkshire one of the best places in the country for children and young people, their parents and carers, and for the people who work with them.

## Setting Priorities

### Our Starting Point

In some ways we have a comparatively good starting point in North Yorkshire. Of our 120,000 0-19 year olds, a large proportion experience good health, make good progress educationally, live in safety, many in at least secure economic circumstances, and they are frequently in schools, colleges, workplaces and communities where there are interesting or worthwhile things for them to do. The amount of crime and anti-social behaviour committed by young people is comparatively low. Services which work for them, and which have been

inspected externally in the last three years, in general have been judged to be good or at least sound. None the less, the picture is patchy.

### **Our particular challenges**

- Pockets of deprivation within a broadly affluent county
- Rural deprivation and isolation
- Lack of choice – the local service must be good
- Dangers of inequity
- Dispersed vulnerability
- Inclusion and the barriers to it
- Integrating dispersed services and multiple partners

### **Vulnerable Groups**

There are groups of children and young people who are vulnerable to doing less well against some, or all, of the five outcomes due to their circumstances. Children looked after by the Local Authority, young carers, children with special educational needs or disabilities, children who are very mobile (like some Traveller children, or some of those moving with the Armed Forces), children from different faith groups and some from ethnic minority groups, may make less progress than others against some of the outcomes. These children can be anywhere in our large County, sometimes with variable access to services or extended family support.

### **Vulnerable Localities**

Some children and young people are more vulnerable because they live in localities where social and economic challenges are greater, and disadvantage can be reinforced by relative isolation. These vulnerable localities are complex, diverse and are found in several different parts of the County – urban and rural, large and small. Their dispersed and diverse nature can make it harder to make an impact on the problems which children, families and communities face there.

We are sensitive to the fact that identifying vulnerable groups and localities may seem to presume poor outcomes for them or to generalise that none make good progress. That is not the case. Some children and young people from these more vulnerable groups and neighbourhoods are already successful and contribute to our positive starting point. We celebrate that. We know, however, that too often their peers do not come through as well on some of their outcomes. Our expectations for them all must be equally high, but we have to target better help to get them through the risks they face, and try to grow in them the resilience which all children and young people need to fulfil their potential.

### **General Vulnerability**

Beyond these priority groups and neighbourhoods our strategy recognises that significant things can go wrong for almost any child or young person at any stage, anywhere in the County. They may be ill, or harmed by accident; distracted by family difficulties; struggling or bored at school; isolated by shyness, rurality or bullying; bored in their spare time, sometimes with poor access to services or support; they may develop unhealthy lifestyles or form risky relationships; they may lack the information, advice or self-confidence to make the right choices at the right time; they may lack self-discipline or clear structures; they may face difficulties over transport, access to local training or to housing.

The list of things which can take the shine off children and young people is very long, and the extent to which they seriously compromise their well-being varies enormously. In the context of a very large and predominantly rural county, this places heavy reliance on mainstream services and local networks to be vigilant about all children, young people and their families and to be as responsive to them as possible.

## **What we need to do**

### **Access and Equity**

Access to specialist services varies, especially for those with persistent, escalating or acute needs. This variability in capacity or opportunity can result in different responses being made to similar needs. One of the main aims of our strategy is to improve our capacity across the County to provide a broad range of services, delivered in an integrated way at local level. We want to know sooner about needs, respond more quickly and flexibly, and to provide effective, preventative services as close to a child's home area as possible. We aim to do this equitably across the County.

### **Improving Local Services and Integration**

The development of extended services provided through clusters of schools, and the rollout of children's centres – sometimes in single locations, sometimes using a network of places – will play a large part in this. Other changes in provision for special educational needs, and through General Practitioner commissioned services will also help to improve access to better local services across the County.

Localities have become a fundamental building block for planning, delivery and monitoring progress. There are 22 Localities, each, based on natural centres of population – the large towns, and the market towns with their surrounding rural areas. A map showing the Localities is on page 7.

Extending the networks creates opportunities. To make them work, partner agencies are committed to working together in local teams and to developing more integrated systems and practices. This will include better information sharing so that we increase what we know about children's needs and can monitor them together. It will involve forming a rounded view of children's needs through common assessments, and working on behalf of one another through lead professionals.

Access to a range of effective, core services will be needed consistently across the County. Services will cover 0-19s, universal, specialist and acute. It is recognised that it will not always be possible to base level 3 and 4 services (targeted and acute) within Localities but reasonable local access and co-ordination are our shared objective. Partners will work towards ensuring the core entitlement to services is available equally across the County. They may be commissioned from a range of providers and by a range of partners, but all will include accountability to the North Yorkshire Children's Strategic Partnership for the quality, effectiveness and value for money of what they provide.

### **Differentiation and Targeting**

The county-wide entitlement will be enhanced by additional levels of service in areas of greatest need, and by local developments reflecting local priorities. Our plan is not trying to create uniformity, which would go against the grain of North Yorkshire, but it must ensure equity and extend our reach. Every outcome, for every child, everywhere.



## **Co-ordination and Performance**

Whilst boosting local capacity to support individuals and communities, the Localities must avoid fragmentation, inconsistency or loss of pace across the County. They will be co-ordinated, therefore, to

- focus on outcomes through early and effective intervention
- operate within the framework of priorities in the Children and Young People's Plan and its supporting plans
- work with clear, up-to-date information about performance and costs
- work with a mature partnership culture.

Localities will be the local hub of a County network.

## **Partnership and Accountability**

North Yorkshire is a complex place in which to implement change which is both large in scale and intricate in detail. The number of organisations involved is very big, and whilst some are co-terminous, many are not. They vary greatly in size and the extent to which they work with children and young people.

Resourcing can also be a challenge for us. There are difficult balances to strike between investment for performance in core services, and investment in prevention and new ways of working.

Nonetheless, we are committed to achieving coherent, sustainable change by working collaboratively at all levels and focusing on outcomes. Our priorities are to build capacity in locally based services and in our workforce, in statutory and voluntary services. In that way, the greatest impact will be achieved in the front line where it will mean the most to children, young people and their families.

The Statement of Purpose in the section on partnership working – Working Together – underpins our work. We will evaluate ourselves against it.

We work hard to ensure that national policy expectations are met to a high standard here. This includes contributing to and learning from best practice, and being proactive about changing requirements. Our new Children and Young People's Plan, therefore, has taken account of the Children's Plan from the Department of Children, Schools and Families (DCSF) and the service standards set by all the relevant Government departments. We see ourselves as being in partnership with them, as well as accountable to them.

Above all, we are accountable to the children and young people of the County. They helped to shape the Plan and to set the priorities. Now we will work with them to make it happen.

## Key Facts

### Context

- North Yorkshire is England's largest County, stretching from the North Sea Coast to within 12 miles of Morecombe Bay, and from south of the M62 to the edge of Teesside.
- North Yorkshire is sparsely populated with some 570,000 people across 3,000 square miles; approximately 80% of North Yorkshire is defined as 'super sparse' with fewer than 0.5 people per hectare.
- Around 20% of the population live in the two major urban centres – Harrogate and Scarborough.
- The majority of the remaining population live in one of the 28 or so small market towns (only four with a population of more than 15,000) and the many small villages and hamlets.
- In addition to the County Council, the County is served by a range of partners including seven District and Borough Councils, five Acute Health Trusts, 47 Secondary Schools, 326 Primary Schools, 11 Special Schools, 300 Early Years providers, a Countywide Youth Offending Team, North Yorkshire Police Service, North Yorkshire and York PCT and the Learning and Skills Council (the last three also cover the City of York)
- There is an extensive range of partnerships working with the Children and Young People's Strategic Partnership for the County: these include seven Local Strategic Partnerships, the Early Years and Childcare Partnership, a County Learning Partnership with seven Area Partnerships, Seven Crime and Disorder Reduction Partnerships, an extensive voluntary and community sector represented by the North Yorkshire Forum for Voluntary Organisations.

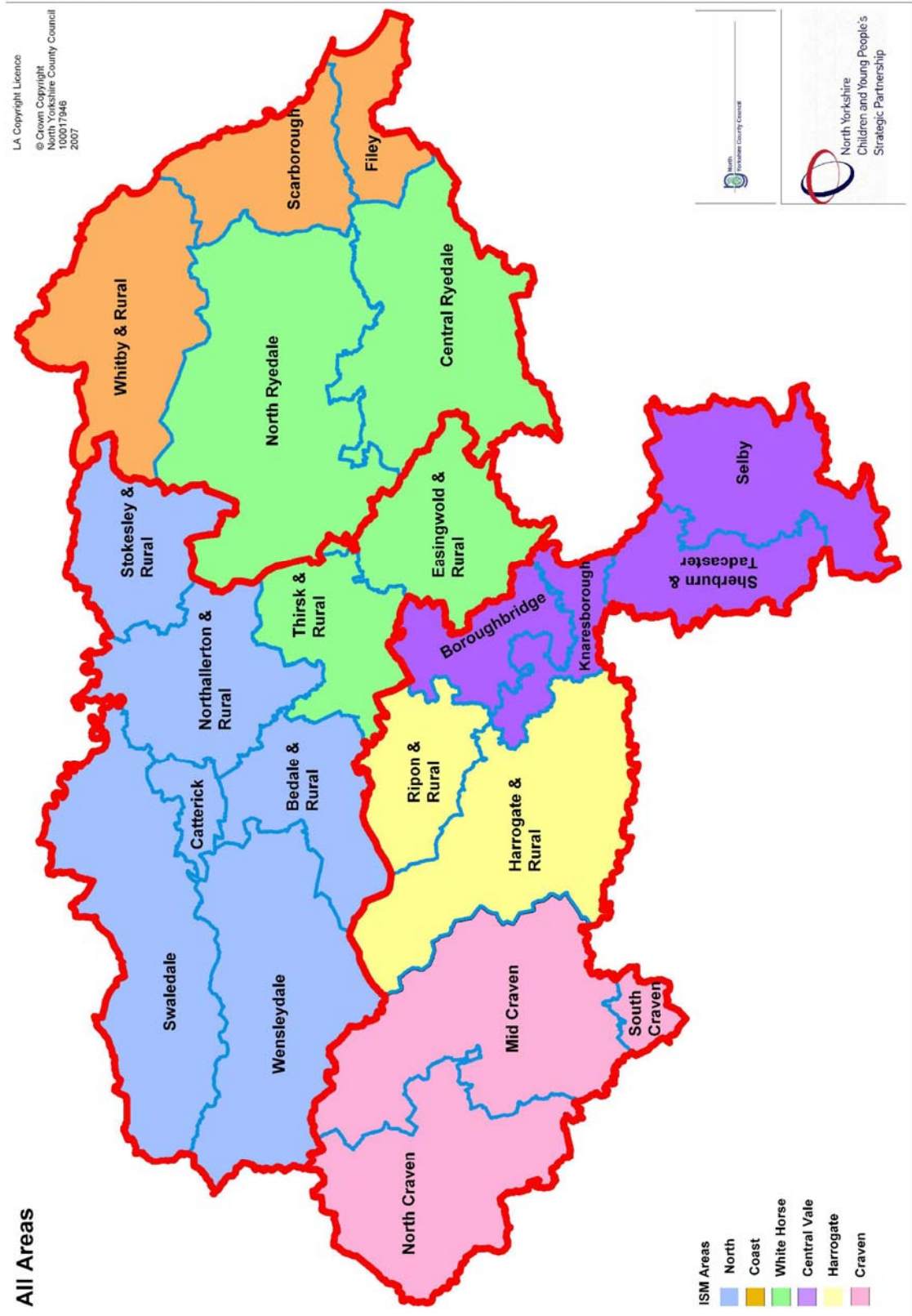
### Children and Young People

- There are approximately 137,000 children and young people aged 0 to 19 in North Yorkshire, making up 24% of the North Yorkshire population
- 84,270 school age children and young people as at January 2008.
- 66,582 (28.0%) households with dependent children (National Census)
- 11,321 (4.8%) lone parent households with dependent children (National Census)
- 418 Looked After Children as at March 2008
- 2450 children 'In Need'
- 130 children on the Child Protection Register
- In the January 2008 School Census, 410 Primary School Pupils (0.9%) and 663 Secondary School pupils (1.6%) had statements of special educational needs
- 10,754 children with special educational needs (without a statement) recorded as School Action or School Action Plus
- 1,461 criminal sentences passed upon young offenders in 2007/08, for 3,136 offences. In addition, 1,004 young offenders were diverted from Court by Police Reprimand or Final Warning.
- 5,833 (6.9%) children and young people are eligible for Free School Meals of which 4,637 (5.5%) take them.
- Of the 75,147 pupils whose ethnicity was identified in the January 2008 School Census 97.3% were white, 1.3% mixed, 0.8% Asian, 0.2% Black, 0.2% Chinese and 0.2% other ethnic groups.
- In January 2008 91 pupils were identified as travellers of Irish heritage or Gypsy / Roma, this represents 0.12% of the pupils whose ethnicity was identified.

- The January 2008 School Census identified 718 (2.0%) primary school pupils in North Yorkshire whose first language was known to be or believed to be a language other than English; in secondary schools this figure was 720 (1.8%).

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# Map of North Yorkshire Localities



## How we will achieve it – the improvement strategies

### Priorities for Improvement

The Plan has been built on evidence and collaboration. The Needs Assessment which underpins it drew on

- performance data
- views from children, young people, parents, carers, managers and frontline staff
- service mapping
- external inspection findings.

Partner agencies have worked together closely to take a fresh look at what this information tells us. We have also looked carefully at priorities and targets to which individual agencies are already committed. Our aim has been to join things up, avoid duplication and find the gaps.

The conclusions from the Needs Assessment are summarised in the next section, Improvement Strategies. The material from which it draws is provided in the Needs Assessment Section in the supporting document to the Plan.

#### Be Healthy

- Strategy for LDD
- Ensure that children and young people have a healthy weight and active lives
- Ensure good maternal health and support new parents to have a confident start to family life
- Support and promote positive mental and emotional health
- Improve the sexual health of young people
- Reduce substance and alcohol misuse
- Ensure children who are ill and/or require hospital care have timely access to appropriate advice and effective services

#### Stay Safe

- Safeguarding Children
- Provide a safe environment for children and young people
- Reduce the incidence of bullying and discrimination
- Tackle domestic abuse in North Yorkshire
- Support children and young people on the edge of care
- Improve the lives of Looked After Children
- Support children and young people with high or complex learning difficulties and/or disability

#### Enjoy and Achieve

- Improve achievement for all children and young people throughout their learning journey
- Prepare all children and young people to succeed
- Enable children to attend, participate in and enjoy their learning
- Develop effective support for learners at all points for transition and transfer
- Improve access and inclusion to reduce disadvantage for vulnerable groups
- Enhance the network of services through well-planned, effective provision across the County

### **Make a Positive Contribution**

- Encourage children and young people to make a positive contribution to school and community life
- Encourage children and young people's participation in shaping services/or service decisions and performance review
- Encourage participation in Positive Activities
- Encourage participation in sports, arts and culture
- Secure an effective Youth Crime Prevention Strategy across the County (formerly Crime Prevention Strategy)
- Reduce Rates of Offending and Re-Offending through targeted work

### **Achieve Economic Well Being**

- Strategy to deliver 14-19 Strategy improvement (formerly Implementing the 14-19 Agenda)
- Prepare children and young people to succeed in working life
- Improve access to high quality information, advice and support
- Develop the capacity of children and young people to and manage their transition to adult life
- Raise aspirations for children and young people and enable them to fulfil their potential
- Improve transport and ICT access to education and training for children and young people
- Ensure that children and young people are living in decent, secure affordable housing and have appropriate support
- Supporting families to achieve improved economic well-being

### **Building Capacity**

- Parenting Strategy
- Integrated Local Services – Delivery Strategy
- Tools for Integrated Working
- Workforce Development

This shows what we want to achieve. Using the same colour-coding, the next section of the Plan sets out How We Will Achieve It through our Improvement Strategies.

## Be Healthy

### Needs Assessment

#### What we do well:

- In the parents and carers survey, accessibility to health services was predominantly viewed as very good. Information on healthy eating in schools and the nutrition of school meals was also deemed to be of a high standard by parents and carers.
- The majority of parents believed that the availability of sports and fitness facilities across North Yorkshire were of an acceptable level, especially with regard to children aged five to eleven years old.
- 76% of children and young people reported that they did 30 minutes sport or physical activity on at least three days during a seven day period. This is better than the national average.
- The majority of respondents in the parents and carers survey expressed satisfaction with the level of sex and relationships education in schools and children and young people across North Yorkshire supported an increased focus on this subject.
- The teenage pregnancy rate in North Yorkshire has fallen by 31.9% from 1998 to 2006 (the latest data), compared to a national reduction of 13%.
- The percentage of children waiting less than 4 weeks for CAMHS has improved from 60% to 69%.
- According to the NHS Health Profile, North Yorkshire's rates for teenage pregnancies, infant deaths, hospital stays due to alcohol, drug misuse and children's tooth decay were significantly lower (better) than the England average.

#### Areas for improvement:

- As a result of the consultation process, the misuse of substances and alcohol was identified as key area for improvement amongst all four stakeholder groups. Whilst this was raised as an issue on a countywide basis, the children and young people's consultation indicated that the Coast, Central Vale and Harrogate areas merited particular focus.
- Staff in North Yorkshire identified the promotion of healthy and active lifestyles as an area for improvement and, although satisfaction levels were generally high amongst parents and carers, over one third of this group also called for improvements to the amount of sports and fitness activities available for their children.
- Staff consultations also identified the promotion of positive mental and emotional health as an area of potential improvement, something which was also noted in the parents and carers survey. In the latter survey, disparity existed between respondents whose children had special needs or learning disabilities and those whose children did not, with the former being notably less satisfied with the emotional and psychological support available for their children.

#### Priorities:

- Reduce substance and alcohol misuse.
- Improve the amount of sports and fitness activities for children and young people of all ages.
- Maintain and improve levels of sex/relationships education in schools.
- Promote and support healthy lifestyles.
- Improve equality of access to specialist services and support for all children and young people.



<b>1.1 Strategy for Learning Difficulties and Disabilities (LDD)</b>	<b>Lead</b> LDD Strategy Coordinator CYPS
<b>What we will do over the next three years...</b> <ul style="list-style-type: none"> <li>• Improve services and provision through : <ul style="list-style-type: none"> <li>- the short break pathfinder project</li> <li>- implementing the SEN and Behaviour Review</li> <li>- developing coordinated positive activities and extended services for children and young people with LDD</li> <li>- developing an agreed rationale for accessing residential services including social care and educational settings</li> <li>- a range of other ongoing key activities as described in the individual outcome areas</li> </ul> </li> <li>• Examine and bring together more integrated approaches to accessing information and advice, assessment , service provision, policies and procedures</li> <li>• A continuous needs analysis process to ensure that work on service developments and integration has a sound evidence base and takes account of the views of children and young people with LDD and their parents/carers</li> </ul>	
<b>What we are going to do this year...</b> <ul style="list-style-type: none"> <li>• Implementation plans in place for the key service developments</li> <li>• Establishment of the LDD Strategy Group to maintain an overview of the LDD Strategy and monitor the implementation plans</li> <li>• Refresh the Disabled Children's Census Data and analyse population and needs by localities</li> <li>• Mapping of specialist service provision in localities by levels of need</li> <li>• Review assessment policies and processes by levels</li> <li>• Review casework to establish pathways to services/provision</li> <li>• Involve children and young people and their parents/carers in service developments</li> </ul>	
<b>How we will know we are improving...</b>	
Targets Yr 1: <ul style="list-style-type: none"> <li>• Clear and agreed priorities for further improvements for next phase of planning</li> </ul>	
Targets Yr 2: <ul style="list-style-type: none"> <li>• Entitlement to services defined by levels of need and agreed across all partner agencies</li> <li>• Clear pathways to services, within and across levels of need, supported by integrated information and advice and key workers as appropriate</li> </ul>	
Targets Yr 3: <ul style="list-style-type: none"> <li>• A better range of services with more consistent coverage across the County, provided in a more integrated way</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> LDD Strategy implementation plan Short Break Planning Tools SEN and BESD Review implementation Plan	



## 1.2 Ensure children and young people have a healthy weight and active lives

### Lead

Health Improvement Principal:  
Children (NYYPCT)  
Head of Service – Health (HDC)

### What we will do over the next three years...

- Promote healthier food choices for families to increase the number of children and young people making healthy food choices.
- Provide more opportunities for children and young people to participate in more physical activity in their daily lives,
- Improve the provision and accessibility of high quality environments for Children's Play
- Ensure that individuals who are obese or overweight are able to access appropriate community based interventions and services
- Ensure that frontline workers are fully informed and able to signpost individuals and families to support and advice on increasing physical activity levels, healthy eating and weight management
- Encourage all schools to be healthy schools

### What we are going to do this year...

- Increase uptake of food training for schools staff through the Healthy Schools Programme and provide information and guidance for schools on healthy packed lunches
- Disseminate the National Healthy Schools programme 'My Food Guidance' to schools
- Use LAA and CPD funding to support physical activity programmes, in schools not yet providing 2 hours PE within the curriculum.
- Commence the delivery of the "Extending Activities " initiative across North Yorkshire
- Establish a Countywide strategy for Play and a uniform approach to measurement Develop a childhood obesity care pathway to aid commissioning decisions.
- Write, consult and launch a county-wide obesity, including the collection and analysis of local datasets
- Establish a dedicated taskforce (with overall leadership and governance agreed to by all partners) to develop and monitor actions to tackle childhood obesity
- Deliver a community weight management programme (MEND) in the Ryedale and Selby area
- Commission training for front line staff on brief interventions and signposting

### How we will know we are improving...

#### Targets Yr 1:

- 70% schools to achieve Healthy Schools Status Dec 08 (LAA2)
- Increase % of children and young people eating at least five portions of fruit and vegetables a day (HRBQ 2006 39% primary, 23% secondary)
- 9.76% of children in Reception with height and weight recorded who are obese
- 16.27% of children in Yr 6 with height and weight recorded who are obese (LAA2)
- 92% of children and young people aged 5 to 16 accessing 2 hours of high quality physical education in the curriculum. (LAA2)
- To extend opportunities outside of school hours for an extra 3, 458 children and young people
- Establish baseline data for the number of high quality spaces for children's play, which are free at the point of usage.

#### Targets Yr 2:

- 85% schools to achieve Healthy Schools Status Dec 09 (LAA2)
- Increase % of children and young people eating at least five portions of fruit and vegetables a day (target to be set following 2008 HRBQ)
- 9.90% of children in Reception with height and weight recorded who are obese
- 16.40% of children in Yr 6 with height and weight recorded who are obese (LAA2)
- 97% of children and young people aged 5 to 16 accessing 2 hours of high quality physical education in the curriculum. (LAA2)
- To extend opportunities outside of school hours for an extra 5,928 children and young people
- % increase of play spaces across North Yorkshire being accessed

#### Targets Yr 3:

- 90% schools to achieve Healthy Schools Status Dec 10 (LAA2)
- Increase % of children and young people eating at least five portions of fruit and vegetables a day (target to be set following 2008 HRBQ)

- 9.90% of children in Reception with height and weight recorded who are obese
- 16.40% of children in Yr 6 with height and weight recorded who are obese (LAA2)
- 99% of children and young people aged 5 to 16 accessing 2 hours of high quality physical education in the curriculum. (LAA2)
- To extend opportunities outside of school hours for an extra 5,928 children and young people
- % increase of play spaces across North Yorkshire being accessed

**Where can I find more information on how this will be delivered?**

Healthy Schools Delivery Plan 2008-9  
Education Development Plan, Inclusion Quality Mark  
LAA Monitoring  
Healthy Weight, Active Lives Action Plan

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**1.3 Ensure good maternal health and support new parents to have a confident start to family life.**

**Lead**  
Healthcare Principal:  
Commissioning  
Health Improvement Principal:  
Children

**What we will do over the next three years...**

- Establish an effective Local Commissioning Framework that has the responsibility to ensure high quality and safe services are provided within the context of national standards
- Ensure maternity services are closely linked with Children's Centres to improve accessibility and promote early integration with other services.
- Deliver a 1% point reduction per year in the proportion of women continuing to smoke through pregnancy, focusing especially on women from disadvantaged groups
- Ensure midwives receive training in relation to smoking in pregnancy advice and support. Lead PCT with NYSSS.
- Deliver an increase in breastfeeding initiation rate, focusing especially on women from disadvantaged groups.
- Provide tailored support for vulnerable groups to improve the health outcomes for themselves and their children, including pregnant teenagers and teenage parents

**What we are going to do this year...**

Action points for year 2008-9

- Complete a self assessment of the supporting teenage parents strategy and develop an action plan to progress identified priorities
- Develop a local vision for Maternity Services in consultation with key stakeholders.
- Assess current services, identify gaps and the barriers to service development and develop a local strategy for delivering the maternity commitment set out in Maternity Matters by the end of 2009
- Commission and deliver a smoking in pregnancy training course for midwives across North Yorkshire
- Self assessment completed and submitted to government office

**How we will know we are improving...**

Targets Yr 1:

- 73% of women in contact with the service who have seen a midwife or maternity healthcare professional for a health and social care assessment of need, risk and choice by 12 weeks of pregnancy
- Prevalence of smoking in pregnancy – 15.9%
- Baseline NI53 (prevalence of breastfeeding)

Targets Yr 2:

- 81% of women in contact with the service who have seen a midwife or maternity healthcare professional for a health and social care assessment of need, risk and choice by 12 weeks of pregnancy
- Prevalence of smoking in pregnancy – 15.3%
- Increase the prevalence of breastfeeding based on 2008/9 baseline

Targets Yr 3:

- 90% of women in contact with the service who have seen a midwife or maternity healthcare professional for a health and social care assessment of need, risk and choice by 12 weeks of pregnancy
- Prevalence of smoking in pregnancy – 14.6%
- Increase the prevalence of breastfeeding based on 2008/9 baseline

**Where can I find more information on how this will be delivered?**

Teenage pregnancy strategy  
Teenage parents Next Steps: Guidance for Local Authorities and Primary Care Trusts  
Maternity Matters: Choice, access and continuity of care in safe services (DH 2007)  
NSF for Children, Young People and Maternity Services. (DH 200

**1.4 Support and promote positive mental and emotional health**

**Lead**  
Commissioner for CAMHS (NYYPCT)  
Principal Advisor: Inclusion

**What we will do over the next three years...**

- Rollout the National Healthy Schools Programme emotional health and well being toolkit to North Yorkshire schools in conjunction with SEAL
- Provide training through the Healthy Schools Programme for non teaching staff to support emotional health and well being
- Improve the contribution of child and adolescent mental health services to Integrated Service Delivery and early intervention.
- Improve child and adolescent mental health services to children with a learning disability
- Improve child and adolescent mental health services to children in placements, including adoption placements
- Improve consistency of approach to child health with attentional disorders and conduct disorders
- Contribute to, and consider the findings of, the national review of Child and Adolescent Mental Health Services and plan for local implementation.
- Sustain and develop the four original Performance Indicators and attain good performance on new P.I contained within PSA for CAMHS

**What we are going to do this year...**

- SEAL embedded in cohorts 1-3 in primary schools and phase 1 and 2 secondary SEAL schools
- Support further roll out of SEAL to cohort 4 primary and phase 3 secondary schools
- Monitor the impact of SEAL using PASS survey and Health Related Behaviour Questionnaire
- Rollout the National Healthy Schools Programme emotional health and well being toolkit to North Yorkshire schools in conjunction with SEAL and provide training for non-teaching staff
- Implement the CAMHS Strategy and Action Plan and targets to be delivered by end March 2009
- Quantify areas for intervention in the .L.D.D Strategy
- Establish key areas of need for children in placement, and pre and post adoption placements.
- Common pathway for attention disorder and conduct disorder established.
- Contribute to the national review of CAMHS services
- Benchmark North Yorkshire Services against outcomes of national CAMHS survey 2008.

**How we will know we are improving...**

**Targets Yr 1:**

- Adopt "Promoting children's social and emotional well being in primary education" guidance from NICE (National Institute for Health and Clinical Excellence).
- Reduce impact of school work and exam stress on children and young people (Tell Us 2 survey. 2007)
- Referral pathway between schools and specialist CAMHS is simplified. – Each multi-agency local CAMHS Partnership will produce the pathway by which local schools can access further CAMHS support.
- Every new child entering a looked –after placement is given a baseline assessment on the Goodman "Strengths and Difficulties Questionnaire" (SDQ).
- More multi-agency training in children's emotional and psychological health is offered through the Healthy Schools Programme for non-teaching staff.
- 20% secondary schools to be engaged in SEAL programme
- 80% primary schools to be engaged in SEAL programme
- Increase % of children and young people who report their school cares whether they are happy or not (HRBQ 2006 67% primary , 31% secondary)
- Increase % of children and young people who report their school teaches me how to deal with my feelings positively (HRBQ 56% primary, 25% secondary)

**Targets Yr 2:**

- Bid for "Targeted Mental Health in Schools" funding (Yr 2)
- Adopt "Promoting the mental well-being of young people in secondary education" guidance from NICE (available 2009)
- Reduce impact of school work and exam stress on children and young people from 2008 (Tell Us

3 survey. 2008)

- More multi-agency training in children's emotional and psychological health is offered through the Health Schools Programme for non-teaching staff
- 40% secondary schools to be engaged in SEAL programme
- 85% primary schools to be engaged in SEAL programme

Targets Yr 3:

- Reduce impact of school work and exam stress on children and young people from 2009 (Tell Us 4 survey. 2009)
- More multi-agency training in children's emotional and psychological health is offered through the Healthy Schools Programme for non-teaching staff
- 60% secondary schools to be engaged in SEAL programme by 2010
- 90% primary schools to be engaged in SEAL programme by 2010
- Trajectory based on outcome of HRBQ results 2008

**Where can I find more information on how this will be delivered?**

North Yorkshire CAMHS Strategy and Action Plan 2007-10

SEN / Behaviour Support Strategy

Parenting Strategy

Healthy Schools Delivery Plan 2008-9

Primary and secondary SEAL operational plans 2008-9

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<b>1.5 Improve the Sexual Health of Young People</b>	<b>Lead</b> Teenage Pregnancy Co-ordinator, NYCC Healthcare Principal – Commissioning, NYYPCT
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Implement the Teenage Pregnancy Strategy in order to reduce the gap between the teenage pregnancy rate in Scarborough and the rest of North Yorkshire</li> <li>• Roll out the chlamydia screening programme</li> <li>• Implement the sexual health strategy</li> <li>• Support multi agency teams delivering the sexual health model to ensure vulnerable groups and localities are targeted</li> <li>• Ensure the teenage pregnancy and sexual health strategies reflect joint priorities</li> <li>• Improve the quality of sex and relationships education in schools</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Carry out a mapping exercise to explore the difference in under 18 conceptions in 3 areas to inform targeted work in Scarborough</li> <li>• Develop a media and communications strategy</li> <li>• Establish a chlamydia implementation group and develop a costed implementation plan for 2008/09 with clear milestones</li> <li>• Improve access to sexual health services including mainstreaming existing services and extending access to GUM in targeted areas</li> <li>• Provide structured programme of training, advice and support for the provision of high quality sex and relationships education.</li> </ul>	
<b>How we will know we are improving...</b>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• 36% reduction in under 18 conceptions (LAA2)</li> <li>• 100% of patients are offered a GUM appointment within 48 hours</li> <li>• 95% of patients are seen within 48 hours of contacting the service</li> <li>• 17% of 15-24 year olds are screened for chlamydia</li> <li>• Increase in % of pupils who know where to access sexual health services (HRBQ 2006 13% secondary)</li> <li>• Increase % of pupils who find sex and relationships lessons useful (HRBQ 2006 51.5% secondary)</li> <li>• Increase % of children and young people who say that the information and advice they receive about sex and relationships is good enough from 36% Ofsted Tellus 2 survey 2007</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• 41% reduction in under 18 conceptions (LAA2)</li> <li>• 18% of 15-24 year olds are screened for Chlamydia</li> <li>• 100% of patients are offered a GUM appointment within 48 hours</li> <li>• 95% of patients are seen within 48 hours of contacting the service</li> <li>• Trajectory based on outcome of HRBQ results 2008</li> <li>• Increase % of children and young people who say that the information and advice they receive about sex and relationships is good enough from 36% Ofsted Tellus 2 survey 2007</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• 45% reduction in under 18 conceptions (LAA2)</li> <li>• 19% of 15-24 year olds are screened for Chlamydia</li> <li>• 100% of patients are offered a GUM appointment within 48 hours</li> <li>• 95% of patients are seen within 48 hours of contacting the service</li> <li>• Trajectory based on outcome of HRBQ results 2008</li> <li>• Increase % of children and young people who say that the information and advice they receive about sex and relationships is good enough from 36% Ofsted Tellus 2 survey 2007</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b> North Yorkshire Teenage Pregnancy Strategy and annual action plan North Yorkshire Sexual Health Strategy</p>	



**1.6 Reduce substance and alcohol misuse****Lead**Commissioning Manager  
(Substance Misuse)**What we will do over the next three years...**

- Provide training to schools to ensure drug and alcohol education programmes are delivered by teachers trained to use normative, life-skills based approaches
- Support the use of FRANK campaign
- Contribute, as part of the Parenting Strategy to ensure that parents are supported in educating their children about drugs and to know what action to take if their child gets involved in drugs
- Provide early, targeted prevention to young people
- Prevent harm to children, young people and families affected by drug misuse by providing specialist treatment and support
- Reduce drug and drink related risk taking behaviour and related offending
- Ensure local delivery on the Youth Alcohol Action Plan

**What we are going to do this year...**

- Provide targeted advice and support to 10% schools most in need of securing improvement in risk taking provision.
- Provide structured programme of training, advice and support for provision of high quality drugs, alcohol and tobacco education within the national and local policy context
- Contracts in place for all commissioned services by June 08, including core data set for monitoring performance and consistent assessment paper work for all Tier 3 providers by March 09
- NDTMS system operational in all treatment agencies and regularly monitored for accuracy
- Policy and procedure agreed county wide relating to making substitute prescribing services for young people
- Initial training for Tier 2 operational staff
- Robust care pathways identified, including referral routes from with schools, and out of school provision
- Increase availability of treatment places with specialist providers where demand is increased by raising the profile of service availability
- Liaison and service provision with 90% of schools in the county by T3 staff with specific targeted work within the Integrated Youth Support central Hub bases, support offered by Tier 3 specialist providers
- Develop local Youth Alcohol Action Plan, with strategic alignment to the Substance Misuse Strategy and Integrated Youth Support

**How we will know we are improving...**

## Targets Yr 1:

- Decrease % pupils who have used cannabis in the last month (HRBQ 2006 1.5% year 8 pupils have ever taken a drug, 10.5 % of Year 10)
- Increase % of children and young people who say they have never had an alcoholic drink. 36% North Yorkshire (national figure of 42%) Ofsted Tellus 2 survey 2007
- 80% of young people who require treatment receive this within the national waiting time targets.
- Level 1 and 2 substance misuse training delivered to appropriate staff
- 90% of young people area seen within young people's services
- All schools are offered tier 3 services and 90% are engaged with tier 3 providers
- Care pathways and referral routes are documented
- 80% service users leave treatment in a planned way
- Establish a baseline and targets for NI 115 'Substance Misuse in Young People (LAA2)

## Targets Yr 2:

- Decrease % pupils who have used cannabis in the last month (HRBQ 2006 1.5% year 8 pupils have ever taken a drug, 10.5 % of Year 10)
- Increase % of children and young people who say they have never had an alcoholic drink. 36% North Yorkshire (national figure of 42%) Ofsted Tellus 2 survey 2007

- 90% of young people who require treatment receive this within the national waiting time targets.
- Level 1 and 2 substance misuse training delivered to appropriate staff
- Decrease % for NI 115 'Substance Misuse in Young People (LAA2) from 2008-9
- Activity targets are increased from Yr 1 baselines

**Targets Yr 3:**

- Decrease % pupils who have used cannabis in the last month (HRBQ 2006 1.5% year 8 pupils have ever taken a drug, 10.5 % of Year 10)
- Increase % of children and young people who say they have never had an alcoholic drink. 36% North Yorkshire (national figure of 42%) Ofsted Tellus 2 survey 2007
- 95% of young people who require treatment receive this within the national waiting time targets.
- Decrease in the % NI 115 'Substance Misuse in Young People (LAA2) from 2009-10
- Activity targets are increased from Yr 2

**Where can I find more information on how this will be delivered?**

Q&I Development Plan

Young People's Specialist Substance Misuse Treatment Plan

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**1.7 Ensure children who require specialist care have timely access to appropriate advice and effective services**

**Lead**  
Healthcare Principal:  
Commissioning (NYYPCT)

**What we will do over the next three years...**

- Ensure that services for enable all Children and Young People to access equally and offer choice in access to services and treatment equitably
- Further develop the pathways to services for children through diagnosis and treatment and work towards NSF standards 6, 7 and 8.
- Ensure the views of Children, young people, their families and carers are sought and taken into account in designing, planning, delivering and improving health care services.
- Develop the pathway for short breaks, including the domiciliary arrangements
- Ensure there is appropriate education support for children and young people who are in hospital/ palliative care

**What we are going to do this year...**

- Review of position against NFS Standards and Child Mapping
- Identify priorities through the establishment of a county wide children's and Maternity service network groups
- Develop implementation plan with clear goals and milestones for delivery including resource requirements
- Develop and agree core standards and metrics to be included in all service contracts
- Develop process for ensuring services conform with, national plans and guidance on service delivery, including NICE guidance.
- Distribute the guidance and provide training on 'Managing the Health Needs of Children and Young People' to schools, settings and partner organisations and increase publicity of the Access to Education for Children with Medical Needs policy within hospitals and to parents.

**How we will know we are improving...**

Targets Yr 1:

- Have in place baseline data on metric assessment
- Review the NSF Standard 8 Progress

Targets Yr 2:

- Development of improvement standards based on year 1 baseline.

Targets Yr 3:

- Development of improvement standards based on year 2.

**Where can I find more information on how this will be delivered?**

PCT Commissioning Intensions  
NHS Operating Framework  
Lord Darzi Review

### Needs Assessment

#### What we do well:

- In the parents and carers survey, the level of support given to tackling bullying and discrimination was considered to be good, with almost half of all respondents stating that provision was very strong in this respect.
- 71% of children and young people said that their school dealt well with bullying. This is well above the national figure of 57%.
- 75.6% of Primary Schools were graded by OFSTED as good or outstanding for promoting equality and tackling discrimination, above the national average of 67.7%.
- The number of Looked After Children has decreased within North Yorkshire and is now lower than the national average.

#### Areas for improvement:

- Both Staff and Parents and Carers identified provision of safe environments for children and young people across North Yorkshire as an area for improvement, with over half of all responding parents and carers expressing dissatisfaction at the time of consultation. Children and young people were in agreement and also viewed this as an area for potential improvement.
- Parents and carers thought that there should be an improvement in the number of safe walking and cycling routes to school and strongly supported an improvement in this area.
- Staff consultations also identified tackling domestic abuse as a priority, particularly in the Harrogate area, where information from both staff and children and young people highlighted the issue as being of local importance. Staff and children and young people also identified safeguarding children as a key area for improvement. This area was given strong support by children and young people in the Coast area, with almost half of the respondents identifying it as a priority for improvement.
- As a result of the consultation process, the issue of bullying and discrimination was raised to some degree by almost all of the groups, with the exception of the Parish Councils. This appears to be an important priority within all areas of North Yorkshire and support for improvements in this area is uniformly spread across groups and locations. Although the majority of responding parents and carers believed that levels of support were satisfactory, some thought that improvements could still be made and many were uninformed about the subject.

#### Priorities:

- Safeguarding children and young people.
- Reduce bullying and discrimination and improve access to information concerning this subject.
- Improvement in the provision of safe environments for children and young people.

<b>2.1 Safeguarding Children</b>	<b>Lead</b> NYSCB Manager
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Develop and implement the Safeguarding Strategy, including a focus on safeguarding children in rural communities.</li> <li>• Improve and monitor the quality of safeguarding practice.</li> <li>• Ensure there are consistent and robust procedures for the reviewing of child deaths.</li> <li>• Ensure consistent safer recruitment practices across the constituent agencies of the Safeguarding Board.</li> <li>• Ensure consistent arrangements for the management of allegations of harm to children across the constituent agencies of the Safeguarding Board.</li> <li>• Ensure there is a robust performance framework for safeguarding activity and that action is taken as a result of performance information.</li> <li>• Ensure safeguarding requirements are consistently applied to vulnerable children including those living away from home.</li> <li>• Ensure robust procedures are in place for Serious Case Reviews and Serious Incidents.</li> <li>• Co-ordinate an e safety strategy for North Yorkshire.</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Establish the Performance Framework for the North Yorkshire Safeguarding Children Board, focussing on compliance with procedures and reporting.</li> <li>• Continued improvement in performance in meeting Initial and Core Assessment timescales.</li> <li>• Review the use of Child Protection Plans and their impact on outcomes for children.</li> <li>• Review the membership and Business Plan and funding for the North Yorkshire Safeguarding Children's Board.</li> <li>• Develop a draft safeguarding strategy including a focus upon safeguarding children living in rural North Yorkshire.</li> <li>• Establish the Child Death Overview Panel (CDOP) and deliver training to CDOP members, monitor implementation of CDOP, identify operational issues.</li> <li>• Introduce the regional Allegation Management Database and its application in North Yorkshire.</li> <li>• Establish an e safety task group to develop an e safety strategy.</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• The Child Death Overview Panel will be established</li> <li>• An audit on the referral, assessment and review processes to safeguard children will be undertaken</li> <li>• Audit of Initial Assessments within a 7 day period, PSA 13.</li> <li>• Policy on safer recruitment developed and training in place.</li> <li>• Maintenance of the Allegation Management Database in line with regional agreements and provide regular reports to NYSCB.</li> <li>• Audit of LADO arrangements.</li> <li>• Mapping of services for children who have witnessed Domestic Violence.</li> <li>• Publication of the e safety strategy.</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Implement and monitor the Safer Recruitment Policy.</li> <li>• Monitor the number of Initial Assessments within a 7 day period (PSA 13).</li> <li>• Develop Serious Case Review and Serious Incident Protocols.</li> <li>• Evaluate the impact of Child Death Overview Panel.</li> <li>• Implement the e safety strategy and review effectiveness.</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Review the implementation of the Safer Recruitment Policy.</li> <li>• Monitor the number of Initial assessments within a 7 day period (PSA 13).</li> <li>• Implement and monitor the Serious Care Review and Serious Incident Protocols.</li> <li>• Further develop the e safety strategy.</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b> NYSCB Business Plan</p>	

2.2 Provide safe environments for children and young people	Lead
<p><b>What we are going to do...</b></p> <ul style="list-style-type: none"> <li>• Increase the provision of safe places to play</li> <li>• Increase the provisions of advice on personal safety</li> <li>• Enhance the child tracking arrangements for missing children and those not in school</li> <li>• Develop safer recruitment practices across all agencies working with children and young people</li> <li>• Develop the police youth support strategy to strengthen relationships and create a safer community for all</li> <li>• Implement Child Death Overview Panels (B – Safeguarding)</li> <li>• Ensure that health and safety is robust for all activities involving children and young people</li> <li>• Review residential provision for children with high and complex needs.</li> <li>• Reduce the number of children and young people killed or seriously injured on our roads, in particular those aged 0-4</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Guidance produced by NYSCB regarding recruitment and checking procedures for staff, volunteers.</li> <li>• Compliance with procedures and report to NYSCB.</li> <li>• Significant improvement of our knowledge of and assessment of children and young people not accessing the universal services.</li> <li>• Draft Missing Children Protocol for children below school age developed and out for consultation.</li> <li>• Streamline the arrangements between the children missing from school team and the Integrated Services Managers.</li> <li>• Further improve the number of safe places to play (Ref 1.1).</li> <li>• Review the advice and support given to children and young people on personal safety through schools and settings</li> <li>• Implement MissDorothy.com across all schools in North Yorkshire.</li> <li>• Guidance produced by NYSCB regarding Safer Recruitment.</li> <li>• Implementation of the Neighbourhood Policing Toolkit for youth, as part of the Police Youth Support Strategy.</li> <li>• Continue road safety awareness and seatbelt campaigns with children and young people</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Reduction in the number of children missing from school from 2007-8 baseline.</li> <li>• Reduction in the number of children who report they feel quite or very unsafe in their local area (reduction from 16% - 2007 Tellus Survey).</li> <li>• Provision of places to play targets (Ref 1.2).</li> <li>• Reduction in children killed/ seriously injured in road accidents to 45 by 2008/9.</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Further reduction in the number of children missing from school from 2007-8 baseline.</li> <li>• Further reduction in the number of children who report they feel quite or very unsafe in their local area (reduction from 16% - 2007 Tellus Survey).</li> <li>• Provision of places to play targets (Ref 1.2).</li> <li>• Reduction in children killed/ seriously injured in road accidents to 44 by 2009/10.</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Further reduction in the number of children missing from school from 2007-8 baseline.</li> <li>• Further reduction in the number of children who report they feel quite or very unsafe in their local area (reduction from 16% - 2007 Tellus Survey).</li> <li>• Increase the % of parental satisfaction with the number of safe places to play from 49% in 2008.</li> <li>• Provision of places to play targets (Ref 1.2).</li> <li>• Reduction in children killed/ seriously injured in road accidents to 44 by 2009/10.</li> </ul>	

**Where can I find more information on how this will be delivered?**

NYSCB Business Plan  
ContactPoint Implementation Plan  
YOT Business Plan  
Health & Safety Strategy

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2.3 Reduce the incidence of bullying and discrimination	Lead
<p><b>What we are going to do...</b></p> <ul style="list-style-type: none"> <li>• Provide advice and support to children, young people and parents with bullying issues</li> <li>• Develop awareness in all schools/ settings via training linked with new guidance and provide targeted collaborative work (Peer Mentoring) with NSPCC/ ChildLine</li> <li>• Carry out a needs analysis and audit of local provision for victims of bullying</li> <li>• Improve the recording and monitoring of bullying and racial incidents in schools and settings</li> <li>• Raise awareness and encourage the NYSCB to have fuller involvement in tackling bullying</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Further development of young people peer-led anti-bullying strategic in targeted areas of the County.</li> <li>• Implement a needs analysis with specific focus on vulnerable groups, including children with LDD and cyber-bullying with specific guidance and support.</li> <li>• Raise awareness and encourage anti-bullying strategies in independent schools via training/ development.</li> <li>• Launch Countywide email support service for victims of bullying.</li> <li>• An integrated complaints system for CYPs.</li> <li>• Review and analysis of data on discrimination affecting children</li> <li>• Ensure there is more accurate reporting by schools and settings of racist incidents</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• On the basis of audit material and the Health Related Behaviour Questionnaire, reduce the incidence of bullying in schools.</li> <li>• Ofsted School Inspection Judgement: 100% of schools ensure that learners 'stay safe' (primary, secondary and special schools).</li> <li>• Reduction in the number of children reporting that they have been bullied in the past four weeks (Tellus Survey) from 28% in 2007.</li> <li>• Fully integrate complaints systems within CYPs.</li> <li>• Undertake review of data relating to discrimination affecting children.</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Reduce the incidence of bullying in schools from the 2008 baseline.</li> <li>• Ofsted School Inspection Judgement: 100% of schools ensure that learners 'stay safe' (primary, secondary and special schools).</li> <li>• Reduction in the number of children reporting that they have been bullied in the past four weeks (Tellus Survey) from the baseline of 28% in 2007.</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Further reduce the incidence of bullying in schools from the 2008 baseline.</li> <li>• Ofsted School Inspection Judgement: 100% of schools ensure that learners 'stay safe' (primary, secondary and special schools).</li> <li>• Reduction in the number of children reporting that they have been bullied in the past four weeks (Tellus Survey) from the baseline of 28% in 2007.</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b></p> <p>Anti-Bullying Policy Equal Opportunities Policy</p>	

<b>2.4 Tackle Domestic Abuse in North Yorkshire</b>	<b>Lead</b> Safeguarding Board Manager Education Officer: Social Inclusion
<b>What we are going to do...</b> <ul style="list-style-type: none"> <li>• Develop a countywide domestic abuse strategy and ensure strategic alignment with the NYCSB</li> <li>• Map existing services for children and young people who are victims of domestic violence</li> <li>• Encourage the sustainability of strategic support and services for tackling domestic abuse</li> <li>• Identification and development of best practice, including county provision of refugees</li> </ul>	
<b>What we are going to do this year...</b> Action points for year 2008-9 <ul style="list-style-type: none"> <li>• Mainstreaming the work of the Domestic Abuse Co-ordinators with direct accountability and linkage to strategic partnerships.</li> <li>• Review the Police Domestic Violence Protocol for its impact on children and young people.</li> <li>• Review the role of Integrated Services in relation to victims of domestic violence.</li> <li>• Work to develop an improved baseline dataset for domestic abuse in North Yorkshire</li> </ul>	
<b>How we will know we are improving...</b>	
Targets Yr 1: <ul style="list-style-type: none"> <li>• Development of an integrated Domestic Violence Strategy that takes account of children and adults.</li> <li>• Reduction of NI 32 'Repeat Incidence of domestic violence' by 1% (PSA 23).</li> </ul>	
Targets Yr 2: <ul style="list-style-type: none"> <li>• Countywide development of MARAC.</li> <li>• Reduction of NI 32 'Repeat Incidence of domestic violence' by 1% (PSA 23).</li> </ul>	
Targets Yr 3: <ul style="list-style-type: none"> <li>• Reduction of NI 32 'Repeat Incidence of domestic violence' by 1% (PSA 23).</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> NYSCB Business Plan Domestic Abuse Strategy Safer Communities	



<b>2.5 Support Children and Young People on the edge of care</b>	<b>Lead</b> AD – Children’s Social Care
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Provide support to parents to enable them to provide safe and secure care to their children (E – Parenting Strategy)</li> <li>• Develop targeted services for adolescents on the edge of care through Integrated Youth Support</li> <li>• Improve the management of transitions from adolescence to adulthood, in particular Care Leavers</li> <li>• Develop and implement family group conferences</li> <li>• Develop outreach services through residential centres</li> <li>• Implement a new policy framework to support Kinship Care</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Increased information, advice and intervention to families in need of support through the implementation of the parenting strategy. (E- Parenting Strategy)</li> <li>• Develop a protocol between Children’s Services, North Yorkshire Police and relevant partners that implements a structure around transition.</li> <li>• Increase the range of viable alternatives to care</li> <li>• Increase the number of children living in kinship care as an alternative to being Looked After measured by the no of children granted a residence order, adoption or special guardianship either as an alternative to being Looked After or as a route out of care to 95 (by 09/10) (LAA target).</li> <li>• Track the numbers of children entering care on ground of parental neglect and behaviour problems from 2007/8 baseline.</li> <li>• Implement Family Group Conferences in Harrogate and Scarborough.</li> <li>• Further support to young people on the edge of care offered via residential provision.</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Ref. Targets from E – Parenting Strategy</li> <li>▪ Increase in the number of children living in kinship care as an alternative to being Looked After, measure by the number of children granted a residence order, adoption or special guardianship to 40 (LAA2).</li> <li>▪ Reduce the number of children in care by providing viable alternatives.</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Ref. Targets from E – Parenting Strategy</li> <li>• Increase in the number of children living in kinship care as an alternative to being Looked After, measure by the number of children granted a residence order, adoption or special guardianship to 46 (LAA2).</li> <li>• Reduce the number of children in care by providing viable alternatives.</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Ref. Targets from E – Parenting Strategy</li> <li>• Increase in the number of children living in kinship care as an alternative to being Looked After, measure by the number of children granted a residence order, adoption or special guardianship to 50 (LAA2).</li> <li>• Reduce the number of children in care by providing viable alternatives.</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b></p> <p>Targeted Youth Support Plan  Parenting Strategy  Transition Strategy  Looked After Children Strategy  Children’s Social Care SMT Action Plan</p>	



<b>2.6 Improve the lives of Looked After Children</b>	<b>Lead</b> AD: Children's Social Care
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Implement a new Looked After Children strategy, including the development of integrated commissioning processes</li> <li>• Implement restorative practices in children's units</li> <li>• Further improve fostering services</li> <li>• Develop adoption support services and implement a performance management framework for adoption practice</li> <li>• Provide stable placements for LAC and ensure Care Plans are carried out in a timely fashion</li> <li>• Ensure children and young people's participation is central to planning for themselves and to service planning</li> <li>• Improve educational and health outcomes for LAC (ref. 1.1, 1.2, 3.2, 3.4, 3.5)</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Establish the Virtual School for LAC (see Enjoy and Achieve, 3.2)</li> <li>• Ensure all children and young people who are Looked After participate in their reviews.</li> <li>• Construct a child placement strategy.</li> <li>• Development of the Children in Care Council.</li> <li>• Establishment of a multi-agency performance framework to monitor outcomes for LAC and Care leavers.</li> <li>• Ensure consistent arrangements are in place to monitor placements adequately, especially those outside the home area.</li> <li>• Implement Children's Workforce Development Standards for foster carers.</li> <li>• Implement changes to Fostering service as a result of the Revision of Minimum Care Standards.</li> <li>• Adapt the infrastructure of the Fostering service to reflect the priorities of the CYP Bill.</li> <li>• Revise the structure of the specialist fostering services to match unmet need.</li> <li>• Evaluate Treatment Fostering schemes.</li> <li>• Resource an effective training plan for foster carers to meet minimum standards.</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Every Looked After Child will have a Core Assessment, fully operational Care Plan, PEP and Initial Health Assessment.</li> <li>• 80% of core assessments for children's social care are carried out within 35 days of their commencement</li> <li>• 100% of children and young people who are Looked After participate in their reviews.</li> <li>• 100% of LAC reviews carried out within statutory timescales.</li> <li>• Improved stability of placements from 2006-7 baseline (71.3%).</li> <li>• Increase the number of adoptions of children who are Looked After from 2006-7 baseline (6.9%).</li> <li>• Number of children looked after placed out of county (85)</li> <li>• Educational attainment for LAC improves (see Enjoy and Achieve 3.1)</li> <li>• 80% Care Leavers in Education, Employment and Training (see Achieve Economic Well-being)</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Every Looked After Child to have a Core Assessment, fully operational Care Plan, PEP and Initial Health Assessment.</li> <li>• 82% of core assessments for children's social care are carried out within 35 days of their commencement</li> <li>• 100% of children and young people who are Looked After participate in their reviews.</li> <li>• 100% of LAC reviews carried out within statutory timescales.</li> <li>• Improved stability of placements from 2006-7 baseline (71.3%).</li> <li>• Increase the number of adoptions of children who are Looked After from 2006-7 baseline (6.9%)</li> <li>• Number of children looked after placed out of county (80).</li> <li>• Educational attainment of LAC improves (see Enjoy and Achieve 3.1)</li> <li>• 85% Care Leavers in EET (see Achieve Economic Well-being)</li> </ul>	

Targets Yr 3:

- Every Looked After Child too have a Core Assessment, fully operational Care Plan, PEP and Initial Health Assessment.
- 84% of core assessments for children's social care are carried out within 35 days of their commencement
- 100% of children and young people who are Looked After participate in their reviews.
- 100% of LAC reviews carried out within statutory timescales.
- Improved stability of placements from 2006-7 baseline (71.3%).
- Increase the number of adoptions of children who are Looked After from 2006-7 baseline (6.9%).
- Number of children looked after placed out of county (75)
- Educational attainment of LAC improves (see Enjoy and Achieve 3.1)
- 90% Care Leavers in EET (see Achieve Economic Well-being)

**Where can I find more information on how this will be delivered?**

Children's Social Care SMT Action Plan  
Child Placement Strategy  
Looked After Children Strategy  
Partnership/Participation/Consultation Strategy

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**2.7 Support children with high and complex learning difficulties and or disability****Lead**  
CSC: General Manager  
(Central)**What we will do over the next three years...**

- Ensure respite care and other placements are sufficient to meet local needs and carers have support and training, including increasing short breaks provision.
- Integrated local preventative services for disabled children
- Develop CAMHS support to Children's Resource Centres
- Clear eligibility guidance on services for high complex needs of disabled children
- Develop partnership and commissioning processes for LDD Services
- Children and young people with learning difficulties and/or disabilities are enabled to report concerns about their care and treatment.
- Provide staff with guidance and support on safeguarding children and young people with learning difficulties and/or disabilities.
- Review residential provision for children with high and complex needs.

**What we are going to do this year...**

- Implement the short breaks pathfinder project
- Integrate local preventative services for disabled children, in particular mainstreaming the Portage service through Children Centres
- Explore the options for development of an advocacy service for families with children with LDD
- Include support for parents and carers in the Parenting Strategy for North Yorkshire and local implementation plans
- Develop staff guidance on identification of child abuse to children and young people with learning difficulties and/or disabilities
- Children's Social Care staff use a wider range of communication and YP's contribution is measured through the team action plan.
- Through Integrated Services, Extended school provision and Targeted Youth Support, map existing provision and gap analysis.
- Explore with families, staff and partners which areas of work within our Children's Resource Centres would benefit from specialist CAMHS support and training.
- Undertake a review of our residential provision using a comprehensive needs analysis to develop services which are integrated and deliver greater levels of support to children and families.

**How we will know we are improving...**

## Targets Yr 1:

- Full delivery against Year 1 priorities in LDD Pathfinder Plan
- Deliver a planning tool to DCSF re growth in services over the three year pathfinder
- Two specialist schools are using person centred planning.
- Joint Planning and Commissioning Group to support a commissioning strategy for high cost placements, including a review of contracts.
- Revised Eligibility criteria (published December 2007) will be monitored and evaluated for effectiveness and consistency inline with Short Break Pathfinder.
- Increase short breaks bed nights available through residential care.
- Increase weekend and holiday short breaks for families through outdoor centres.
- Plan significant increase in use of contract care overnight family based services to 150 nights.
- Refresh existing Umbrellas scheme identifying suitable carers and targeting recruitment in areas of unmet need.
- Increase overnight care in disabled child's own home (sitters or personal assistants).
- Establish a CAMHS Support and Training Plan and engage partners
- Develop a strategic plan in consultation with the pathfinder project board and key partners.
- Explore the use of CRC's for day care and pre and after school support whilst continuing to develop services which reduce the impact of children with high needs moving away from their community.

## Targets Yr 2:

- Contribute to Year 2 Targets for LDD Strategy (see 1.1)
- Increased numbers of families accessing support through LDD-proofed Extended Services
- Increased numbers of children's needs met in-County

- Increase short breaks nights available through residential care.
- Further Increase weekend and holiday short breaks for families through outdoor centres through the number of spring and summer breaks.
- Plan significant increase in use of Contract care overnight family based services to 900 nights.
- Increase number of carers through Umbrellas scheme in areas of unmet need.
- Increase overnight care in child's home (sitters or personal assistants).
- Increase disabled children access to community based provision, through additional resources in Localities through extended services and schools .
- Increase support to CRC's to enable them to deliver integrated services to children who require high levels of sophisticated support.
- Increase the availability of overnight short breaks in CRC's and increase their variety of integrated services

**Targets Yr 3:**

- Contribute to Year 3 targets for LDD Strategy (see 1.1)
- Contributes to Year 3 Targets for improved transitions (see 5.4)
- Increase nights available in residential care.
- Increase weekend and holiday short breaks for families through outdoor centres. Increase the number of spring and summer breaks.
- Refresh existing umbrellas scheme identifying suitable carers and targeting recruitment in areas of unmet need.
- Increase overnight care in child's home (sitters or personal assistants).
- Increase children access to community based provision, through Integrated process, targeted Youth Support, Extended schools through additional resources
- Have an established model of integrated support which reduces the need to seek this provision outside of the county.
- Fully deliver services which have been identified in our strategic planning document, including developing specific services for children with autism and integrated services for children with complex health needs
- Specialist services delivered from the CRCs to be explicit and fully integrated.

**Where can I find more information?...**

Learning Difficulties & Disabilities Strategy  
 Child Placement Strategy  
 Pathfinder Plan  
 Commissioning Strategy  
 NYSCB Business Plan

### Needs Assessment

#### What we do well:

- 65% of children and young people said they enjoy school either always or most of the time. This is higher than the national figure of 58%.
- In the parents and carers survey, the standard of education received by children and young people was believed to be very high. The majority of respondents were also very satisfied with the curriculum taught to their children, children and young people also supported the focus on improving and broadening the range of their studies.
- North Yorkshire KS1 results have improved in comparison to statistical neighbours in each area.
- The number of pupils in North Yorkshire at Key Stage 2 reaching level 4 or above is higher than the national average in Mathematics, English and Science.
- In 2007, 66.1% of North Yorkshire's Year 11 pupils achieved 5 or more GCSE's at grades A\* to C, putting the Authority in the top 20% in the Country.
- The percentage of pupils studying A Levels and achieving 3 or more A grades has increased 0.5% to 12.9%, whilst the number achieving 3 or more A-E grades has increased 0.8% to 85.1%.
- Parents and carers felt happy with the ways in which their children moved from nursery to primary, primary to secondary and secondary to FE, training or employment, especially with reference to the transition from nursery to primary school.
- Just over two thirds of parents and carers were satisfied with the level of support available to help them to deal with their children's problems, with satisfaction levels being higher the younger the child.

#### Areas for improvement:

- Although satisfaction levels relating to educational standards and the curriculum were generally high amongst parents and carers, there was a notable difference between respondents whose children had special needs or learning difficulties and those whose children did not. Levels of dissatisfaction amongst the former were almost three times as high with reference to the standard of education received by their children. When looking at satisfaction with the curriculum, respondents whose children did not have special needs were 7.6% more satisfied with the situation at the time of consultation.
- Whilst the majority of parents and carers were satisfied with the level of support available to help them deal with their children's problems, satisfaction levels were significantly lower amongst respondents whose children had special needs or learning difficulties in comparison to levels amongst those whose children did not (55.8% compared to 68.6%).
- Staff consultations indicated that there was strong support for improvements in enabling children and young people to attend, participate in and enjoy their learning, something which was also supported by children and young people themselves, particularly in the Harrogate area. Although the parents and carers survey showed that respondents were very satisfied with the amount of work done to combat poor attendance at schools/colleges, almost half of the overall survey were either unable or unwilling to comment on this subject.

- The consultation process also revealed widespread support for focusing attention on preparing all children and young people to succeed, with all four consultation groups identifying this as a priority for improvement across North Yorkshire. Staff also identified the importance of improving access and inclusion for vulnerable groups as a priority across North Yorkshire.

Priorities:

- Improve equality of access to support available to help parents deal with their children's problems.
- Improve educational standards for all children and young people.
- Improve and broaden the school curriculum.
- Enable children and young people to attend, participate in and enjoy their learning.

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<b>3.1 Improve achievement for all children and young people throughout their learning journey</b>	<b>Lead</b> AD: Quality and Improvement
<b>What we will do over the next three years...</b> <ul style="list-style-type: none"> <li>• Raise aspiration for children and young people through personalised achievement and attainment</li> <li>• Ensure high quality education provision through early intervention in coasting and failing schools and equipping School Improvement Partners with high quality information and encouraging appropriate challenge</li> <li>• Identify and take early action with regards to under-achievement and inequality through additional support and the use of intervention programmes</li> <li>• Ensure strong leadership through improved induction and pastoral support of head teachers and professional development for staff</li> <li>• Focus on strong Governance through Governor training and support to facilitate improvement, change and adaptability.</li> <li>• Support high quality teaching and learning within schools</li> <li>• Focus on secondary schools with below 30% of learners achieving 5+ A*-C GCSEs, including English and Maths (National Challenge)</li> </ul>	
<b>What we are going to do this year...</b> <ul style="list-style-type: none"> <li>• Encourage all schools and settings to build in pupil review time within the curriculum with a learning mentor/tutor/supporting adult, particularly for children with LDD or who are Looked After</li> <li>• School Improvement Partners assigned to Children's Centres</li> <li>• Improve data-sharing processes for School Improvement Partners</li> <li>• Continue the focus on secondary schools causing serious concerns, schools below targets and the next rank of underachieving schools</li> <li>• Embed Assessment for Learning and Assessing Pupil Progress and ensure appropriate action is taken</li> <li>• Further develop tracking systems to measure progress of individual children and to target vulnerable children and those who are not making the expected progress</li> <li>• Increase clarity about provision mapping and routes for children who are not making the expected progress</li> <li>• Further develop a comprehensive gifted and talented programme</li> <li>• Complete the review of Governor Support</li> <li>• Deliver effective CPD, including Leadership modules and provide HT support for newly appointed heads for leadership in identified schools</li> <li>• Implement the first phase of the Primary Capital Strategy.</li> <li>• Ensure two of the four National Challenge Secondary Schools have more than 30% of learners achieving 5+ A*-C GCSEs, including English and Maths (National Challenge)</li> </ul>	
<b>How we will know we are improving...</b>	
<b>Targets Yr 1:</b> <ul style="list-style-type: none"> <li>• Meet targets for Looked After Children by 2009 (3.5)</li> <li>• 85% of children achieving Level 4 or above in English at Key Stage 2</li> <li>• 85% of children achieving Level 4 or above in Maths at Key Stage 2</li> <li>• 86% of children achieving Level 5 or above in English at Key Stage 3</li> <li>• 85% of children achieving Level 5 or above in Maths at Key Stage 3</li> <li>• 84% of children achieving Level 5 or above in Science at Key Stage 3</li> <li>• 61.1% of children achieving 5 or more grades A*-C at GCSE including Maths and English</li> <li>• Two schools removed from National Challenge</li> </ul>	
<b>Targets Yr 2:</b> <ul style="list-style-type: none"> <li>• Meet targets for Looked After Children by 2010 (3.5)</li> <li>• 81% of children achieving Level 4 or above in English and Maths at Key Stage 2</li> <li>• 82% of children achieving Level 5 or above in English and Maths at Key Stage 3</li> <li>• 86% of children achieving Level 5 or above in Science at Key Stage 3</li> <li>• 62.4% of children achieving 5 or more grades A*-C at GCSE including Maths and English</li> <li>• No schools in National Challenge</li> </ul>	

Targets Yr 3:

- Meet targets for Looked After Children by 2011 (3.5)
- Meet targets for KS2, KS3 and KS4 by 2011
- No schools in National Challenge

**Where can I find more information on how this will be delivered?**

See Primary strategy (LA)

See Secondary Strategy (LA)

Q& I Development Plan

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<b>3.2 Preparing all children to succeed</b>	<b>Lead</b> Senior Advisor: Early Years
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Support parents/ carers to enable them to further support their child's learning</li> <li>• Encourage parents to get involved with their child's learning through engagement with schools, settings and family learning activities</li> <li>• Ensure there is effective early intervention and support in place for children with additional needs, including the development of the Inclusion Development Programme for Early Years (A – LDD Strategy)</li> <li>• Provide additional support to parents whose children have specific or specialist needs through Early Support and Local Parenting Plans</li> <li>• Provide universal and targeted support to improve Early Years Foundation Stage outcomes in communication, language and literacy (CLL) and in Personal, Social and Emotional Development</li> <li>• Ensure high quality childcare is available for children with LDD</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Roll out training to practitioners in early years settings to work in partnership with parents</li> <li>• Work with Schools and Private, Voluntary and Independent settings to ensure they understand their roles and responsibilities to work in partnership with parenting</li> <li>• Implement family learning activities involving targeted support, based on outcomes for children and young people</li> <li>• Implementation of the vulnerability checklist to support staff in early identification of need, leading to effective support for children with additional needs</li> <li>• Implementation of Local Parenting Plans</li> <li>• Implementation plan in place for Early Support for children with complex needs to be provided in mainstream children centres</li> <li>• Implement targeted Early Years Foundation Stage support to close the achievement gap between the lowest 20% and the rest</li> <li>• Ensure induction for pupils takes into account, and plans for, their full range of needs</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1: 2008-9</p> <ul style="list-style-type: none"> <li>• 58.2% of children achieving at least 78 points across the EYFS with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy (LAA2)</li> <li>• Narrowing the gap in the Early Years Foundation Stage Profile from 35.3% to 32.3% (LAA2)</li> <li>• 950 adults on literacy, language and numeracy programmes</li> <li>• 180 adults and 60 children participating in SHARE programmes in schools.</li> </ul>	
<p>Targets Yr 2: 2009-10</p> <ul style="list-style-type: none"> <li>▪ 55% of children achieving at least 78 points across the EYFS with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy (LAA2)</li> <li>▪ Narrowing the gap in the Early Years Foundation Stage Profile from 32.3% to 31.8% (LAA2)</li> <li>▪ 950 adults on literacy, language and numeracy programmes</li> <li>▪ 180 adults and 60 children participating in SHARE programmes in schools.</li> </ul>	
<p>Targets Yr 3: 2010-11 (To be set in Year 2)</p> <ul style="list-style-type: none"> <li>• % of children achieving at least 78 points across the EYFS with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy (LAA2)</li> <li>• Narrowing the gap in the Early Years Foundation Stage Profile reduced from 32.3% (LAA2)</li> <li>• 950 adults on literacy, language and numeracy programmes</li> <li>• 180 adults and 60 children participating in SHARE programmes in schools.</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b> Q&amp;I Early Years Plan Q&amp;I Development Plan</p>	

<b>3.3 Enable children and young people to attend, participate in and enjoy their learning</b>	<b>Lead</b> <b>AD: Quality and Improvement</b>
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Implement curriculum reforms across Key Stages to provide wider academic, vocational and cultural opportunities, and personalised learning</li> <li>• Focus on the improvement of functional skills through the curriculum</li> <li>• Ensure those children educated outside of school, including those educated at home have access to high quality educational opportunities</li> <li>• Ensure that all schools and settings have mechanisms to encourage participation and take account of the views of children and young people</li> <li>• Focus on developing of school ethos to promote enjoyment and participation, and celebration of achievement</li> <li>• Reduce the numbers of children not on school roll, and tackle persistent absence (2.1)</li> <li>• Deliver local proposals for a first class education for Looked After Children (2.5)</li> </ul>	
<p><b>What we are going to do this year...</b></p> <p>Action points for year 2008-9</p> <ul style="list-style-type: none"> <li>• Curriculum reforms for KS3 embraced in the vast majority of secondary schools</li> <li>• Key Stage 4 Engagement Programme to support personalised learning and reduce NEET</li> <li>• Effective training and support for schools and settings on delivery of EYFS, Primary Languages, Learning Platforms and 14-19 diplomas.</li> <li>• Roll out of functional skills training to all secondary schools.</li> <li>• Ongoing roll out of SEN and behaviour review/development of two PRU, 3 enhanced schools for behaviour and 2 enhanced schools for community and interaction.</li> <li>• Increased development of 'pupil voice', particularly as part of day to day curriculum delivery.</li> <li>• Data analysis to identify gaps and drive improvements</li> <li>• Further challenge to schools on thresholds for exclusion.</li> <li>• Implement LA guidance to schools on how to register non-attendance.</li> <li>• Continue to work with 3 identified secondary schools on tackling their persistent absence.</li> <li>• Programme of challenge to schools where inclusion profile (contextual) indicates persistent absences a problem.</li> <li>• Pilot the role of the virtual school head for LAC in 11 schools (08-09)</li> <li>• Continue to rigorously monitor children educated at home</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• '6.45% half days missed due to total absence in secondary schools maintained by the Local Authority' (LAA1 target)</li> <li>• '4.5% half days missed due to total absence in primary schools maintained by the Local Authority' (LAA1 target)</li> <li>• 6.3% Secondary School Persistence Absence Rate (LAA2)</li> <li>• Attendance for pupils at KS4 to improve to a LA average of 93.5%</li> <li>• NI 86 Increase %Secondary Schools judged as having good or outstanding levels of behaviour</li> <li>• NI 114: Decrease % rate of permanent exclusion from school</li> <li>• Increase the % of Children reporting that they enjoy school in the Tellus Survey (Baseline: Tellus2: 65%)</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• 4.7% Secondary School Persistence Absence Rate (LAA2)</li> <li>• Improved attendance for pupils at KS4</li> <li>• NI 86 Increase %Secondary Schools judged as having good or outstanding levels of behaviour</li> <li>• NI 114: Decrease % rate of permanent exclusion from school</li> <li>• Increase the % of Children reporting that they enjoy school in the Tellus Survey from Tellus3 (Baseline: Tellus2: 65%)</li> </ul>	

**Targets Yr 3:**

- Reduction in the % Secondary School Persistence Absence Rate (Targets to be set Yr2)
- Improved attendance for pupils at KS4
- NI 86 Increase %Secondary Schools judged as having good or outstanding levels of behaviour
- NI 114: Decrease % rate of permanent exclusion from school
- Increase the % of Children reporting that they enjoy school in the Tellus Survey from Tellus 4 (Baseline: Tellus2: 65%)

**Where can I find more information on how this will be delivered?**

Primary Strategy  
Secondary Strategy  
National Strategies Annual Plan  
Q& I Development Plan

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**3.4 Develop effective support for learners at all points of transition and transfer**

**Lead**  
AD: Quality and Improvement

**What we will do over the next three years...**

- Improve the management of transfer and transition of children and young people within and between different schools and settings through
  - good information sharing at the point of transfer or transition
  - good planning and
  - improved curriculum and pastoral links between transfer schools
- Identify and support vulnerable children for whom transition to a new school or setting may be more challenging
- Provide increased and timely opportunities for children, young people and parents to prepare for and engage with transitions between schools and/ or other settings.
- Support children and young people moving between schools and/ or settings at non-standard times, in particular
  - Traveller support
  - Forces Children
  - LAC
  - 'Excluded' or 'Managed Moves' learners
- Provide effective support for LAC when transferring to a different carer

**What we are going to do this year...**

- Research the impact of current transitions support to identify areas of best practice and effective mechanisms
- Early identification of children who may require extra support at times of transition through effective liaison between schools
- Further work on interventions to prevent dips in performance for 'mobile' children through the mitigating mobility project
- Review of managed moves and in-year admissions protocol to ensure it is working well, resulting in fewer exclusions and short gaps between schools
- Establish systems to record children, young people and families experiences of transition and transfer to be able to monitor progress
- Development and launch of the Inclusion Passport
- Continue to develop the peer mentoring scheme
- Restorative Practice pilot in Catterick to improve transition of vulnerable children and young people into secondary education on the Garrison

**How we will know we are improving...**

**Targets Yr 1:**

- Meet target of securing a new school within 20 days for Looked After Children
- 100% Personal Education Plans developed within 20 school days
- Further improvement in completion to 16 rates for Travellers in secondary schools
- Evidence that 50% of schools beginning to use the Inclusion Passport.

**Targets Yr 2:**

- Meet target of securing a new school within 20 days for Looked After Children
- 100% Personal Education Plans developed within 20 school days
- Further improvement in completion to 16 rates for Travellers in secondary schools
- 75% - Using Inclusion Passport

**Targets Yr 3:**

- Meet target of securing a new school within 20 days for Looked After Children
- 100% Personal Education Plans developed within 20 school days
- Further improvement in completion to 16 rates for Travellers in secondary schools
- 90% - Inclusion Passport

**Where can I find more information on how this will be delivered?**

Q & I Development Plan

**3.5 Improve access and inclusion to reduce disadvantage for vulnerable groups**

**Lead**  
Principal Advisor: Inclusion

**What we will do over the next three years...**

- Continue to implement the Inclusion Quality Mark in schools and early years setting
- Implementation of the SEN and Behaviour Review
- Ensure participation and acceptance for vulnerable pupils to promote sense of belonging and positive self image (3.2)
- Provide support disabled children to be fully engaged in leisure and learning
- Implement Vulnerability Checklist and entitlement across services
- SEN and Behaviour Review implementation
- Continue work to ensure our establishments and outdoor play areas are accessible to all
- Target work with specific groups e.g., LAC Travellers, Black and Minority Ethnic groups, children with SEN/LDD and white working class boys to promote inclusion
- Ensure that all schools have a lead for young carers and they have the opportunity to engage in extended activities

**What we are going to do this year...**

- Establish Virtual School for LAC
- Improve the monitoring of Looked After Children admissions and establish a protocol to alert the e-LAC team of fixed term exclusions
- Further development of Inclusion Profile to include Minority Ethnic Achievement.
- Launch of Inclusion Quality Mark (IQM) Support Guidance and the new IQM Standards
- Development and launch of Inclusion Passport
- Development and embark National Strategies Inclusion Development Programme
- Target, challenge and support to schools where the Inclusion Profile indicates SEN/LDD children are underachieving
- Further develop P scale moderation and provide targeted support.
- Training for schools and settings on use of vulnerability checklist.
- Rollout of the Behaviour and Attendance Partnerships, 3 further Pupil Referral Units and 8 enhanced BESD primary schools
- Ensure Settings and schools are meeting their statutory obligations under the positive duty of discrimination legislation and this is evidence in their policies, practices and provision

**How we will know we are improving...**

**Targets Yr 1:**

- 75% schools achieve the Quality Standards for Inclusion
- 60% Phase 1 Schools Involvement in IDP Training
- SEAL: 80% Primary, 20% Secondary
- 7.14% Children in care achieving 5 GCSEs A\*-C including English and Maths (LAA2)
- Establish a baseline for the Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold
- Establish a baseline for the Special Educational Needs (SEN)/non-SEN gap – achieving 5 A\*-C GCSE inc. English and Maths
- Establish a baseline for Young people from low income backgrounds progressing to higher education
- Increase Key Stage 2 attainment for Black and minority ethnic groups
- Increase Key Stage 4 attainment for Black and minority ethnic groups
- Needs of all children and young people with a statement of SEN are identified through section 140 assessments and all have a transition plan in place

**Targets Yr 2:**

- 80% schools achieve the Quality Standards for Inclusion
- 60% Phase 2 Schools Involvement in IDP Training
- SEAL: 85% Primary, 40% Secondary
- 20% Children in care achieving 5 GCSEs A\*-C including English and Maths (LAA2)
- %the Special Educational Needs (SEN)/non-SEN gap – achieving 5 A\*-C GCSE inc. English and Maths

- %Young people from low income backgrounds progressing to higher education
- %Key Stage 2 attainment for Black and minority ethnic groups
- %Key Stage 4 attainment for Black and minority ethnic groups
- Needs of all children and young people with a statement of SEN are identified through section 140 assessments and all have a transition plan in place

**Targets Yr 3:**

- 90 % schools achieve the Quality Standards for Inclusion
- 60% Phase 3 Schools Involvement in IDP Training
- SEAL: 90% Primary, 60% Secondary
- % Children in care achieving 5 GCSEs A\*-C including English and Maths (LAA2) (To be determined in Year 2)
- % Special Educational Needs (SEN)/non-SEN gap – achieving 5 A\*-C GCSE inc. English and Maths
- %Young people from low income backgrounds progressing to higher education
- % Key Stage 2 attainment for Black and minority ethnic groups
- % Key Stage 4 attainment for Black and minority ethnic groups
- Needs of all children and young people with a statement of SEN are identified through section 140 assessments and all have a transition plan in place

**Where can I find more information on how this will be delivered?**

Quality and Improvement Development Plan  
 Integrated Youth Support Plan  
 Children's Social Care Plan

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<b>3.6 Improve the network of services through well-planned provision across the County</b>	<b>Lead</b> AD: Strategic Services and CYPLT
<b>What we will do over the next three years...</b> <ul style="list-style-type: none"> <li>▪ Implement Phase 1 of the SEN/Behaviour Review proposals</li> <li>▪ Maintain up-to-date knowledge of need for services and access to them across the County</li> <li>▪ Work closely with early years settings, schools and other partners to create joint developments which enhance local services.</li> <li>▪ Broker collaboration between settings, schools, colleges and other learning providers to increase capacity for meeting individual learners' needs in a sustainable way</li> <li>▪ Broker collaboration between settings, schools and colleges for effectiveness and viability including the National Challenge</li> <li>▪ Review and modernise school provision as appropriate to ensure equal access to stable and effective schools and support services across the County.</li> </ul>	
<b>What we are going to do this year...</b> <ul style="list-style-type: none"> <li>▪ Agree and implement plans for Phase 3 Children's Centres, taking the number to 40.</li> <li>▪ Bring into commission two additional Pupil Referral Units (North and Craven) and secure site for PRU in Selby</li> <li>▪ Bring into commission first wave Primary Learning Support Units and Secondary Specific Learning Difficulties provision</li> <li>▪ Determine the special school replacement project to take up resources allocated in Capital Programme 2008-11 and complete all statutory and Directorate commissioning stages</li> <li>▪ Maintain Richmond BSF project on target within re-engineered plans and costings.</li> <li>▪ Secure Primary Capital Plan with DCSF, agree first projects to progress and complete all Directorate commissioning stages.</li> <li>▪ Identify and agree potential secondary BSF and Primary Capital Plan projects for which organisational reviews would be required as part of "readiness" works and agree timetable.</li> <li>▪ With partners, determine priorities for improving the infrastructure for play and young people's out of school activities through the North Yorkshire response to the National Play Strategy and MyPlace.</li> <li>▪ Broker, consult upon and agree all organisational changes required for the four schools identified by DCSF in the National Challenge.</li> <li>▪ Commission a network of Local Leader in Education/Local Support School arrangements, with appropriate accountability contracts, to increase capacity for school improvement.</li> <li>▪ Review and revise as appropriate Secondary and Primary School Improvement Partner arrangements to ensure the system makes a robust, efficient and effective contribution to the Local Authority's School Improvement work and to schools.</li> <li>▪ Evaluate the Parent Support Service and complete forward planning to maximise its contribution to integrated, preventative work.</li> <li>▪ Ensure the Strategy for Learning Difficulties and Disabilities (LDD) integrates successfully the reviews of residential provision in care and school settings, and out-county placements, so that the plans prepared provide equitable access to a spectrum of provision across the County.</li> </ul>	
<b>How we will know we are improving...</b>	
Targets Yr 1: <ul style="list-style-type: none"> <li>▪ Two secondary school Federations determined</li> <li>▪ Phase 1 SEN/BESD projects determined and progressed to construction stage</li> </ul>	
Targets Yr 2: <ul style="list-style-type: none"> <li>▪ 40 Children's Centres fully commissioned</li> <li>▪ Organisational reviews required for Primary Capital and BSF identified and agreed.</li> </ul>	
Targets Yr 3: <ul style="list-style-type: none"> <li>▪ Surplus places stabilised against trend in falling rolls</li> <li>▪ Review of residential services concluded.</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> County Council's Capital Plan Primary Capital Strategy	

## Make a Positive Contribution

### Needs Assessment

#### What we do well:

- Parents and carers were satisfied with the accessibility to information about services for children and young people at the time of the consultation and the majority of respondents also stated that the level of parental support was also satisfactory.
- In the parents and carers consultation, the level of opportunities available for children to become involved in decision making about things of importance to them was considered to be satisfactory. Parents and carers were also satisfied with the amount of opportunities open to their children to access sports, arts and culture.
- 61% of children and young people said that, in the running of their school, their views were listened to either a great deal or a fair amount, above the national figure of 53%.
- Reported participation in activities provided by the Youth Service and its' partners has increased significantly over the last year, representing a 25% increase in the number of young people and a 36% increase in the number of hours when compared to the previous year.
- The majority of respondents in the parents and carers survey stated that they were satisfied with the amount being done to help children and young people understand anti-social behaviour and how to reduce it, whilst the other consultation groups all supported the prioritisation of this issue.

#### Areas for improvement:

- Whilst the majority of parents and carers were satisfied with the level of opportunities available for their children to become involved in decision making about things of importance to them, satisfaction levels were significantly lower amongst respondents whose children had special needs or learning difficulties in comparison to levels amongst those whose children did not (65.2% compared to 78%).
- Although parents and carers were generally satisfied with the work being done to reduce anti-social behaviour, both staff and children and young people across North Yorkshire clearly identified this as an area in need of prioritisation, with children and young people in the Coast, Central Vale, North and White Horse areas all identifying this as their main priority (64%, 57%, 40% and 51% respectively). Of all the issues considered by children and young people across North Yorkshire, reducing anti-social behaviour was identified as their single highest priority.
- Parents and carers were satisfied with the opportunities available for their children to access sports, arts and culture, but levels of satisfaction differed with reference to respondents whose children had special needs or learning difficulties, who were approximately 10% less satisfied with provisions for their children (64% compared to 74.7%). Additionally, consultation information from Parish Councils, staff and children and young people all indicated that more could be done to improve this area.

#### Priorities:

- Reduce anti-social behaviour and its negative effects.
- Improve the level of opportunities available for all children and young people and increase the level of equity of these opportunities.
- Increase access to arts and cultural opportunities for all children and young people.



<b>4.1 Encourage Children and Young People to Make a Positive Contribution to School and Community Life</b>	<b>Lead</b> (Agency/ Partnership and reporting officer)
<b>What we are going to do...</b> <ul style="list-style-type: none"> <li>▪ Continue to increase the involvement of all children and young people in decision making and ensure this involvement has an impact on services provided for them</li> <li>▪ Increase participation in after school clubs / activities</li> <li>▪ Ensure the positive contribution made by children and young people is acknowledged</li> <li>▪ Demonstrate the difference made by children and young people's involvement in service planning and delivery and extend the use of the Youth Charter</li> <li>▪ Ensure schools respond robustly to their duty to promote community cohesion</li> <li>▪ Extend the network of Youth Councils to cover all of North Yorkshire and enable proper democratically elected representatives to be sent to the UK Youth Parliament.</li> <li>▪ Increase the opportunities for children and young people with LDD to participate in the development of their services</li> </ul>	
<b>What we want to achieve this year...</b> <ul style="list-style-type: none"> <li>▪ Continue implementation of HyBRid self-assessment process by organisations represented on the Strategic Board.</li> <li>▪ Increase the number of children and young people in schools and settings from all social identities involved in decision making on matters that concern them</li> <li>▪ Children, young people and their families will report much more active involvement at all levels in the services provided for them, including those with a disability and/or chronic health needs</li> <li>▪ Children, young people and their families will report a much greater degree of co-ordination in the approaches of organisations in consulting with them</li> <li>▪ Children with statements of SEN, when they are able to do so, are consulted and contribute to decisions regarding matters which concern them</li> <li>▪ Increase the number of school-based and locality initiatives which develop community cohesion</li> </ul>	
<b>How we will know we are improving...</b>	
<b>Targets Yr 1:</b> <ul style="list-style-type: none"> <li>▪ 100% of children with statements of SEN, when they are able to do so, contribute to their key annual review</li> <li>▪ 75% of schools to achieve the Quality Standards for Inclusion (IQM) by July 2008</li> <li>▪ 85% of OFSTED judgements to be at least good regarding the extent to which learners make a positive contribution to the community</li> <li>▪ 100% of children and young people who participate in multi-agency common assessment meetings around their needs, report that they have felt able to contribute and that they have been listened to</li> </ul>	
<b>Targets Yr 2:</b> <ul style="list-style-type: none"> <li>▪ 100% of children with statements of SEN, when they are able to do so, contribute to their key annual review</li> <li>▪ 80% of schools to achieve the Quality Standards for Inclusion (IQM)</li> <li>▪ 87% of OFSTED judgements to be at least good regarding the extent to which learners make a positive contribution to the community</li> <li>▪ 100% of children and young people who participate in multi-agency common assessment meetings around their needs, report that they have felt able to contribute and that they have been listened to</li> </ul>	
<b>Targets Yr 3:</b> <ul style="list-style-type: none"> <li>▪ 100% of children with statements of SEN, when they are able to do so, contribute to their key annual review</li> <li>▪ 90% of schools to achieve the Quality Standards for Inclusion (IQM)</li> <li>▪ 90% of OFSTED judgements to be at least good regarding the extent to which learners make a positive contribution to the community</li> <li>▪ 100% of children and young people who participate in multi-agency common assessment meetings around their needs, report that they have felt able to contribute and that they have been listened to</li> </ul>	

**Where can I find more information on how this will be delivered?**

SEN Strategy  
A&I Service Plan  
Q&I Service Development Plan

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<b>4.2 Increase children and young people's participation in shaping services</b>	<b>Lead</b> Chair of the VIP Group
<b>What we will do over the next three years...</b> <ul style="list-style-type: none"> <li>▪ Develop and implement an integrated participation strategy for the Strategic Partnership</li> <li>▪ Implement the Hybrid Assessment Tool across the Strategic Partnership to ensure children and young people are at the centre of organisational planning</li> <li>▪ Strengthen the role of participation and consultation with children, young people and parents in the development and review of their services</li> <li>▪ To equip staff with the relevant skills and knowledge to be able to effectively engage children, young people and parents in participation activities</li> <li>▪ Develop and Implement the Children in Care Council, in line with the requirements of the Care Matters: Children and Young People's Bill 2008</li> <li>▪ Development and implementation of Youth Councils across North Yorkshire</li> <li>▪ Support the participation of children and young people with LDD and their parents</li> </ul>	
<b>What we are going to do this year...</b> <ul style="list-style-type: none"> <li>▪ Establish a working group and develop a draft participation strategy in line with CYPP 2008-11 priorities</li> <li>▪ HyBrid assessments completed by CYPS Service Groups and action plans in place to improve participation and involvement of children and young people</li> <li>▪ Review the participation support for under 11's and for Parents. Make recommendations to the Strategic Board where necessary</li> <li>▪ Carry out a training needs assessment on participation support</li> <li>▪ Promote the use of current participation networks and the consultation database</li> <li>▪ Establish the Young Person's Council for Looked After Children</li> <li>▪ Support the development of Youth Councils across the County</li> </ul>	
<b>How we will know we are improving...</b>	
Targets Yr 1: <ul style="list-style-type: none"> <li>▪ A draft participation strategy has been sent out for consultation</li> <li>▪ Increased number of entries on the Consultation Database</li> <li>▪ 30% of statutory organisations represented on NY Children and Young People's Strategic Partnership implementing 'HyBRID' tool standards</li> <li>▪ Baseline the number of children and young people, including those with LDD who participate in service development or consultation</li> </ul>	
Targets Yr 2: <ul style="list-style-type: none"> <li>▪ Participation strategy signed up by the Children and Young People's Strategic Board, and implementation plan in place</li> <li>▪ Increased number of entries on the Consultation Database (target to be set after yr1)</li> <li>▪ 100% of statutory organisations represented on NY Children and Young People's Strategic Partnership implementing "HyBRID" tool standards</li> <li>▪ Increase the number of children and young people, including those with LDD who participate in service development or consultation (target to be identified from 2008-9 baseline)</li> </ul>	
Targets Yr 3: <ul style="list-style-type: none"> <li>▪ Review participation strategy and update the implementation plan</li> <li>▪ Increased number of entries on the Consultation Database (target to be set after yr1)</li> <li>▪ 100% of statutory organisations represented on NY Children and Young People's Strategic Partnership implementing "HyBRID" tool standards</li> <li>▪ Increase the number of children and young people, including those with LDD who participate in service development or consultation (target to be identified from 2008-9 baseline)</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> Youth Work Plan Social Care Plan Performance and Outcomes Team Plan	

4.3 Encourage Participation in Positive Activities	Lead AD – Learning Youth and Skills
<p><b>What we are going to do...</b></p> <ul style="list-style-type: none"> <li>▪ Extend the range of Positive Activities available to children and young people of all ages through improved joint planning of provision and their active involvement.</li> <li>▪ Establish multi-agency panels/ referral processes for the identification of 13-19 years olds who would most benefit from participation in positive activities</li> <li>▪ Increase the participation of children and young people in positive activities provided by the third sector</li> <li>▪ Increase participation of children in play activities (1.2)</li> <li>▪ Increase levels of volunteering by children and young people</li> <li>▪ Increase participation at NYCC Outdoor Education Centres, particularly by vulnerable groups of young people</li> </ul>	
<p><b>What we want to achieve this year...</b></p> <ul style="list-style-type: none"> <li>▪ More children and young people will be participating on a voluntary basis in out of school and community based activities and an increasing number will have the opportunity to gain accreditation for those activities if they wish it</li> <li>▪ Parents and carers from all social identities, report that there is increased access to and take up of high quality activities for play and learning outside of school hours within their community</li> <li>▪ Increase the levels of reach / contact, participation, recorded and accredited outcomes in the Youth Service for 13 to 19 year olds</li> <li>▪ Pilot the 4Youth Award in 4 out of the 11 Youth Service areas</li> <li>▪ All Extended school Clusters to have plans for out of school and extended services activity in place and published (6.2).</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>▪ 10% increase in Young People attending positive activities provided by the Youth Service and Partners</li> <li>▪ Increase ratio of FTE youth workers to young people aged 13 to 19 from 21.5 FTE Youth Workers per 10,000 young people (aged 13-19) to 25 per 10,000</li> <li>▪ Increase levels of volunteering of young people aged 16 to 25</li> <li>▪ Increased levels of volunteering of young people aged 16 to 25 who are BME , unemployed or disabled</li> <li>▪ By September 2008, 54% (209) of schools will achieve the full core offer for extended schools</li> <li>▪ Establish baseline for young people (including vulnerable groups) attending NYCC outdoor education centres</li> <li>▪ 4Youth Award successfully running in 4 out of the 11 Youth Service areas</li> <li>▪ (See 1.1 for targets regarding Children's play activities)</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>▪ Increase the percentage of Young People attending positive activities provided by the Youth Service and Partners</li> <li>▪ Increase ratio of FTE youth workers to young people aged 13 to 19 from 25 FTE Youth Workers per 10,000 young people (aged 13-19) to 27 per 10,000</li> <li>▪ Increase levels of volunteering of young people aged 16 to 25</li> <li>▪ Increased levels of volunteering of young people aged 16 to 25 who are BME , unemployed or disabled</li> <li>▪ By September 2009, 85% (326) of schools will achieve the full core offer for extended schools</li> <li>▪ Increase percentage of young people (including vulnerable groups) attending NYCC outdoor education centres</li> <li>▪ 4Youth Award successfully running in all 11 Youth Service areas</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>▪ Increase the percentage of Young People attending positive activities provided by the Youth Service and Partners</li> <li>▪ Increase ratio of FTE youth workers to young people aged 13 to 19 from 27 FTE Youth Workers per 10,000 young people (aged 13-19) to 30 per 10,000</li> <li>▪ Increase levels of volunteering of young people aged 16 to 25</li> <li>▪ Increased levels of volunteering of young people aged 16 to 25 who are BME , unemployed or disabled</li> <li>▪ By September 2010, 100% (387) of schools will achieve the full core offer for extended schools</li> </ul>	

- Increase percentage of young people (including vulnerable groups) attending NYCC outdoor education centres

**Where can I find more information on how this will be delivered?**

Youth Work Plan

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<b>4.4 Encourage Participation in Sports, Art and Culture</b>	<b>Lead</b> Assistant Director, Quality & Improvement
<b>What we are going to do...</b> <ul style="list-style-type: none"> <li>▪ Implementation of Children and Young People’s Art Strategy in order to increase participation in Arts activities</li> <li>▪ Increase access to sports, arts and recreational clubs / venues</li> <li>▪ Increase participation of children and young people in sports activities (1.2)</li> <li>▪ Increase participation in intra and inter school sports competitions</li> <li>▪ Develop a Children and Young People’s Cultural Strategy (in line with the CYP Arts Strategy and NYCC Cultural Strategy) that focuses on increasing access and participation of children and young people in cultural activities, places and venues</li> </ul>	
<b>What we want to achieve this year...</b> <ul style="list-style-type: none"> <li>▪ Greater participation of children and young people, from all social identities, in volunteering, recreation, sport and play in all localities (1.2)</li> <li>▪ Demonstrate an increase in participation in sports, arts and cultural activities</li> <li>▪ Implement a 3 year Children and Young People’s Arts Strategy</li> <li>▪ Provide more opportunities for young arts leaders to share their skills with others</li> <li>▪ Promote and support arts activities as a tool for the inclusion for Children and Young People’s Voices, enabling them to find forms of expression, to share their views and participate in shaping children and young people services according to their needs</li> <li>▪ Increase the number of young leaders in sports activities</li> <li>▪ Establish levels of current participation levels in cultural visits, venues and places</li> </ul>	
<b>How we will know we are improving...</b>	
<b>Targets Yr 1:</b> <ul style="list-style-type: none"> <li>▪ Ref. 1.2 for Sport Targets</li> <li>▪ Establish 10 Gold Arts Award Leadership programmes with 20 young arts leaders awarded</li> <li>▪ 31 new programmes delivered, 9 large arts schemes running, 4 CPD programmes running including establishing 30 Arts Award Advisors and Arts Mark from 37 – 40</li> <li>▪ 5 arts projects to be established, providing young people the opportunity to express their views and opinions</li> <li>▪ 15% of players in Yorkshire and Humberside sports squads to come from North Yorkshire</li> <li>▪ Increase the number of young leaders in sports activities</li> <li>▪ 25% of parents to be satisfied with the number of opportunities to get involved in sports, arts and culture</li> </ul>	
<b>Targets Yr 2:</b> <ul style="list-style-type: none"> <li>▪ Ref. 1.2 for Sport Targets</li> <li>▪ 80% increase in young arts leaders</li> <li>▪ 50% increase in arts activities</li> <li>▪ 10 arts projects to be establishes, providing young people the opportunity to express their views and opinions</li> <li>▪ 1 % increase in cultural visits across population</li> <li>▪ 15% of players in Yorkshire and Humberside sports squads to come from North Yorkshire</li> <li>▪ Increase the number of young leaders in sports activities</li> <li>▪ 30% of parents to be satisfied with the number of opportunities to get involved in sports, arts and culture</li> </ul>	
<b>Targets Yr 3:</b> <ul style="list-style-type: none"> <li>▪ Ref. 1.2 for Sport Targets</li> <li>▪ 100% increase in young arts leaders</li> <li>▪ 80% increase in arts activities</li> <li>▪ 10 arts projects maintained, providing young people the opportunity to express their views and opinions</li> <li>▪ 3 % increase in children and young people accessing cultural opportunities</li> <li>▪ 15% of players in Yorkshire and Humberside sports squads to come from North Yorkshire</li> <li>▪ Increase the number of young leaders in sports activities</li> <li>▪ 35% of parents to be satisfied with the number of opportunities to get involved in sports, arts and culture</li> </ul>	

**Where can I find more information on how this will be delivered?**

Children and Young People's Arts Strategy

North Yorkshire Sport Business Plan

Physical Education, School Sport and Club Links Survey (PESSCL)

Q&I Service Development Plan

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<b>4.5 Secure an effective Youth Crime Prevention Strategy across the County</b>	<b>Lead IYS Manager</b>
<p><b>What we will do over the next three years:</b></p> <ul style="list-style-type: none"> <li>• Establish Targeted Youth Support provision to meet the needs of vulnerable young people, including young people at risk of (re)offending</li> <li>• Reduce the numbers of first time entrants into the youth justice system.</li> <li>• Reduce (re)offending by young people</li> <li>• Develop parenting provision aimed at parents of challenging adolescents</li> </ul>	
<p><b>What we are going to do this year</b></p> <ul style="list-style-type: none"> <li>• Use the knowledge about contributory factors which increase a young person's risk of entering the youth justice system to improve the early identification of young people at risk of offending.</li> <li>• Improve the information sharing about young people on the edge of crime.</li> <li>• Use existing structures and systems to identify young people on the edge of crime and those already involved in low level crime and who have received a reprimand or final warning.</li> <li>• Influence and inform these structures and partners about the role of TYS and the YOT prevention programme.</li> <li>• Establish local approaches to engaging with young people with an emphasis on positive/diversionary activities.</li> <li>• Establish a recording and data collection system to track the progress and outcomes of young people engaged on the YOT prevention programme.</li> <li>• Ensure that young people exiting from YOT supervision have an assessment and those at risk of re-offending are referred into TYS.</li> </ul>	
<p><b>How we will know we are improving</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Reduce the number of First Time Entrants to the youth justice system from the previous year</li> <li>• Reduce Rate of proven re-offending by young offenders</li> <li>• Increase the numbers of practitioners working on the YOT prevention programme.</li> <li>• Establish a screening tool with key partners to use for early identification of young people at risk of offending and use as trigger from referral to TYS</li> <li>• All young people referred to Targeted Youth Support to have their needs assessed and to have in place a development plan.</li> <li>• At least one parenting programme to be delivered in each IYS hub area</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Attainment of targets for reducing numbers of first time entrants and re-offending.</li> <li>• Protocols in place with police for better assessment/screening and referrals to TYS to reduce numbers of young people receiving reprimands.</li> <li>• All local CDRP (or equivalent groups) to have protocols in place with TYS for referrals.</li> <li>• Established transition planning process for those leaving YOT supervision with increased number of young people exiting YOT receiving support from TYS.</li> <li>• All young people on the YOT prevention programme to have a common assessment and personal development plan.</li> <li>• At least two parenting programmes to be delivered in each IYS hub area</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Attainment of targets for reducing numbers of first time entrants and re-offending.</li> </ul>	
<p><b>Where can I find out more information?</b></p> <p>Crime Prevention Strategy 2008/09 Parenting Strategy Substance Misuse Mental Health</p>	



Domestic Violence  
Bullying/Harassment  
Achievement of Vulnerable Groups  
Housing

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<b>4.6 Reduce Rates of Offending and re-offending through targeted work</b>	<b>Lead</b> YOT Manager IYS Manager
<b>What we are going to do...</b> <ul style="list-style-type: none"> <li>• Ensure the Safer Community Strategy / Crime Prevention Strategy improves outcomes for the Children and Young People of North Yorkshire</li> <li>• Develop a restorative approach to anti-social behaviour in order to reduce levels of it and break down trans-generational issues</li> <li>• Promote a more positive perception of the contributions made by children and young people in North Yorkshire</li> <li>• Further develop the Inclusion Profile to include Minority Ethnic Achievement data</li> <li>• Further use the Profile to target schools causing concern in relation to the achievement of vulnerable learners</li> <li>• Develop phase 3 of Behaviour and Attendance Partnerships</li> <li>• Transfer / expansion of successful prevention and rehabilitation projects to newly identified areas of the County.</li> <li>• Improved social inclusion of young offenders in key service areas (Education, Training and Employment, Mental Health and Drugs, Family and Housing) demonstrated by raised performance against YJB targets.</li> </ul>	
<b>What we want to achieve / do this year...</b> <ul style="list-style-type: none"> <li>• Review systems for identifying young people at risk of offending (or re-offending) behaviour and ensure Targeted Youth Support (TYS) provision meets their needs.</li> <li>• Continue to develop integrated systems for the identification, diversion and management of anti-social behaviour by young people, based upon common models of assessment, planning and intervention</li> <li>• Further progress integration and / or co-location of preventative activity, pooling resources and objectives to create a countywide service platform</li> <li>• Work more closely with CDRPs to evidence reductions of youth anti-social behaviour throughout North Yorkshire and particularly in targeted districts and wards</li> <li>• Implementation of the ETE strategy to prevent school exclusion for young people at risk of offending or re-offending</li> <li>• Ensure preventative activity / YYS is available countywide to meet the needs of vulnerable young people</li> <li>• Reduce the number of children and young people involved in negative risk-taking behaviour (e.g. sexual behaviour, drugs, alcohol, self harming)</li> <li>• Improve notification of Reprimands &amp; Final Warnings from Police so that First Time Offending data collection is accurate</li> <li>• Establish baseline for youth anti-social behaviour</li> </ul>	
<b>How we will know we are improving...</b>	
Targets Yr 1: <ul style="list-style-type: none"> <li>• 1.3% reduction in first time offending rates</li> <li>• Evidenced reductions in frequency and seriousness of re-offending by known young offenders demonstrated by raised performance against YJB.</li> <li>• Ensure 63% young offenders supervised by the Youth Offending Team are in full-time Education, Training or Employment by 2009</li> </ul>	
Targets Yr 2: <ul style="list-style-type: none"> <li>• Evidenced reductions in youth anti-social behaviour from year 1 baseline</li> <li>• 1.3% reduction in first time offending rates</li> <li>• Evidenced reductions in frequency and seriousness of re-offending by known young offenders demonstrated by raised performance against YJB.</li> <li>• Ensure 67% young offenders supervised by the Youth Offending Team are in full-time Education, Training or Employment by 2010</li> </ul>	

Targets Yr 3:

- Evidenced reductions in youth anti-social behaviour from year 1 baseline
- 1.3% reduction in first time offending rates
- Evidenced reductions in frequency and seriousness of re-offending by known young offenders demonstrated by raised performance against YJB.
- Ensure 71% young offenders supervised by the Youth Offending Team are in full-time Education, Training or Employment by 2011

**Where can I find more information on how this will be delivered?**

Crime Prevention Strategy

Youth Justice Plan

Integrated Youth Support Service Performance Plan

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### Needs Assessment – Key Issues

#### What we do well:

- Parents and carers were generally happy with the level of local childcare available to them, with Parish Councils in certain areas also expressing satisfaction with provision at the time of the consultation.
- The majority of parents and carers were satisfied with the number of opportunities for further education courses for 16-19 year olds in North Yorkshire, especially in the Craven area.
- Parents and carers were also satisfied with the work done in schools to prepare pupils for employment or further education, especially in the Craven area.
- 53% of young people said that after leaving school they intended to continue to study and go to university, which is slightly higher than the national figure of 50%.
- The proportion of 16 to 19 year olds not in education, employment or training (NEET) fell from 4.8% in 2006/07 to 4.4% in 2007/08.

#### Areas for improvement:

- 77.8% of parents and carers felt dissatisfied with the level of affordable and decent housing available in their areas, with 39% of the staff consultation in agreement with these concerns. Children and young people were also supportive of improvements in this area, particularly in Central Vale, where the issue was identified as being a joint priority for the area.
- Although the majority of parents and carers with children aged over 14 were satisfied with the available further education opportunities for their children, levels of satisfaction varied significantly between areas of the county. Similarly, parents and carers were generally satisfied with the work done to prepare pupils for employment and further education, but significant differences in satisfaction existed in terms of local provision.
- Parents and carers felt that the number of training or employment opportunities for 16-19 year olds in North Yorkshire could be increased.
- Although parents and carers were generally satisfied with the amount done to prepare pupils for employment or further education, children and young people felt that further improvements could be made in this area.
- Nearly half of responding Parish Councils thought that access to services could be improved, with nearly a third of the staff survey supporting improvements in this area.

#### Priorities:

- Increase the amount of available affordable housing.
- Improve Early Years and childcare provision.
- Increase the number of training/employment opportunities for 16-19 year olds.
- Improve access to services for children and young people.
- Increase the work done to prepare pupils for employment or further education.

<b>5.1 Strategy to deliver 14-19 improvements</b>	<b>Lead</b> DCS and Director, LSC
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Achieve smooth transition of responsibilities to NYCC under “Raising Expectations” White Paper</li> <li>• Develop effective Commissioning Plan for 16-19 and LDD 25 learners and providers as required by “Raising Expectations”</li> <li>• Develop a Curriculum framework with accessible courses covering all available lines of learning</li> <li>• Ensure learners have access to high quality, impartial information advice and guidance and targeted support</li> <li>• Develop appropriate work related learning to meet learners’ needs; ensure the workforce has appropriate training and further developed partnership working</li> <li>• Develop a 3 year funding model that is sustainable and covers revenue and capital plans, transport, e learning, facilities and other resources</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Use curriculum provision modelling and ALPs to inform strategic county wide planning for the Diploma roll out programme through to 2013</li> <li>• Embed new IAG arrangements’ quality and support for vulnerable learners</li> <li>• Workforce development plans agreed for each consortia</li> <li>• Roll out Employer engagement strategy</li> <li>• Develop County funding and commissioning procedures</li> <li>• Agree an integrated transport policy to support 14-19 provision</li> <li>• Agree Transition Plan for “Raising Expectations”</li> <li>• Implement revised CYPSP and 14-19 Partnership Governance model</li> <li>• Implement work shadowing for LSC Business Cycle 2008/9</li> <li>• Extend joint working with schools and FE colleges to develop Commissioning role and partnership.</li> <li>• Develop sub-regional and regional working arrangements.</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Increased take up of entry level; apprenticeships; post 16 and HE opportunities (10+)</li> <li>• Take up of 14-19 Diplomas: 20 (LAA2)</li> <li>• Reduction in NEET to 4.1% (LAA2)</li> <li>• Reduce inequality gap at Level 3 by -2.0% (LAA2)</li> <li>• Increase in cross consortia and cross border partnerships</li> <li>• More employer engagement and business champions</li> <li>• CYPSP structure proposals agreed for “Raising Expectations”</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Increased take up of entry level; apprenticeships; post 16 and HE participation opportunities (20+)</li> <li>• Take up of 14-19 Diplomas: 400 (LAA2)</li> <li>• Reduction in NEET to 3.6% (LAA2)</li> <li>• Reduce inequality gap at Level 3 by -4.0% (LAA2)</li> <li>• Increase in cross consortia and cross border partnerships</li> <li>• Commissioning Plan for North Yorkshire learners agreed.</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Increased take up of entry level; apprenticeships; post 16 and HE participation opportunities (30+)</li> <li>• Take up of 14-19 Diplomas: 600 (LAA2)</li> <li>• Reduction in NEET to 3.3% (LAA2)</li> <li>• Reduce inequality gap at Level 3 by -6.0% (LAA2)</li> <li>• Increase in cross consortia and cross border partnerships</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b></p> <p>14-19 Strategic Plan 14-19 Implementation Plan 6 Local Consortia (Task Group) Development Plans</p>	

<b>5.2 Prepare children and young people to succeed in working life</b>	<b>Lead</b> 14-19 Strategy Lead
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Improve the skills basis of the Personal Development curriculum to support the development of confidence, self esteem and employability skills in children and young people</li> <li>• Continue to build on current enterprise activity and provide further opportunities for post 16 enterprise activities</li> <li>• Work with employers and businesses to develop an effective employer engagement strategy that will prepare young people for working life</li> <li>• Broaden the range and scope of high quality learning experiences and opportunities for young people linked to areas of identified sector skills priorities</li> <li>• Ensure that development planning takes into account the needs of the local, regional and national economy</li> <li>• Increase opportunities for apprenticeships for young people, especially Looked After young people</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Establish a curriculum working party and network meetings to support further development of an integrated skills based curriculum</li> <li>• Roll out of functional skills training to secondary schools (Ref 3.2)</li> <li>• Analyse impact of QCA KS3 pilot projects with personal development as a key lens</li> <li>• HyBRid self-evaluation tool to be rolled out as a pilot across a range of schools</li> <li>• Analysis of the HRBQ outcomes for 2008 for identification of impact and emerging priorities</li> <li>• Impact of work-based learning and work related learning to be evaluated</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Increased % of primary and special schools achieving basic skills award from 2007/8 baseline</li> <li>• Significant increase in the number of schools actively promoting Student Voice</li> <li>• 61.1% of children achieving 5 or more grades A*- C at GCSE including Maths and English (3.1)</li> <li>• Have identified appropriate careers for apprenticeships across the children's workforce (6.4)</li> <li>• Take up of 14-19 Diplomas: 20(LAA2)</li> <li>• Reduce the Inequality gap at Level 3 by -2.0% (LAA2)</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Increased % of primary and special schools achieving basic skills award from 2007/8 baseline</li> <li>• Increase in the number of schools actively promoting Student Voice</li> <li>• 62.4 % of children achieving 5 or more grades A*- C at GCSE including Maths and English (3.1)</li> <li>• Have identified six apprenticeships across partners (6.4)</li> <li>• Take up of 14-19 Diplomas: 400 (LAA2)</li> <li>• Reduce the Inequality gap at Level 3 by -4.0% (LAA2)</li> <li>• Database of local employers established with identified provision for hard to place and/or vulnerable young people.</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Increased % of primary and special schools achieving basic skills award from 2007/8 baseline</li> <li>• Increase in the number of schools actively promoting Student Voice</li> <li>• Meet the targets for Key stage 4 by 2011 (to be revised in Yr2)</li> <li>• Review and evaluate progress of Apprenticeships and identify further numbers (6.4)</li> <li>• Take up of 14-19 Diplomas: 600 (LAA2)</li> <li>• Reduce the Inequality gap at Level 3 by -6.0% (LAA2)</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b> 14-19 Strategy Secondary Education Plan Primary Education Plan</p>	

### 5.3 Improve Access to High Quality Information, Advice and Support

#### Lead

Strategic Development and Commissioning Manager/  
Principal Officer, IYS

#### What we are going to do...

- Ensure that high quality IAG is provided through Integrated Youth Support
- "Gimi" website and Youth Portal implemented and promoted through North Yorkshire Secondary Schools
- Further development of the Families Information Service to ensure the service provides parents with comprehensive information to enable parents to make informed choices about their families needs
- Enhance the provision of information and advice regarding direct payments and entitlements for children with LDD
- To develop children's centres and extended schools as an access point of information for all families with children between the ages of 0 – 19 years, including 15 -19 years LDD (6.2)

#### What we want to achieve this year...

- Implementation of plans in relation to voluntary out of school and community based activities and accessible information about them
- Improve the staffing resources allocated to schools and colleges to support them in the delivery of information, advice and guidance and careers guidance.
- "Gimi" website to go-live in June 2008. Baseline data regarding individual site visits and access to advice and support through the site to be established
- Re-launch / brand the CIS to FIS
- Improve the IT system to be fit for purpose and link with neighbouring authorities as well as DCSF to ensure local/national information is accessible to all parents
- Improve the FIS and CSD websites to encompass children's centres, extended services, parenting and integrated processes.
- Children's centres, extended schools are working jointly in sharing information for all families within North Yorkshire
- Establish baseline of website hits on Family Information Service (6.3)

#### How we will know we are improving...

##### Targets Yr 1:

- Annual assessment of hubs and commissioned activity to demonstrate compliance with national standards for Information, Advice and Guidance.
- 75% of schools/colleges to rate as satisfactory or better the service that they are receiving from the IAG provider
- 100% of IAG delivery targets met
- Increase the Children's Information Service enquiries by 5%
- 70% of parents to be satisfied with the level of support to help them deal with their children's problems
- 70% of parents to be satisfied with the accessibility of information about services for children and young people
- 75% of Secondary Schools to be involved in the promotion of the "Gimi" website

##### Targets Yr 2:

- 100% of IAG delivery targets met
- Increase the Children's Information Service enquiries by 5%
- 75% of parents to be satisfied with the level of support to help them deal with their children's problems
- 75% of parents to be satisfied with the accessibility of information about services for children and young people
- FIS website hits to be increased by 25%
- 10% increase in individual site visits to the "Gimi" website and 10% increase in access to advice and information section

##### Targets Yr 3:

- 100% of IAG delivery targets met
- Increase the Children's Information Service enquiries by 5%

- 80% of parents to be satisfied with the level of support to help them deal with their children's problems
- 80% of parents to be satisfied with the accessibility of information about services for children and young people
- FIS website hits to be increased by 30%
- 10% increase in individual site visits to the "Gimi" website and 10% increase in access to advice and information section

**Where can I find more information on how this will be delivered?**

IYS Plan

Quality Standards for Young People's Information Advice and Guidance

Childcare Act 2006 – Information Duty

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<b>5.4 Develop the capacity of children and young people to manage their transitions to adult life</b>	<b>Lead</b> LDD Strategy Group
<b>What we will do over the next three years...</b> <ul style="list-style-type: none"> <li>• Improve the management of transitions to adult services for young people with complex needs through the development of a multi-agency transitions protocol, information sharing arrangements and pathway to services</li> <li>• Ensure a transition review takes place for all Year 9 pupils with LDD and a transition plan is produced</li> <li>• Develop integrated youth support to improve transition planning for vulnerable groups including Young Carers and Youth Offenders</li> <li>• Improve the local provision, including post-16 pathways and work opportunities of learners with learning difficulties and/or disabilities</li> <li>• Ensure direct payments and take up of benefits are available and promoted for all families including families with disabled children.</li> <li>• Further develop the participation of young people with complex needs and their families in the transitions process</li> </ul>	
<b>What we are going to do this year...</b> <ul style="list-style-type: none"> <li>• A transitions working group will be established to scope the work required to improve transition management and develop an agreed action plan</li> <li>• Development of an Information Sharing Protocol for transition management</li> <li>• Implement the young people's council for young people with LDD and further develop the Parent Support Partnership role in gathering the views of parents</li> <li>• The Family Information Service to review the publicity for advice and support to parents of young people with LDD, young carers and young offenders</li> <li>• Review the support for young carers and the identification and recording of young carers.</li> <li>• Ref 5.3 for actions relating to information advice and guidance for young people</li> </ul>	
<b>How we will know we are improving...</b>	
<b>Targets Yr 1:</b> <ul style="list-style-type: none"> <li>• 100% of Yr 9 with LDD that have a transition review and plan</li> <li>• All LAC young people and young people with LDD have a choice post-16</li> <li>• Reduce the NEET figures for young people with LDD from 8.4% (2007/8 baseline)</li> <li>• Increased recording of young carers 13-19 to target young carers who are NEET</li> <li>• Ref 5.3 for targets relating to Information Advice and Support</li> </ul>	
<b>Targets Yr 2:</b> <ul style="list-style-type: none"> <li>• 100% of Yr 9 with LDD that have a transition review and plan</li> <li>• Further reduce the NEET figures for young people with LDD from 8.4% (2007/8 baseline)</li> <li>• Increased % of parents of children with LDD reporting satisfaction with the move from Secondary Education to Further Education, Employment or Training (parents' survey)</li> <li>• Reduce NEET figures for young carers.</li> <li>• Ref 5.3 for targets relating to Information Advice and Support</li> </ul>	
<b>Targets Yr 3:</b> <ul style="list-style-type: none"> <li>• 100% of Yr 9 with LDD that have a transition review and plan</li> <li>• Further reduce the NEET figures for young people with LDD from 8.4% (2007/8 baseline)</li> <li>• Increased % of parents of children with LDD reporting satisfaction with the move from Secondary Education to Further Education, Employment or Training (parents' survey)</li> <li>• reduce NEET figures for young carers</li> <li>• Ref 5.3 for targets relating to Information Advice and Support</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> LDD Strategy Children's Social Care Business Plan YOT Management Plan	

<b>5.5 Raise aspiration for children and young people and enable them to fulfil their potential</b>	<b>Lead</b> IYS Manager 14-19 Strategy Lead
<b>What we will do over the next three years...</b>	
<ul style="list-style-type: none"> <li>• Maximise the impact of Aimhigher projects by fully integrating its work into schools and colleges</li> <li>• Develop integrated and impartial Information Advice and Guidance (4.3)</li> <li>• Provide all learners, especially care leavers and those who are vulnerable or have complex needs with access to a broad range of high quality careers advice and benefit from a rigorous referral system (5.3)</li> <li>• Review the strategy to reduce the number of young people not in education, employment or training to run until 2011, particularly in those areas identified as 'hot spots.'</li> <li>• Support Young Offenders with a pathway to education, employment and training</li> <li>• Identify and disseminate best practice in developing career aspirations for children and young people</li> </ul>	
<b>What we are going to do this year...</b>	
<ul style="list-style-type: none"> <li>• Monitor and evaluate the use of the online prospectus</li> <li>• Deliver the Aimhigher work targeted at 12 secondary schools. Monitor and evaluate this work</li> <li>• Develop a broader county remit to raising aspirations via the work of dedicated Aimhigher field workers</li> <li>• Integrate the work of Aimhigher into the 14-19 development planning process</li> <li>• Increase the number of care leavers accessing higher education</li> <li>• Ref. 5.3 for actions relating to information, advice and support</li> <li>• Deliver the agreed action plan to raise the participation rate at 17 (progress check indicator 1)</li> </ul>	
<b>How we will know we are improving...</b>	
Targets Yr 1: <ul style="list-style-type: none"> <li>• Reduce NEET figures for all young people to 4.1% (LAA2)</li> <li>• 63% of Young Offenders in suitable education, employment and training (LAA2)</li> <li>• 80% Care Leavers in education, employment and training from 2007/8 baseline</li> <li>• 78% Participation rates at age 17</li> <li>• Ref. 5.3 for targets relating to information, advice and support</li> </ul>	
Targets Yr 2: <ul style="list-style-type: none"> <li>• Reduce NEET figures for all young people to 3.6% (LAA2)</li> <li>• 67% of Young Offenders in suitable education, employment and training (LAA2)</li> <li>• 85% Care Leavers in education, employment and training from 2007/8 baseline</li> <li>• 79% Participation rates at age 17</li> <li>• Ref. 5.3 for targets relating to information, advice and support</li> </ul>	
Targets Yr 3: <ul style="list-style-type: none"> <li>• Reduce NEET figures for all young people to 3.3% (LAA2)</li> <li>• 71% of Young Offenders in suitable education, employment and training (LAA2)</li> <li>• 90% Care Leavers in education, employment and training from 2007/8 baseline</li> <li>• 80% Participation rates at age 17</li> <li>• Ref. 5.3 for targets relating to information, advice and support</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> 14-19 Strategy and Delivery Plan IYS Service Plan	

<b>5.6 Improve access to education and training for all children and young people</b>	<b>Lead</b> AD – Access and Inclusion
<b>What we will do over the next three years...</b> <ul style="list-style-type: none"> <li>• Develop an integrated transport strategy to ensure that all children and young people have appropriate access to activities</li> <li>• Ensure transport to and from school and settings is safe and accessible</li> <li>• Develop the e learning strategy to improve remote provision in education, training and guidance</li> <li>• Review and exploit opportunities for the integrated delivery of provision, including single site opportunities</li> <li>• Improve transport to school for disabled children</li> </ul>	
<b>What we are going to do this year...</b> <ul style="list-style-type: none"> <li>• Resources and funding will be targeted to overcome issues of rurality with regard to the 14-19 strategy. Pilot projects with transport and e-learning will be implemented</li> <li>• Ensure the Countywide communications strategy for 14-19 is underway</li> <li>• Develop e-learning potential through FRONTER, the North Yorkshire learning platform</li> <li>• Fundamental review of policies and procedures for handling poor behaviour on home to school transport in place</li> <li>• Management information and monitoring arrangements in place to identify areas for improvement</li> <li>• Sustainable travel strategy in place and surveys and parents and schools identify areas where further improvements to the transport network can be introduced to enable 'greener' travel</li> <li>• Develop the LA Learning Platform as a model of good practice and provide shared resources for schools and LA users. All schools will have a login facility</li> <li>• Deliver 'Road Shows' during the Summer term to promote LA offer to schools</li> </ul>	
<b>How we will know we are improving...</b>	
<b>Targets Yr 1: -</b> <ul style="list-style-type: none"> <li>• Provide transport to 255 young people through the Wheels to Work scheme</li> <li>• Improved response to TellUs Survey 'What do you think of public transport' from 2007 baseline (67% Fairly/ Very Good)</li> <li>• Integrated Transport Strategy within the Local Transport Strategy</li> <li>• Learning Platforms to be available to all schools from 2009</li> </ul>	
<b>Targets Yr 2:</b> <ul style="list-style-type: none"> <li>• Increase the provision transport to young people through the Wheels to Work scheme by 5%</li> <li>• Improved response to TellUs Survey 'What do you think of public transport' from 2007 baseline (67% Fairly/ Very Good)</li> <li>• Learning Platforms being actively used by schools in North Yorkshire</li> </ul>	
<b>Targets Yr 3:</b> <ul style="list-style-type: none"> <li>• Increase the provision transport to young people through the Wheels to Work scheme by 5%</li> <li>• Improved response to TellUs Survey 'What do you think of public transport' from 2007 baseline (67% Fairly/ Very Good)</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> Local Transport Plan 14-19 Strategy ICT Strategy	

<b>5.7 Ensure that children and young people are living in decent, secure affordable housing and have appropriate support</b>	<b>Lead</b> Chair of County Homelessness Strategy Group
<p><b>What we will do over the next three years</b></p> <p>Develop integrated accommodation provision and support services throughout the county:</p> <ul style="list-style-type: none"> <li>• End the use by 16 &amp; 17 year olds of B&amp;B accommodation by 31<sup>st</sup> March 2010 (from a baseline of 10 as at 31<sup>st</sup> March 2008).</li> <li>• Reduce the number of 16 &amp; 17 year olds accepted as homeless by 10% on an annual basis (from a baseline of 78 as at 31<sup>st</sup> March 2008).</li> <li>• End the use of non-self contained temporary accommodation by homeless families with dependent children (by 31<sup>st</sup> March 2012)</li> <li>• Provide appropriate mediation, outreach work with schools and provide suitable temporary accommodation (linked to prevention options and support) in every District by 31<sup>st</sup> March 2010.</li> <li>• Develop a range of county provision, of supported accommodation for young people (16-24) with complex needs/chaotic lives (by 31<sup>st</sup> March 2013)</li> <li>• Provide supported housing/ home adaptations for young people with LDD.</li> <li>• Secure suitable accommodation and related support services for all Care Leavers and Young Offenders.</li> <li>• Monitor the impact of the new Homelessness Prevention Protocols</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Reduce the number of 16-24 yr olds accepted as homeless (this is the largest group presenting as homeless)</li> <li>• Reduce the number of single non-dependent 16-17 yrs olds accepted as homeless placed in B&amp;B</li> <li>• Increase the levels of supported accommodation (including supported lodgings) for 16-17 yr olds county-wide</li> <li>• Sustain housing support to all households accommodated under homeless legislation (this is in place but remains vulnerable to funding loss)</li> <li>• Develop and implement county-wide move on protocols (MOPPS)</li> <li>• Begin to develop a county-wide Prevention Toolkit (for completion 31<sup>st</sup> March 2010)</li> <li>• Embed the new Prevention of Homelessness Protocols and Information Sharing arrangements</li> </ul>	
<p><b>How we will know we are improving?</b></p>	
<p>Targets Yr 1 (2008-09):</p> <ul style="list-style-type: none"> <li>• Reduce the number of young people 16 &amp; 17 years old accepted as homeless by 10%</li> <li>• Percentage of care leavers at age 19 who are living in suitable accommodation</li> <li>• Reduce number of homeless families using non-self contained accommodation - (0 by March 31<sup>st</sup> 2012)</li> <li>• NI 46 Young offenders access to suitable accommodation</li> <li>• NI 147 Care leavers in suitable accommodation</li> <li>• NI 155 Number of affordable homes delivered (gross)</li> <li>• NI 156 Number of households living in Temporary Accommodation – <i>below 300</i></li> </ul>	
<p>Targets Yr 2 (2009-10):</p> <ul style="list-style-type: none"> <li>• Reduce the number of young people 16 &amp; 17 years old accepted as homeless by a further 10%</li> <li>• Percentage of care leavers at age 19 who are living in suitable accommodation</li> <li>• Reduce number of homeless families using non-self contained accommodation - (0 by March 31<sup>st</sup> 2012)</li> <li>• NI 46 Young offenders access to suitable accommodation</li> <li>• NI 147 Care leavers in suitable accommodation</li> <li>• NI 155 Number of affordable homes delivered (gross)</li> <li>• NI 156 Number of households living in Temporary Accommodation – <i>below 240</i></li> </ul>	
<p>Targets Yr 3 (2010-2011):</p> <ul style="list-style-type: none"> <li>• Reduce the number of young people 16 &amp; 17 years old accepted as homeless by a further 10%</li> <li>• Percentage of care leavers at age 19 who are living in suitable accommodation</li> <li>• Reduce number of homeless families using non-self contained accommodation - (0 by March 31<sup>st</sup> 2012)</li> <li>• NI 46 Young offenders access to suitable accommodation</li> <li>• NI 147 Care leavers in suitable accommodation</li> </ul>	

- NI 155 Number of affordable homes delivered (gross)
- NI 156 Number of households living in Temporary Accommodation - *below 180*

**Where can I find more information?**

North Yorkshire Homelessness Strategy

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<b>5.8 Support families to achieve improved economic well-being</b>	<b>Lead</b> Early Years and Childcare Manager
<b>What we will do over the next three years...</b> <ul style="list-style-type: none"> <li>• Reduce the number of children living in households below the poverty line by supporting parents to enter employment, through adult learning, advice and support where appropriate</li> <li>• Support young carers to be able to access education, training and employment opportunities</li> <li>• Ensure there is appropriate childcare support for teenage parents to enable them to continue in education, employment and training and increase the take-up of Care to Learn</li> <li>• Establish an ongoing system for auditing sufficiency of childcare provision and mechanisms for responding to identified needs. Target development and support work at the areas of deficit</li> <li>• Support the provision of sufficient high quality, affordable, accessible childcare for all children within North Yorkshire, to enable parents to attend training or work</li> <li>• Improve information and guidance to parents regarding the availability of childcare, of benefits to enable childcare to be taken up and about training opportunities</li> </ul>	
<b>What we are going to do this year...</b> <ul style="list-style-type: none"> <li>• A review and realignment of childcare provision across the County following the introduction of new Ofsted regulation in September 2008</li> <li>• A greater understanding and acknowledgement by childcare providers of the specific childcare needs of vulnerable groups through the work of children's centres</li> <li>• Development of a consistent offer for childminding networks linked to Children's Centres to build on quality standards and increase the number of children come first childminder networks</li> <li>• Increased flexibility in the 3 and 4 year old entitlement offer to parents</li> <li>• Effective support mechanisms, including funding, to ensure the inclusion of all children in childcare provision</li> <li>• Outreach work and more local delivery of information and guidance to parents through the Families Information Service (6.3)</li> <li>• Improve parental take up of working tax credit, childcare tax credit and Care to Learn.</li> <li>• Provide one-one support for young carers to increase self-confidence and encourage engagement in family activities</li> </ul>	
<b>How we will know we are improving...</b>	
Targets Yr 1: <ul style="list-style-type: none"> <li>• Changes in childcare providers and places (since April 2005 benchmark)</li> <li>• In depth childcare sufficiency assessment for 2 ISM areas</li> <li>• Reduction in the proportion of children, aged 0-4, 5-14, living in households where no-one is working (2007/8 benchmark)</li> <li>• Baseline NI 118 Take up of formal childcare by low-income working families</li> <li>• Increased % Families Information Service parental satisfaction evaluations</li> <li>• Increase the percentage of teenage parents aged 19 and under accessing childcare through care to learn to 14%</li> <li>• Consultation on the delivery of Phase 3 Children's Centres</li> </ul>	
Targets Yr 2: <ul style="list-style-type: none"> <li>• In depth childcare sufficiency assessment for 2 ISM areas</li> <li>• Improved Early Years Outcomes for children at the end of reception</li> <li>• % of schools offering parents a flexible offer to 3 and 4 year olds</li> <li>• Increase the percentage of teenage parents accessing childcare through care to learn to 16%</li> <li>• Increase the % of take up of formal childcare by low-income working families from baseline</li> <li>• Reduction in the proportion of children, aged 0-4, 5-14, living in households where no-one is working (2007/8 benchmark)</li> </ul>	
Targets Yr 3: <ul style="list-style-type: none"> <li>• In depth childcare sufficiency assessment for 2 ISM areas</li> <li>• Increase the percentage of teenage parents accessing childcare through care to learn to 18%</li> <li>• Increase the % of take up of formal childcare by low-income working families from baseline</li> </ul>	
<b>Where can I find more information on how this will be delivered?</b> Children's Centre Strategy and Delivery Plan Teenage Pregnancy Strategy	



## Building Capacity

### Why This Section Matters

Our overall aim is to prevent children and young people from being unfulfilled or coming to harm. We want them all to have positive lives. To achieve this we have to build up the capacity around them in their families and in our services.

The key aims addressed in this section are:

- The Capacity Building Section of the Children & Young People's Plan underpins the development of integration in services, processes and strategies.
- Its focus and rationale is to bring key developments together for convergence, added value and combined impact. In doing so, it helps us to make the most of all the capacity and opportunities we have.
- It is a fundamental enabler to many of the integration and improvement objectives across all five ECM outcomes.
- It also helps us to keep a complete picture of key cross-cutting strategies which impact on all Outcomes and need robust, whole service implementation and monitoring.

### Needs Assessment

This section draws on the full Needs Assessment which underpins all five Outcomes (see supporting document to the Plan).

<b>6.1 Parenting Strategy</b>	<b>Lead</b> Assistant Director, Learning Youth & Skills
<p><b>What we will do over the next three years:</b></p> <ul style="list-style-type: none"> <li>• Improve the level of timely and high quality information and support available to parents all across the county</li> <li>• Ensure that parents are involved in decision-making about the appropriateness and development of services for them</li> <li>• Ensure a coherence of staffing roles and responsibilities so that parents can access the right service at the right time</li> <li>• Ensure that all staff involved in supporting parents are clear about their roles and are fully equipped with the necessary skills and experiences to discharge their responsibilities efficiently and effectively</li> <li>• Establish Parent Forums for parents of children with learning difficulties and, or disabilities</li> </ul>	
<p><b>What we are going to do this year</b></p> <ul style="list-style-type: none"> <li>• Complete the work on developing Parenting Support Improvement Plans for each of the six ISM areas (consistent with the Parenting Support Strategy)</li> <li>• Review future deployment of Parent Support Advisors in light of a review the effectiveness of the PSA project and related work</li> <li>• Develop further arrangements for supporting staff (including appointing 2 FTE Parenting Experts)</li> <li>• Develop further information services for parents, including those with children who have learning difficulties and, or, disabilities</li> </ul>	
<b>How we will know we are improving</b>	
<p><b>Targets Yr 1:</b></p> <ul style="list-style-type: none"> <li>• Baseline the number of parents accessing parenting support programmes</li> <li>• Measurable progress made against all six integrated services areas local parenting support plans</li> <li>• 950 adults on literacy, language and numeracy programmes</li> <li>• An implementation plan for Parents Forums agreed across Partners</li> </ul>	
<p><b>Targets Yr 2:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of parents accessing parenting support programmes from the 2008/9 baseline</li> <li>• Measurable progress made against all six integrated services areas local parenting support plans</li> <li>• 950 adults on literacy, language and numeracy programmes</li> <li>• Increase in the % of parents satisfied with the help they get to support their child (Parent's Survey)</li> <li>• Parent's Forums developed in line with implementation plan</li> </ul>	
<p><b>Targets Yr 3:</b></p> <ul style="list-style-type: none"> <li>• Increase the number of parents accessing parenting support programmes from 2009/10</li> <li>• Measurable progress made against all six integrated services areas local parenting support plans</li> <li>• 950 adults on literacy, language and numeracy programmes</li> <li>• Increase in the % of parents satisfied with the help they get to support their child (Parent's Survey)</li> </ul>	
<p><b>Where can I find out more information?</b></p> <ul style="list-style-type: none"> <li>▪ Parenting Support Strategy</li> <li>▪ Local Improvement Plans</li> <li>▪ All CYPP Improvement Priorities (especially 1.1, 1.2, 2.2, 2.3, 2.7, 3.1, 3.4, 4.1-4.6, 5.3, 5.8)</li> </ul>	



6.2 Integrated Local Services – Delivery Strategy	Lead Strategic Development and Commissioning Manager
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Implement the Phase 3 Children Centres</li> <li>• Work to ensure the sustainability of early years provision</li> <li>• Implement a prevention programme as part of Targeted Youth Support that is specifically aimed at identification and early intervention with vulnerable young people.</li> <li>• Ensure that Integrated Youth Support hubs are effectively co-ordinating activity across localities and are used by a wide range of partners to deliver services to young people.</li> <li>• Develop and implement the Performance Framework for Integrated Working</li> <li>• Develop governance arrangements for integrated working</li> <li>• Explore further areas for commissioning within integrated service delivery</li> <li>• Consider the strategic alignment of Common Assessment with other assessment processes, seeking to streamline where possible</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Review the Integrated Working management structures</li> <li>• Seek to ensure the sustainability of the former neighbourhood nurseries</li> <li>• IYS hubs operating in each integrated service areas with additional IYS access points to meet the needs of young people in rural localities.</li> <li>• Increase the numbers and range of practitioners that are based in the hubs and /or are providing services out of the hub or IYS access points.</li> <li>• Establish the performance framework for Common Assessment, Children Centres and quality standards for Extended Services</li> <li>• Establish governance arrangements for Children’s Centres and for affiliated childcare</li> <li>• Commence work regarding the strategic alignment of the SEN and CAF procedures and other assessment processes</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• NI 88: By September 2008, 54% of schools will achieve the full core offer for Extended Services through schools</li> <li>• NI 109: 30 children’s centres operational</li> <li>• High levels of user satisfaction with IYS with evidence that IYS has helped young people to progress and achieve their goals.</li> <li>• A Targeted Youth Support practitioner to be linked to each secondary school, special school and college.</li> <li>• Annual staff survey to indicate a high level of satisfaction with the effectiveness of IYS and their professional support and learning.</li> <li>• Establish a baseline of performance indicators for Integrated Working</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• NI 88: By September 2009 85% of schools providing the full core offer for extended services</li> <li>• NI 109: By April 2010 , 40 children’s centres operational</li> <li>• Increased numbers of Targeted Youth Support Practitioners in each integrated service area.</li> <li>• Increased numbers of IYS access points evidencing increased use by young people, parents/carers and practitioners in localities.</li> <li>• Hub use increased from that of previous year.</li> <li>• Performance framework for Children Centres and integrated service delivery and quality standards for Extended Services in place</li> <li>• Governance arrangements for Children’s Centres and for affiliated childcare in place</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• NI 88: By September 2010 100% of schools providing the full core offer for extended services</li> <li>• Further integration of service provision, alignment of responsibilities and/or rationalisation of management resulting in an increased number of practitioners working with young people.</li> <li>• IYS hubs providing a wide range of services and support for young people including extended daytime/evening and weekend provision.</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b> Strategic Development Commissioning Service Plan, IYS Plan</p>	

<b>6.3 Tools for Integrated Working</b>	<b>Lead Performance and Outcomes Manager</b>
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Implement ContactPoint in order to improve multi-agency information sharing and children and young people's access universal services.</li> <li>• Implement the General Framework for Information Sharing version 2.</li> <li>• Recruit and train full ContactPoint implementation team.</li> <li>• Implement and progress the integration of ICT systems for children's services</li> <li>• Develop a collaborative working website called <a href="http://www.nyfamilies.info">www.nyfamilies.info</a> to incorporate Families Information Service, Children's Services Directory, Children's Centres, Extended Services within Schools, Every Child Matters and Parenting</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Plan and implement ContactPoint Training as part of the Every Child Matters Training Strategy, including training resources, venues and training modules according to the ContactPoint Project Milestones.</li> <li>• Identify ContactPoint and eCAF users and their equipment needs across the partnership.</li> <li>• Data Source accreditation for ContactPoint through achieving the ContactPoint project milestones.</li> <li>• Information sharing protocol for Missing Children and Children Centres developed.</li> <li>• Agree communication methods with the 'hard to reach groups' identified in the ContactPoint Communications Strategy.</li> <li>• Implement IMPULSE (children's integrated system) to agreed project milestones.</li> <li>• Train appropriate administration staff within the subject matter areas to update and maintain their areas of the <a href="http://www.nyfamilies.info">www.nyfamilies.info</a> website</li> <li>• Market the new nyfamilies website to parents, carers, children, young people and practitioners</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Develop and implement Integrated Processes Data Quality Strategy and Action Plan.</li> <li>• Complete ContactPoint and eCAF Workforce Analysis.</li> <li>• Develop and implement Integrated Processes Communications Strategy</li> <li>• Complete ContactPoint Data Source Analysis</li> <li>• Complete ContactPoint User Analysis.</li> <li>• Meet all IMPULSE implementation milestones</li> <li>• Administrators are trained to update their own areas of the <a href="http://www.nyfamilies.info">www.nyfamilies.info</a> website</li> <li>• The <a href="http://www.nyfamilies.info">www.nyfamilies.info</a> website is launched to all parents, carers, children, young people and practitioners.</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• Complete and sign off ContactPoint Training Schedule.</li> <li>• Complete ContactPoint Benefits Baseline Assessment</li> <li>• Establish ContactPoint helpdesk and support</li> <li>• Complete phase 1 of ContactPoint Training</li> <li>• Achieve accreditation to ContactPoint</li> <li>• Meet all IMPULSE implementation milestones</li> <li>• Establish the number of hits on the <a href="http://www.nyfamilies.info">www.nyfamilies.info</a> website and the sub categories</li> <li>• Evaluate the <a href="http://www.nyfamilies.info">www.nyfamilies.info</a> website with its users by using an online feedback form</li> </ul>	
<p>Targets Yr 3:</p> <ul style="list-style-type: none"> <li>• Full implementation of systems and processes in place to support an integrated front-line service for children, young people and families.</li> <li>• Refresher training, communications and impact assessment on integrated working to be completed.</li> <li>• Increase the number of <a href="http://www.nyfamilies.info">www.nyfamilies.info</a> website hits by 5%</li> </ul>	
<p><b>Where can I find more information on how this will be delivered?</b>  ContactPoint Project Milestones and related documents  IMPULSE Project Plan</p>	

<b>6.4 Workforce Development</b>	<b>Lead</b> Chair of the Workforce Development Group
<p><b>What we will do over the next three years...</b></p> <ul style="list-style-type: none"> <li>• Review the integrated Workforce Strategy and Plan to align with national and local agendas</li> <li>• Improve skills and knowledge within the frontline children's workforce by developing and delivering a skills development plan based on the Common Core of skills and knowledge</li> <li>• Respond to the new Integrated Qualifications Framework (IQF) (2010) ensuring links to the training and development plan for the children's workforce</li> <li>• Support the development to of high quality leaders and managers of integrated services</li> <li>• Support the co-ordination of a professional learning programme for IYS practitioners.</li> <li>• Promote Apprentices across the children and young people workforce</li> <li>• Increase the number of opportunities for employment for young people within the children's workforce</li> <li>• Promote the Graduate Leader Fund (GLF)</li> </ul>	
<p><b>What we are going to do this year...</b></p> <ul style="list-style-type: none"> <li>• Establish a Professional Learning Plan and CYP Directorate programme to develop further integrated working as well as specialist training.</li> <li>• Assessing implications of DCSF Workforce Strategy Action plan for all areas of the children and young people workforce</li> <li>• Map existing training provision for front line children's workforce against the common core behaviour &amp; skills framework and identify gaps</li> <li>• Familiarise partners with the potential of The Learning Zone to enhance and augment existing Learning and Development opportunities and to meet identified gaps in provision</li> <li>• Align our training development plan against the proposed IQF</li> <li>• Align training for Leadership and Management of Integrated services with DCSF National Professional Development framework</li> <li>• Run 6 pilots across the County for the NCSL 'Multi Agency Team Development' (MATD) programme</li> <li>• Roll out training and development plan for IYS Hub Co-ordinators</li> <li>• Establish a connexions vacancy service for C&amp;YP linked to the NYCC Recruitment Bureau</li> <li>• Promote and communicate opportunities for apprenticeships across the children's workforce</li> <li>• From September 2008 all settings to be made aware of the GLF</li> </ul>	
<p><b>How we will know we are improving...</b></p>	
<p>Targets Yr 1:</p> <ul style="list-style-type: none"> <li>• Map existing training provision for front line children's workforce against the common core behaviour and skills framework and identify gaps</li> <li>• Develop and agree the access to the Learning Zone</li> <li>• Assess the impact of the proposed IQF against training and development plan</li> <li>• Monitor attendance on the MATD Programme from across partners</li> <li>• Develop <a href="http://www.cypscareers.co.uk">www.cypscareers.co.uk</a> to include career pathways for early intervention and preventative roles relating to parenting and home schools support services and extend the inclusion of PCT careers by April 2009.</li> <li>• Have identified appropriate careers for apprenticeships across the children's workforce</li> <li>• Embedding of the common core skills and knowledge into job descriptions and person specifications for all NYCC CYPS Staff, PCT and to provide templates for the Voluntary and Community workforce.</li> <li>• 105 Early Years staff with professional status</li> </ul>	
<p>Targets Yr 2:</p> <ul style="list-style-type: none"> <li>• The revised WF Strategy 2009-10 objectives are implemented</li> <li>• Implement the agreed training and development plan for the front line children's workforce in line with the common core behaviour and skills framework</li> <li>• Align existing partner organisation's professional learning for integrated leaders and managers onto the National Professional Framework for Leading and Managing children Services</li> <li>• Review and evaluate MATD Programme</li> <li>• Develop and commission multi agency training for Leaders and managers in line with the DCSF National Professional Development Framework</li> </ul>	

<ul style="list-style-type: none"><li>• Review and evaluate IYS Hub Coordinators training programme</li><li>• Have identified six apprenticeships across partners</li><li>• An additional 150 staff in early years settings with professional status.</li></ul>
<p>Targets Yr 3:</p> <ul style="list-style-type: none"><li>• Review and realign the WF Strategy in the light of the changing national &amp; local agendas and Implement the revised WF Strategy 2010-11 objectives and evaluate impact</li><li>• Evaluate the training and development plan for the front line children's workforce in line with the common core behaviour and skills framework</li><li>• Raise awareness of the Integrated Qualifications framework with Employers and identify the impact for recruitment and selection of the C&amp;YP's workforce</li><li>• Map the training and development opportunities against the new Integrated Qualifications Framework (IQF)</li><li>• Roll out the MATD programme to Children's Centres multi agency teams</li><li>• Link IYS Hub Co-ordinator programme to the IQF</li><li>• Review and evaluate progress of Apprenticeships and identify further numbers</li><li>• An Early Years Professional in every Children's Centre that offers Child care.</li><li>• An additional 200 staff in early years settings with professional status.</li></ul>
<p><b>Where can I find more information?</b> NY CYP Strategic Workforce Development Strategy and Plan NY Partners Workforce Development Strategies and Plans Integrated Processes Training Strategy</p>

DRAFT

### Guide

- Children and Young People's Partnership Statement of Purpose
- Governance and Trust Arrangements
- Consultation Strategy
- Equalities Statement
- Use of Resources
- Performance Management
- Commissioning Strategy

## How we will work together

In order to deliver our Improvement Strategies, it is essential that all the partner agencies in North Yorkshire work together well. This involves

- maintain our strong, shared purposes as set out in the partners' statement of commitment;
- having robust Governance arrangements for our partnership so that our roles and responsibilities are clear;
- maintaining good Consultation and Communication with children, young people and parents and service users, so that we do the right things in the right way for them;
- having a clear approach to Equalities embedded in our work;
- using Resources effectively and in complementary ways to support priorities;
- managing Performance openly, drawing on sound data and evidence of good practice so that standards and expectations are high.

Our management arrangements to meet these requirements have been agreed by all partners and are summarised in the following sections.

### **Members of the Children and Young People's Strategic Partnership Board**

- North Yorkshire County Council
- North Yorkshire Police
- North Yorkshire Police Authority
- North Yorkshire and York Primary Care Trust
- North Yorkshire Probation Service
- District/Borough Councils
- Learning and Skills Council
- North Yorkshire Schools
- Youth Offending Team
- North Yorkshire Fire & Rescue Service
- Voluntary Sector
- North Yorkshire Learning Partnership
- North Yorkshire Early Years Development and Childcare Partnership
- Yorkshire and Humber Strategic Health Authority.

## North Yorkshire Children and Young People's Strategic Partnership Board - Statement of Purpose

- We are ambitious for all the children and young people in North Yorkshire and have a shared responsibility for them.
- We will act together to ensure they can:
  - be healthy
  - stay safe
  - enjoy and achieve
  - make a positive contribution
  - secure economic well-being
- We aim to ensure that more young people have good outcomes on all five measures by improving the opportunities on offer to them and how we work together for that.
- We will seek and respect their views and their families' in pursuit of these objectives, and will continue listening to them on all our work.
- We are committed to all children having good lives as adults and we value their childhood and teenage years as important in their own right.
- Our objective is to enable individuals, families and communities to be independent and have the capacity to deal with their own challenges or difficulties when they arise.
- To do well for them all we will strive for high quality in all that we do. You will see this
  - **in our mainstream services** which are there for every child or young person (for example our schools, GPs, health visitors, early years settings, youth service, Connexions);
  - **in our preventative services** which are there to help the many who have problems or greater needs, whether briefly or over time (for example our Early Years and Sure Start schemes, our paediatric, sensory and disabilities specialists, our public health and health support work, our behaviour and learning support, our family learning work and support to families in need);
  - **in our targeted services** which are there to support those who face multiple or protracted difficulties which need co-ordinated help from several services (for example our autism or disabilities services, children at risk of substance abuse or those with no school place);



- **in our high needs services** for those whose acute difficulties call for intensive help (for example our social care, youth justice and specialist health services).
- We will be proactive, making it our priority to:
  - maximise children's progress
  - prevent difficulties
  - when they do occur identify them early and respond to them effectively
  - be vigilant and persistent on complex problems
  - act urgently where there is high risk
- We will integrate practice, share information and use it strategically to improve prevention and casework.
- To improve what we offer we will work well together all the way through from planning services to delivering them. We will pool our skills and capacity to solve shared problems and maximise use of resources.
- We will invest in our workforce so that they have shared knowledge and skills which they can keep up-to-date.
- We will commission services to get the best for children and their parents/families, researching their views and making sure that service providers perform well.
- We will welcome partnership with all those who can help achieve better outcomes for children and young people, in their families and their communities.
- We will ensure our Governance arrangements are robust, transparent and well-understood.
- We are committed to achieving local access to equal opportunities across the County. We may deliver services differently in some places from others, but entitlement will be equal. We will have more to do for children with multiple needs.
- We will measure ourselves against high standards, and be clearly accountable for what we do as individual organisations and when acting jointly.
- We will pool knowledge of the national standards framework for all services, and partners will support one another in achieving their objectives.
- Not all change will come quickly but we are committed to real change for children and will see things through.



## Governance and Trust Arrangements

The governance arrangements for the North Yorkshire Children and Young People's Strategic Partnership are the subject of a legal agreement between partner agencies.

These arrangements include:

- The principles of co-operation
- Governance arrangements
- Financial arrangements
- Arrangements for the North Yorkshire Children and Young People's Strategic Board
- Arrangements for Localities.

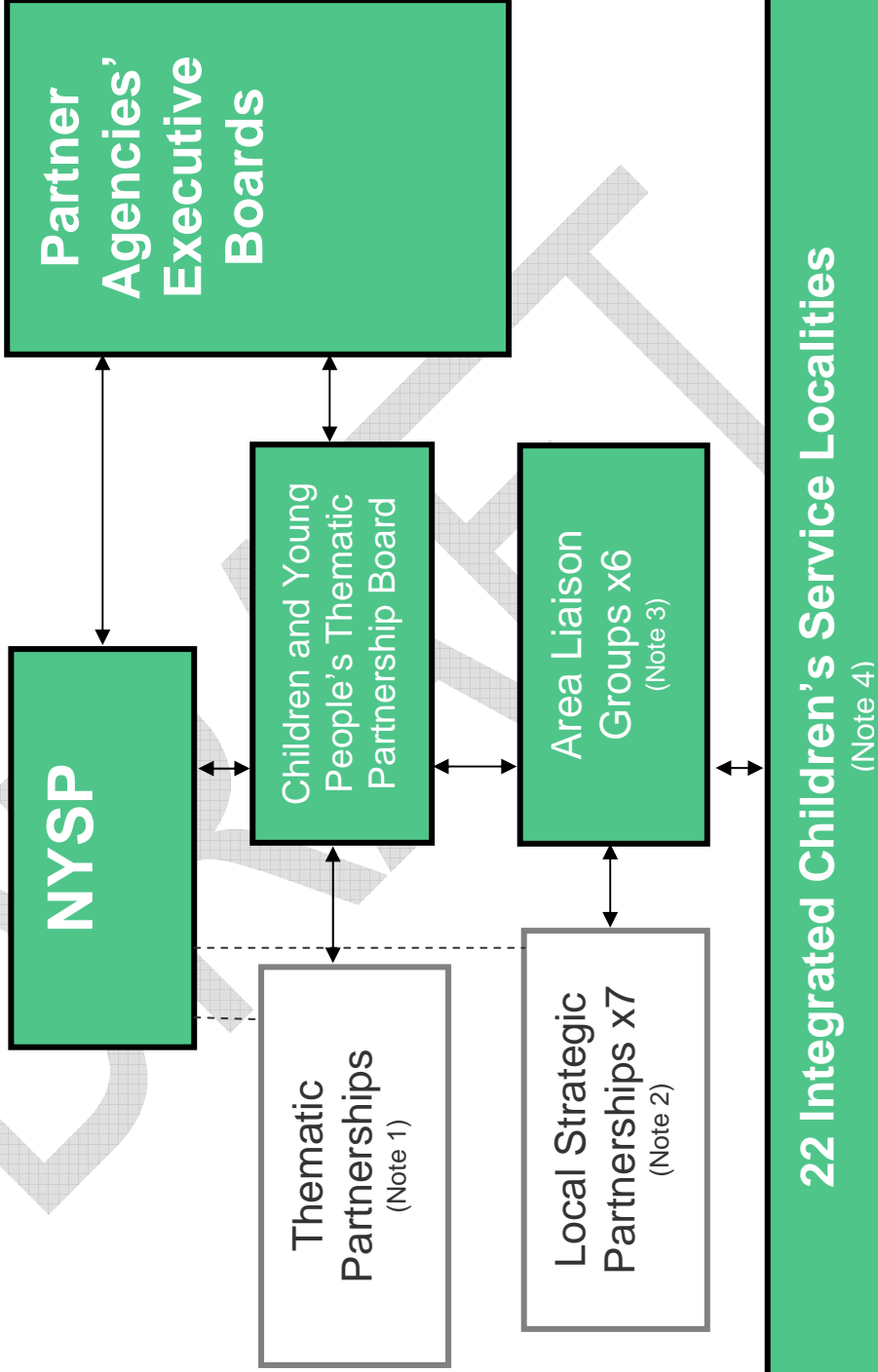
The purpose of the governance arrangements are to promote co-operation between the agencies involved, with a view to improving the well-being of children and young people in North Yorkshire in relation to the five statutory outcomes for children. They set out this responsibility, and the commitment of all the agencies to co-operation, communication, taking opportunities and sharing information. The arrangements also address principles of probity, organisational and professional accountability, and best value.

For the purpose of integration of front-line services in places which make sense for children, young people and their parents/carers, 22 Children's Localities form the basis for service delivery. The governance principles cover arrangements at Children's Locality level, as well as those for the Board.

The **North Yorkshire Children and Young People's Strategic Partnership** forms one of several thematic partnerships which, taken together, form the North Yorkshire Strategic Partnership, charged with providing the overall framework for the delivery of public services in the county, development of the Sustainable Community Strategy and development of the Local Area Agreement. The Local Area Agreement is an agreement between the local partners and Government to the effect that, in return for identifying and planning to meet community needs, greater flexibility will be given in how resources may be used.

Seven Local Strategic Partnerships in turn form part of the North Yorkshire Strategic Partnership. Six Area Liaison Groups have been established to include partners in the management of Integrated Local Services for children and young people and these collaborate with Local Strategic Partnerships in relation to their work for children and young people.

# CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP



1: Thematic Partnerships are: Healthier Communities; Adults; Safer Communities; Stronger Communities; Economy and Enterprise; Children and Young People  
 2 Local Strategic Partnerships: Craven; Hambleton; Harrogate; Richmondshire; Ryedale; Scarborough; Selby  
 3. Area Liaison Groups: Central Vale; Coast; Craven; Harrogate; North; White Horse (see page 7 for map)  
 4. See Page 7 for map

## Working Together

**WT1. Ensure Strong Governance Arrangements are in place for the Children and Young People's Strategic Partnership**

**Lead**

Corporate Director –  
Children and Young  
People's Service

### What we will do over the next three years...

- Ensure our partnership arrangements are robust and effective (DCS)
- Further develop strategic links with NYSCB to promote its role in monitoring and evaluating safeguarding (DCS/NYSCB)
- Further develop the range of strategic groups and sub-partnerships required to support the work of the CYPSP.
- Ensure that all these strategic groups and sub-partnerships are aligned to the CYPP, have appropriate governance and have clear lines of accountability to the CYPSP
- Maintain good links with the North Yorkshire Strategic Partnership (NYSP), its thematic partnerships and all relevant partners.

### What we are going to do this year...

Action points for year 2008-9

- Review the governance arrangements for the Children and Young People's Strategic Partnership
- Undertake partnership self-evaluation (DCS)
- Support the development of the Safeguarding Performance Framework and links to the Strategic Board
- Review and implement changes to 14-19 Partnership arrangements and integrate the new structure with the CYPSP as the overarching partnership and governance framework
- Embed the Multi-Agency Looked After Children Partnership (MALAP) group as a sub-set of the CYPSP, and ensure appropriate reporting and accountability to the CYPSP Board.
- Ensure revised statutory guidance on Children's Trusts arising from the DCSF "Children's Plan" is fully implemented.
- Review communications activities undertaken for CYPSP to increase flow of information to staff, service users and partners (see Consultation and Communication – next page)

### Where can I find more information on how this will be delivered?

NYCPSP Governance Arrangements

Strategic Plans of all partner agencies

**Contact:** [www.nysp.org.uk](http://www.nysp.org.uk)

CYPSP Board website at <http://www.nysp.org.uk/>

Safeguarding Children Board website at <http://www.safeguardingchildren.co.uk/>

## Consultation and Communication Strategy

The Children and Young People's Strategic Partnership is committed to genuine consultation and participation in strategic developments and service planning and ongoing communication.

The development of the Children and Young People's Plan has been informed and influenced by consultation with children, young people, parents and carers and staff.

### Children and Young People

The Strategic Partnership has a long standing multi-agency development group, the 'Voice, Influence and Participation' group to lead and coordinate participation activities on behalf of the Partnership. The VIP group is supported by a dedicated VIP senior officer, a participation coordinator and dedicated young people's development workers. The Young People's Development Workers are standing members of the Children and Young People's Strategic Board. The VIP group leads on the implementation of the HyBRiD standards across the partnership.

To inform the Plan the participation activities carried out over the previous three years are aggregated and analysed to identify key issues for children and young people. These participation activities are ongoing and aligned to the priorities within the Children and Young People Plan. This is supported by further, more specific consultation on the emerging priorities for the new plan.

To increase awareness a Children and Young People's Plan poster has been developed by young people and distributed to schools and settings.

### Parents and Carers

There are a range of mechanisms in place to support consultation with parents and carers. The Parenting Strategy working group leads and coordinates work across North Yorkshire, incorporating local implementation plans, Children's Centre activities and the Parent Partnership Service. Consultation with parents (as with children and young people) is collated on the consultation database and findings are shared.

To inform the Plan, specific parent research is carried out in the form of telephone and web-based surveys on the issues facing their children and young people. The findings of this research are analysed and shared across the partnership.

### Staff

Consultation with staff is embedded through a process of local multi-agency development meetings. Key messages are distributed through team meetings and formal communication systems across partners. In addition a dedicated newsletter 'Changing Times' is distributed across the Partnership.

Specific consultation events on the Plan were held on the emerging priorities. In addition there is a specific CYPP newsletter for the development of the plan, which is distributed to staff across the Partnership. A team briefing pack on the new Plan has also been distributed to support internal communications within agencies

### Ongoing Strategy

A multi-agency participation and communication strategy will be developed to align the consultation and communication activities to the priorities within the Children and Young People's Plan 2008-11, with a regular cycle of activity and monitoring.

## Working Together

### WT2. Consultation and Communications

#### Lead

Performance and Outcomes Team

#### What we will do over the next three years...

- Develop a multi-agency participation and communication strategy for the Children and Young People's Strategic Partnership
- Ensure that the voices of children, young people, parents and carers have been accurately represented and their needs addressed
- Ensure a regular cycle of communication across the Children and Young People's Strategic Partnership
- Ensure proper scrutiny of the outcomes of plan and the proposals for consultation on successive plans
- Ensure that staff within the Children's Services Authority and partner agencies are enabled to express their views on the development of children's services and to contribute to the planning process

#### What we are going to do this year...

Action points for year 2008-9

- Published schedule for the 'Changing Times' newsletter
- Develop the draft strategy and send out for consultation across the Partnership
- Launch the Children and Young People's Plan to staff and children and young people, with supporting guidance and tools
- Maintain the Consultation Database and share the findings
- Review the CYPP annually to assess the outcomes against the needs expressed through consultation
- Review the terms of reference for the VIP group and membership
- Work across agencies to develop a timetable of regular consultation, streamline these where possible and publicise the timetable

## Equality Statement

The North Yorkshire Children and Young People's Strategic Partnership Board is committed to improving outcomes for all children and young people. The Children and Young People's Plan is a single plan for all local services for children and young people. It covers every outcome for every child, everywhere.

However, the Plan recognises that some groups of children and some localities experience more disadvantage or are more vulnerable to poor outcomes than others and targets services to meet their particular needs.

**An essential part of providing good-quality services is making sure that everyone has equal access to services.**

### Equality Statement

We are committed to equality and to making fair treatment an important part of everything we do. We make this commitment because we want to provide the best service we can to our community and because we value the contribution our employees make to achieving this.

### The aim of our equality policy

We aim to make sure that services are provided fairly to all sections of our community. We will take action to identify and get rid of any direct or indirect discriminatory practices, which act as barriers to achieving this aim. We oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, sex or gender reassignment, marital status, family status, sexuality, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.

### Putting our equality policy into practice

To achieve the aims of the equality policy statement in delivering our services, we will do the following:

1. Continually improve services to make sure that they are accessible and provided fairly to everyone in our community.
2. Understand that some groups of people experience more disadvantage than others, and target services to meet their particular needs.
3. Make sure that all service users are treated with dignity and respect, and that we recognise and value people's differences.
4. Consult and involve service users, potential users and community groups in the way we plan and deliver services.
5. Make sure that complaints procedures are easy to use, and that we respond to complaints efficiently and promptly.
6. Communicate our equality policy to contractors delivering services on our behalf, and take account of equality factors when we award and monitor contracts.
7. Communicate to service users our expectation that they must not discriminate against our employees.

To **help us put** our equality policy statement into practice, we will do the following:

- Act in line with all relevant legislation and codes of practice, for example the Sex, the Race Relations Act 1976 and 2000, and the Disability Discrimination Act 1995 and Disability Equality Duty 2006, Employment Equality (Religions and Belief) regulations

2003, Employment (Sexual Orientation) Regulations 2003 and how the Equality Act 2006 (part 2) extends these regulations, the Gender Equality Duty 2007,

- Make sure that all employees and other people who help us deliver services are aware of this policy statement.
- Include equality in all management processes so that it becomes part of everything we do.
- Engage in impact assessments to effectively assess if any aspect of our services affect different groups of people in different ways to ensure we work in a fair and equitable way.
- Develop effective auditing and monitoring procedures for services and employment, and report, at least once a year, on how we put this policy statement into practice.
- Promote the principle of equality whenever possible, share successes and good practice, and promise to provide a positive role model to other organisations and employers in our community.
- Ensure that each partner agency or organisation on the Children and Young People's Strategic Partnership Board has a corporate equality policy.

DRAFT



## Use of Resources

### Our Strategy

Our strategy is to allocate resources to match the needs of Children & Young People identified in the plan. This sets the vision and key objectives split down into specific work priorities and targets. This is a joint process between the County Council and all other partners co-ordinated through the Children's Strategic Board.

The Use of Resources Strategy aims to optimise resources at our disposal to address the 5 outcomes and the associated key activities in the plan. The underlying aim is to ensure that we have the capacity to develop targeted preventative services.

The County Council and partner agencies align the plan's priorities into their financial strategies and forward financial plans. This involves processes to ensure that all partners provide the financial, physical, human and performance information required to monitor the achievement of the objectives and key activities in the plan.

### How are resources managed?

Currently the County Council and partners have largely independent budget processes. Each have budget planning and monitoring procedures and in the case of the County Council a Medium Term Financial Strategy which:

- Brings together **Needs Analysis** for individual services (e.g. high incidence special educational needs); **Comparative Information** (e.g. Section 52 comparisons); **Performance Data** (e.g. Best Value Performance Indicators); **Risk Assessments** and takes account of **national priorities** and the outcome of **scrutiny** and other reviews together with **Volume and Demand changes**.

**and**

Examines affordability by modelling resources with its impact.

The process of determining planned priorities has involved:

- Reassessment of current needs and associated costs.
- Prioritising investment in universal prevention and early intervention strategies (e.g. campaigns to reduce teenage pregnancy).
- Exploring the potential for efficiencies including the roll-out of Integrated Locality based systems operating with a lead professional, using the Common Assessment Framework and maximising the use of technology.
- Takes account of national priorities such as those in the Children's Plan and associated milestone targets set by Government.
- Bringing together all individual funding streams especially individual specific grants with core budgets to provide a single set of integrated services which, whilst achieving the required outcomes for the grant concerned, also contribute to the achievement, in an overall efficient and effective manner, of the 5 outcomes and the associated policy priorities set out in this plan.

### Maximising Resources – Our Approach

North Yorkshire is a lowly funded authority for mainstream Revenue Support Grant, DSG and specific grants e.g. Standards Fund and General Sure Start Grant. The Council often receives little or no allocation for many targeted grants which, in particular, have priorities associated with deprivation/poor performance. Consequently it uses its own resources in a targeted, skilful and co-ordinated way to maximise the use of the funding which is available.



A total of £598M revenue funding has been budgeted for on Children's Services in North Yorkshire in 2008/09 (£608M in 2009/10, £631M in 2010/2011). This covers spending by the Children's Services Authority, including specific grants together with an assessment of spending by the North Yorkshire District PCT, District Councils and other partner agencies. A brief summary is provided in **Appendix A**. Details are also provided of indicative spending in 2009/10 and 2010/11.

A detailed analysis of how the spending by the Council is allocated between universal, targeted preventative and specialist services is shown in **Appendix B**. The aim is to increase the proportion of early intervention/targeted preventative services over the plan period. The provision of the 'base' information in Appendix B for 2008/09 facilitates the monitoring of the achievement of this outcome over the plan period.

Whilst the funding position faced by the newly established PCT has been challenging, there is a strong foundation on which to extend joint working. It is recognised that Joint Commissioning of Services will provide the means to target limited resources to jointly shared priorities. This will be facilitated by the next phase of integrated developments in localities supplemented by the support of Integrated Service Managers making the best use of new technology. This includes 'e'CAF, ContactPoint, the Service Directory and other aspects of the Information Sharing Agenda. Joint strategies across Be Healthy, including the development of the partnership's LDD Strategy, provide important opportunities for shared planning and delivery on high priorities.

Opportunities to pool resources are continually explored to make best use of all funding streams. In addition the CSA has been successful in using the combined service regulations with the endorsement of schools and the Schools Forum, to use 'Schools Block'/DSG resources to support key priorities in the preventative agenda.

The CYPSP Board established its Interim Commissioning Strategy in 2006. This established sound principles of evidence-based commissioning which draws on user views and evaluation. It is open to innovation and a mixed economy in providers. It is committed to commissioning against priorities drawn from the CYPP and to accountability in service delivery. This includes outcomes in its assessment of VFM. The revised Commissioning Strategy for the new CYPP (2008-11) will be built on these principles (see also Performance Management Section p 87-89).

### **Priorities for Investment 2008/09 – 2010/11**

The processes for determining needs-led priorities which concentrate on the preventative agenda have been reflected in the priorities identified for additional investment as part of the budgets for 2008/09 – 2010/11. Provision has been made for the anticipated increase in the number of children's placements, additional investment in Targeted Youth Support and the Integrated Youth Service, Workforce Remodelling extra resources for the technology to support integrated working.

With Schools Block/DSG funding we have continued our policy of maximising the proportion of resources made available to schools (which continues to be higher than similar authorities) but have also increased the non-delegated resources both to support schools and the wider Every Child Matters agenda. The additional investments include allocating £9.8M extra to schools but also retaining modest additional resources of £150K to provide extra strategic monitoring advice to support the preventative aims of the extra funding. One of the main priorities for additional investment is the revenue implications of the implementation of the SEN & Behaviour Review (£60K) and giving as much priority as we can to the achievement of the 14-19 agenda by allocating further resources for the Area Learning Partnerships. Partnership working is also reflected in the roll out of behaviour collaboratives supported by additional resources for behaviour.

## Working Together

### WT3. Use of Resources Strategy

#### Lead

DCS and Assistant Director, Finance and Management Support  
CYPS

#### What we will do over the next three years...

- maintain the priority given to preventative provision;
- extend existing sound resource allocation and monitoring arrangements to cover the whole partnership during the plan period;
- further develop sound governance, including the achievement of VFM and the adoption of effective systems of control, to cover all aspects of the Strategic Partnership.
- ensure the CYPSP Commissioning Strategy for 2008-11 reflects VFM principles, seeks efficiencies whilst improving outcomes, and is needs-based.

#### What we want to achieve next year...

- A further increase in the proportion of resources allocated to preventative provision.
- An integrated approach to the preparation of MTFs for all services provided for children.
- Alignment of resources by relevant partners to shared priorities for improvement.
- Development of pooled budgets where it assists in the achievement of objectives.
- Monitoring reports to the Children's Strategic Partnership on spending against budgets which cover all partners.
- Similar reports on pooled funds.
- Effective preparation for the transfer of funding responsibilities for 16-19 and LDD25 learners from the LSC to LA, as proposed in "Raising Expectations" White Paper.
- Ongoing provision to the Children's Strategic Board of key staffing indicators, financial performance and more general performance indicators, capital project progress reports and benchmarking our financial performance with other agencies.
- Further improved procurement processes and contracting arrangements for value for money and accountability and to support the Partnership's Commissioning Strategy 2008-11 (as appropriate).
- Ensure appropriate Governance arrangements for individual partnerships within the service and sub-partnerships to the CYPSP Board.

## Performance Management

### Ambition and Priority Setting

The Children and Young People's Strategic Partnership (CYPSP) is committed to high performance and improved outcomes for children, young people and their families. The Children and Young People's Plan embodies and expresses this commitment. The Plan is not only a conduit through which partner agencies develop and implement shared priorities, it is also a tool that supports excellence and continuous improvement in services for children, young people and their families.

This Plan is ambitious. It contains challenging objectives and targets designed to consolidate areas of existing strong performance and to drive improvements where required. These objectives and targets are evidence-based, derived from rigorous analysis of performance data, needs assessments and other qualitative judgements about effectiveness. Crucially, the objectives and targets are informed and shaped by children, young people, parents, carers and practitioners – the people who routinely experience our services. Moreover, the objectives and targets in the Plan represent the shared view of partners countywide. The Plan presents an agreed set of actions based on an agreed understanding of need. Our performance management is built on evidenced, informed and shared priorities.

### Accountabilities and Alignment

Implementing the shared priorities contained in the Plan and monitoring progress towards delivering them requires clear planning and co-ordination within individual partner agencies and across the partnership. All partner agencies carry individual and collective responsibility for delivering the Plan, sometimes in a leading role and sometimes in a support capacity. The Performance and Outcomes unit will support and co-ordinate individual agencies and the partnership as a whole in implementing and monitoring the Plan.

Lead accountabilities for each area of work within the Plan are clearly assigned. The implementation of the Plan is underpinned by detailed delivery plans within individual agencies and by joint multi-agency plans where appropriate. These delivery plans are clearly identified within the Plan so that activity which cuts across or links different organisations is aligned, easy to find and can be monitored.

### Monitoring and Enabling Progress

Monitoring the Plan will take place individual agencies and across the strategic partnership. Partners will maintain their established internal cycles of performance reporting, review and improvement. They are expected to embed the CYPSP improvement priorities in their own service planning and performance monitoring arrangements. Individual agencies are encouraged to share their internal performance reports with the Strategic Partnership Board.

Performance monitoring across the partnership aims to complement and add value to performance management arrangements in individual agencies. The CYPSP operates a rigorous performance framework to monitor delivery of the Plan. In keeping with national audit and inspection activity, the framework provides a proportionate and risk-based approach to performance management. This framework will include:

- Targets for each of the three years covered by the Plan
- Forward Plan of performance monitoring and evaluation
- Targeted quarterly performance monitoring
- Mid-year performance review and risk assessment
- End-of-year performance review

- Annual 'Next Steps' readiness assessment and implementation toolkit
- Equalities impact assessment
- A revised Commissioning Strategy with priorities for 2008-11 (see also Use of Resources)

The partnership's approach to performance does not just focus narrowly on progress against quantitative targets. It presents a more rounded and balanced approach to performance considerations aimed at delivering improvements in every aspect of the partnership's activities. Actions that support this performance framework include:

- Monitoring the implementation of those key activities that support the delivery of objectives and targets within the Plan: *Are we doing what we agreed and planned to do?*
- Collecting and analysing quantitative data and qualitative intelligence in order to evaluate performance: *are we delivering better services and improved outcomes for children, young people and their families?*
- Capturing the views and understanding the needs of children, young people, parents and carers, and feeding back to them in accordance with our consultation strategy, in order to establish what impact our work is having on their lives: *what are the experiences and perceptions of service users?*
- Listening to the views and utilising the talents of our multi-agency children's workforce: *are we giving practitioners the best tools, systems and support to help them deliver improved outcomes?*
- Identifying and applying established examples of best practice: *what lessons can we learn from elsewhere that will enhance our services and deliver improved outcomes?*
- Supporting new ways of working through innovation, integration and a mixed economy of provision; *are there more efficient and effective ways of working and service models?*

### **Standards and Success Measures**

Delivery of the Plan is driven by targets for each of the three years 2008/09, 2009/10 and 2010/11. To facilitate effective performance monitoring and service planning, wherever possible these targets are SMART (**s**pecific, **m**easurable, **a**chievable, **r**ealistic and **t**ime-limited.) Performance against these targets will be reported in a regular and timely manner, and in ways that are accessible and easy to understand and use.

In many instances appropriate data and systems required to support effective performance management already exist, either through local systems or through national resources such as the APA dataset (and any successor to it), the National Indicator dataset, the results of surveys such as Tellus and the School Survey, and qualitative feedback from inspections of schools, settings and other services. In other instances, new data sources and performance measures need to be developed locally. This is particularly true of areas of innovation where no precedent or baseline exists against which to measure progress. A major priority for the partnership, for example, is the development of a performance framework to evidence the impact of integrated working in localities.

To align with national frameworks of performance, audit and inspection, the National Indicator Set performance indicators that relate to children and young people are embedded in the Plan. Similarly, to support the North Yorkshire Sustainable Community Strategy and the associated Local Area Agreement, all Local Area Agreement targets relating to children and young people are located within the Plan. The transition from CPA, APA and JAR to the new regime of Comprehensive Area Assessment (CAA) is imminent, and we will ensure that performance arrangements for the CYPP and within individual agencies meet the requirements of CAA.

## Working Together

### WT4. Performance Management

#### Lead

(Performance and Outcomes, David O'Brien)

#### What we will do over the next three years...

- Deliver effective multi-agency performance management of the CYPP
- Support partners in strengthening performance their monitoring and reporting
- Develop and implement new Commissioning Strategy for 2008-11 to support delivery and performance against relevant parts of CYPP.
- Develop performance management arrangements for integrated working in localities
- Monitor the delivery of Local Area Agreement and National Indicator Set targets
- Strengthen needs analysis activity in planning and commissioning services
- Develop an Evidence-Informed Practice strategy
- Support individual agencies and the partnership in preparations for CAA

#### What we want to achieve next year

1. Implement CYPP performance framework, including:
  - Forward Plan of performance monitoring and evaluation
  - Targeted quarterly performance monitoring
  - Mid-year performance review and risk assessment
  - End-of-year performance review
  - Annual 'Next Steps' readiness assessment and implementation toolkit
  - Impact assessments: equalities and vulnerable groups
2. Agree Commissioning Strategy 2008-11; progress and monitor Year 1 priorities.
3. Agree and implement a performance framework for integrated working in localities
4. Develop performance management arrangements for specific areas of work, including:
  - LDD Strategy – Service Development Workstreams (see objective 1.1)
  - Safeguarding Children Board (see objective 2.1)
5. Monitor LAA2 targets and National Indicators for which CYPSP leads.
6. Develop needs analysis and performance activity to support the LDD strategy
7. Contribute to the development of the Joint Strategic Needs Assessment
8. Report on progress towards delivering the National Service Framework for Children, Young People and Maternity Services
9. Prepare the CYPSP partnership for CAA and support partners as appropriate.
10. Design and pilot an Evidence-Informed Practice strategy in Children's Social Care

## Working Together

### WT5. Commissioning Strategy

#### Lead

DCS  
CYPSP Board  
CYPLT

#### What we will do over the next three years...

- Ensure commissioning and decommissioning of services is user focused, evidence-based and is undertaken systematically.
- Ensure commissioning and decommissioning of services is based on priorities in the CYPP and is done in a planned, transparent way.
- Ensure commissioning and decommissioning decisions assess delivery options
- Ensure that the case for change in provision is assessed on links to best practice and strategies to improve outcomes.
- Maintain and encourage a mixed economy in provision.
- Ensure commissioning and decommissioning processes reflect best practice.
- Apply consistent standards to Joint Strategic Commissioning and Strategic Commissioning by individual agencies where work relates to the CYPP.

#### What we want to achieve next year

- Review Interim Commissioning Strategy 2006-08 and agree Strategic Commissioning Plan for 2008-11 to support CYPP.
- Complete development work for Strategy for Children and Young People with Learning Difficulties and Disabilities (see 1.1)
- Deliver Year 1 of LDD Pathfinder and agree commissioning approach for Year 2 (see 2.7).
- Commission services and pilot projects to improve services under Care Matters, specifically Virtual School, "Staying On", Family Group Conferencing (see 2.4, 2.5)
- Commission 14-19 Diploma lines in accordance with 14-19 Plan (see 5.1)
- Develop "prototype" Commissioning Plan as required for "Raising Expectations" White Paper (see 5.1).
- Complete commissioning of IYS/TYS services (see 5.3)
- Complete commissioning of Children's Centres (see 6.2)
- Review and evaluate Integrated Services, including Parent Support Service (see 6.1)
- Agree Joint Commissioning approach to CAMHS (see 1.4)
- Agree approach to developing pathways for children under NSF 6, 7, 8 (see 1.7)
- Agree contracts for Level 3/4 services under the Substance Misuse Treatment Plan (see 1.6)

#### Targets

See all relevant improvement objectives.

<b>INVESTMENT ON CHILDREN &amp; YOUNG PEOPLE'S PLAN 2008/09 - 2010/11</b>					
<b>Partners</b>	<b>Services Provided</b>	<b>Activities</b>	<b>2008/9 Estimate Amount in £000</b>	<b>2009/10 Estimate Amount in £000</b>	<b>2010/11 Estimate Amount in £000</b>
North Yorkshire County Council	Intensive Provision	See Appendix B	29,646	30,580	31,352
North Yorkshire County Council	Complex Support Services	See Appendix B	40,646	41,319	42,610
North Yorkshire County Council	Co-ordinated Early Intervention	See Appendix B	53,512	57,510	61,859
North Yorkshire County Council	Universal Provision	See Appendix B	367,273	369,781	376,961
<b>TOTAL NYCC</b>			<b>491,077</b>	<b>499,190</b>	<b>512,782</b>
Ryedale DC	Universal and targeted services	Parks & Open Spaces, Tourism, Recreation & Sport, Grants, Community Safety, Community Development	430	443	456
Scarborough DC	Universal and targeted services	Parks, Leisure Centres, Play Areas, Youth Facilities, Swimming Pools, Skate Parks, Play Centres and Play Centre Grants.	924	953	980
Selby DC	Universal and targeted services	Parks, Leisure Centres, Skate Parks, Sports Development, Childrens Play Programmes, Mediation & Youth Counselling Schemes	944	997	992
Craven DC	Universal and targeted services	Parks, Leisure & Leisure Centres, Crime Reduction, Sports Festivals, Community Grants, Youth Facilities	1,115	1,148	1,183



<b>INVESTMENT ON CHILDREN &amp; YOUNG PEOPLE'S PLAN 2008/09 - 2010/11</b>					
<b>Partners</b>	<b>Services Provided</b>	<b>Activities</b>	<b>2008/9 Estimate Amount in £000</b>	<b>2009/10 Estimate Amount in £000</b>	<b>2010/11 Estimate Amount in £000</b>
Harrogate DC	Universal and targeted services	Sports & Leisure, Museums, Parks, Workplace Nursery	3,458	3,559	3,581
Richmondshire DC	Universal and targeted services	Parks, Museums, Leisure Centres, Arts, Community Safety, Regeneration	252	259	267
Hambleton DC	Universal and targeted services	Leisure & Arts Provision, Sports & Young People Grants, Community Grants, Museums, Football Development, Community Safety	883	890	915
Probation Services	Targeted Services	Support for Young People on Probation	incl in YOT	incl in YOT	incl in YOT
YOT	Targeted Services	Targeted Support for Young Offenders	33	34	35
Primary Care Trusts	Universal Services	Early Years, Health Visitors, Schools Health Service	10,150	10,455	10,768
Primary Care Trusts	Targeted Services	Children in Special Circumstances, Mental Health Tier 1, Community Paediatric Services, Safeguarding Children, Disabilities/Special Needs	2,650	2,730	2,811
Primary Care Trusts	Hospital Services	Children's Urgent Care, General & Specialised Paediatric, Surgery, Paediatric ITU.	14,407	14,839	15,284

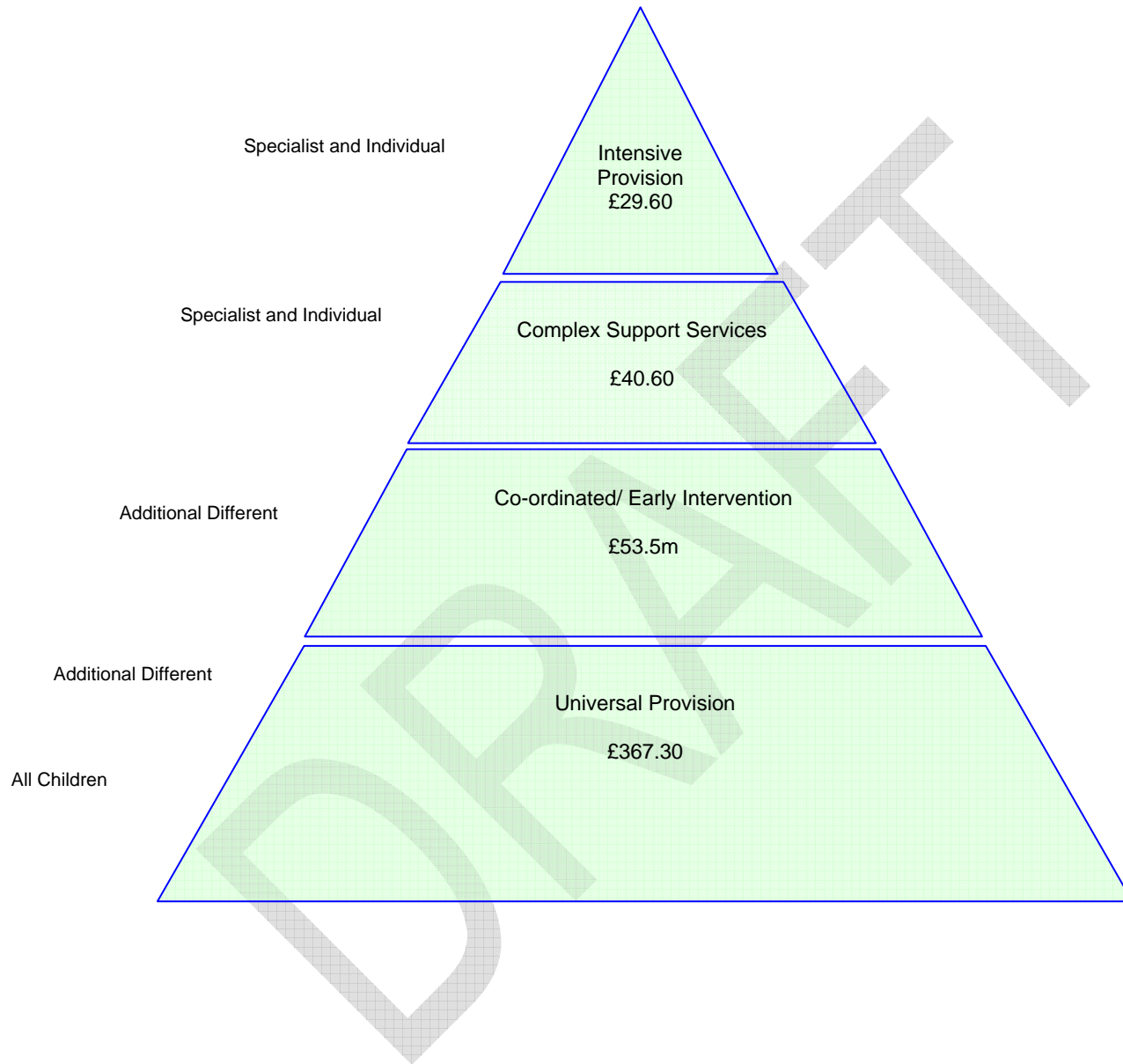
<b>INVESTMENT ON CHILDREN &amp; YOUNG PEOPLE'S PLAN 2008/09 - 2010/11</b>					
<b>Partners</b>	<b>Services Provided</b>	<b>Activities</b>	<b>2008/9 Estimate Amount in £000</b>	<b>2009/10 Estimate Amount in £000</b>	<b>2010/11 Estimate Amount in £000</b>
Primary Care Trusts	Maternity Services	Maternity, Neonatal ICU, Special Baby Care	23,029	23,720	24,431
Primary Care Trusts	Child and Adolescent Mental Health Services	General Multi and Single Disciplinary Teams, Targeted Teams, Tier 4 Services	5,235	5,392	5,554
<b>TOTAL PCTs</b>			<b>55,471</b>	<b>57,135</b>	<b>58,849</b>
North Yorks Police	Universal and targeted services		37,272	37,518	38,659
Barnados	Targeted Services		4,885	5,007	5,132
NSPCC	Targeted Services	Therapeutic services for children who have experienced sexual or domestic abuse. Programme for children whose parents abuse substances. Play and Learn to encourage socialisation through play. Delivery of NSPCC child protection Helplines.	887	887	887
Drugs Action Team	Targeted Services		493	493	493
<b>TOTAL</b>			<b>598,124</b>	<b>608,513</b>	<b>631,591</b>

## Appendix B

<b>NORTH YORKSHIRE COUNTY COUNCIL GROSS BUDGETS 2008-11</b>	<b>2008-9 £000</b>	<b>2009-10 £000</b>	<b>2010-11 £000</b>
<b>Intensive Support Services</b>			
Contribution to Health Care of Individual Children	608	621	636
Short Breaks For Disabled Children	815	834	855
Child Death Review Processes	45	46	47
Residential Care	5125	5131	5186
Fostering Services	7375	7888	8324
Short Breaks for Looked after Disabled Children	2185	2202	2237
Special Schools	13358	13533	13735
Standards Fund (incl. Standards Grant)	134	323	329
Support for schools in financial difficulty	2	2	2
<b>Total Intensive Provision</b>	<b>29646</b>	<b>30580</b>	<b>31352</b>
<b>Complex Support Services</b>			
Pupil Referral Units	1910	1916	1970
SEN Provision	4680	4708	5037
Education out of school	4198	4374	4687
Psychology	1276	1314	1338
Excluded pupils	72	73	74
Home to School Transport	5881	6095	6287
Youth Offending Team	3446	3523	3609
Other Children Looked after Services	2824	2835	2875
Secure Accommodation	0	0	0
Children Placed with Family & Friends	541	554	568
Advocacy services for children looked after	153	156	159
Education of Looked After Children	21	21	22
Leaving Care Support Services	533	544	557
Equipment & Adaptations	66	68	70
Other Family Support Services	2314	2362	2407
Substance Misuse Services	456	465	476
Teenage Pregnancy Services	217	220	225
Adoption Services	1365	1382	1408
Special Guardianship Support	51	53	54
Commissioning Function Social Care & Education	10641	10656	10787
<b>Total Complex Support Services</b>	<b>40646</b>	<b>41319</b>	<b>42610</b>
<b>Co-ordinated/ Early Intervention</b>			
Standards Fund (incl Standards Grant)	3100	3152	3196
Contribution to combined budgets	994	1005	1034
Behaviour Support Services	1511	1518	1562
More Practical learning Options 14-16	1771	2032	2380
SEN administration, monitoring and assessment	2022	2003	2018
Pupil Support	71	73	74
Welfare & Child Protection	1111	1135	1156
Parent partnership, guidance and information	757	770	785
Home to School Transport	18161	19178	20308
Preventative Services	1946	1986	2035
LA Functions in relation to child protection	409	416	426
Local Safeguarding Childrens Board	267	279	283
Direct Payments	208	213	218

<b>NORTH YORKSHIRE COUNTY COUNCIL GROSS BUDGETS 2008-11</b>	<b>2008-9 £000</b>	<b>2009-10 £000</b>	<b>2010-11 £000</b>
Recoupment	1510	1535	1579
Independent Schools & Abroad	2823	3065	3198
Youth Service	5477	5121	5208
ConneXions	5041	5305	5485
Student Support	259	263	268
Other Targeted Provision	6071	8461	10646
<b>Total Co-ordinated/ Early Intervention</b>	<b>53512</b>	<b>57510</b>	<b>61859</b>
<b>Universal Provision</b>			
Mainstream Schools	310530	315201	321671
Standards Fund (incl. Standards Grant)	24278	21749	21864
School Meals	1046	1055	1083
Support for schools in financial difficulty	212	218	223
Non-maintained education for children under 5	8111	8264	8449
Insurance	204	215	224
Children & Young People's Plan	294	293	301
Childrens Workforce Development Strategy	582	546	410
Partnership Costs	22	22	23
Central Commissioning Function	1096	1098	1113
LA support services, management & statutory duties	6806	6782	6886
School admissions	1205	1214	1266
School Improvement	5382	5530	5655
Asset management	874	901	924
Supply of School Places	5	5	5
Music Service	2636	2634	2721
Museum & Library	18	18	19
Servicing of School Forums	65	66	68
Staff Supply Cover	125	126	130
Licenses & Subscriptions	158	161	165
Visual and Performing Arts	66	69	70
Outdoor Education	3556	3615	3691
<b>TOTAL UNIVERSAL PROVISION</b>	<b>367273</b>	<b>369781</b>	<b>376961</b>
<b>TOTAL</b>	<b>491077</b>	<b>499189</b>	<b>512782</b>

## North Yorkshire: Provision, Support and Intervention 2008-9



## Appendix D - Performance Measures for the Children and Young People's Plan 2008-11

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
<b>Be Healthy</b>					
% Schools achieving Healthy Schools Status	1.2	70%	85%	90%	LAA2
% of children and young people eating at least five portions of fruit and vegetables (HRBQ)	1.2	Increase on 2006 baseline 39% primary, 23% secondary		Increase on 2008 figure	Biennial survey
% of children in Reception with height and weight recorded who are obese	1.2	9.76%	9.90%	9.90%	
% of children in Yr 6 with height and weight recorded who are obese	1.2	16.27%	16.40%	16.40%	LAA2
% of children and young people aged 5 to 16 accessing 2 hours of high quality physical education in the curriculum.	1.2	92%	97%	99%	LAA2
To extend opportunities outside of school hours for children and young people	1.2, 4.3	Additional 3458 cyp	Additional 5928 cyp	Additional 5928 cyp	
Number of high quality spaces for children's play, which are free at the point of usage.	1.2, 2.2, 4.3	Baseline	To be set	To be set	NIS
Women in contact with the service who have seen a midwife or maternity healthcare professional for a health and social care assessment of need, risk and choice by 12 weeks of pregnancy	1.3	73%	81%	90%	
Prevalence of smoking in pregnancy	1.3	15.9%	15.3%	14.6%	Vital Signs
NI53 Prevalence of breastfeeding	1.3	Baseline	To be set	To be set	Vital Signs
Reduce impact of school work and exam stress on children and young people (Tell Us 2 survey. 2007)	1.4	Reduce from 32% school work and 42% exam	Reduce from Tellus 3	Reduce from Tellus 4	
% children entering a looked –after placement given a baseline assessment on the Goodman "Strengths and Difficulties Questionnaire" (SDQ).	1.4	100%	100%	100%	
% secondary schools to be engaged in SEAL programme by 2009	1.4	20%	40%	60%	
% primary schools to be engaged in SEAL programme by 2009	1.4	80%	85%	90%	
Increase % of children and young people who report their school cares whether they are happy or not (HRBQ)	1.4	Increase on 2006 baseline 67% primary, 31% secondary	n/a	Increase on 2008 figure	Biennial survey

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
Increase % of children and young people who report their school teaches me how to deal with my feelings positively (HRBQ)	1.4	Increase on 2006 baseline 56% primary, 25% secondary	n/a	Increase on 2008 figure	Biennial survey
% reduction in under 18 conceptions	1.5	36%	41%	45%	LAA2
% of patients are offered a GUM appointment within 48 hours	1.5	100%	100%	100%	
% of patients are seen within 48 hours of contacting the service	1.5	95%	95%	95%	
% of 15-24 year olds are screened for chlamydia	1.5	17%	18%	19%	
% of pupils who know where to access sexual health services (HRBQ)	1.5	Increase on 2006 baseline (13%)	n/a	Increase on 2008 figure	Biennial survey
Increase % of pupils who find sex and relationships lessons useful (HRBQ)	1.5	Increase on 2006 baseline (51.5%)	n/a	Increase on 2008 figure	Biennial survey
% of children and young people who say that the information and advice they receive about sex and relationships is good enough. Ofsted Tellus 2 survey 2007	1.5	Increase from 36%	Increase from Tellus 3	Increase from Tellus4	
% pupils who have used cannabis in the last month (HRBQ 2006)	1.6	Decrease from 2006 Baseline (1.5% yr8, 10.5% yr10)	n/a	Decrease from 2008 figure	Biennial Survey
% of children and young people who say they have never had an alcoholic drink. Ofsted Tellus 2 survey 2007	1.6	Increase from 36%	Increase from Tellus 3	Increase from Tellus4	
% of young people who require treatment receive this within the national waiting time targets.	1.6	80%	90%	95%	
% of young people area seen within young people's services	1.6	90%	100%	100%	
% service users leave treatment in a planned way	1.6	80%	To be set	To be set	
% Substance Misuse in Young People	1.6	Baseline Figure	To be set	To be set	LAA2
Progress against NSF judgements for standard 6	1.7				Annual health check
Progress against NSF judgements for standard 7	1.7				Annual health check
Progress against NSF judgements for standard 8	1.7				Annual health check



Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
<b>Stay Safe</b>					
Number of children missing from school from 2007-8 baseline.	2.2	To be set	To be set	To be set	
Number of children who report they feel quite or very unsafe in their local area (Tellus Survey).	2.2	Decrease from 16%	Decrease from Tellus 3	Decrease from Tellus4	
Reduction in children killed/ seriously injured in road accidents	2.2	45	44	44	
On the basis of audit material and the Health Related Behaviour Questionnaire, reduce the incidence of bullying in schools.	2.3	Baseline to be set	n/a	Reduce from 2008 figure	Biennial survey
Ofsted School Inspection Judgement: schools ensure that learners 'stay safe' (primary, secondary and special schools).	2.3	100%	100%	100%	
Fully integrate complaints systems within CYPS.	2.3	Complete	n/a	n/a	
Number of children reporting that they have been bullied in the past four weeks (Tellus Survey)	2.3	Reduce from 28%	Decrease from Tellus 3	Decrease from Tellus4	
Development of an integrated Domestic Violence Strategy that takes account of children and adults.	2.4	Complete	n/a	n/a	
NI 32 'Repeat Incidence of domestic violence'	2.4	Reduction of 1%	Reduction of 1%	Reduction of 1%	
Countywide development of MARAC	2.4	n/a	complete	n/a	
Number of children living in kinship care as an alternative to being Looked After, measure by the number of children granted a residence order, adoption or special guardianship	2.5	40	46	50	LAA2
Reduce the number of children in care by providing viable alternatives.	2.5	To be set	To be set	To be set	
% Looked After Child who have a Core Assessment fully operational Care Plan Initial Health Assessment.	2.6	100%	100%	1005	
% core assessments for children's social care are carried out within 35 days of their commencement	2.6	80%	82%	84%	LAA2
% of children and young people who are Looked After participate in their reviews.	2.6	100%	100%	100%	
LAC reviews carried out within statutory timescales.	2.6	100%	100%	100%	
Improved stability of placements from 2006-7 baseline (71.3%).	2.6	Improve from 71.3%	Improve from 71.3%	Improve from 71.3%	
Number of adoptions of children who are Looked After from 2006-7	2.6	Increase from	Increase from	Increase from	

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
baseline (6.9%).		6.9%	2008/9	2009/10	
Number of looked after children placed out of County	2.6	85	80	75	LAA2
<b>Enjoy and Achieve</b>					
% of children achieving Level 4 or above in English at Key Stage 2	3.1	85%	n/a	n/a	Replaced by NI73
% of children achieving Level 4 or above in Maths at Key Stage 2	3.1	85%	n/a	n/a	Replaced by NI73
Ni 73 % of children achieving a Level 4 or above in English and Maths at Key Stage 2	3.1	n/a	81%	To be set	LAA2
% of children achieving Level 5 or above in Science at Key Stage 3	3.1	84%	86%	To be set	LAA2
% of children achieving Level 5 or above in English at Key Stage 3	3.1	86%	n/a	n/a	Replaced by NI74
% of children achieving Level 5 or above in Maths at Key Stage 3	3.1	84%	n/a	n/a	Replaced by NI74
NI74 % children achieving a Level 5 or above in English and Maths at Key Stage 5	3.1	n/a	82%	To be set	LAA2
% of children achieving 5 or more grades A*-C at GCSE including Maths and English	3.1, 5.2	61.1	62.4%	To be set	LAA2
% of children in care achieving 5 GCSEs A*-C including English and maths	3.1	7.14%	20%	To be set	LAA2
% Children in care reaching Level 4 in English	3.1	60%	50%	To be set	LAA2
Schools in National Challenge	3.1	2	0	0	LAA2
Progression by 2 levels in English between KS1 & KS2	3.1	n/a	89%		LAA2
Progression by 2 levels in Maths between KS1 and KS2	3.1	n/a	89%		LAA2
Progression by 2 level in English between KS2 and KS3	3.1	n/a	89%		LAA2
Progression by 2 levels in Maths between KS2 and KS3	3.1	n/a	75%		LAA2
Progression by 2 levels in English between KS3 and KS4	3.1	n/a	68.6%		LAA2
Progression by 2 levels in Maths between KS4 and KS4	3.1	n/a	3.8.8%		LAA2
% of children achieving at least 78 points across the EYFS with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	3.2	58.2%	55%	To be set	LAA2
Narrowing the gap in the Early Years Foundation Stage Profile	3.2	32.3%	31.8%	To be set	LAA2
Number of adults and children participating in SHARE programmes in schools.	3.2	180 adults 60 children	180 adults 60 children	180 adults 60 children	
% half days missed due to total absence in secondary schools maintained by the Local Authority'	3.3	6.45%	n/a	n/a	Replaced by NI87

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
% half days missed due to total absence in primary schools maintained by the Local Authority	3.3	4.5%	4.5%	4.5%	
Secondary School Persistence Absence Rate	3.3	6.3%	To be set	To be set	LAA2
Attendance for pupils at KS4	3.3	93.5%	To be set	To be set	
NI 86 %Secondary Schools judged as having good or outstanding levels of behaviour	3.3	Increase from 73%	To be set	To be set	
NI 114: % rate of permanent exclusion from school	3.3	Baseline	To be set	To be set	
% of Children reporting that they enjoy school in the Tellus Survey	3.3	Increase from 65%	Increase from Tellus 3	Increase from Tellus 4	
Meet target of securing a new school within 20 days for Looked After Children	3.4	100%	100%	100%	
100% Personal Education Plans developed within 20 school days	3.4	100%	100%	100%	
Completion to 16 rates for Travellers in secondary schools	3.4	Improvement from 2006/7 baseline	To be set	To be set	
% Schools using the Inclusion Passport.	3.4	50%	75%	90%	
% Schools achieve the Quality Standards for Inclusion	3.5	75%	80%	90%	
% Schools Involvement in Inclusion Development Programme Training	3.5	60% Phase 1	60% Phase2	60% Phase 3	
Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold	3.5	Baseline	To be set	To be set	
Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths	3.5	Baseline	To be set	To be set	
NI 106 Young people from low income backgrounds progressing to higher education	3.5	Baseline	To be set	To be set	
Increase Key Stage 2 attainment for Black and minority ethnic groups	3.5	Baseline	To be set	To be set	

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
Increase Key Stage 4 attainment for Black and minority ethnic groups	3.5	Baseline	To be set	To be set	
Needs of all children and young people with a statement of SEN are identified through section 140 assessments and all have a transition plan in place	3.5	100%	100%	100%	
<b>Make a Positive Contribution</b>					
% of children with statements of SEN, when they are able to do so, contribute to their key annual review	4.1	100%	100%	100%	
% of OFSTED judgements to be at least good regarding the extent to which learners make a positive contribution to the community	4.1	85%	87%	90%	
% of children and young people who participate in multi-agency common assessment meetings around their needs, report that they have felt able to contribute and that they have been listened to	4.1	100%	100%	100%	System to be developed
% of statutory organisations represented on NY Children and Young People's Strategic Partnership implementing 'Hear by Right' standards	4.2	30%	100%	100%	
Increased number of entries on the Consultation Database	4.2	Increase from 12	10% increase	10% increase	
Number of children and young people, including those with LDD who participate in service development or consultation	4.2	Baseline	To be set	To be set	
Young People attending positive activities	4.3	16990 young people attending 206,945 hours	To be set	To be set	LAA2 (awaiting further guidance)
Ratio of FTE youth workers to young people aged 13 to 19	4.3	Increase to 25 per 10,000	Increase to 27 per 10,000	Increase to 30 per 10,000	
Levels of volunteering of young people aged 16 to 25	4.3	Baseline	To be set	To be set	
Levels of volunteering of young people aged 16 to 25 who are BME , unemployed or disabled	4.3	Baseline	To be set	To be set	
Young people (including vulnerable groups) attending NYCC outdoor education centres	4.3	Baseline	To be set	To be set	
4Youth Award successfully running in Youth Service areas	4.3	4 Youth Service areas	11 Youth Service areas	11 Youth Service areas	
Number of young arts leaders awarded through 10 Gold Arts Award Leadership programmes	4.4	20	80% increase	100% increase	

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
31 new programmes delivered, 9 large arts schemes running, 4 CPD programmes running including establishing 30 Arts Award Advisors and Arts Mark from 37 – 40	4.4		n/a	n/a	
Arts projects to be established, providing young people the opportunity to express their views and opinions	4.4	5	10	10	
% of players in Yorkshire and Humberside sports squads to come from North Yorkshire	4.4	15%	15%	15%	
Increase the number of young leaders in sports activities	4.4	Baseline	To be set	To be set	
% of parents to be satisfied with the number of opportunities to get involved in sports, arts and culture	4.4	25%	n/a	35%	
Increase in children and young people accessing cultural opportunities	4.4	Baseline	1% increase	3% increase	
% young offenders supervised by the Youth Offending Team are in full-time Education, Training or Employment	4.5, 4.6, 5.5	63%%	67%	71%	LAA2
Rate of proven re-offending by young offenders	4.5	To be set	To be set	To be set	LAA2: NI19 – Deferred to 2009
% reduction Number of First Time Entrants	4.5, 4.6	1.3% reduction	1.3% reduction	1.3% reduction	
Number of practitioners working on the YOT prevention programme.	4.5	Baseline	To be set	To be set	
% of young people referred to Targeted Youth Support to have their needs assessed and to have in place a development plan.	4.5	100%	100%	100%	
Parenting programme to be delivered in each IYS hub area	4.5	1	2	To be set	
Reductions in frequency and seriousness of re-offending by known young offenders demonstrated by raised performance against YJB.	4.6	Baseline	To be set	To be set	
<b>Achieve Economic Well-Being</b>					
Increased take up of entry level; apprenticeships; post 16 and HE participation opportunities	5.1	10+	20+	30+	
Take up of 14-19 Diplomas	5.1, 5.2	20	400	600	LAA2

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
% NEET	5.1, 5.2, 5.5	4.1%	3.6%	3.3%	LAA2
Reduce inequality gap at Level 3	5.1, 5.2	-2.0%	-4.0%	-6.0%	LAA2
% of primary and special schools achieving basic skills award from 2007/8 baseline	5.2	To be set	To be set	To be set	
Number of schools actively promoting Student Voice	5.2	To be set	To be set	To be set	
% Schools/colleges to rate as satisfactory or better the service that they are receiving from the IAG provider	5.3, 5.4, 5.5	75%	To be set	To be set	
IAG delivery targets met	5.3, 5.4, 5.5	100%	100%	100%	
Family Information Service Enquiries	5.3	5% increase	5% increase	5% increase	
Family Information Service Web Hits	5.3	n/a	25% increase	30% increase	
% Parents to be satisfied with the accessibility of information about services for children and young people	5.3	70%	75%	80%	
% of Secondary Schools to be involved in the promotion of the "Gimi" website	5.3	75%	n/a	n/a	
Individual sit visits to GIMI	5.3	n/a	10% increase	10% increase	
Visits to the GIMI access to advice and information section	5.3	n/a	10% increase	10% increase	
% Yr 9 with a statement that have a transition review and plan	5.4	100%	100%	100%	
All LAC young people and young people with LDD have a choice post-16	5.4,	Baseline			
Reduce the NEET figures for young people with LDD	5.4,	Decrease from 8.4%	To be set	To be set	
Young Carers NEET	5.4	Increase recording	Decrease	Decrease	
Increased numbers of Care Leavers in education, employment and training from 2007/8 baseline	2.6, 5.5	0.8	0.85	0.9	
Participation rates at age 17	5.5	78%	79%	80%	
Transport to young people through the Wheels to Work scheme	5.6	255	Increase from 255	To be set	
Use of Learning Platforms for schools	5.6	Available to all schools	LP being actively used	n/a	
Improved response to TellUs Survey 'What do you think of public	5.6	Increase from	Increase from	Increase from	

Performance Measure	Improvement Priority	2008-9 Target	2009-10 Target	2010-11 Target	Notes
transport' from 2007 baseline		67%	Tellus 3	Tellus 4	
Number of young people 16 & 17 years old accepted as homeless	5.7	Reduce by 10%	Reduce by 10%	Reduce by 10%	
Reduce number of homeless families using non-self contained accommodation - 0 by March 2012	5.7	Baseline			
NI 46 Young offenders access to suitable accommodation	5.7	Baseline	To be set	To be set	
NI 147 Care leavers in suitable accommodation	5.7	Baseline	To be set	To be set	
NI 155 Number of affordable homes delivered (gross)	5.7				
NI 156 Number of households living in Temporary Accommodation	5.7	Below 300	Below 240	Below 180	
Changes in childcare providers and places (since April 2005 benchmark)	5.8				
In depth childcare sufficiency assessment	5.8	2 ISM areas	2 ISM areas	2ISM areas	
Reduction in the proportion of children, aged 0-4, 5-14, living in households where no-one is working (2007/8 benchmark)	5.8	To be set	To be set	To be set	
Baseline NI 118 Take up of formal childcare by low-income working families	5.8	Baseline	To be set	To be set	
% Families Information Service parental satisfaction evaluations	5.8	Increased %			
Increase the percentage of teenage parents aged 19 and under accessing childcare through care to learn	5.8	14%	16%	18%	
% of schools offering parents a flexible offer to 3 and 4 year olds	5.8	n/a	To be set		
<b>Building Capacity</b>					
Number of parents accessing parenting support programmes	6.1	Baseline	To be set	To be set	
Number of adults on literacy, language and numeracy programmes	6.1	950	950	950	
% Parents satisfied with the help they get to support their child (Parents' Survey)	6.1	n/a	Increase from 66.7%	n/a	
NI 88 % of schools will achieve the full core offer for Extended Services through schools	6.2	54%	85%	100%	
NI 109: Number children's centres operational	6.2	30	40	40	
Apprenticeships across the children's workforce	6.4, 5.2	n/a	6	6+	
Early Years staff with professional status	6.4	105	Additional 150	Additional 200	



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