



North

Yorkshire County Council

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# **Children and Young People's Plan**

**2006 – 2009**

**Year 2 Revision**

**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

The Children and Young People's Plan is a first. Never before have all the organisations who work with children and young people come together to look at the needs in North Yorkshire and to plan how to meet them.

We have worked with one another before, and between us we know the County very well, but we have not previously put the whole picture together, nor have we joined forces in quite this way. It's a big change for a big challenge, which is to ensure the well-being of every child and young person in the County – all 120,000 of them. We can only achieve that by working together.

Our aim is to enable every young person to be as fulfilled and independent as possible. In practice we will need to do more for the most vulnerable, and the Plan includes doing some things differently to improve our work for them. It is also committed, however, to doing an excellent job for all the County's children and young people. We have a good starting point, but we are determined to do more.

We consulted a lot of young people about this plan. One of them said to us "If we don't know you care, it doesn't matter what you know". Well, to avoid any doubt, we care, and we will see this Plan through.

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

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### Guide

- Overview and Context
- Statement of Purpose
- Key Facts
- Localities Map
- Priorities for Improvement

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# What we want to achieve

## Overview and Context

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 become a fundamental building block for planning, delivery and monitoring progress. Twenty-two Localities are proposed, 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 9.

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 on the next page underpins our work, and we will evaluate ourselves against it.

# 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.

## 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, four Primary Care Trusts, five Acute Health Trusts, 47 Secondary Schools, 328 Primary Schools, 11 Special Schools, 300 Early Years providers, a Countywide Youth Offending Team, North Yorkshire Police Service, Connexions 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.

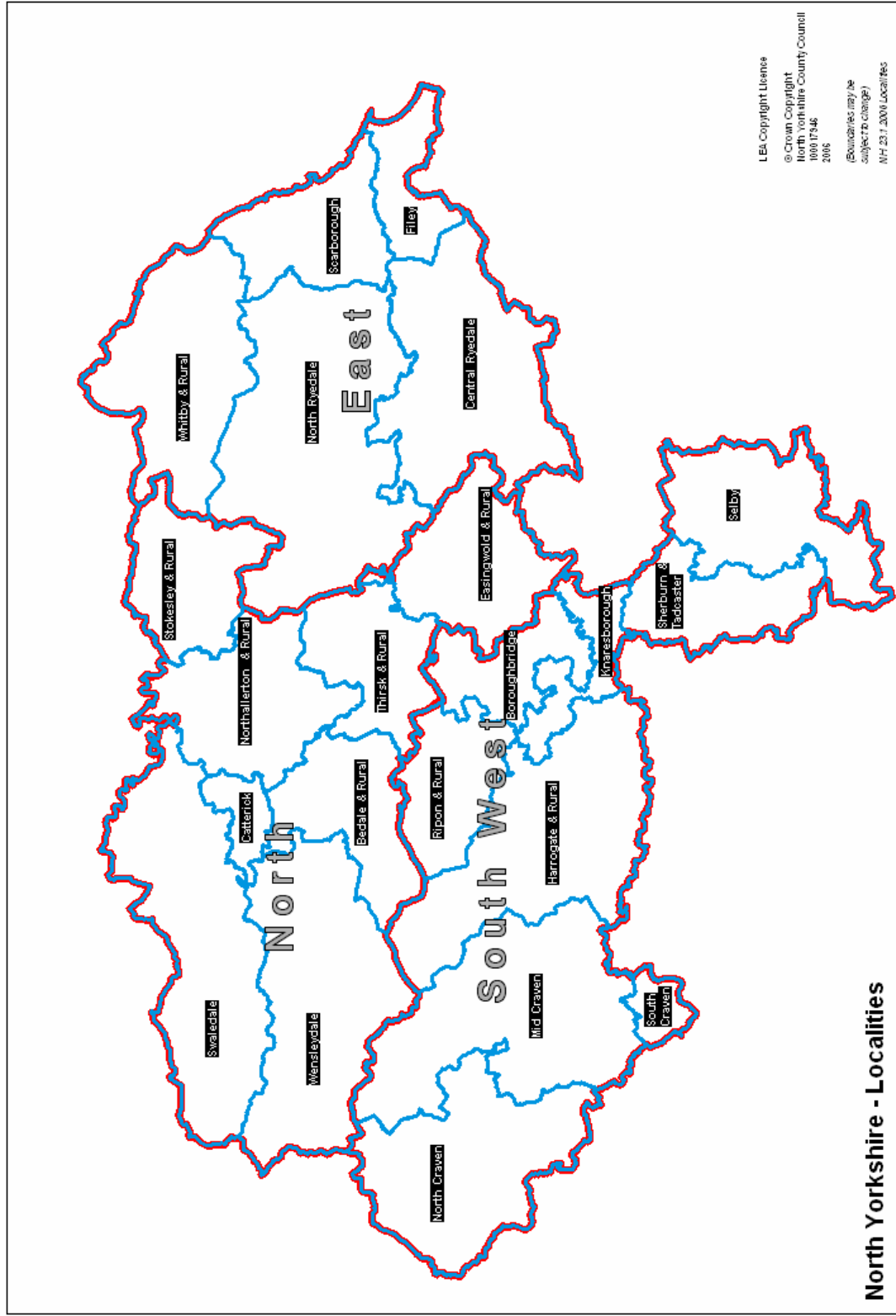
### Children and Young People

- There are approximately 138,000 children and young people aged 0-19 in North Yorkshire, making up 24% of the North Yorkshire population.

This includes:

- 87,000 of school age (5-16), and 5,900 in post-16 education
- 11,321 lone parent households with dependent children (National Census)
- Approximately 3171 school aged Black and Minority Ethnic Children
- 1227 children in North Yorkshire with daily living support requirements
- 34 Looked After Children per 10,000
- 120 children classed as 'In Need' per 10,000
- 20 children on the Child Protection Register per 10,000
- Approximately 2100 children with statements of special educational needs
- 10,510 children with special educational needs (without a statement) recorded at School Action, School Action Plus
- 482 young people who have received a police reprimand between Jan 05 – Dec 05
- 356 young people who have received a police final warning between Jan 05 – Dec 05
- 6030 children and young people eligible for Free School Meals.

# Map of North Yorkshire Localities



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 North Yorkshire County Council  
 100017346  
 2006  
 (Boundaries may be  
 subject to change)  
 NY-23.1\_2006 Localities

**North Yorkshire - Localities**

## 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 later in the Plan.

Many things are done well for children and young people in North Yorkshire, or are improving. That is confirmed by performance data and, crucially, by what service users say for themselves. The things we do well are summarised in the Needs Assessment, and many were confirmed in our first Annual Performance Assessment published in December 2005.

We know that there is always more to do, however, and preparing this Plan with our partners has highlighted the following Priorities for Improvement.

### Be Healthy

- Improve access to sports and fitness activities for children and young people.
- Extend the work to provide parents and young people with information and advice about healthy choices, including positive choices about food, sexual health, drugs and alcohol.
- Focus particular attention on the health of vulnerable groups such as Looked After Children, and on vulnerable localities where risks of mental health problems or teenage pregnancy are greatest.
- Improve access to specialist services for high risk groups and the environment for sick children in health settings.

### Stay Safe

- The establishment of the North Yorkshire Safeguarding Children Board defines a new approach to agencies working together to ensure the incidence of child abuse and neglect is minimised. In particular ensuring that vulnerable children such as those who are affected by domestic abuse or disability, are protected and supported. New qualitative measures will be agreed and multi agency monitoring and auditing processes put in place.
- A clear and consistent definition of bullying will be agreed. Parents, carers, children and young people and staff will have information on how to deal with bullying and access support.
- Children and young people have told us that they want places to play and hang out where they will feel safe and free from threatening behaviour and intimidation.
- Support to parents and carers is a key element of our plan enabling them to care for their children safely and to feel supported when they experience difficulties
- We need to increase our focus on children and young people on the edge of care and the service strategies and developments needed to enable them to stay outside the care system.



### **Enjoy and Achieve**

- Improve provision and achievement at KS4 in all secondary schools.
- Improve the progress of underachieving pupils in disadvantaged localities.
- Further develop an inclusive culture and practice in all settings, schools, provisions and communities.
- Implementation of School Improvement Partners across all schools.
- Implementation of the SEN and Behaviour Provision Review.
- Implementation of 14-19 Strategy
- Implementation and quality assurance of Children's Centres and Extended Services.
- Enhance the network of services through well planned, effective provision across the County.

### **Make a Positive Contribution**

- Ensure children and young people are involved in making decisions about matters and services that affect them (so that the services and the support they receive are what they and their families want and need)
- Try to ensure that all young people are positive about themselves (so that they can realise their full potential and make positive contributions to their communities).
- Ensure that all agencies and organisations work together (with the individual child or young person at the heart of all of their considerations).

### **Achieve Economic Well Being**

- Further develop and improve 14-19 provision in local communities of schools working with key partners and other providers.
- Increase the opportunities for children and young people to develop independent living skills, particularly learners with learning difficulties and disabilities, providing them with appropriate support and guidance
- Improve access to childcare, education, employment and training for all children and young people, particularly for those in a rural area and vulnerable groups such as young offenders supervised by YOT
- Implementation and quality assurance of 14-19 Strategy
- Development of partnerships and information sharing between partners
- Targeting of provision and resources to meet the needs of all learners particularly vulnerable groups and localities.

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

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### Guide

- Summary of Objectives
- Sections on Five Outcomes, each with
  - ✓ Needs Assessment – Key Issues
  - ✓ Improvement Objectives – Key Actions and Accountabilities
- Capacity Building
  - ✓ Key Programmes/Strategies

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## How we will achieve it – the improvement strategies

Taking what we know about needs and priorities for improvement we have identified the key objectives below.

### Be Healthy

- Encourage and enable children and young people to take physical exercise and to participate in sport and leisure.
- Promote mental health of children and young people.
- Improve sexual health and relationships of children and young people by providing health education, advice and support.
- Support parents/carers and families to promote and choose healthy choices for their children and young people.
- Help children and young people to make healthy lifestyle choices and increase the healthy options available to them.
- Children and young people who are ill, thought to be ill or injured, will have timely access to appropriate advice and to effective services which address health, social, educational and emotional needs throughout the period of illness.

### Stay Safe

- Ensure the requirements of “Working Together to Safeguard Children” are implemented.
- Ensure all agencies and organisations directly involved with children review their approach to safeguarding, consistent with the Children Act 2004.
- Reduce the incidence of bullying in schools and settings.
- Provide children and young people with safe environments and take action to reduce anti-social behaviour to prevent offending and re-offending.
- Provide support for parents, carers and families, enabling them to provide safe homes, security and stability in children’s lives.
- Develop and implement an integrated Family Support strategy for children on the edge of Care, reducing risks to them and ensuring more children are supported to grow up in their families and extended families instead of entering care.
- Provide a range of safe and stable placements for children and young people who cannot live within their own families thereby ensuring best possible outcomes for them.

### Enjoy and Achieve

- Support the personal and social development of children and young people.
- Improve the progress of low attaining and underachieving children and young people.
- Improve enjoyment, achievement and progress at Key Stage 4.
- Improve the support available to potentially vulnerable children, young people and their parents and carers during transfer and transition periods.
- Improve the partnership with parents and carers to support children’s learning.
- Further develop an inclusive culture in all settings, schools, provisions and communities.
- Enhance the network of services through well-planned, effective provision across the County.

### **Make a Positive Contribution**

- Encourage personal responsibility.
- Improve active involvement of children and young people in all aspects of the services provided for them.
- Encourage positive behaviour including involvement in enterprising activities.
- Reduce anti-social behaviour.
- Reduce young offender rates.

### **Achieve Economic Well Being**

- Develop independent living skills amongst all children and young people.
- Equip all young people with the employability skills and motivation to achieve economic well-being.
- Extend the range of choices for all learners within education, training and employment.
- Ensure that all young people have access to impartial, high quality information, advice and guidance.
- Improve access to services for all children and young people.
- Ensure that children and young people are living in decent, secure affordable homes and have appropriate support.
- Improve access to and take-up of childcare in all North Yorkshire communities.

### **Capacity Building**

- Integrated Local Delivery – establish a network of integrated, local frontline services across North Yorkshire.
- Integrated Processes – develop integrated processes to support frontline delivery.
- Workforce Development – develop a skilled, flexible Children's Workforce.

Performance management of the Plan will include monitoring delivery of key development strategies and performance against key quantitative targets (the latter are summarised in Section 2).

Using the same colour coding, in the following pages we summarise the Improvement Strategies through which we will deliver these objectives.

### Introduction

We recognise that most children and young people experience good health but that contemporary lifestyle pressures can compromise this. Our work is designed to give young people the knowledge and self esteem to impact positively on their health.

It is also a priority to increase the healthy options available to them, which support healthy lifestyles and target extra support to more vulnerable children and young people.

Some aspects of healthcare provision also need to change to better reflect patients' requirements.

### Needs Assessment – Key Issues

1. Children and young people rated highly sport and leisure activities as things they could do in their spare time. School facilities were seen as an underused resource and it would be good to use them to increase access to sport and leisure activities.
2. Children and young people are unfamiliar with the term “Mental Health”. There needs to be more education about what this means, and it is important to recognise that bullying and personal safety issues are often linked to Mental Health.
3. There should be different services and help for males and females, and age appropriate accommodation should be available in health settings for children and young people including single sex wards. Outreach services in non-clinical settings would be welcomed.
4. Smoking and alcohol are the drugs predominantly used by children and young people. An increasing number of young people are trying illegal drugs with Cannabis being the drug of choice.
5. Sex education should start early and young people would prefer to have some aspects of sex education delivered by other young people.
6. Teenage mothers value the programmes of support that they receive through Young Mums 2 Be and Sure Start. Their main concerns relate to money, housing and emotional support.
7. Help and services should be more widely promoted and available and children and young people should be asked about what they want.

*(Source – Children and Young People “Sort It” Consultation.)*

8. Our performance data tells us that we need to:
  - Monitor more closely new episodes of sexually transmitted diseases in the under 16 years age group.
  - Improve the uptake of vaccinations and immunisations programme.
  - Improve advice and support to expectant mothers in the antenatal period about healthy lifestyles.
  - Target interventions to prevent teenage conceptions.
  - Standardise universal access to the Child Health Promotion Programme.
  - Increase the number of children with access to a dentist.
  - Improve the initiation and continuation of breastfeeding.

- Improve timely access to specialist services.
- Improve health outcomes for children and young people in the Looked After system.

*(Source Key Issues: Performance Audit information)*

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## Objective 1.1 – encourage and enable children and young people to take physical exercise and to participate in sport and leisure

### Key Activities

- Provide all children, young people and their families with the information they need to understand the links between activity and better health.
- Provide access to outdoor provision for all children in settings and schools in the Foundation Stage.
- Encourage provision in all extended schools and educational facilities as a community resource for sports and physical activities.
- Involve children and young people in decisions about physical activity opportunities offered by their local community.
- Develop the involvement of children and young people with LDD in sport and recreation through the Special School Sports Co-ordinator Programme ((North Yorkshire Quality & Improvement)

*Key Issues 1, 2, 3, 7, 8*

### Lead Agency and Post

NYCC Children and Young People's Service:  
Assistant Director, Quality & Improvement

District Councils  
Leisure Services Officers

### Year 2 Milestones

- Implementation of the Obesity Strategy and introduction of initiatives to support the uptake of activity and exercise with a link through to the commissioning plan of the PCT (NYY Primary Care Trust)
- Over £100k will be invested to support 180 schools to promote walking initiatives (Park and Stride and Walking Bus). (NYCC Highways)
- Sustainable Travel Strategy to be developed incorporating travel to school (promoting walking and cycling). (NYCC Integrated Passenger Transport)
- The Active People Survey 2006 (Sport England) to be used to measure increases in: participation in sport and physical activity; club membership; participation in safe unstructured activity and young people actively leading physical activity and sport. (NYCC Quality & Improvement)
- The Physical Activity Toolkit will be rolled out to all schools through School Sports Partnerships (NYCC Quality & Improvement)

### Year 3 Targets

- A reduction in the rate of increase of childhood obesity in primary school aged children, matched about 2006 baseline (LAA target)
- All schools to have Travel Plans by 2010 (LAA)
- 70% (85%) schools will have achieved healthy schools status by December 2009, (LAA (stretch) target).
- 92% (97%) of 5 to 16 year olds accessing two hours or more of High Quality PE and School Sports within and beyond the curriculum each week by October 09 (LAA (stretch) target).
- 16% of 5 to 16 year olds accessing two hours or more of High Quality PE and School Sports beyond the curriculum each week by October 09 (LAA target)

### Links to Strategies and Plans

Public Health White Paper "Choosing Health" – Strategy Physical Activity & Obesity  
National Service Framework – Child Health Promotion Programme  
National Healthy Schools Programme  
Extended Schools and Children's Centres – strategy reports Connexions Delivery Plan  
Voice, Influence and Participation Group (annual work plan)  
LSC National Statement of Priorities



## Objective 1.2 – promote the mental health of children and young people

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Develop a vision for a comprehensive, high quality children and young people’s mental health service across the County.</li> <li>▪ Improve arrangements between health, children’s services and youth justice to meet the needs and manage the risks for children and young people with complex, persistent and severe behaviour and mental health needs.</li> <li>▪ Help children and young people to understand and express their feelings, and build their confidence, emotional intelligence and resilience.</li> </ul>	<p>North Yorkshire CAMHS Coordinating Group</p> <p>NYCC Children and Young People’s Service: Assistant Director, Quality &amp; Improvement</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ 5 local CAMHS strategies and action plans 2007-2010 will be approved by the CAMHS Co-ordinating Group to improve services locally and achieve a common high standard across the County. (CAMHS Coordinating Group)</li> <li>▪ Local CAMH strategies will include as priority groups young offenders and children and young people with LDD improving services to 16 and 17 year olds and the establishment of robust mental health services for children and young people out of hours. (CAMHS Coordinating Group)</li> <li>▪ Audit and disseminate good practice locally and nationally to inform new staff training strategy. (CAMHS Coordinating Group)</li> <li>▪ Protocols for joint funding and assessment for children and young people with complex needs will have been further developed. (NYCC Children’s Social Care)</li> <li>▪ The Treatment Fostering scheme in Scarborough, Whitby, Ryedale will be extended to 8 beds in collaboration with the PCT. (NYCC Children’s Social Care)</li> <li>▪ In the Harrogate area, preventative multi-dimensional treatment foster care will be established for children 3-6 years old to prepare them for long term placement. (NYCC Children’s Social Care)</li> <li>▪ The Social and Emotional Aspects of Learning (SEAL) project will be delivered in two-thirds of primary schools and 10% of secondary schools. (NYCC Quality &amp; Improvement)</li> <li>▪ Monitoring and evaluation arrangements will be developed and implemented to demonstrate the impact of SEAL. (NYCC Quality &amp; Improvement)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ An overarching North Yorkshire CAMH Strategy and action plan will have been prepared.</li> <li>▪ 100% of primary schools and 50% of secondary schools will be delivering the SEAL project.</li> <li>▪ A level 3 rating will be achieved for arrangements to meet the needs of children and young people with complex, persistent and severe behavioural and mental health needs.</li> <li>▪ 100% of school learners will be helped to develop stable, positive relationships (Ofsted judgement)</li> </ul>	
Links to Strategies and Plans	
<p>National Service Framework Children, Young People &amp; Maternity Services – Standard 9 Youth Justice Plan CAMHS National Planning and Guidance Behaviour and Attendance Strategy</p>	<p>CAMHS Policies, Procedures and Annual Business Plan Q&amp;I Service Plan Connexions Delivery Plan VIP annual work plan</p>

## Objective 1.3 – improve sexual health and relationships of children and young people by providing health education, advice and support

### Key Activities

- Reduce the prevalence of sexually transmitted diseases.
- Improve health outcomes for teenage mothers and their babies.
- Develop a model for an integrated sexual health service.
- Strengthen the North Yorkshire teenage pregnancy strategy to ensure at risk groups of young people and teenage pregnancy hotspot areas are targeted in line with new national guidance.

*Key Issues 5, 6, 8*

### Lead Agency and Post

NYY Primary Care Trust:  
General Manager Children's and Specialist Services

NYCC Children and Young People's Service:  
Teenage Pregnancy Strategy Coordinator

### Year 2 Milestones

- Carry out a health needs assessment and health equity audit of sexual health services to inform the development of a countywide model. (NYY Primary Care Trust)
- Develop a countywide sexual health strategy. (NYY Primary Care Trust)
- Review Sexual Health Services against the DH 10 High Impact Areas for Sexual Health. (NYY Primary Care Trust)
- Roll out a programme of support for pregnant teenagers and teenage parents across the county. (NYCC Children's Social Care)
- Develop sexual health programmes targeting young people who are at risk of early pregnancy (including peer education). (NYCC Children's Social Care)
- Implement the programme of training for staff working with young people around delaying early sex and ensure evaluation. (NYCC Children's Social Care)
- Develop and implement a publicity campaign concerning the availability of sexual health services so that young people know what is available in their area.
- Ensure that all staff involved in the condom distribution scheme receive appropriate training. (NYCC Children's Social Care)
- Recruit a further 10 teachers and two community nurses onto the 2007/08 PSHE certification programme to improve their delivery of sex and relationships education. (NYCC Children's Social Care)
- Screen 15% of 15-24 year olds for chlamydia. (NYY Primary Care Trust)

### Year 3 Targets

- Deliver Integrated Sexual Health Service by agreed model and appropriately identified resources.
- Multi-Agency Teams delivering the Integrated Sexual Health Model will possess the appropriate skills, knowledge and expertise to deliver a countywide high quality service.
- Reduction in the under 18 conception rate by 46.8% by 2009 from 1998 baseline. (LAA target)
- Reduction in reported STIs for under 19 years.
- Develop plans to roll out chlamydia screening across North Yorkshire.

### Links to Strategies and Plans

Public Health White Paper "Choosing Health"  
Recommended Standards for Sexual Health Services  
Teenage Pregnancy Strategy  
Extended Schools and Children's Centres – strategy reports  
Connexions Delivery Plan  
Voice, Influence and Participation Group (annual work plan)

## Objective 1.4 – support parents/carers and families to promote and choose healthy choices for their children and young people

### Key Activities

- Parents and Carers receive information, services and support to equip them with all the skills they need to ensure children & young people have optimum life changes that keep them healthy & safe.
- Parents feel confident and skilled in talking to their children and young people about a range of health issues including sexual relationships, harmful substances and healthy eating.

*Key Issues 2, 3, 5, 6, 7, 8*

### Lead Agency and Post

NYCC Primary Care Trust:  
Director of Public Health

NYCC Children and Young People's Service:  
Assistant Director, Strategic Services

### Year 2 Milestones

- Local improvement plans for parenting support will be made available. These will include targeted support for specific needs and issues including mental ill health, learning disabilities, substance misuse and domestic violence. (NYCC Strategic Services)
- All new starters at primary schools will receive an information pack explaining the benefits of a school meal. (NYCC Catering)
- Ensure that information, advice and guidance (IAG) on drugs and alcohol is accessible to parents/carers and that it meets the (anticipated) national IAG standards. (Drug Action Team)

### Year 3 Targets

- To deliver and monitor an agreed Countywide Parenting Programme with specific emphasis on the most vulnerable groups.
- To deliver an agreed Coordinated Approach around Universal/Core Services for Children & Young People which will encompass the principles and objectives of the following:
  - Healthy Schools Programme
  - Choosing Health Programmes around nutrition and healthy lifestyles

### Links to Strategies and Plans

Public Health White Paper Choosing Health  
 National Service Framework – Child Health Promotion programme  
 National Healthy Schools Programme  
 Extended Schools and Children's Centres – strategy reports  
 Connexions Delivery Plan  
 Voice, Influence and Participation Group (annual work plan)  
 LSC National Statement of Priorities  
 Parenting Support Strategy

## Objective 1.5 – help children and young people to make healthy lifestyle choices and increase the healthy options available to them

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Encourage children and young people to eat and drink healthily at regular intervals in and out of school.</li> <li>▪ Provide Children and Young People with knowledge, skills and support to empower them to make responsible, healthier informed choices about the role of drugs (including tobacco and alcohol).</li> <li>▪ Empower children and young people by promoting self care and management of own health including an appreciation of the consequences of health choices for themselves, their families and the wider community.</li> <li>▪ Continue with the promotion of the Healthy Schools Programme to encourage healthy decisions and nutrition and physical activity.</li> </ul> <p><i>Key Issues 1, 4, 5, 7, 8</i></p>	<p>NYCC Children and Young People's Service: Assistant Director, Quality &amp; Improvement Assistant Director, Learning Youth &amp; Skills</p> <p>NYY Primary Care Trust: General Manager Children's and Specialist Services Director of Public Health</p> <p>Drug Action Team: Joint Commissioning Manager</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ A multi-agency strategy for preventing and managing childhood obesity will be agreed ratified by all partner agencies. (NYY Primary Care Trust and partners)</li> <li>▪ An overarching substance misuse strategy will be developed building on the Young People's Substance Misuse Plan provided by the Young People's Drug and Alcohol Joint Commissioning Group. (Drug Action Team)</li> <li>▪ Increased monitoring of schools outside the County catering contract to ensure compliance with national school meals standards. (NYCC Catering)</li> <li>▪ Ensure that the children and young people's workforce have access to tier 1 drugs and alcohol training that complies with the National Occupational Standards for Drugs and Alcohol. (Drug Action Team)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ Ofsted School Inspection Judgement: 100% schools enable learners to be healthy (primary, secondary and special schools)</li> <li>▪ 70% (85%) of North Yorkshire Schools will achieve Healthy School status by 2009 (LAA (stretch) target)</li> <li>▪ Reduce the rate of increase in childhood obesity in primary school aged children to 12.73% (LAA target)</li> </ul>	
Links to Strategies and Plans	
<p>Public Health White Paper Choosing Health National Service Framework – Child Health Promotion programme National Healthy Schools Programme Drug and Alcohol strategy and action plan Extended Schools and Children's Centres – strategy reports Connexions Delivery Plan Voice, Influence and Participation Group (annual work plan)</p>	

**Objective 1.6 – all children and young people who are ill, thought to be ill or injured will have timely access to appropriate advice and to effective services which address health, social, educational and emotional needs throughout the period of illness.**

**Key Activities**

- Have in place detailed commissioning arrangements and service specifications for the acute care of children and young people.
- Comprehensive and Integrated Local Services will be developed to meet the needs of children and young people throughout a period of illness short and long-term.
- Development of formal partnerships with all local providers and commissioners of services to children and young people, to determine local service provision and develop consistent protocols for care and advice.

*Key Issues 3, 7, 8*

**Lead Agency and Post**

NYC Primary Care Trust:  
Director of Commissioning

NYCC Children and Young People's Service:  
Assistant Director, Access & Inclusion

**Year 2 Milestones**

- Develop commissioning arrangements to ensure ill children and young people have access to high quality, evidence-based care developed through clinical governance and delivered by staff who have the right skills for assessment, diagnosis, treatment and ongoing care. (NYC Primary Care Trust)
- Roll out the Early Support programme and principles in the six 'live' localities and introduce it elsewhere as other localities come on stream. (NYCC Access & Inclusion)

**Year 3 Targets**

- Ensure all health care settings offer age appropriate environments for children and young people and include single sex accommodation, acute services, long stay accommodation and community settings – health centres, children's centres and extended schools.
- Demonstrate clear audited referral pathways for all agencies into NHS services.
- Explore options for engagement in existing or new Managed Local Children's Clinical networks

**Links to Strategies and Plans**

National Service Framework – Standard 6



### Introduction

Significant progress has been achieved in ensuring Child Protection processes meet objective targets. Conferences and review conferences are held within timescale, all children on the Child Protection Register have an allocated Social Worker, and are de-registered in a timely way, following the successful multi-agency implementation of Child Protection Plans.

Qualitative outcomes, based on audit and evaluation of multi-agency intervention and feedback from children, young people and families will be a significant feature of activity for the North Yorkshire Safeguarding Children Board (NYSCB) throughout 2006-2009.

Ensuring children and young people are safe from accidental injury and death remains a priority for the Children's Service Authority. Anti-bullying policies are in place for schools and residential establishments.

North Yorkshire has one of the lowest rates of custodial disposals for young offenders.

### Needs Assessment – Key Issues

While many objective targets are met, children and young people identify areas in which they can be better protected and ways in which we can make them feel safer (see 1-5 below)

1. They recognise that having information on who they can talk to and how to contact them can help in making them feel safer.  
(Source: *Consultations with Children and Young People 2003-05*)
2. The police and parents play a part in making children and young people feel safe and they want people to listen to their views.  
(Source: *Consultations with Children and Young People 2003-05*)
3. However children and young people also tell us that those close to them, older children or threatening behaviour can also make them feel unsafe and intimidated.  
(Source: *Consultations with Children and Young People 2003-05*)
4. Children and young people recognise that bullying and staying safe is linked to their being healthy. They want safe places to hang out and play and to feel confident that conflict and threatening behaviour will be dealt with. (Source: *Consultation 2003-2005*)
5. Looked after children and young people have clear views about what they want from their social worker, including being listened to and being honest about what they can offer and allowing the young person to live as normal a life as possible.  
(Source: *Looked After Children Survey*)
6. Our performance data tells us we need to:
  - further improve assessments completed within timescales
  - maintain improvements in finding local placements for looked after children.
  - improve data collection about accidents to children and young people.
  - enhance objective measures regarding child protection with local qualitative measures
  - reduce the numbers of young people who are "First Time Entrants" to the Youth Justice system.
  - Reduce the number of children and young people becoming Looked After.
7. Thresholds for Children's Social Care are low (JAR 2006)

## Objective 2.1 – ensure the requirements of “Working Together to Safeguard Children” are implemented

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Develop policies and procedures for safeguarding and promoting the welfare of children. (NYSCB)</li> <li>▪ Advise on ways to improve policy and practice. (NYSCB)</li> <li>▪ Improve timeliness of Core Assessments. (NYCC Children’s Social Care)</li> <li>▪ Promote increased participation of children and young people in the Child Protection process. (NYCC Children’s Social Care)</li> <li>▪ Agree thresholds for intervention and access to specialist services. (NYCC Children’s Social Care)</li> </ul> <p><i>Key Issues 1, 2, 6</i></p>	<p>NYCC Children and Young People’s Service: Assistant Director Children’s Social Care</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Work on thresholds completed and made operational ensuring children’s needs responded to at right level and by most appropriate agency. (NYCC Children’s Social Care, NYSCB)</li> <li>▪ Further improvement of timeliness of initial and core assessments in line with 07/08 Team action plan targets and JAR action plan. (JAR) (NYCC Children’s Social Care)</li> <li>▪ Further reduction in numbers of children on CPR in line with national comparators. (JAR) (NYCC Children’s Social Care)</li> <li>▪ Further reduction in numbers of CPR re-registered children in line with PAF targets. (JAR) (NYCC Children’s Social Care)</li> <li>▪ Increased participation of children in service development and individual case planning (CRO and IROs) (NYCC Children’s Social Care)</li> <li>▪ CPC plans in place which identify outcome based planning to safeguard children (NYSCB sub group Monitoring and evaluation to assess progress on this).</li> <li>▪ Fully integrated performance management of the various NYSCB agencies into the work of the Board. (NYSCB)</li> <li>▪ Secure representation for domestic violence fora on NYSCB and audit implementation of NY Domestic Violence protocol (JAR) (NYSCB)</li> <li>▪ A Child Death Screening subgroup will be established from April 2008 (NYSCB)</li> <li>▪ A protocol for the decriminalisation of children in care and procedures for safe recruitment in education services to be completed (NYCC Children’s Social Care)</li> <li>▪ Work to define assessment interventions and accountabilities across different agencies on the continuum of needs and services between CAF, Initial &amp; Core Assessments (NYCC Children’s Social Care, Strategic Services)</li> <li>▪ Roll-out of new CPC processes and reporting (NYSCB/NYCC Children’s Social Care)</li> <li>▪ Improve quality of core assessments to ensure they include voice of the child and interagency contributions by setting standards and implementing a monitoring system (JAR). (NYCC Children’s Social Care)</li> <li>▪ Define relationship with Common Assessment Framework and role of ISM in Localities Strategy (NYCC Strategic Services)</li> <li>▪ Implementation of Integrated Children’s system (ICS) including common business processes for assessment cross agencies (NYCC Children’s Social Care)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ Quantitative data is available across all partner agencies. (NYSCB Manager)</li> <li>▪ Local performance indicators developed. (NYSCB Manager)</li> <li>▪ Child Protection Plans define desired outcomes leading to early de-registration. (NYCC</li> </ul>	

Children's Social Care)

- Evidence that more children and young people directly involved in influencing how their needs are met. (NYCC Children's Social Care)
- Timely and appropriate referrals to specialist services. (NYCC Children's Social Care)
- Improved performance in meeting initial and core assessment timescales. (NYCC Children's Social Care)

### Links to Strategies and Plans

Working Together to Safeguard Children  
Joint Chief Inspector's Report : Safeguarding  
NYSCB Policy and Procedures and Business  
Plan

NSF Children, Young People and Maternity  
Services: Core Standard : Safeguarding

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**Objective 2.2 – ensure all agencies and organisations directly involved with children review their approach to safeguarding, consistent with the Children Act 2004**

**Key Activities**

- Implement the recommendations of the Joint Chief Inspector’s Report (NYSCB)
- Audit recruitment and selection policies of agencies and organisations who work with children. (Human Resources depts)
- Ensure safeguarding requirements are consistently applied to vulnerable children, including those living away from home. (NYSCB)
- Develop effective pupil tracking systems for children and young people not in school. (NYCC Learning Youth & Skills)

*Key Issues 2, 5, 6*

**Lead Agency and Post**

NYCC Children and Young People’s Service:  
 Assistant Director, Children’s Social Care  
 Principal Education Social Worker  
 All agencies:  
 HR Leads

**Year 2 Milestones**

- Target for 2007/8 to apply to all new admissions from April 2007 in respect of core assessments for children in residential schools. Work still to be done on Independent Schools and outreach establishments in respect of safeguarding arrangements. (NYCC Learning Youth & Skills)
- Core assessment on all new entrants to residential school outside the county. Child tracking to include early years and independent schools. (NYCC Learning Youth & Skills)
- Target PAF indicators on review timescales and children’s participation (JAR). (NYCC Children’s Social Care)
- Manager for Team of Integrated service managers to join NYSCB to broaden safeguarding agenda. (NYCC Strategic Services)
- All agencies consider safer recruitment before agreeing contracted-out services. (NYSCB)
- Audit of effectiveness of procedures to deal with allegations against staff is planned for 2008. (NYSCB)
- Implement effective tracking systems to include all children in early years settings and independent school sector. (NYCC Learning Youth & Skills)
- Implementation of *ContactPoint* to be linked to tracking children. (NYCC Strategic Services)

**Year 3 Targets**

- Guidance produced by NYSCB regarding recruitment and checking procedures for staff, volunteers. (NYSCB Manager)
- Compliance with procedures and report to NYSCB. (All agencies)
- Consistent arrangements are in place to monitor placements adequately, especially those outside the home area. (NYCC Children’s Social Care/Access & Inclusion)
- Looked After Children Reviews are held within statutory timescales. (NYCC Children’s Social Care)
- Effective systems in place for monitoring children not in school. (NYCC Access & Inclusion)

**Links to Strategies and Plans**

Working Together to Safeguard Children  
 Joint Chief Inspector’s Report: Safeguarding  
 NYSCB Policy and Procedures and Business Plan  
 Behaviour and Attendance Strategy

## Objective 2.3 – reduce the incidence of bullying in schools and settings

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Provide support and advice to children and young people with bullying issues.</li> <li>▪ Develop pupil and staff skills in managing bullying incidents.</li> <li>▪ Carry out a needs analysis and audit of local provision for victims of bullying.</li> <li>▪ Provide clear information to children, young people, parents/carers, schools and other settings about key risks, how to deal with them and how to access support.</li> <li>▪ Develop a framework for a countywide anti-bullying policy in youth settings.</li> </ul> <p><i>Key Issues 2, 3, 4</i></p>	<p>NYCC Children and Young People's Service Principal Adviser, Inclusion Head of Behaviour Support Service</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ SEBS and SEAL will be extended to all schools in next 2 years. (NYCC Access &amp; Inclusion)</li> <li>▪ Working together with ChildLine In Partnerships (CHIPS) to train 2 secondary and 2 primary schools in Peer Support. 2 members of the school staff will be trained with 3 LA staff linked to the chosen schools. These schools will be used as models of Best Practice. (NYCC Access &amp; Inclusion)</li> <li>▪ Additional training (peer support) planned jointly with NSPCC/Childline. (NYCC Access &amp; Inclusion)</li> <li>▪ Anti Bullying Alliance will conduct a needs analysis based on pupils' and teachers' perspectives of bullying. (NYCC Access &amp; Inclusion, Quality &amp; Improvement)</li> <li>▪ Growth of NYSCB awareness of bullying and anti-bullying practice. (NYSCB)</li> <li>▪ Analysis of victims of bullying by level of need (tiers 1-4) complete and targeting of services to most vulnerable groups. (NYCC Access &amp; Inclusion, Quality &amp; Improvement)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ On basis of audit material, reduce the incidence of bullying in schools.</li> <li>▪ Development of young people peer-led anti-bullying strategies in targeted areas of the County.</li> <li>▪ Ofsted School Inspection Judgement; 100% of schools ensure that learners stay safe (primary, secondary and special schools).</li> </ul>	
Links to Strategies and Plans	
<p>Anti-Bullying Action Plan Behaviour and Attendance Strategy Statement of Purpose – Children's Residential Homes Children's Guide – Children's Residential Homes</p>	

**Objective 2.4 – provide children and young people with safe environments and take action to reduce anti-social behaviour to prevent offending and re-offending.**

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Implement the North Yorkshire Police's new Youth Policy. (NY Police)</li> <li>▪ Work across District and Borough Council areas through Crime &amp; Disorder Reduction Partnerships (CDRPs) and Community Safety Plans to support children and young people who are victims of crime or who have a fear of crime. (CDRPs/NYCC Learning Youth &amp; Skills)</li> <li>▪ Develop the prevention and early intervention strategy across Youth Offending Team and Children's Services to prevent offending and re-offending by children and young people. (Youth Offending Team)</li> </ul> <p><i>Key Issues 2,4</i></p>	<p>North Yorkshire Police: Assistant Chief Constable</p> <p>NYCC Children and Young People's Service, Learning Youth &amp; Skills: Education Officer – Social Inclusion</p> <p>Youth Offending Team Manager</p>
<b>Year 2 Milestones</b>	
<ul style="list-style-type: none"> <li>▪ Agree targets for increasing number of safe places to play. (District Councils)</li> <li>▪ Implementation of the violent crime reduction protocol (NYCC Learning Youth &amp; Skills)</li> <li>▪ Reduction in re-offending and formal disposals from Youth Courts. (Youth Offending Team)</li> <li>▪ Interagency sign up to `Decriminalising youth policy (YOT Management Board).</li> <li>▪ Police Youth Strategy to be developed to include sub policies and operational guidance. (NY Police)</li> </ul>	
<b>Year 3 Targets</b>	
<ul style="list-style-type: none"> <li>▪ Reduction in offending and re-offending.</li> <li>▪ Reduction in serious offending behaviour.</li> <li>▪ Evidence that fewer children and young people year on year have entered the youth justice system.</li> <li>▪ Reduction in children killed/serious injured in road accidents to 44 by 2009/10. (LAA target)</li> </ul>	
<b>Links to Strategies and Plans</b>	
<p>Crime and Disorder Reduction Partnerships Strategies Community Safety Plans Youth Justice Plan LSC National Statement of Priorities</p>	

**Objective 2.5 – provide support for parents, carers and families, enabling them to provide safe homes, security and stability in children’s lives.**

**Key Activities**

**Lead Agency and Post**

- Provide support to parents to enable them to provide safe and secure care to their children. (NYCC Learning Youth & Skills)
- Identify children affected by domestic abuse and put in place systems to ensure information sharing and assessments are carried out in a timely and appropriate way. (NYSCB)

North Yorkshire Safeguarding Children Board  
  
North Yorkshire Police:  
Assistant Chief Constable

*Key Issues 1,2,3*

**Year 2 Milestones**

- 6 Integrated Service Managers will audit local provision and need and develop local priorities through second phase of locality roll-out up to May 2008 (See Obj 6.1). (NYCC Strategic Services)
- CYPP mini plan for LDD will set up systems to separately scrutinise placements needs for disabled children, including a protocol determining the working arrangements of health, education and social care in the commissioning of placements to be established. This to include respite and residential services for those with family support needs (See Obj 6.1, 6.2, 6.3, 6.4 and JAR Action Plan). (LDD Strategy Group)
- Ensure a range of services to tackle domestic abuse where children live in the household are delivered at tiers 2 and 3. (NY Police, NYSCB)

**Year 3 Targets**

- Development of integrated working.
- Families receiving information, advice and intervention, measured through referrals via Police and other agencies working together.
- Implement MissDorothy.com across all schools in North Yorkshire

**Links to Strategies and Plans**

NSF Children, Young People and Maternity Services – Core Standard Supporting Parents  
North Yorkshire Domestic Abuse Strategy.  
LDD Mini-Plan  
Parenting Support Strategy

**Objective 2.6 - Develop and implement an integrated Family Support strategy for children on the edge of Care, reducing risks to them and ensuring more children are supported to grow up in their families and extended families instead of entering care.**

**Key Activities**

- Develop a strategic and service interface between integrated services and family support strategy which would include a parenting strategy. (NYCC Strategic Services)
- Establish a range of targeted community based services at tier 3, to provide viable alternatives to children coming into care (NYCC Children’s Social Care)
- Provide a range of specialist services to assist the reunification of children to their families or local communities (NYCC Children’s Social Care)
- Integrate local preventative services for disabled children (LDD Strategy Group)
- Develop a comprehensive policy and practice framework for Family and friends care (NYCC Children’s Social Care)
- Ensure family support strategy links to the wider Safeguarding accountabilities of NYSCB (NYSCB)

Key Issues 6.7

**Lead Agency and Post**

NYCC Children & Young People’s Service:  
Strategic Services, Service Development & Commissioning Manager;  
Assistant Director Children’s Social Care

North Yorkshire Safeguarding Children Board

**Year 2 Milestones**

- Increase the number 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 over next three years (LAA) (NYCC Children’s Social Care)
- Implementation of Parenting Support Strategy that addresses needs and provides services at tiers 2, 3, 4 (NYCC Learning Youth & Skills)
- Establish an interagency joint planning and commissioning process to develop services for children and help prevent children having to live away from home (NYCC Children’s Social Care)
- Embedding inter-agency practice to reflect revised thresholds for Initial Referrals to the Child Protection system (see Obj 2) (NYSCB)
- Strengthen/reinforce Information Sharing practice and use of CAF in connection with children at Level 3 on the edge of care (see Obj 6.2) ((NYCC Strategic Services)

**Year 3 Targets**

- 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)
- Reduce number of children in care
- Reduce the numbers of children entering care on ground of parental neglect, behaviour problems or disability

**Links to Strategies and Plans**

Children’s Social Care Business Plan  
Locality strategy and Action Plan  
Parenting Support Strategy



**Objective 2.7 - Provide a range of safe and stable placements for children and young people who cannot live within their own families thereby ensuring best possible outcomes for them.**

<b>Key Activities</b>	<b>Lead Agency and Post</b>
<ul style="list-style-type: none"> <li>▪ Ensure care plans are carried out in a timely fashion.</li> <li>▪ Develop a multi-agency Looked After Children strategy aimed at achieving improved outcomes and consistent approaches based on best practice. (NYCC Children's Social Care)</li> <li>▪ Implementation of new procedures in respect of Looked After Children. (NYCC Children's Social Care)</li> <li>▪ Ensure effective transition planning for care leavers. (NYCC Children's Social Care)</li> <li>▪ Ensure young people's participation is central to planning for themselves and to service planning. (NYCC Children's Social Care)</li> <li>▪ Provide stable placements for Looked After Children and ensure Care Plans are carried out in a timely fashion. (NYCC Children's Social Care)</li> </ul> <p><i>Key Issues 5,6</i></p>	<p>NYCC Children and Young People's Service: Assistant Director Children's Social Care</p>

**Year 2 Milestones**

- Further integration of services around LAC Teams. (NYCC Children's Social Care)
- Develop an inter-agency joint commissioning approach to strategic planning to produce a range of preventative and placement resources for children who live away from home. (NYCC Children's Social Care)
- Complete evaluation of Treatment Foster Care Project for teenagers and identify exit strategy or sustainability strategy based on findings. (NYCC Children's Social Care)
- Implementation of a monitoring/evaluation process for Treatment Foster Care Project for younger children. (NYCC Children's Social Care)
- Further improvement of participation levels for Looked After Children (NYCC Children's Social Care)
- Establishment of evaluation reports by IRO team to disseminate best practice and identify areas of practice for development. (NYCC Children's Social Care)
- Establishment of Multi-Agency Looked After Partnership for North Yorkshire (CYPSP Board)

**Year 3 Targets**

- Current reliance on external placements for sibling groups, children with complex needs and mother and baby placements reduced through improvement in in-house services (NYCC Children's Social Care)
- 100% of children and young people who are Looked After participate in their reviews. (NYCC Children's Social Care)
- Establishment of a multi-agency performance framework to monitor outcomes for Looked After Children and Care Leavers. (NYCC Children's Social Care)
- Development of integrated working around newly created Looked After Children teams. (NYCC Children's Social Care)
- Evidence of improved educational and health outcomes for Looked After Children. (NYCC Children's Social Care)

**Links to Strategies and Plans**

Children's Social Care Business Plan

## Enjoy and Achieve

### Introduction

We recognise that in all our priorities, certain groups of children and young people are potentially more vulnerable to lower success and poorer life chances. The principle of differentiation therefore applies in all our work, with a focus on:

- The most vulnerable;
- The areas of highest social deprivation;
- The schools and learners with the lowest achievement.

### Needs Assessment – Key Issues

There is much that is good about the provision and outcomes of children and young people under “enjoying and achieving”. However clear challenges remain:

1. Children and young people want better access to recreational, educational and social opportunities out of school time; better training in life skills; and better recognition for the breadth of their achievements. *(Source: mapping of consultations with children & Young people 2003-2005; LAC survey) (JAR, December 2006)*
2. Young people of secondary age tell us that their lessons are often not interesting or relevant enough, this including PSHCE, and that behaviour in them is often not good enough. *(Source: surveys of children & young people in schools July 2005, HRBQ 2006)*
3. Headteachers tell us that there should be more opportunities to develop the skills of parents and carers. They are also concerned about a variety of issues in the areas of inclusion and collaboration. *(Source: survey of all headteachers October 2005)*
4. Headteachers and many other service providers are concerned that services for children and young people do not communicate well enough with each other. *(Source: survey of all headteachers October 2005: feedback from Children and Young People’s Plan consultation conferences October 2005)*
5. Our performance data tells us that:
  - Achievement overall at Key Stage 4 is not good enough, due to wide variation between and within schools;
  - Writing is a relative weakness for children and young people up to the age of 14;
  - Too many young people with challenging behaviours are out of school;
  - Too many young people supervised by the Youth Offending Team are not in Employment, Education or Training.
  - Not enough Looked After Children have PEPs

*(Source: school performance data 2004 and 5)(JAR, December 2006)*
6. Particular groups of young people do not develop enough personal responsibility and independent living skills. *(Source: LAC, SEN surveys, Young Offenders, National Conference feedback; surveys of children & young people in schools and other venues 2005)*

7. We know from experience that transition and transfer periods are difficult for all children and young people but especially for those who are potentially vulnerable and who are mobile. (Source: *Connexions case studies, LAC case studies, traveller case studies*)
8. A small, voluntary sample of parents and carers tell us that the vast majority of their children enjoy attending school and that they receive a good education. Parental concerns centre round access to a good choice of activities both for learning and play out of school hours, with minor concerns around transfer from primary to secondary and listening to their opinions and those of their child. (Source: *NYCC Parent Research Oct 2005*)
9. Some school provision faces a challenging period due to falling rolls. Some services for children and young people with special educational needs or behaviour difficulties need to be modernised and made available more evenly across the County. (Source: *NYCC School Organisation Plan and OFSTED Inspection of LEA 2004*)
10. We have more focused work to do to develop broader curricula at 14-19; to meet the September Guarantee; and to monitor progress at a strategic level. (RAG ratings GOYH, March 2007; outcomes of diploma bids, March 2007; JAR, Dec 2006).
11. The level of data analysis for special schools is insufficiently well developed. (JAR, Dec 2006)
12. Leadership and management, teaching and learning in secondary schools “need to improve”. (RAG ratings of National Strategies, Dec 2006)
13. Provision for statemented SEN learners in mainstream needs to improve. (Parental feedback SEN and Behaviour Provision Review, June 2006)
14. The promotion of equal opportunities in secondary schools. (OFSTED inspections, Sept 2005/Dec 2006)



## Objective 3.1 – support the personal, social and emotional development of children and young people

### Key Activities

- Provide a wider range of recreational, arts, culture, sport, volunteering and play opportunities (NYCC Quality & Improvement, Learning Youth and Skills).
- Enable communities to support, promote and engage with personal, social and emotional development issues. (NYCC Learning Youth and Skills)
- Improve the quality of personal, social, emotional and citizenship education in schools and settings. (NYCC Quality & Improvement)
- Provide a greater range of informal learning opportunities through out of school, residential, holiday and weekend provision (NYCC Learning, Youth and Skills)

*Key Issues 1, 5, 6, 8*

### Lead Agency and Post

NYCC Children and Young People's Service, Quality and Improvement:  
Principal Adviser, Inclusion

### Year 2 Milestones

- Quality of PSHE improved especially in secondary schools. Young People's feedback in the HRBQ will be more positive. (NYCC Quality & Improvement)
- Single plan for PSHCE (NYCC Quality & Improvement)
- 60% of schools achieving healthy schools status December 2007. (NYCC Quality & Improvement)
- Increased number of young people engaged in Arts-based programmes. (NYCC Learning Youth and Skills)
- 65% of primary schools and 10% of secondary schools and early years settings involved in SEAL project (NYCC Quality & Improvement)
- Guidance to schools on risk-taking behaviour published. (NYCC Quality & Improvement)
- PESSCL and LAA funding directed at needy schools increases participation in PE and sport in more deprived areas. (NYCC Quality & Improvement)

### Year 3 Targets

- 40% of early years settings, 80% of primary schools and 50% of secondary schools involved in SEAL project.
- Greater participation of children and young people, from all social identities, in volunteering, recreation, sport and play activities in all localities. (NYCC Learning, Youth and Skills)
- Ofsted schools inspection judgements; personal development and well-being of learners (primary, secondary and special schools) at least good in 90% of all schools (NYCC Quality & Improvement)
- Reduction of numbers of children & young people not on the roll of a school (NYCC Pupil & Parent Services).
- 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 (NYCC Strategic Services)
- By 2009 all North Yorkshire schools to be working towards national Healthy Schools status. 85% of schools achieve healthy schools status by December 2009 (LAA stretch)
- Exclusions through drug and alcohol related incidents reduced to 80 by April 2009.
- 92% of 5-16 year olds accessing 2 hours or more of high quality PE and/or school sports within or beyond the curriculum each week by July 2009 (LAA Stretch).
- 16% of 5-16 year olds accessing 2 hours or more of high quality PE and/or school sports beyond the curriculum each week by July 2009 (LAA)

### Links to Strategies and Plans

Q&I Service Development Plan  
Early Years Development and Childcare Plan  
Youth Service Plan  
Community Care Associations, Volunteer Centres (North Yorkshire)  
SEN Strategy

## Objective 3.2 – Improve the progress of low attaining and underachieving children and young people

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Identify and take early action on underachievement in schools and settings through rigorous assessment and tracking procedures with a particular focus on vulnerable groups. (NYCC Quality &amp; Improvement)</li> <li>▪ Identify and support schools and early years settings causing concern. (NYCC Quality &amp; Improvement)</li> <li>▪ Pay particular attention to those children and young people who are not in NYCC standard educational provision. (NYCC Access &amp; Inclusion)</li> <li>▪ Improve pre-registration support to early years settings to ensure quality provision at registration. (NYCC Strategic Services)</li> <li>▪ Monitor performance of underachieving groups. (NYCC Quality &amp; Improvement)</li> <li>▪ Implement School Improvement Partners in all schools. (NYCC Quality &amp; Improvement)</li> <li>▪ Implement the SEN and Behaviour Provision Review. (NYCC Access &amp; Inclusion)</li> <li>▪ Improve attendance and tackle truancy in schools through provision of attendance leadership and support for schools. (NYCC Access &amp; Inclusion, Quality &amp; Improvement)</li> <li>▪ Provide targeted intervention for CLL particularly in areas of high deprivation. (NYCC Quality &amp; Improvement) (see obj 5.2)</li> <li>▪ Disseminate effective provision for LDD at Wave 1, 2, 3. (NYCC Access &amp; Inclusion, Quality &amp; Improvement)</li> </ul> <p><i>Key Issue 5</i></p>	<p>NYCC Children and Young People's Service: Assistant Director, Quality and Improvement</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Meet National and LA targets for 2008. (NYCC Quality &amp; Improvement)</li> <li>▪ All personnel (SIPs, Support Advisers, consultants, external consultants and appropriate others) deployed to effectively drive school improvement. (NYCC Quality &amp; Improvement)</li> <li>▪ Meet national targets at KS2, KS3 and KS4 by 2008 (NYCC Quality &amp; Improvement).</li> <li>▪ Meet targets for Looked After Children by 2008. (NYCC Quality &amp; Improvement).</li> <li>▪ Meet LAA target in respect of young offenders in full-time ETE. (YOT)</li> <li>▪ Full implementation of the KS4 engagement programme for NEET young people. (NYCC Quality &amp; Improvement)</li> <li>▪ Primary SIP programme successfully implemented. (NYCC Quality &amp; Improvement)</li> <li>▪ Special SIPs trained, accredited and ready to be deployed. (NYCC Quality &amp; Improvement)</li> <li>▪ 58.2% children will achieve 6 in all PSED and CLL Scales and 78 points overall. (NYCC Quality &amp; Improvement)</li> <li>▪ P Scale evaluation in place and used by all schools. (NYCC Quality &amp; Improvement)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ 60% of teenage mothers to be in education, employment or training by 2010. (NYCC Access &amp; Inclusion)</li> <li>▪ Meet national targets at KS2, KS3 and KS4 by 2009. (NYCC Quality &amp; Improvement)</li> </ul>	

- Meet targets for Looked After Children by 2009. (NYCC Quality & Improvement)
- For children at the end of the Foundation Stage, improve average level in communication, language and literacy (CLL) and in personal, social and emotional development by 2009. (NYCC Quality & Improvement)
- 10% increase in primary, secondary and special schools obtaining the Basic Skills Award (NYCC Quality & Improvement)
- 98% students leave school at 16 with 1+ GCSE grade A\*-G by 2010 (LAA)
- 6.45% half days missed due to total absence in secondary schools maintained by LA by 2009 (LAA)
- 4.50% half days missed due to total absence in primary schools maintained by LA by 2009 (LAA)

### **Links to Strategies and Plans**

Q&I Service Development Plan  
Early Years Development and Childcare Plan  
Teenage Pregnancy Strategy  
SEN Strategy  
North Yorkshire 14-19 Partnership "Putting the Learner First"  
Behaviour and Attendance Strategy  
Youth Justice Plan

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## Objective 3.3 – Improve enjoyment, achievement and progress at Key Stage 4

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Provide meaningful personalised learning and extended accredited opportunities for all. (NYCC Quality &amp; Improvement)</li> <li>▪ Implement the 14-19 Strategy “Put the learner first” by providing extended accredited opportunities for all’. (NYCC Quality &amp; Improvement)</li> <li>▪ Identify and support schools with the lowest achievement at KS4.(NYCC Quality &amp; Improvement)</li> <li>▪ Establish Behaviour Collaboratives where groups of secondary schools take collective responsibility for the education of all their children enabling those vulnerable to exclusion to achieve their potential. (NYCC Access &amp; Inclusion)</li> <li>▪ Promote increased leadership capacity in all schools. (NYCC Quality &amp; Improvement)</li> </ul> <p><i>Key Issues 2, 5</i></p>	<p>NYCC Children and Young People’s Service, Quality and Improvement: Principal Adviser, Secondary</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ One secondary school removed from Special Measures (NYCC Quality &amp; Improvement)</li> <li>▪ No secondary or special schools in Special Measures (NYCC Quality &amp; Improvement)</li> <li>▪ Ofsted Schools Inspection judgements on quality of leadership and management at least good in 65% of secondary schools.</li> <li>▪ Fewer than eight secondary or special schools with significantly below average CVA (NYCC Quality &amp; Improvement)</li> <li>▪ Meet national targets for GCSE and equivalent for 2007 (NYCC Quality &amp; Improvement)</li> <li>▪ Improved curriculum offer at 14-19 (NYCC Quality &amp; Improvement)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ Meet national targets at KS4 by 2009. (NYCC Quality &amp; Improvement)</li> <li>▪ Average of 3.7 % (3.6% with stretch) 16-18 year olds not in education, employment or training (NEET) by 1/11/09-31/1/10 (LAA target).</li> <li>▪ Pupils, from all social identities, report that provision is enjoyable and meets their needs. (NYCC Quality &amp; Improvement)</li> <li>▪ Less than 5% of schools have significantly low CVA from KS3 to KS4 and KS2 to KS4. (NYCC Quality &amp; Improvement)</li> <li>▪ No secondary or special schools in an OFSTED category. (NYCC Quality &amp; Improvement)</li> <li>▪ Ofsted Schools Inspection judgements on quality of leadership and management at least good in 70% of secondary schools.</li> <li>▪ The total number of permanent exclusions not to exceed 52 and the total number of days lost to fixed term exclusion to reduce by 10% (from 2004/05 figures). No one group of pupils being disproportionately represented. (NYCC Access &amp; Inclusion)</li> <li>▪ Attendance for pupils at KS4 to improve to a LA average of 93.5%. (NYCC Access &amp; Inclusion)</li> </ul>	
<h3>Links to Strategies and Plans</h3>	
<p>Education Development Plan Connexions Delivery Plan SEN Strategy</p>	<p>PPS Support Services Plans LSC Annual Plan</p>

## Objective 3.4 – Improve the support available to potentially vulnerable children, young people and their parents and carers during transfer and transition periods.

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Improve transfer for all children and young people into, within and between home and educational settings. (NYCC Quality &amp; Improvement)</li> <li>▪ Pay particular attention to those children and young people who move school at a non-standard time eg Looked After Children, Travellers, service children, migrant workers, immigrant families and those at risk of exclusion. (NYCC Access &amp; Inclusion, Quality &amp; Improvement)</li> <li>▪ Identify and support those children and young people undergoing significant life changes. (NYCC Children’s Social Care)</li> <li>▪ Ensure a greater degree of coherence for children and young people as they move to adult services. (NYCC Children’s Social Care)</li> </ul> <p><i>Key Issues 5, 7, 8</i></p>	<p>NYCC Children and Young People’s Service, Quality and Improvement: Principal Adviser, Inclusion</p> <p>NYCC Children and Young People’s Service: Assistant Director, Access and Inclusion</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Improved completion to 16 rates for travellers in Secondary Schools. (NYCC Access &amp; Inclusion)</li> <li>▪ Increase PEPs for all Looked After Children to 100% (JAR) (NYCC Access &amp; Inclusion)</li> <li>▪ No increase in exclusions and statementing for behavioural difficulties in Y7. (NYCC Access &amp; Inclusion)</li> <li>▪ Transition issues for children and young people have been analysed: <ul style="list-style-type: none"> <li>▪ Who have LDD and chronic health needs</li> <li>▪ Mental health issues</li> <li>▪ Who wish or need to move to independent living.</li> <li>▪ and identify improvement actions for inclusion in LDD mini-plan (see 6.4) (NYCC Children’s Social Care)</li> </ul> </li> <li>▪ Information available to Early Education Consultants about LAC and traveller children in settings. Better information on LAC and travellers to SIPs (NYCC Access &amp; Inclusion)</li> <li>▪ Better data on SEN progress in schools available to SIPs (NYCC Quality &amp; Improvement)</li> <li>▪ Guidance on transition between setting and school to be published (NYCC Quality &amp; Improvement)</li> <li>▪ Evaluation of Children’s Centres demonstrates good support for parents and carers, particularly of vulnerable children, on transfers. (NYCC Strategic Services)</li> <li>▪ Good practice on transition in North Craven area to be shared with Whitby in particular and rest of County in general (NYCC Quality &amp; Improvement)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ Needs of all children and young people with statements of SEN are identified through section 140 assessments and all have in place a transition plan. (Connexions)</li> <li>▪ All destinations of school leavers are known. (Connexions)</li> <li>▪ Further improvement in completion to 16 rates for Travellers in Secondary Schools.(NYCC Access &amp; Inclusion)</li> <li>▪ Children &amp; young people and families report that they are well supported at transfer and transition periods. (NYCC Access &amp; Inclusion/Learning, Youth and Skills)</li> </ul>	



- Settings and Schools collaborate well during transfer periods with regard to social, curriculum and information transfer issues. (NYCC Quality & Improvement)
- Meet target of securing a new school within 20 days for Looked After Children, permanently excluded, and hard to place in year admissions. (NYCC Access & Inclusion).
- Young people and their families report fewer difficulties in moving from children's to adult services. (NYCC Children's Social Care)
- Managed Moves and In Year Admissions protocols working well to ensure fewer exclusions and shorter gaps in schools.

### **Links to Strategies and Plans**

Q&I Service Development Plan

SEN Strategy

Multi-agency transitions planning group (for children with learning disabilities and SEN)

Connexions Delivery Plan

Children's Social Care Plan

Behaviour and Attendance Strategy

In-Year Fair Access Policy

Youth Justice Plan

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## Objective 3.5 – Improve the partnership with parents and carers to support children’s learning

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Implement the Parenting Support Strategy (NYCC Learning Youth &amp; Skills)</li> <li>▪ Further develop the network of children’s centres. (NYCC Strategic Services)</li> <li>▪ Within the extended schools agenda, further develop support for parents and carers through family learning opportunities in their widest sense, information advice and guidance. (NYCC Strategic Services)</li> <li>▪ Further develop the network of home school support workers. (NYCC Learning, Youth and Skills/Strategic Services)</li> <li>▪ Engage parents and carers in their children’s learning. (NYCC Learning, Youth &amp; Skills)</li> <li>▪ Further develop the work of the Parent Partnership Service for children with special educational needs and disabilities. (NYCC Learning Youth &amp; Skills)</li> <li>▪ Develop the role of the Early Years team in promoting the importance of parents as partners. (NYCC Strategic Services/Quality &amp; Improvement)</li> </ul> <p><i>Key Issues 3, 4, 8</i></p>	<p>NYCC Children and Young People’s Service: Assistant Director, Learning Youth &amp; Skills</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Approval secured through CYPSP of Parenting Support Strategy for the County (NYCC Learning, Youth &amp; Skills)</li> <li>▪ Current pattern of parental support workers funded from various sources revised to ensure targeted support for the most vulnerable groups in all areas (NYCC Learning, Youth &amp; Skills)</li> <li>▪ Parents Forums set up at all Children’s Centres (half to be in place by 31.3.08, remainder by 31.12.08) (NYCC Strategic Services)</li> <li>▪ Parent aides through Children’s Centres developed to link in with existing parental support services (NYCC Strategic Services)</li> <li>▪ Strategy to deal with the expiry of Children’s Fund and PSA grants on 31.03.08 developed and in place (NYCC Strategic Services)</li> <li>▪ All 22 localities in place and roles and responsibilities clearly identified. (See Objective 6.1) (NYCC Strategic Services and Quality &amp; Improvement)</li> <li>▪ Meet the target for 22 additional children’s centres by 2008. (NYCC Strategic Services)</li> <li>▪ Home-school support workers and 30 new parent support advisers working well and in an integrated fashion (NYCC Learning Youth &amp; Skills)</li> <li>▪ Evidence of better co-ordination of the parent support workers across the board (NYCC Strategic Services)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ Parents and carers, from all social identities, report that they have good access to high quality information and support in their local area. (NYCC Learning Youth &amp; Skills)</li> <li>▪ All vulnerable youngsters have a lead professional. (NYCC Learning, Youth and Skills)</li> <li>▪ Parents and carers report that their needs and aspirations are fully taken into account. (NYCC Strategic Services)</li> <li>▪ Quality Assurance of Children’s Centres and Extended Schools show good and well integrated support for parents and carers in their child’s education and development. (NYCC Quality &amp; Improvement)</li> <li>▪ Parents Forums operating in all Children’s Centre areas across the County.</li> </ul>	
<h3>Links to Strategies and Plans</h3>	
<p>Q&amp;I Service Development Plan Parenting Support Strategy EYDCP Plan</p>	<p>Locality Strategy SEN Strategy</p>

## Objective 3.6 – Further develop an inclusive culture in all settings, schools, provisions and communities

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Engage with representatives of the local community and the private and voluntary sector to bring about change. (NYCC Strategic Services)</li> <li>▪ Share good practice through early years, primary, secondary and special school forums. (NYCC Quality &amp; Improvement)</li> <li>▪ Develop Inclusion Quality Mark (IQM) and encourage all schools to adopt it. (NYCC Quality &amp; Improvement)</li> <li>▪ Encourage local communities of schools to take responsibility for all children and young people in their area. (NYCC Quality &amp; Improvement and Strategic Services)</li> <li>▪ Increase the access to participation in mainstream school for children currently educated out of school. (NYCC Access &amp; Inclusion, Quality &amp; Improvement)</li> <li>▪ Transform staffing to reflect the balance of the communities we serve, for example include more people from different ethnic backgrounds and faiths. (NYCC Human Resources)</li> <li>▪ Improve the quality and breadth of learning through opportunities that meet students' needs and learning styles (NYCC Quality &amp; Improvement)</li> <li>▪ Focus particularly on improving the corporate parenting, attendance and achievement of looked after children (NYCC Access &amp; Inclusion)</li> <li>▪ Implement SEN and Behaviour Provision Review (NYCC Access &amp; Inclusion)</li> </ul> <p><i>Key Issues 1, 2, 3, 5, 6, 7</i></p>	<p>NYCC Children and Young People's Service, Quality and Improvement: Principal Adviser, Inclusion</p> <p>NYCC Children and Young People's Service: Assistant Director, Access and Inclusion</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ 65% of setting and schools to achieve IQM by July 2008 (LAA) (NYCC Quality &amp; Improvement)</li> <li>▪ Suite of guidance for settings and schools on working with challenging pupils published September 2007 (NYCC Quality &amp; Improvement)</li> <li>▪ Targeted settings and schools to be challenged on inclusive practice based on evidence presented in Inclusion profiles alongside information collected on concerns/inclusion complaints database. The challenge will be via SIPs, early years consultants and focussed, short-notice visits by Q and I service inclusion advisers (NYCC Quality &amp; Improvement)</li> <li>▪ Roll-out of behaviour and attendance collaboratives for four other areas of North Yorkshire (NYCC Access &amp; Inclusion)</li> <li>▪ Progress implementation of Year 1 priorities in the SEN/Behaviour Review Implementation Plan. This focuses on enhanced schools for BESD, communication and interaction and dyslexia (NYCC Quality &amp; Improvement)</li> <li>▪ Roll-out gender equality scheme and training (NYCC Quality &amp; Improvement)</li> <li>▪ The experience and perceptions of minority ethnic pupils in our settings and schools shared with all settings and schools to inform their personal development programmes and inclusive provision.</li> <li>▪ Appointment of Equality and Diversity Consultant to increase capacity to challenge and support settings and schools with this agenda (NYCC Quality &amp; Improvement)</li> <li>▪ Develop the traveller service to better impact on the outcomes for traveller pupils (NYCC</li> </ul>	



Access & Inclusion)

- Settings and schools supported with training, resources and examples to meet their statutory duties under DDA, Gender Equality duty (NYCC Quality & Improvement)
- Experience of minority ethnic pupils and those of a different faith and/or language/background monitored by Strategic Group (NYCC Quality & Improvement)

### **Year 3 Targets**

- Behaviour collaboratives function successfully across local communities of schools. (NYCC Access & Inclusion)
- Short term exclusions reduced (NYCC Quality & Improvement)
- Fewer children & young people educated out of mainstream schools (NYCC Access & Inclusion)
- Local communities are effective in meeting the education and care needs of all children & young people within their area. (NYCC Strategic Services)
- Achievement of Looked After Children, young people with learning difficulties and disabilities and travellers and other vulnerable groups is at least satisfactory. (NYCC Quality & Improvement)
- Settings and schools are meeting their statutory obligations under the positive duty of discrimination legislation and this is evident in their policies, practices and provision. (NYCC Quality & Improvement)
- There is more accurate reporting by settings and schools of racist incidents (NYCC Quality & Improvement)
- Ensure 90% of young offenders supervised by the Youth Offending Team are in full time Education, Training or Employment by 2010. (LAA) (Youth Offending Team)
- 80% of schools to achieve the Quality Standards for Inclusion (IQM) by July 2010 (LAA).

### **Links to Strategies and Plans**

Q&I Service Development Plan  
Inclusion Quality Mark Guidance  
Equalities and Diversity Plan  
A&I Support Services Plan  
Youth Service Plan  
Extended Schools and Children's Centres – strategy reports  
SEN Strategy  
LSC Annual Plan  
LSC National Statement of Priorities  
North Yorkshire 14-19 Strategy "Putting the Learner First"  
Youth Justice Plan

## Objective 3.7 – Enhance the network of services through well-planned, effective provision across the County.

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Implement the SEN/Behaviour Review proposals (NYCC Access &amp; Inclusion)</li> <li>▪ Maintain up-to-date knowledge of need for services and access to them across the County. (NYCC Strategic Services)</li> <li>▪ Work closely with early years settings, schools and other partners to identify opportunities for joint developments to enhance local services. (NYCC Strategic Services)</li> <li>▪ Promote collaboration between settings, schools, colleges and other learning providers to increase capacity for meeting individual learners' needs. (NYCC Strategic Services)</li> <li>▪ Promote collaboration between settings, schools, and colleges to underpin efficiency and viability. (NYCC Strategic Services)</li> <li>▪ Review and modernise school provision as appropriate to ensure learners have equal access to stable and effective schools and specialist support across the County. (NYCC Strategic Services)</li> </ul>	<p>NYCC Children and Young People's Service:            Assistant Director Strategic Services            Assistant Director Access &amp; Inclusion</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Establishment of six integrated service teams across the county completed (NYCC Strategic Services)</li> <li>▪ Completion of Children's Centres to establish a pattern of 29 across the County by March 2008 (NYCC Strategic Services)</li> <li>▪ Re-vamped Confederation and Federation Strategy to schools relaunched publishing a revised booklet in June 2007 and through attendance at SInS and Governors' meetings. Increased awareness of management issues in schools and strategies to deal with falling rolls and the ageing headteacher workforce (3 out of 5 over 50 years) (NYCC Strategic Services)</li> <li>▪ Primary Capital Strategy drawn up consultation carried out and member approval gained by 31.12.07 (NYCC Strategic Services)</li> <li>▪ First phase of the Review of SEN and Behaviour Provision in place approval to the provisions relating to Behaviour Strategy secured by December 2007 (NYCC Access &amp; Inclusion)</li> <li>▪ Approval to next capital programme for 2008/11 drawn up and secured (NYCC Strategic Services)</li> <li>▪ £32m Richmond School BSF project started (NYCC Strategic Services)</li> <li>▪ Parenting Support Services reviewed across the County (see 3.5 and 6.1) (NYCC Strategic Services)</li> <li>▪ Strategy for falling rolls in secondary schools across the County developed (NYCC Strategic Services)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ First phase of developments to enhance SEN and Behaviour Provision arising from formal review commissioned or at capital building stage as appropriate. (NYCC Access &amp; Inclusion)</li> <li>▪ 29 children's centres operational. (NYCC Strategic Services)</li> <li>▪ Percentage of surplus places stabilised against trends in falling rolls. (NYCC Strategic Services)</li> <li>▪ Locality Strategies impacting on one or more outcomes for target groups. (NYCC Strategic Services)</li> <li>▪ Clear forward plan for integration of Children Fund legacy into mainstream services. (NYCC Director – Children and Young People's Service)</li> <li>▪ 6 ISM areas including 29 Children's Centres fully operational and effective.</li> <li>▪ Percentage of surplus places stabilised against trends in falling rolls.</li> <li>▪ On site with construction projects from first phases of Review of SEN and Behaviour Provision.</li> </ul>	
<h3>Links to Strategies and Plans</h3>	
<p>School Organisation Plan            Extended Schools and Children's Centres – strategy reports            SEN Strategy            LSC Strategic Area Review            Early Years Development and Childcare Plan</p>	

## Make a Positive Contribution

### Introduction

There is very much that is good about the provision of services for children and young people in North Yorkshire (and some services are outstanding).

*Source: External Inspection Reports, consultation with children, young people and parents.*

However, significant challenges remain:

### Needs Assessment – Key Issues

1. The wide-ranging issue of making all services more accessible to children and young people by virtue of their locations, times of availability, methods of delivery and/or supporting arrangements for public transport. Decisions need to be more clearly based around the needs of the child or young person and not the needs of professionals or their organisations. (*Source: Consultation with children, young people and parents.*)
2. Issues of approach and prioritisation are raised by different agencies and organisations having different, and in the worst cases conflicting, targets for their work with young people. (*Source: Consultation with children, young people and parents. Feedback from managers and face to face workers.*)
3. Access to high quality pre-school provision (and information about it) is not equitable across the County. There are particular issues in the more remote rural areas. (*Source: Consultation with parents. Analysis of the pattern of provision and demand.*)
4. There is concern about the rates of re-offending amongst a small but significant number of offenders. (*Source: YOT data.*)
5. There is a need for even greater levels of support for children and young people who have responsibilities for caring for others. (*Source: Consultation with children and young people who have responsibilities for caring for others.*)
6. There is a particular concern about providing coherent services and care for children and young people with disabilities and chronic health needs. (*Source: Consultation with children, young people and parents. Feedback from managers and face to face workers.*)
7. The provision of suitable accommodation and affordable housing for young people seeking or needing to live independently remains an issue (albeit for a relatively small number of young people). *Source: Consultation with young people. Feedback from managers and face to face workers.*
8. Young people have said that they want to be involved more in services for them and decisions about them. They are confused about which agency / organisation (particularly which council) is responsible for which services. They like a single point of contact and dislike being passed from pillar to post. They want to be part of the process of information sharing. (*Source: Consultation with children, young people and parents. Feedback from managers and face to face workers.*)

9. Many older children do not think that schools listen to them or make best use of their ideas. Few young people feel that they are able to take part in a sufficient range of activities outside school (particularly those that would enable them to help other people). (*Source: Surveys of children and young people in schools.*)
10. There is a concern that good practice is not shared amongst agencies and organisations as widely as it might be. (*Source: Feedback from managers and face to face workers.*)

**(Note: The key findings are numbered for ease of cross-referencing to the objectives and key actions below. They are not in any sort of order of priority or importance)**

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## Objective 4.1 – encourage personal responsibility

### Key Activities

- Involve children and young people in schools and settings' decision making on matters which concern them (paying particular attention to those children and young people who have additional needs and/or responsibilities that make this difficult for them). (NYCC Quality & Improvement)
- Teach from an early stage that making choices has consequences. (NYCC Quality & Improvement)
- Monitor and increase the participation of children and young people with SEN and disabilities in their annual review. (NYCC Access & Inclusion)

*Key issues for Audit: 3, 5, 8, 9, 10*

### Lead Agency and Post

NYCC Children and Young People's Service, Quality and Improvement:  
Principal Adviser, Inclusion

### Year 2 Milestones

- Introduce a target for 2006/7 of 85% of children with statements of SEN, where they are able to do so, participate in their Annual Reviews. Data will be available Autumn Term 2007. (NYCC Access & Inclusion)
- Review transition planning for CYP with LDD as part of Mini-Plan (see 6.4). (NYCC Access & Inclusion)
- Disseminate the outcomes of the Health Related Behaviour Questionnaire to schools and settings so that it informs the personal development programmes in schools and implements actions to achieve Year 3 targets. (NYCC Quality & Improvement)
- Prepare a comprehensive library of guidance collated from across the service areas for schools and settings, to enable the Inclusion Quality Mark to be achieved. (NYCC Quality & Improvement)
- Build a new team within Quality & Improvement sharing a renewed strategic vision for improving the personal development programmes within schools with increased capacity to advise, monitor, challenge and support. (NYCC Quality & Improvement)

### Year 3 Targets

- Increase the number of children and young people in schools and settings from all social identities which are involved in decision making on matters which concern them.
- 100% of all children with statements of SEN, when they are able to do so, are consulted and contribute to decisions regarding matters which concern them.
- Reduce the numbers of children & young people indulging in negative risk-taking behaviours (eg sexual behaviour, drugs, alcohol, self harming)
- Ensure 90% of young offenders supervised by the Youth Offending Team are in full time Education, Training or Employment by 2010. (LAA)
- 80% of schools to achieve the Quality Standards for Inclusion (IQM) by July 2010 (LAA).

### Links to Strategies and Plans

Q&I Service Development Plan  
 Teenage Pregnancy Strategy  
 Extended Schools and Children's Centres – strategy reports  
 SEN Strategy  
 Behaviour and Attendance Strategy  
 Youth Service Plan  
 Connexions Delivery Plan  
 YOT Plan

## Objective 4.2 – improve active involvement of children and young people in all aspects of the services provided for them

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Encourage all organisations/agencies working with children, young people and families to implement the “Hear by Right” (HbR) standards. (NYCC Learning Youth &amp; Skills)</li> <li>▪ Further develop the work of the multi-agency Voice, Influence and Participation (VIP) group to ensure a co-ordinated approach across all organisations to consulting with children and young people. (VIP Group)</li> <li>▪ Improve the quality of service provision by the awarding of the Youth Charter. (NYCC Learning Youth &amp; Skills)</li> </ul> <p><i>Key Issues for Audit: 1, 2, 8, 9, 10</i></p>	<p>NYCC Children and Young People’s Service, Learning Youth and Skills: Education Officer (VIP)</p> <p>VIP Group</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Development of Countywide CAMH Strategy to include full consultation with CYP as service users (see 1.2) (CAMHS/NYCC Children’s Social Care)</li> <li>▪ LDD Mini-Plan consultation with service users completed with feedback on impact of their views (see 6.4). (LDD Strategy Team)</li> <li>▪ A practical, straightforward version of HbR will be developed that retains the ethos and objectives of HbR. The new version will relate to the standards set by HbR and also reflect the priorities for participation from the CYP. The simplified version will be produced by the end of September 2007. (NYCC Learning Youth &amp; Skills)</li> <li>▪ The CYPSP Board to have adopted “new” HbR as the framework for assessing partners standards of participation activity (NYCC Learning Youth &amp; Skills)</li> <li>▪ The NYCC Children &amp; Young People’s Service to have implemented the “new” HbR standards to include completion of the self-assessment and implementation of action plan with targets for improvement (NYCC Learning Youth &amp; Skills)</li> <li>▪ At least 3 organisations from the Strategic Board to have completed “new” HbR self-assessment and to have an action plan in place. (NYCC Learning Youth &amp; Skills)</li> <li>▪ All organisations to have an understanding of the “new” HbR standards and to indicate to the CYPSP Board how they intend to gather their participation evidence and implement the standards. (NYCC Learning Youth &amp; Skills)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ Full implementation of “Hear by Right” standards by all organisations represented on the Strategic Board.</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 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>▪ OFSTED judgement – in 90% of schools the extent to which learners make a positive contribution to the community is judged to be at least good.</li> </ul>	
<h3>Links to Strategies and Plans</h3>	
<p>All plans produced by the organisations represented on the Strategic Board.</p>	



## Objective 4.3 – encourage positive behaviour including involvement in enterprising activities

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Develop leadership programmes that are accessible to all young people and increase the range of and participation in voluntary activities in               <ul style="list-style-type: none"> <li>○ schools/settings</li> <li>○ youth work</li> <li>○ the community (through voluntary groups)</li> </ul>               (NYCC Quality &amp; Improvement, Learning Youth &amp; Skills)             </li> <li>▪ Ensure the development of seamless integrated services between Children’s Centres and Extended Schools so that children have continuity of participation in positive activities. (NYCC Strategic Services)</li> <li>▪ Maintain links between organisations that use or support young volunteers and develop the capacity of local providers to access national funding in order to increase the range and quality of community-based volunteering opportunities. (NYCC Learning Youth &amp; Skills, NYFVO/Connexions)</li> </ul> <p><i>Key Issues for Audit: 1, 2, 3, 5, 8, 9, 10</i></p>	<p>NYCC Children and Young People’s Service:            Assistant Director, Quality &amp; Improvement            Assistant Director, Learning, Youth &amp; Skills            Assistant Director, Strategic Services</p> <p>NYFVO and the Connexions            VCS Development Worker</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ 106 schools to be delivering the Full Extended Services core offer by September 2007</li> <li>▪ Increased levels of national funding coming in to North Yorkshire to support and develop young people’s volunteering. (North Yorkshire Forum for Voluntary Organisations)</li> <li>▪ Increased numbers of young people volunteering in North Yorkshire (based on Yr 1 baseline) (North Yorkshire Forum for Voluntary Organisations)</li> <li>▪ Baseline figure for young people volunteering in North Yorkshire Voluntary Sector calculated. (North Yorkshire Forum for Voluntary Organisations)</li> <li>▪ 6 Hubs for Integrated Youth Support Service established successfully with network of outreach activity centres identified (see also 6.1 and 6.4). (NYCC Learning Youth &amp; Skills)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ Implementation of plans in relation to voluntary out of school and community based activities and accessible information about them.</li> <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>▪ Each locality across the County is working to a plan to increase Youth Service targets for 13-19 year olds in respect of reach/contact, participation, recorded outcomes and accredited outcomes.</li> <li>▪ Phased implementation of new Children’s Centres.</li> <li>▪ The network of services for very young children and their families will have improved and no significant gaps will remain in any part of the County.</li> </ul>	
<h3>Links to Strategies and Plans</h3>	
<p>Q&amp;I Service Development Plan            Extended Schools and Children’s Centres – strategy reports            Youth Service Plan</p>	<p>Connexions Volunteering Strategy            North Yorkshire Business and Education Partnership Plan            LSC Annual Plan</p>

## Objective 4.4 – reducing anti-social behaviour

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Work with young people to increase the range of positive activities programmes in the County, including in isolated rural areas, so as to improve access at weekends and in major holidays. (NYCC Learning Youth &amp; Skills)</li> <li>▪ Identify barriers to participation and develop plans and strategies to overcome them. (NYCC Learning Youth &amp; Skills)</li> <li>▪ Address key risk factors including poor parental supervision, family conflict, school failure, bullying, truancy and/or exclusion from school. (NYCC Quality &amp; Improvement)</li> <li>▪ Establish multi-agency approaches to improve arrangements for consultation, information sharing, interventions and orders (including neighbourhood based joint assessment processes). (Youth Offending Team)</li> <li>▪ Progress towards integrated systems of identification, assessment and early intervention to reduce offending and anti-social behaviour (incorporating evidence based measurement of impacts and outcomes). (Youth Offending Team)</li> </ul> <p><i>Key issues from Audit: 1, 2, 3, 4, 5, 8, 10</i></p>	<p>NYCC Children and Young People's Service, Learning Youth and Skills: Principal Education Officer (Youth Work)</p> <p>NYCC Children and Young People's Service, Quality and Improvement: Principal Adviser (Inclusion)</p> <p>Youth Offending Team: YOT Manager</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Agree strategy for delivering Targeted Youth Support functions within the Countywide roll out of Integrated Youth Support Service (see 6.4) (NYCC Learning Youth &amp; Skills)</li> <li>▪ First stage implementation of NY Police Youth Strategy implemented. (NY Police)</li> <li>▪ Develop and distribute the Inclusion Profiles to School Improvement Partners to monitor and challenge schools' key risk factors. (NYCC Quality &amp; Improvement)</li> <li>▪ Implement the second phase of Behaviour Collaboratives. (NYCC Access &amp; Inclusion)</li> <li>▪ By the end of Year 2, policies, guidance and advice will have been shared with schools around risk-taking behaviours to lead to a greater understanding of exclusion and drug and alcohol use. (NYCC Quality &amp; Improvement)</li> <li>▪ Develop, consult on and agree an action plan for bringing together preventative project activity, pooling resources and objectives as a countywide service platform. (Youth Offending Team, 4 Youth, NYCC Children &amp; Young People's Service)</li> <li>▪ North Yorkshire Anti Social Behaviour Order Statement of Common Standards and Practice (formerly known as the Joint Enforcement Protocol) is consistently applied in all areas of the county. (Youth Offending Team/NY Police)</li> <li>▪ Levels of anti-social behaviour will be consistently recorded and reduced in the 4 areas of the county targeted by a prevention project (CDRPs, Youth Offending Team and NY Police)</li> <li>▪ Countywide Information Sharing Protocol for all prevention of offending and anti-social behaviour activity to be completed and signed by all relevant Data Controllers. (See also 6.2) (Youth Offending Team)</li> <li>▪ Summer holiday programmes will be established in all Youth Service areas. (NYCC Learning Youth &amp; Skills)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ Integrated systems will be fully developed for identification, diversion and management of</li> </ul>	



anti-social behaviour by young people, based upon common models of assessment, planning and intervention

- There will be substantial movement towards integration and/or co-location of preventative project activity, pooling resources and objectives to create a countywide service platform.
- There will be robustly evidenced reductions of youth anti-social behaviour throughout North Yorkshire and particularly in the targeted district and wards.
- Further target work to prevent school exclusion for young people at risk of offending or re-offending.
- Reduction in rates of permanently excluded pupils across the whole County
- See also Year 3 Targets for ETE and NEET under objectives 5.3 and 5.4.

### **Links to Strategies and Plans**

Youth Service Plan  
Youth Justice Plan  
Crime and Disorder Reduction Strategies  
North Yorkshire Police Youth Strategy  
Community Safety Strategies

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## Objective 4.5 – reducing young offender rates

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Reduce number of “first time entrants” to youth justice system by establishing improved structures for pre-criminal identification and intervention (see 4.4) (Youth Offending Team)</li> <li>▪ Reduce re-offending rate of known young offenders, by improving delivery of YOT rehabilitation programmes and by improving social inclusion in key service areas (Education, Training and Employment, Mental Health and Drugs, Family and Housing). (Youth Offending Team)</li> <li>▪ Develop a pilot programme building upon the “Connect” course currently focussed on Northallerton Young Offenders Institution. (NYCC Learning Youth &amp; Skills)</li> <li>▪ Develop a directory of appropriate diversionary and intervention activity countywide from partner organisation and ensure full utilisation. (NY Police)</li> </ul> <p><i>Key Issues from Audit: 2, 4, 7, 8, 10</i></p>	<p>Youth Offending Team: YOT Manager</p> <p>NYCC Children and Young People’s Service, Learning Youth and Skills: Principal Education Officer (Youth Work)</p> <p>North Yorkshire Police: Inspector, Community Safety Unit</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Develop a pilot programme building upon the “Connect” course currently focussed on Northallerton Young Offenders Institution (NYCC Learning Youth &amp; Skills)</li> <li>▪ Those young people participating in Positive Activities programmes, Children’s Fund and Youth Offending Team Prevention Projects will demonstrate a reduction of offending behaviour when compared to their peers who have not participated in the projects. (District Councils/Youth Offending Team/CYPS/4 Youth/NSPCC)</li> <li>▪ Develop preventative project activity with improved partnership participation in multi-agency models of identification, assessment and intervention (Youth Offending Team, CYPS, NY Police)</li> <li>▪ Increase number of appropriate referrals of non-offenders to YOT/Social Care prevention projects compared with 2006/7 data (Youth Offending Team/CYPS/NY Police/CDRPs).</li> <li>▪ CYPSPB to consider a strategy to sustain current prevention activity and increase capacity to new areas beyond March 2008 (JAR report). (Youth Offending Team/CYPSPB)</li> <li>▪ Increase Youth Offending Team service delivery, particularly at the earlier low risk and diversionary level, as measured against YJB performance targets (Youth Offending Team).</li> <li>▪ Improved services and support to young people serving custodial sentences, including robust resettlement planning (Youth Offending Team).</li> <li>▪ Countywide Directory of diversionary and intervention activity in draft for consultation. (see also 4.4 re IYSS and Targeted functions) (NYCC Learning Youth &amp; Skills)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ Evidenced reductions in youth anti-social behaviour and first time offending rates (see 4.4) (Youth Offending Team)</li> <li>▪ Evidenced reductions in frequency and seriousness of re-offending by known young offenders demonstrated by raised performance against Youth Justice Board targets and particularly addressing Looked After Children. (Youth Offending Team)</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 Youth Justice Board targets and particularly addressing Looked After Children. (Youth Offending Team)</li> </ul>	

- Transfer/expansion of successful prevention and rehabilitation projects to newly identified areas of the County. (Youth Offending Team, 4Youth, NYCC CYPS, Fire Service, CDRPs)

### **Links to Strategies and Plans**

Youth Service Plan  
Youth Justice Plan  
North Yorkshire Police Youth Strategy (Draft)  
Community Safety Strategies.  
LSC National Statement of Priorities

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## Achieve Economic Well-Being

### Introduction

There is much that is good about the outcomes and developments for children and young people in achieving economic well-being. However there are still clear challenges to address.

### Needs Assessment – Key Issues

1. The Joint Area Review (2006) tells that access to training or employment, opportunities for parents/carers on low incomes is limited by lack of a scheme to subsidise childcare fees. Access to consistent childcare provision remains a concern for parents of disabled children despite comprehensive policies and training.
2. The Joint Area Review (2006) also tells us that there is insufficient systematic monitoring of development to ensure that all young people (including those with LDD) have the same access to provision.
3. Learning providers are insufficiently involved at strategic level (JAR 2006)
4. Few young people with learning difficulties and/or disabilities progress beyond level 2 (JAR 2006)
5. The rural nature of the County means that both that transport should be improved to increase access to learning and that e-learning should be developed. (*Source: 14-19 Area Inspection Report, StAR, Children and Young People's Strategic Partnership Board consultation*)
6. Our Headteachers tell us that there should be more opportunities for work experience, that enterprise and business links should be strengthened and that numeracy is an issue (*Source: CYPP consultation with Headteachers*)
7. The Children and Young People's Strategic Partnership Board consultation wanted a stronger awareness of work based learning, more one stop shops to be available and increased opportunities for young people with LDD. Consultation with pupils in schools revealed that finance opportunities and experiences were not strong (*Source: Children and Young People's Strategic Partnership Board consultation, StAR schools' consultation*)
8. Consistent procedures, including information sharing arrangements between Housing, Social Services and partner bodies, need to be secured and that appropriate accommodation for young people who offend remains problematical. (*Source: Homelessness Group/JAR 2006*)
9. The Health Related Behaviour Questionnaire identified the need to further meet the needs of risk-taking children and young people and their access to guidance and support. (*Health Related Behaviour Questionnaire 2006*)

## Objective 5.1 – develop independent living skills amongst all children and young people.

Objective 5.1 – develop independent living skills amongst all children and young people.	
Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Provide good access to relevant information on which choices can be made eg website, school, youth projects. (Connexions)</li> <li>▪ Involve children and young people in decision making on matters which concern them. (NYCC Learning Youth &amp; Skills)</li> <li>▪ Improve access to a curriculum which supports the development of independent living skills for all children and young people. (NYCC Quality and Improvement)</li> <li>▪ Improve access to courses in independent living skills for all children and young people. (Learning &amp; Skills Council/NYCC Access &amp; Inclusion)</li> </ul> <p><i>Key Issue 7</i></p>	<p>NYCC Children and Young People's Service, Quality and Improvement: Principal Adviser (Inclusion)</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Risk taking guidance in all schools supported with training in place (NYCC Quality &amp; Improvement)</li> <li>▪ Implementation of Drug and Alcohol Strategy and monitoring arrangements in place (Drug Action Team)</li> <li>▪ Continued establishment of vulnerable children benchmarks (see 5.2) (Connexions)</li> <li>▪ LDD post-16 pathways further developed with post 16 providers (JAR) (Learning &amp; Skills Council)</li> <li>▪ NEET Period 1 November 2007 to 31 January 2008 = 4.4% (LAA stretch target) (Connexions)</li> <li>▪ 'not known' NEET will not increase above 3.5% (Connexions)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ Reduction in pupils engaging in risk taking behaviours – as benchmarked by the second Health Related Behaviour Questionnaire</li> <li>▪ Increase the number of young people with learning difficulties, disabilities and looked after children accessing courses and an appropriate curriculum to support the development of independent living skills (LSC/ NYCC Quality &amp; Improvement/Access &amp; Inclusion)</li> <li>▪ All LDD and LAC have choice in a post16 pathway</li> <li>▪ Reduction in the % of LDD and young offenders who are NEET( to be 90%)</li> <li>▪ NEET Period 1 November 2008 to 31 January 2009 = 4.2%(4.1% LAA stretch); 'not known' will not increase above 3.5%</li> <li>▪ Meet school attendance targets by 2008. (see 3.3, 3.4, 3.7) (NYCC QUALITY &amp; IMPROVEMENT)</li> </ul>	
Links to Strategies and Plans	
<p>Quality &amp; Improvement Service Plan Connexions Delivery Plan SEN Strategy LDD Mini-Plan Youth Service Plan</p>	<p>LSC NY Annual Plan and National Statement of Priorities Drug and Alcohol Strategy Teenage Pregnancy Strategy NEET Strategy</p>

## Objective 5.2 – equip all young people with the employability skills and motivation to achieve economic well-being.

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Improve Personal Development curriculum to support the development of confidence and self esteem. (NYCC Quality &amp; Improvement)</li> <li>▪ Provide opportunities to develop enterprise skills including financial capability. (NYCC Quality &amp; Improvement)</li> <li>▪ Improve Skills for Life (literacy, numeracy, ICT, language). (NYCC Quality &amp; Improvement)</li> <li>▪ Improve the local provision for learners with learning difficulties and/or disabilities. (Learning &amp; Skills Council)</li> <li>▪ Heighten awareness of all schools and settings with regard to Achieving Economic Wellbeing. (NYCC Quality &amp; Improvement)</li> </ul> <p><i>Key Issues 4,6,7</i></p>	<p>NYCC Children and Young People's Service, Quality and Improvement: Principal Advisor (Secondary)</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Personal Development used as an organising principle for delivery of KS3 curriculum through subjects and measure impact of KS3 pilots (NYCC Quality &amp; Improvement)</li> <li>▪ Schools offer Diplomas on Functional Literacy and Numeracy pilots (NYCC Quality &amp; Improvement)</li> <li>▪ Increased opportunities for young people with LDD for progression, training and work that are benchmarked (JAR) (Learning &amp; Skills Council/Connexions)</li> <li>▪ Improved links with employers (JAR) (Learning &amp; Skills Council) Student Voice continued to be developed in schools (NYCC Quality &amp; Improvement)</li> <li>▪ NEET benchmark in place for LDD, young offenders, and other vulnerable children (Connexions)</li> <li>▪ Implementation of KS4 Engagement Project. (NYCC Quality &amp; Improvement)</li> <li>▪ Young people requiring intensive support plans achieve positive outcomes and are EET (Learning &amp; Skills Council)</li> <li>▪ All young people with LDD have a progression plan describing the range of opportunities and support to enable them to access EET (Learning &amp; Skills Council)</li> <li>▪ Enterprise policies developed in all schools (NYCC Quality &amp; Improvement)</li> <li>▪ 'not known' NEET will not increase above 3.5% (Connexions)</li> <li>▪ NEET for Period 1 November 2007 to 31 January 2008 = 4.5 (4.4% LAA stretch) (Connexions)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ Reduction of percentage of young people excluded from school and increase in attendance levels. (NYCC Quality &amp; Improvement)</li> <li>▪ Significant increase in the number of schools actively promoting Student Voice. (NYCC Quality &amp; Improvement)</li> <li>▪ Increase in percentage of schools achieving 5 GCSEs Grades A*-C including English and Maths (See obj 5.3). (NYCC Quality &amp; Improvement)</li> <li>▪ Decreased numbers of pupils with learning difficulties and disabilities who are NEET (see 5.1)</li> <li>▪ NEET targets PI 2 (LAA stretch target) - Period 1 November 2008 to 31 January 2009 = 4.2% (4.1%), Period 1 November 2009 to 31 January 2010 = 3.9% (3.6%) and Period 1 November 2010 to 31 January 2011 = 3.6%</li> <li>▪ Retention targets for 17, 18 and 19 yr olds. (P13)</li> <li>▪ Increase percentage of primary, secondary and special schools in achieving Basic Skills Award.</li> </ul>	
Links to Strategies and Plans	
<p>JAR Action Plan NYBEP Business Plan Connexions Delivery Plan LSC North Yorkshire Annual Plan and National</p>	<p>Q&amp;I Service Development Plan SEN Strategy LDD Mini Plan Review of SEN and Behaviour Provision</p>

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## Objective 5.3 – extend the range of choices for all learners within education, training and employment

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Implement 14-19 Strategy – Putting the Learner First. (NYCC Q&amp;I/LSC)</li> <li>▪ Implement 14-19 Delivery Plan (NYCC Quality &amp; Improvement/Learning &amp; Skills Council)</li> <li>▪ Increase participation in work-based learning opportunities and provide opportunities to gain experience of the workplace. (Learning &amp; Skills Council)</li> <li>▪ Develop a co-ordinated database to improve the tracking of learners, particularly in Years 12 /13 with regard to destination and progression. (Connexions)</li> </ul> <p><i>Key issue 2,3,4,7</i></p>	<p>NYCC Children &amp; Young People’s Service, Quality &amp; Improvement: Principal Advisor (Secondary) supported by 14-19 Partnership Coordinator</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Revised structures in place for Putting the Learner First with clear roles and responsibilities with regard to monitoring (QA), particularly at strategic level (JAR) (NYCC Quality &amp; Improvement/Learning &amp; Skills Council/key partners)</li> <li>▪ Overall strategic approach taken to Raising Expectations and reduction of NEET figures (NYCC Quality &amp; Improvement/Learning &amp; Skills Council/key partners)</li> <li>▪ Strategic approach to facilities and capital projects, implementation of 14 diploma lines taken at strategic level (NYCC Quality &amp; Improvement/Learning &amp; Skills Council/key partners)</li> <li>▪ Increased number of diploma lines offered across the ALPs (NYLP 14-19 Coordinator)</li> <li>▪ Impact of funding on provision and PIs measured (NYCC Quality &amp; Improvement/ Learning &amp; Skills Council)</li> <li>▪ Development of, and access to, 14-19 provision monitored (JAR) (14-19 Strategic Group)</li> <li>▪ Resources and funding targeted so that rural learners access a wider choice of provision including through travel (NYLP 14-19 Coordinator)</li> <li>▪ Resources and funding targeted so that learners with LDD access a wider choice of provision and improve achievement post-16 (JAR) (Learning &amp; Skills Council)</li> <li>▪ Progress and achievements of LDD, LAC, young offenders, care leavers and other vulnerable groups monitored and their access to provision monitored (JAR) (Learning &amp; Skills Council))</li> <li>▪ Increased number of care leavers accessing Higher Education (Learning &amp; Skills Council)</li> <li>▪ ALPs supported as they bid for additional diploma lines and apply to go through the Gateway process including capital, facilities, employer and workforce elements (NYLP 14-19 Coordinator)</li> <li>▪ Strategies for working more strategically with work-based learning providers considered and in place (JAR) (Learning &amp; Skills Council)</li> <li>▪ Impact of work-based learning and work-related learning to be evaluated (Learning &amp; Skills Council)</li> <li>▪ Shared KPIs agreed for Government Office Progress Checks (ALP 14-19 Task Groups)</li> <li>▪ Strategies for reducing variability of NEET across the ALPs in place and highest NEET ALPs targeted. (NYLP Partnership)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ Shared outcomes from the 7 Area Learning Partnership (ALP) 14-19 Task Groups met. (NYCC Quality &amp; Improvement)</li> <li>▪ Variability of NEET figures across ALPs reduced</li> <li>▪ LSC and LEA targets for attainment and achievement met. (NYCC Quality &amp;</li> </ul>	



Improvement)

- Retention and progression targets met at PI 1, 2 (also LAA targets) and PI 3
- Significant increase in the proportion of post-16 students reaching level 2 and 3 by the age of 19. (LSC) PI 4,5 ( also LAA targets) including increase in number of LDD making good progress
- Evidence of new provision, and better take up of existing vocational courses. (NYCC Quality & Improvement)
- Clear evidence that funding has impacted positively on provision, access, NEET figures and achievement

## Links to Strategies and Plans

JAR Action Plan

LSC North Yorkshire Annual Plan and National Statement of Priorities

Q&I Service Development Plan

Connexions Delivery Plan

NYBEP Business Plan

NEET Strategy

Putting the Learner First 2007-2010 (revised)

Government Office Progress Checks

14-19 Delivery Plan

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## Objective 5.4 – ensure that all young people have access to impartial, high quality information, advice and guidance

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Develop One Stop Shops and a holistic approach to Information, Advice and Guidance. (Connexions)</li> <li>▪ Provide all learners, especially care leavers with access to a broad range of careers advice. (Connexions)</li> <li>▪ Provide teenage parents with advice to enable them to return to education, employment or training. (Connexions)</li> <li>▪ Develop schools' responsibility to provide impartial advice. (Connexions)</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 rigorous referral systems (JAR) (Connexions)</li> </ul> <p><i>Key Issue 7</i></p>	<p>Connexions: Chief Executive</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Review of the current MI system arrangements which has the capacity to link into CAF and Child Index taken place (within the context of Connexions Transition) (Connexions)</li> <li>▪ 0.5 FTE Personal Adviser through the YOT to help improve the progression of young offenders into EET developed (Connexions)</li> <li>▪ Current Connexions arrangements for the support of young people Leaving Care reviewed (Connexions)</li> <li>▪ Period 1 November 2007 to 31 January 2008 = 4.5% NEET (4.4% with stretch – LAA) (Connexions)</li> <li>▪ Systematically collate and analyse the achievement of care leavers including their broader achievements through wider curriculum opportunities (JAR) (Connexions)</li> <li>▪ Appropriate advice given on future opportunities related to skills shortages and labour market opportunities (LSC)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ At least 90% of 16-19 year old care leavers and 90% of young people supervised by YOTs are ETE.</li> <li>▪ The proportion of 16-19 year olds from BME groups who are ETE is equal or better than the proportion of all 16-19 year olds in ETE. (Connexions)</li> <li>▪ NEET targets PI 2 (LAA stretch target) - Period 1 November 2008 to 31 January 2009 = 4.2% (4.1%), Period 1 November 2009 to 31 January 2010 = 3.9% (3.6%) and Period 1 November 2010 to 31 January 2011 = 3.6%</li> <li>▪ Number of 'not known' will not increase above 3.5%. (Currently 5% target)</li> <li>▪ Improve on 56% baseline of the Health Related Behaviour Survey Summer 2006 in young people stating their school prepares them for when they leave school</li> </ul>	
<h3>Links to Strategies and Plans</h3>	
<p>Youth Service Plan Connexions Delivery Plan Q&amp;I Service Development Plan LSC North Yorkshire Annual Plan and National Statement of Priorities NEET Strategy</p>	

## Objective 5.5 – improve access to services for all children and young people

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Ensure that the needs of children and young people are central to the planning of publicly available transport in North Yorkshire. (NYCC BES IPT)</li> <li>▪ Develop strategies for responding to challenging behaviour and other issues preventing children and young people accessing home to school transport. (NYCC A&amp;I)</li> <li>▪ Develop E-learning as a strategy to improve access to education, training and guidance. (LSC)</li> <li>▪ Improve transport to school for disabled children. (NYCC A&amp;I)</li> </ul> <p><i>Key Issue 5</i></p>	<p>NYCC Children &amp; Young People's Service: Assistant Director, Access &amp; Inclusion</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Feasibility of providing young people's travel cards across North Yorkshire examined. (NYCC A&amp;I and BES IPT)</li> <li>▪ New Website <a href="http://www.northyorkstravel.info/">http://www.northyorkstravel.info/</a> which gives information on public transport, includes timetables and plan my route function and school transport information introduced (NYCC BES IPT)</li> <li>▪ Production of Sustainable Travel Strategy with the transport of young people in particular with relation to the Extended Schools agenda and 14-19 agenda included (NYCC BES IPT)</li> <li>▪ Sustainable travel strategy in place to enable children and young people to make informed choices on how to travel to school (NYCC BES IPT)</li> <li>▪ LTP2 review confirms improvement in transport availability (NYCC BES IPT)</li> <li>▪ School transport Behaviour Policy rewritten (NYCC Access &amp; Inclusion)</li> <li>▪ Work done with the strategic partnership in the Richmond area on Community Safety for dealing with poor behaviour on school transport is rolled out across the County (NYCC Access &amp; Inclusion)</li> </ul>	
Year 3 Targets	
<ul style="list-style-type: none"> <li>▪ The Local Transport Plan (preparation 2010, publish 2011) considers the Sustainable travel strategy, the requirements of extended schools, 14-19 agenda and access to schools as high priorities</li> <li>▪ Children, young people and their families will report improvements to the public transport network and their ability to access a wider range of services and opportunities. (NYCC A&amp;I and BES IPT)</li> <li>▪ 80% of young people access youth service provision within a 30 minute journey. (NYCC LYS)</li> <li>▪ Provide transport to 255 young people through the Wheels 2 Work programmes. (NYCC LYS)</li> <li>▪ Reduced number of occasions where access problems are reported to NYCC Integrated Passenger Transport Unit. (NYCC BES IPT)</li> <li>▪ E-learning raises achievement and increases access to and participation in education and training. (NYCC Q&amp;I)</li> </ul>	
Links to Strategies and Plans	
<p>LSC North Yorkshire E-learning Strategy and Action Plan LSC North Yorkshire Annual Plan Youth Service Plan Community Transport Strategy for North Yorkshire (2004)</p>	<p>NYCC Accessibility Strategy. NY Wheels 2 Work Scheme Business Plan Sustainable Travel Strategy School Transport Behaviour Policy Childcare Act 2006</p>

## Objective 5.6 – ensure that children and young people are living in decent, secure affordable homes and have appropriate support

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Assess the current situation and identify the key priorities across North Yorkshire. (NYCC LYS/Preventing Homelessness Group)</li> <li>▪ Review the joint working arrangements and implement new arrangements between the 7 District Housing Authorities NYCC and VOC and Social Housing providers - for children and young people who are homeless or who are at risk of becoming homeless. (NYCC LYS/Preventing Homelessness Group)</li> </ul> <p><i>Key Issue 8</i></p>	<p>NYCC Children and Young People's Service, Learning Youth and Skills: Education Officer (Social Inclusion)</p> <p>Preventing Homelessness Group</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ County-wide Homelessness Strategy produced</li> <li>▪ Systems for sharing best practice and providing peer support are under development</li> <li>▪ Front-line staff and managers are receiving joint training (best practice, protocols and procedures)</li> <li>▪ All families to have access to mediation schemes to prevent homelessness</li> <li>▪ Improved availability of suitable, safe accommodation for vulnerable groups (eg care leavers, ex-offenders, families with dependent children).</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ Reduction in the number of dependent and expected children, staying in bed and breakfast or hostel accommodation.</li> <li>▪ Reduction in the number of households with dependent or expected children placed in B&amp;B or Hostels.</li> <li>▪ Reduction in the numbers of 16-24 year olds accepted as homeless.</li> <li>▪ Reduction in the number of single non-dependent 16 to 17 year olds accepted as homeless placed in B&amp;B.</li> <li>▪ An increase in the levels of supported accommodation (including supported lodgings) for 16/17 yr olds available county-wide.</li> <li>▪ Reduction in the number of care leavers aged 18-20 accepted as homeless.</li> <li>▪ Levels of engagement in education, training and employment for children and young people receiving housing support are known, barriers to access are identified and outcomes known.</li> <li>▪ Lower number of children living in poverty</li> <li>▪ Housing support is available to all households accommodated under homeless legislation</li> </ul>	
<h3>Links to Strategies and Plans</h3>	
<p>Homelessness Prevention Plan North Yorkshire Supporting People Five Year Strategy</p>	

## Objective 5.7 – improve access to and take-up of childcare in all North Yorkshire communities

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Further develop services for very young children and their parents to ensure a greater degree of equity and comprehensive coverage across the County. (NYCC SS and EYDCP)</li> <li>▪ Promote provision of new childcare places where needed, particularly through Children’s Centres, Extended Schools and childminders. (NYCC SS and EYDCP)</li> <li>▪ Implement Sustainability Strategy to minimise loss of established childcare places and ensure the continuing viability of new places. (NYCC SS and EYDCP)</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. (NYCC SS and EYDCP)</li> <li>▪ Consider requirements of the Child Care Act 2006 that Local Authorities must secure sufficient childcare, including for disabled children, to enable parents to work or to undertake education and training. (NYCC SS and EYDCP)</li> </ul> <p><i>Key issue 1</i></p>	<p>NYCC Children and Young People’s Service: Assistant Director, Strategic Services</p>
Year 2 Milestones	
<ul style="list-style-type: none"> <li>▪ Schools and settings offer a more flexible approach to the delivery of the 3&amp;4yr old entitlement to better meet the needs of working parents (NYCC SS and EYDCP)</li> <li>▪ Non-Ofsted registered settings joined the new Ofsted Voluntary Childcare Register (NYCC SS and EYDCP)</li> <li>▪ Improved parental take-up of Working Tax Credit (NYCC SS and EYDCP)</li> <li>▪ Childcare rationalised where provided through extended schools to ensure sustainability (NYCC SS and EYDCP)</li> <li>▪ Services for very young children and their parents further developed to ensure a greater degree of equity and comprehensive coverage across the county (NYCC SS and EYDCP)</li> <li>▪ Childcare sufficiency audit commissioned as required by the Childcare Act 2006 (NYCC SS and EYDCP)</li> <li>▪ Children’s Information Service presence developed in Children’s Centres and appropriate systems for the brokerage of childcare places (NYCC SS and EYDCP)</li> <li>▪ Quality Assurance scheme introduced for childcare providers operating under the umbrella of a children’s centre in addition to the North Yorkshire Quality Award for centre providers (NYCC SS and EYDCP)</li> <li>▪ Scheme for subsidised childcare fees for parents/carers on low income who wish to access training or employment implemented (JAR) (NYCC SS and EYDCP)</li> <li>▪ Phase 3 Children’s Centre Strategy developed following the issue of DfES Guidance in Autumn 2007 (NYCC SS and EYDCP)</li> <li>▪ All 14 Children’s Centre Managers in post (NYCC SS and EYDCP)</li> <li>▪ Phase 2 Children’s Centres have a target of services being up and running by 31 December 2008, in advance if necessary of completion of buildings. (NYCC SS and EYDCP)</li> <li>▪ 21 Phase 2 Children’s Centres designated (NYCC SS and EYDCP)</li> <li>▪ Implementation of a NYCC standard set of premises charges for childcare settings (NYCC SS and EYDCP)</li> <li>▪ Childcare development and support work is embedded in the delivery of extended services through Integrated Service Teams (NYCC SS and EYDCP)</li> </ul>	

## Year 3 Targets

- A childcare market with a sufficient stock of childcare to meet local needs which also allows for diversity of provision and meets the needs of lower income families, families from black and ethnic minority backgrounds and families with disabled children.
- A Children's Information Service covering the 0-20 age range with an increased number of outlets through which information is accessible, particularly in Children's Centres and Extended Schools and where, if appropriate, a childcare brokerage service is available
- An established strategy to deliver the target of all families having access to the services of a Children's Centre by 2010
- Daycare providers identified and SLAs in place for Children's Centres in 30% areas.
- 4 Childminder networks, linked to Children's Centres, offering free 3 & 4 year old places, established
- A childcare sufficiency audit that informs an integral part of the planning process for the CYPP

## Links to Strategies and Plans

JAR Action Plan  
North Yorkshire Early Years Development and Childcare Partnership  
Workforce Development Strategy  
Sustainability Strategy  
Childcare Act 2006

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## Capacity Building – Integrated Local Service Delivery

Delivering services and improving outcomes for children and young people will be achieved through the new Children's Services Authority. At a Countywide level education, social care and health services will join together to improve outcomes for children. Children and their families will need these services to be delivered locally, as close to the home as possible. Services will need to be re-thought so that they are integrated and co-ordinated at the point of delivery, and the point of delivery will need to be as close to the community as possible.

There are many areas of development for integrated local delivery and by 2008 we aim to build up a coherent network of provision across the County which provides access to support for vulnerable children in all areas and not just in the most disadvantaged parts of our County.

### **Integrated Children's Services Implementation**

Using the locality approach, we are developing a model for integrated local delivery supported by integrated processes, such as the Common Assessment Framework and Information Sharing.

There is a phased approach to the implementation, delivering the integrated service model in targeted roll out areas, based on existing front line developments.

There are many areas where service improvements are being made to support the integrated children's services implementation. These developments will provide key building blocks for the integration of local services, and locality entitlements. Current areas of development include:

#### **Children's Centres**

Since 2003 Children's Centres have been developed in Scarborough, Filey, Whitby, Selby (including Brotherton), Colburn and North Craven. While some have benefited from new buildings and others have used existing accommodation, all are developing innovative ways of working and delivering well-focussed services to children and families.

#### **Extended Services around Schools Clusters**

Since 2004 North Yorkshire has been developing Extended Schools Clusters in 16 areas of the County. The aim will be that clusters will work towards offering the Core Offer of wraparound childcare, study support, community access to learning and swift and easy access to a range of specialist support services.

County Council service input to Locality-based services will be modernised and extended during the life of the Children and Young People's Plan as a result of the SEN and Behaviour Provision Review and reconfiguration of the Youth Service and Adult Learning. This will strengthen and broaden what is available for more vulnerable groups, of all ages, at local level.

#### **Connexions one-stop-shops**

We will continue to develop opportunities for bringing Advice and Guidance Services for Young People together in accessible venues. In line with "Youth Matters" we are committed to achieving greater integration, especially for more vulnerable groups such as NEET.

#### **Health Local Delivery Plans and General Practice Based Commissioning**

Links will be made progressively throughout the life of a Plan between the planned roll out of integrated children and young people's services at Locality level and GP based commissioning as it develops. Opportunities will be sought to work together in integrated or complementary ways.



## Objective 6.1 - Integrated Local Delivery – Establish a network of integrated, local frontline services across North Yorkshire

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Finalise the implementation model for Integrated Children's Services in consultation with localities. (NYCC Strategic Services)</li> <li>▪ Roll out Phase 1 and 2 of the Implementation Plan. (NYCC Strategic Services)</li> <li>▪ Develop the Children's Information Service to provide the full range of information to parents to support throughout childhood. (NYCC Strategic Services)</li> <li>▪ Develop a Countywide pattern of 29 Children's Centres by March 2008. (NYCC Strategic Services)</li> <li>▪ Develop a Countywide pattern of school clusters to secure the availability of the Extended Schools core offer. (NYCC Strategic Services)</li> <li>▪ Support improved Youth Provision through the reconfiguration of the Youth Service and development of Connexions Centres. (NYCC Learning Youth &amp; Skills)</li> </ul>	<p>NYCC Children and Young People's Service: Assistant Director Strategic Services</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Complete roll-out of Integrated Children's Services in line with Project Plan (NYCC Strategic Services)</li> <li>▪ 29 Children's Centres in place by 31 March 2008 to meet Sure Start Target (NYCC Strategic Services)</li> <li>▪ Secure agreement, funding and appointments to the staffing structure for 29 children's centres. Accommodate staff in their permanent locations by 31 March 2008 (NYCC Strategic Services)</li> <li>▪ Set up Parents Forums across Children's Centres (half to be in place by 31.3.08, remainder by 31.12.08 (NYCC Strategic Services)</li> <li>▪ Achieve national target of Core Offer of Extended Services available in half of primary schools and one-third secondary schools by 2008 (NYCC Strategic Services)</li> <li>▪ Complete the commissioning of the new Integrated Youth Service and the integration of the Connexions Service by 31.3.08 (NYCC Learning Youth &amp; Skills)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ 29 children's centres in operation, reaching government targets for the required number of children</li> <li>▪ By 2008/9 all schools to be part of an Extended Schools cluster</li> <li>▪ Review the Integrated Service structure to ensure roll-out has been efficient and outcomes achieved</li> <li>▪ Children's Information Service linked to the Directory of Children's Services and available at all Children's Centres.</li> <li>▪ 75% of primary schools and 50% of secondary schools offering Core Extended Schools Services.</li> <li>▪ Integrated Youth Service operations in each of the six Integrated Services areas.</li> </ul>	

## Capacity Building – Integrated Processes

Integrating processes is about establishing common ways of working across agencies and disciplines. Having common ways of working will help front-line practitioners from different agencies to work together in an integrated way. We are developing and implementing out processes in line with integrating our local delivery of services.

There are four key areas for developing integrated processes:

1. Implement the Common Assessment Framework and lead professional Role
2. Establish Effective Information Sharing Arrangement and ContactPoint
3. Have Robust Arrangements for identifying Missing Children
4. Develop an online Directory of Children's Services

This work is taken forward through the Integrated Processes Board and supporting multi-agency task groups. This has evolved from the ISA project, a multi-agency project which has been funded by a pooled budget from partners at the Children and Young People's Strategic Partnership Board since 2004.

### What we have already achieved...

Much progress has been made on Integrated Processes. Some examples of progress to date include:

- **The General Framework for Sharing Information in North Yorkshire.**

This provides an agreed framework for all multi-agency information sharing in North Yorkshire. Members of the Children and Young People's Strategic Partnership Board have signed up to the strategic protocol, and full development framework. This framework has made writing information sharing protocols easier and provided a consistent approach to information across all agencies

The Framework is support by a training package. This training package has been piloted across North Yorkshire and includes an e-learning pack, a guidance handbook on sharing information, and a range of supportive materials including a DVD, leaflets and 'cue cards' on roles and responsibilities.

- **'Information for Families and Youth' Directory of Services**

The Service Directory is live at [www.northyorks.gov.uk/iffy](http://www.northyorks.gov.uk/iffy). The Directory holds information on a wide range of services and events for children, young people and families across North Yorkshire, and is searchable in many ways. A large consultation exercise has taken place with children and young people on the directory and this is being used to plan further improvements to the service directory.

- **Arrangements for Children Missing from Education**

Agreements have been established for children missing from education, including a database to track children who have gone missing from Education.

- **Establishment of a multi-agency Common Assessment Framework and Lead Professional Working Group**

- **Data Matching Trials and Information System Audits to prepare for the implementation of ContactPoint**

### **What we will do next...**

The next phase of work is the implementation of Integrated Processes across North Yorkshire.

This work will be taken forward in conjunction with the roll-out of integrated front-line working and the workforce development plans to ensure a comprehensive, integrated service for children and young people.

In line with the phased roll-out, key areas of development for Integrated Processes will include:

- Further preparation and implementation of ContactPoint in line with Government guidance.
- Improvements to the Directory of Children's services, moving towards integration with other information services, for example CIS.
- Development and roll out of a comprehensive training strategy for Integrated Processes.
- The development of multi-agency protocols for all missing children.
- Formalise CAF and Lead Professional policies and procedures.

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## Objective 6.2 - Integrated Processes - develop Integrated Processes to support Frontline Delivery

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Reinforce training/ briefing to frontline staff regarding the application of IS Protocols</li> <li>▪ Establish a task group to develop the training strategy for Integrated Processes and review the materials</li> <li>▪ Review the implementation of Phases 1 and 2 of the locality roll out and amend supporting tools as appropriate</li> <li>▪ Select and procure the replacement ICT system for the Children and Young People's Service, and agree an implementation plan</li> <li>▪ Monitor and ensure the delivery of key tasks for ContactPoint</li> <li>▪ Investigate options, and propose a model, for the performance framework for Integrated Processes</li> </ul>	<p>NYCC Children and Young People's Service, Strategic Services: Performance and Outcomes Manager</p> <p>NYCC Integrated Processes Steering Group</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Effective and proven tools in place to support the roll out of Common Assessment Framework and Information Sharing procedures</li> <li>▪ To have an Integrated Processes Training Strategy agreed, with finalised materials for Common Assessment and Information Sharing in place</li> <li>▪ Commence implementation of the replacement ICT system for the Children and Young People's Service</li> <li>▪ Meet the timescales within the Project Plan for ContactPoint</li> <li>▪ Agree a performance framework for Integrated Processes and complete the baseline assessment</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ To have effective Integrated Processes in place across North Yorkshire</li> <li>▪ Implementation of electronic systems for children's services to support integrated working and performance management</li> <li>▪ Comprehensive Performance Framework developed to monitor the use, impact and efficiencies of Integrated Processes in Localities</li> </ul>	

## Capacity Building – Workforce Development

Developing and supporting a skilled flexible Children's Workforce is an integral element in developing Children's Services across North Yorkshire. The Children's Workforce is the front-line staff who work with children across a variety of settings, who are having an impact on children's lives and who work/will work in an integrated way. Therefore it will not be possible to roll-out integrated Children's Services in localities without giving the staff involved sufficient training as well as management and supervision.

There are four strategic challenges to address:

- Recruitment of more people into the Children's Workforce ensuring the work is attractive and promoting flexible entry rates.
- Development and retention of more people within the Children's Workforce, improving their skills, building on the "Common Core of Skills and Knowledge" and responding to a new qualification framework.
- Strengthening inter-agency and multi-disciplinary working, linked to workforce remodelling.
- Promotion of strong leadership, management and supervision.

Addressing these strategic challenges will enable us to set a common core of values, behaviours and approaches for all staff in the Children's Workforce. Integrated services will be achievable across all partners/agencies as a result. Career prospects for the workforce will improve. There will be clear career pathways across Children's Services ensuring career progression through skills acquisition. There will also be new and remodelled roles created through the integration of services. Furthermore, there will be joint programmes delivered to ensure leadership capacity.

The strategy will be evidence based. It will include multi-agency workforce audit and consideration of emerging good practice on workforce remodelling as follows:

- Collation of Children's Workforce data across partners in terms of
  - numbers
  - occupational groups/roles
  - competency/skills profiles
  - diversity profile including gender, age, ethnicity
  - turnover for key groups/vacancy factor
  - details of hard to recruits
  - leadership/management development programmes/training arrangements
  - career pathways
  - existing qualifications.
- Consider and assess service plans being developed for all Children's Services.
- Assess labour market and economic data for North Yorkshire and surrounding/commutable areas.
- Study existing Children's Centres to assess workforce issues and impact and consequences of these.
- Access workforce data from full service Children's Centres into and outside the County to fully understand a centre's needs.
- Look at models of special schools.

## Objective 6.3 - Workforce Development – to develop a skilled, flexible Children’s Workforce

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Develop an integrated Workforce Strategy and Plan. (NYCC Human Resources)</li> <li>▪ Enable the delivery of the Children and Young People’s Plan through the availability of a skilled and flexible workforce that reflects the diversity of the population it serves. (NYCC Human Resources)</li> <li>▪ Support the implementation of an integrated approach to Children’s Services. (NYCC Strategic Services)</li> <li>▪ Improve recruitment and retention for Children’s Workforce. (NYCC Strategic Services)</li> <li>▪ Provide enhanced skills and increased workforce flexibility in Children’s Services. (NYCC Strategic Services)</li> <li>▪ Enhance career development and opportunities for progress for all staff. (NYCC Strategic Services)</li> </ul>	<p>NYCC Workforce Development Group: Chair of Workforce Development Group</p>
<h3>Year 2 Milestones</h3>	
<ul style="list-style-type: none"> <li>▪ Review Integrated Service Management structure to test its effectiveness. (NYCC Strategic Services)</li> <li>▪ Promote partnership working on workforce across private and voluntary sector (NYCC Strategic Services)</li> <li>▪ Use interagency workforce data to establish gaps and overlaps (NYCC Human Resources)</li> <li>▪ Establish integrated processes for ContactPoint (NYCC Strategic Services)</li> <li>▪ Develop career pathways for early intervention and preventative roles relating to parenting and home to school support services (NYCC Strategic Services and Learning Youth and Skills)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ The existence of an Integrated Workforce Plan detailing resourcing and development plans for the new Children’s Workforce with specific and clear examples where needed for both the core offer and full Children’s Centre inclusive of new roles and career pathways.</li> <li>▪ Deliver arrangements in place to meet all development needs identified including those for new posts, new career pathways and leadership requirements.</li> <li>▪ Identify workforce changes needed and define new workforce.</li> <li>▪ Scope and deliver role of Lead Professional.</li> <li>▪ Develop resourcing plan as part of Integrated Workforce Strategy.</li> <li>▪ Map common core across all existing roles – identify gaps.</li> <li>▪ Determine training and development needed and delivery options/methods to deliver common core and new qualification framework.</li> <li>▪ Model and map career pathways across all posts.</li> <li>▪ Plan and draft leadership development needs for future workforce.</li> </ul>	



## Objective 6.4 – Strategies for further integration

Key Activities	Lead Agency and Post
<ul style="list-style-type: none"> <li>▪ Develop strategies to improve services for a range of service users by taking a more integrated approach.</li> <li>▪ Agree priorities based on needs analysis and taking account of new requirements.</li> <li>▪ Ensure additional strategies are linked up closely with the CYPSP's underpinning strategy for Integrated Services in localities to simplify access, assessment and to avoid duplication.</li> </ul>	
<h3>Year 2 Milestones</h3>	
<p><b>Improvements for Children and Young People with Learning Difficulties/Disabilities (LDD)</b></p> <ul style="list-style-type: none"> <li>▪ Research, consult on and agree a comprehensive Mini Plan to improve and integrate services for LDD (JAR Action Plan) (LDD Strategy Team).</li> <li>▪ Develop and agree a costed implementation plan to inform resource planning and priority setting (LDD Strategy Team/NYCC Finance and Management Support).</li> <li>▪ Ensure needs of children and young people with LDD embedded in all strategies for service improvement and commissioning (NYCC Strategic Services)</li> </ul> <p><b>Support for Parents</b></p> <ul style="list-style-type: none"> <li>▪ Develop, consult on and agree Local Implementation Plan to take forward the CYPSP Parenting Support Strategy (NYCC Strategic Services)</li> <li>▪ Roll out framework for deploying preventative and family support staff across the spectrum of need (Levels 2, 3a and 3b) to maximise capacity in Locality Teams for early intervention/support linked to CAF. (NYCC Learning Youth &amp; Skills and Children's Social Care)</li> <li>▪ Develop and consult on options for maintaining levels of parent support beyond expiry of DfES grant for Parent Support Advisers (NYCC Learning Youth &amp; Skills and Finance and Management Support).</li> </ul> <p><b>Integrated Youth Support Service (IYSS)</b></p> <ul style="list-style-type: none"> <li>▪ Deliver smooth transition for Connexions Service and achieve its targets for 2007/8. (Connexions)</li> <li>▪ Consult on and agree service specification for universal Information, Advice and Guidance (IAG) contract, ensuring it reflects national standards for IAG (Connexions and NYCC Learning Youth &amp; Skills)</li> <li>▪ Consult on and agree service specification for Integrated, including Targeted, Youth Support Service (Connexions and NYCC Learning Youth &amp; Skills)</li> <li>▪ Commission IAG and IYSS ready for full implementation by 2008 at latest (Connexions and NYCC Learning Youth &amp; Skills)</li> </ul>	
<h3>Year 3 Targets</h3>	
<ul style="list-style-type: none"> <li>▪ Integrated services and assessment in place for LDD in 50% of Localities</li> <li>▪ Sustainability plans in place for preventative support systems.</li> <li>▪ 100% of IAG delivery targets met.</li> <li>▪ IYSS has MIS and IS in place to identify vulnerable young people in all localities.</li> </ul>	



### Guide

- Governance and Trust Arrangements
- Consultation Strategy
- Equalities Statement
- Use of Resources
- Performance Management

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## 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

- 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.

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## 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 Area Sub-Committees
- Arrangements for Children's Localities.

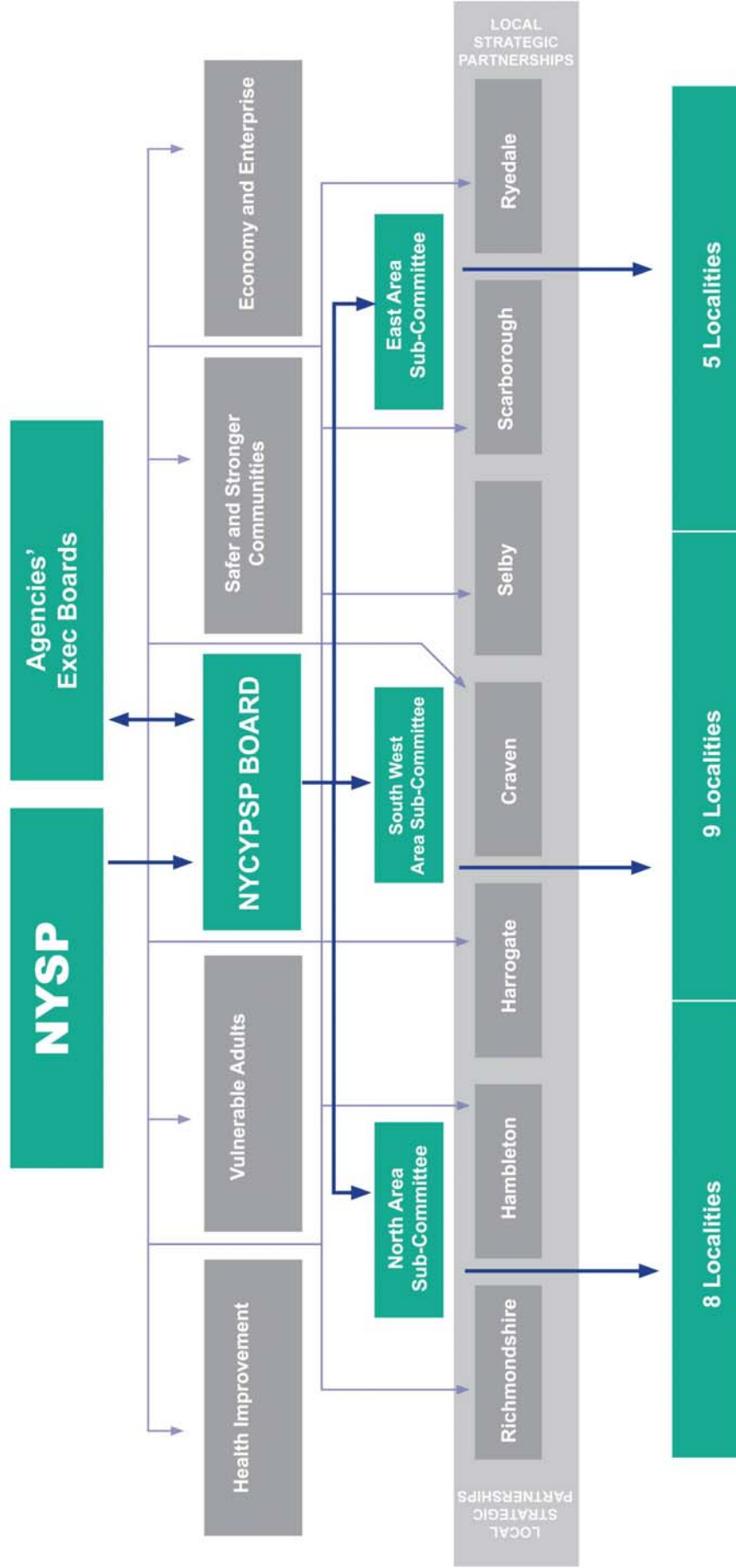
The purpose of the governance arrangements are to promote co-operation between the agencies involved, with a view to improving the well-being of children and young people in North Yorkshire in relation to the five statutory outcomes for children. They set out this responsibility, and the commitment of 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.

The **North Yorkshire Children and Young People's Strategic Partnership** will form 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 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, and the three **Area Sub-Committees of the North Yorkshire Children and Young People's Strategic Partnership** will support these Local Strategic Partnerships in relation to their work for children and young people.

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** will form the basis for service delivery. The governance principles will cover arrangements at Children's Locality level, as well as those for Area Sub-Committees and the Board.

# CHILDREN AND YOUNG PEOPLE'S STRATEGIC PARTNERSHIP



**Objective G1 – to establish governance arrangements for Children’s Services**

<b>Key Activities</b>	<b>Lead Agency and Post</b>
<ul style="list-style-type: none"> <li>Maintain and develop effective partnership governance (DCS)</li> </ul>	<p>North Yorkshire County Council</p> <p>Director – Children and Young People’s Service</p>

**Year 2 Milestones**

- Complete implementation of Area Sub-Committees and agree framework to evaluate their effectiveness (NYCC Strategic Services)
- Undertake partnership self-evaluation (DCS)
- Further develop strategic links with NYSCB to promote its role in monitoring and evaluating safeguarding (DCS/NYSCB)

**Year 3 Targets**

- Review of governance arrangements by April 2008.
- Partnerships are working effectively and efficiently.

**Links to Strategies and Plans**

NYCPSP Constitution

Strategic Plans of all partner agencies

## Consultation Strategy

There are three fundamental strands to the consultation processes surrounding the development of the Children and Young People's Plan. The "Voice, Participation, Influence" strand seeks and represents the voice of young people. The second strand is that concerned with the voices of parents and carers. The third is that of staff. All three are at different stages of development.

The first, that concerned with young people, is well-developed, having gained momentum and shape through the Integrated Processes part of the Information Sharing agenda. It has already made significant progress with articulating the needs of young people, and is highly regarded. It is already helping to shape the first Children and Young People's Plan. It operates within the "Hear by Right" standards and is undertaken on an inter-agency basis by Connexions, Children's Fund and the Youth Service..

The second, concerned with parents and carers, is less well-developed, but is working in parallel with and learning from the "Voice, Participation, Influence" group. Parent research conducted by telephone interviews has informed the Children and Young People's Plan.

The third strand to be developed is to seek and act upon the voice of staff. Consultations with staff across all agencies and organisations about the Plan and the development of Children's Services are being embedded through a structure of four area meetings held three times a year, and a regular newsletter. This strand of work will be developed further. Consultation with headteachers will be maintained through our well-established arrangements for School Leadership Forums, conferences and joint planning.

Annually, there will be consultation on the existing CYPP to determine how those priorities have been addressed, and to develop the next year's CYPP milestones. An essential part of the consultation strategy is to enable service users' priorities to be assessed, ensure that the voices of children, young people, parents and carers have been accurately represented and their needs addressed. Scrutiny by children and young people will be an inherent part of the development of the Children and Young People's Plan.

A strategy is being developed across the partner agencies to develop a common approach to consultation on services for children and young people, and to avoid duplication wherever possible.

### **Aims:**

- To develop means of consultation which ensure that the views of children, young people, their parents and carers are known and that they influence the Children and Young People's Plan.
- To ensure proper scrutiny of the outcomes of the plan and the proposals for successive plans.
- To 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.
- To ensure wherever possible alignment and common approach to consultation about services to young people, across the various agencies.

Objective	Key Action	Timescale	Success Criteria
To develop further consultation with children and young people.	<ul style="list-style-type: none"> <li>▪ Ensure that all managers developing provision take actions to seek the views of appropriate children and young people.</li> <li>▪ To continue and develop the activities within the “Voice, Participation, Influence” work and detach it from the Integrated Processes Work.</li> </ul>	Immediate and ongoing	Managers able to demonstrate consultation with children and young people.
To develop further means of consulting with parents and carers.	<ul style="list-style-type: none"> <li>▪ Agree Terms of Reference for the participation of parents and carers.</li> </ul>	<p>Draft terms already produced</p> <p>Terms agreed by end March 2006</p> <p>Ongoing implementation</p>	Demonstrate influence of parents on service development.
To ensure that staff from the Children and Young People’s Service and from other agencies, including the voluntary sector, are fully aware of and engaged with the development of Children’s Services and the development of the Children and Young People’s Plan.	<ul style="list-style-type: none"> <li>▪ Programme of consultation and information giving meetings.</li> <li>▪ Use of the Changing Times newsletter.</li> </ul>	Ongoing	Staff from across the sector reporting greater understanding of and involvement with the development of services.
To ensure that the results of consultation are acknowledged and acted upon wherever feasible.	<ul style="list-style-type: none"> <li>▪ Review the CYPP each year to assess outcomes against needs expressed through consultation.</li> <li>▪ Review the proposed CYPP each year to ensure the views of children, young people, their parents and carers have been appropriately acted upon and represented in the draft plan.</li> </ul>	<p>June-August annually</p> <p>October-November annually</p>	Scrutiny of the degree to which the plan has addressed the previously expressed needs of service users carried out and used to inform the development of the succeeding plan.
To develop a common approach across agencies to consultation with children, young people, their parents and carers, to avoid, wherever possible, duplication of consultation.	<ul style="list-style-type: none"> <li>▪ Publicise widely the existence of and terms of reference of the Voice, Influence, Participation group and the Parents/Carers Group.</li> <li>▪ Work across agencies to develop a timetable of regular consultations, streamline these wherever possible and publicise the timetable.</li> </ul>	<p>April 2006</p> <p>Overarching strategy and timetable developed by September 2006.</p>	Agencies co-operating to carry out consultations.



## 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.

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## Use of Resources

### Summary

**Objective R1 - To ensure resources are allocated to priorities identified by needs led planning by building upon the well established financial planning and monitoring arrangements within the Council. To extend and modify these arrangements to cover all agencies within the Partnership and to promote the development of preventative provision.**

#### Key Activities

- To use the integrated Council Planning and Financial Planning processes (Medium Term Financial Strategy) to provide the framework for the Plan's Use of Resources Strategy.
- To take account of needs analysis, comparative information, Performance Data, Risk Assessments, Best Value outcomes and Volume and Demand changes.
- To continue previous strategies of spending above national expectations and, within overall resources, maximising frontline provision.
- To extend this strategic planning arrangement to encompass all of the Children's Services activities carried out by Partner agencies.
- To give priorities to achieving the strategic capacity required to support the development of the service and, with the agreement of schools and the Schools Forum, use Schools Block resources for significant investments in the priorities for preventative investment identified in the plan.

#### Lead Agency and Post

NYCC Children and Young People's Service:  
Assistant Director Finance and Management Support

#### Year 2 Milestones

- To refine the MTFs and CYPP priorities to reflect the impact of CSR 2008/09 – 2010/11 and related developments in school and CSA funding.
- To work with partners towards the development of a single co-ordinated strategic planning arrangement for all Children's Services actioned through the Children's Strategic Board.
- To determine and receive endorsement from the Children's Services Authority, the CSB and the Schools Forum to the use of the unallocated preventative resources made available from the Schools Block.
- To assess the impact of, and refine plans/spending priorities accordingly, the end of time limited specific grants including Children's Fund, Treatment Foster Care and Pupil Support Advisers.

**Objective R2 - To promote Value for Money, Secure Financial Systems including effective Budgetary Control for the Children and Young People's Strategic Partnership Board and Partner Agencies.**

<b>Key Activities</b>	<b>Lead Agency and Post</b>
<ul style="list-style-type: none"> <li>▪ To establish effective Governance of the Partnership including detailed financial procedures.</li> <li>▪ Provide financial advice, guidance and training to staff, the Board and partners on funding methodology and governance arrangements.</li> <li>▪ Provide timely information to ensure that staff, management, governors and funders are kept up to date on the financial position of their areas of responsibility and the overall partnership position.</li> <li>▪ Benchmark our financial performance with other agencies.</li> <li>▪ Provide regular management reports to the Board including:               <ul style="list-style-type: none"> <li>– Joint spending reports</li> <li>– Pooled Funds Financial Reports (as appropriate)</li> <li>– Key Staffing Implications</li> <li>– Financial performance indicators</li> <li>– Capital project progress reports</li> </ul> </li> <li>▪ Provide financial and non-financial returns on time and in the agreed format.</li> <li>▪ Ensure that all returns requiring certification by auditors are unqualified.</li> </ul>	<p>NYCC Children and Young People's Service: Assistant Director Finance and Management Support</p>
<b>Year 2 Milestones</b>	
<ul style="list-style-type: none"> <li>▪ To introduce regular management reports to the Board, including:               <ul style="list-style-type: none"> <li>– joint spending reports</li> <li>– pooled funds financial reports (as appropriate)</li> <li>– key staffing developments</li> <li>– financial performance indicators</li> <li>– capital project progress reports</li> </ul> </li> <li>▪ Consult with partners and research how existing benchmarking arrangements can be extended to cover, in year 3 of the plan, all Children's Services activities including those carried out by partner agencies.</li> </ul>	

## Use of Resources – Developing a Partnership Strategy

### 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.

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 are committed to aligning the plan's priorities into our financial strategies and forward financial plans. This will involve developing 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 currently 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 the outcome of **Best Value** and other reviews and **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. campaign to reduce teenage pregnancy, smoking and to encourage healthy eating).
- 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.

A copy of the Council's Medium Term Financial Strategy is provided in the County Council's Annual Strategic Plan. The individual developments are cross-referenced to objectives in this plan.

### What has been achieved so far?

North Yorkshire is a lowly funded authority both for mainstream Revenue Support Grant, DSG but also universal specific grants e.g. Standards Fund and General Sure Start Grant. Furthermore the Council often receives no allocations whatsoever for the most targeted grants such as Excellence in Cities. Consequently it has to use both its own resources and deploy all its resources in a targeted, skilful and co-ordinated manner in order to maximise the use of the extended funding which is available.

Examples of this are set out below. They also demonstrate the priority already been given to the Preventative Agenda.

- Previously spending £14M above government expectations from Council Tax (but currently reflected in base DSG allocation) on the Schools Block – spending judged to be absolutely necessary to sustain effective school provision in a large rural county; the outcome of this approach is demonstrated by the performance of North Yorkshire pupils and students including continued further improvement from a high “start point”.
- Successfully bidding for “competitive” funds from government for Personal Support Advisers (£0.9M) and two projects for Treatment Foster Care (£1.0M). Treatment Foster Care enables locally based “specialist foster carers” to look after children who previously would have been placed in more expensive residential provision or in independent foster care provision. Personal Support Advisers are an essential element of preventative provision; the development of Treatment Foster Care and other initiatives have enabled the achievement of very ambitious savings targets on child placements by reducing the number of children in external provision.
- The development of innovative approach to Extended Schools and, very recently, Personal Support Advisers (see above). These resources are used as an integral part of the Preventative Agenda rather than separate individual components.
- The use of General Sure Start Grant not only to develop Extended Schools (£900K in 2007/08), Children’s Centres (£1200K in 2007/08 rising to £1900K in a full year) but also to invest in Integrated Service Management Infrastructure (£1500K) which together form the heart of our Preventative Agenda.
- The Children’s Services Authority minimises its spending on management and administration as illustrated by its comparative spending on statutory duties (£70 per pupil compared with similar counties of £93 per pupil) and its current ‘transformation agenda’ which is seeking to reduce the cost of ‘back office’ support for several parts of the service and yet improve the accessibility of services for users.

A total of £560K revenue funding has been budgeted for on Children’s Services in North Yorkshire in 2007/08. This covers spending by the local authority, including specific grants for the DfES and LSC, Connexions, together with an assessment of spending by District Councils and the newly established North Yorkshire PCT. A brief summary is provided in Appendix A.

An analysis of how the spending by the Council is currently allocated between universal, targeted preventative and specialist services is shown in Appendix B. The aim of all partners is to increase the proportion of early intervention/targeted preventative services over the plan period. The provision of the information in Appendix B will facilitate the monitoring of the achievement of this outcome. In future years the allocation of spending on this basis will be extended to all partners.

Whilst the funding challenges faced by the newly established PCT have inevitably delayed progress there is a strong foundation on which to build joint working. This involves health presence in Looked After Children arrangements, the Safeguarding Board, CAMHS and Disability Teams. 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 phased roll-out of Locality Working and 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.

In addition opportunities to pool resources are continually explored with partners to make best use of the multiplicity of funding streams. There are already well established arrangements for Safeguarding, Information Sharing, Children's Fund and the Drugs Action Team. There are, however, two further significant developments.

Firstly, the establishment of a team of 6 Family Support Workers (£150K) to support prevention by helping families who need it most. These resources are integrated fully into Locality Teams but with oversight from a Children's Social Care specialist. The funding has been provided from the Schools Block using the combined services regulations with the full endorsement of the Schools Forum.

Secondly, the wider use of the combined services regulations with the endorsement of schools and the Schools Forum to use 'Schools Block'/DSG funds to support other aspects of the preventative agenda. In addition to the provision for Family Support Workers referred to above allocations have been made available to develop Learning Pathways for children with moderate Learning Difficulties (£50K), supplement the provision for Home to School Link Workers (£25K) and fund an additional Pupil Referral Unit as part of the SEN & Behaviour Strategy (£265K).

### **Development of the Use of Resource Strategy**

Two main objectives of the strategy emphasised:

- the priority given to preventative provision;
- developing existing sound resource allocation and monitoring arrangements to cover the whole partnership during the plan period;
- develop and modify sound governance, including the achievement of VFM and the adoption of effective systems of control, to cover all aspects of the Strategic Partnership.

The milestones set out the individual actions necessary to achieve these outcomes.

The key outcomes to be achieved, progressively over the plan period, are:

- Reports to the Children's Strategic Partnership on spending against budgets which cover all partners.
- Similar reports on pooled funds.
- 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.
- Governance arrangements for individual partnerships within the service.
- An increase in the proportion of resources allocated to preventative provision.
- An integrated approach to the preparation of MTFS for all services provided for children.
- Development of pooled budgets where it assist in the achievement of objectives.



## INVESTMENT ON CHILDREN AND YOUNG PEOPLE IN NORTH YORKSHIRE 2007/8

Partners	Services Provided	Activities	£000
North Yorkshire County Council	Schools ISB	Schools delegated budgets	267,349
North Yorkshire County Council	Access and Inclusion	Behaviour Support, Psychology Service, Special Educational Needs, Pupil Referral Units, Home to school transport	39,720
North Yorkshire County Council	Learning Youth and Skills	Student Support, Youth Service	5,524
North Yorkshire County Council	Social Care	Children's social care	31,626
North Yorkshire County Council	Quality and Inspection	Advisers, Music Service, Outdoor Education	7,234
North Yorkshire County Council	Strategic Services	Strategic Planning, Integrated Service Provision, Capital Planning, Structural R&M, Health and Safety, Disability Discrimination Act, Support to Early Years	3,276
North Yorkshire County Council	Other	Area Learning partnerships, LMS contingency, Integrated Children's system	20,609
North Yorkshire County Council	Grants	Standards Fund and Local Area Agreements	58,436
North Yorkshire County Council	Grants	Social Care Grants	1,431
North Yorkshire County Council	Grants	Sure Start	9,108
North Yorkshire County Council	Grants	Other grants	1,821
Connexions			5,853
Children's Fund			1,115
LSC	FE	Funding to colleges for 16-18 year olds	25,212
LSC	FE	Work based learning for 16-18year olds	5,676
District Councils	Leisure Services	Parks, leisure centres and play centres	4,800
Probation Services		Support for young people on probation	1,150
YOT		Targeted support for young offenders	3,212
	Universal Services	Early Years, Health Visitors, Schools Health Service	9,902
Primary Care Trusts	Targeted Services	Children in Special Circumstances, Mental Health tier 1, Community Paediatric Services, Safeguarding Children, Disabilities/Special Needs	2,585
Primary Care Trusts	Hospital Services	Children's urgent care, General & Specialised Paediatric, Surgery, Paediatric ITU,	14,056
Primary Care Trusts	Maternity Services	Maternity, Neonatal ICU, Special Baby Care	22,467

Primary Care Trusts	Child and Adolescent Mental Health Services	General Multi and Single disciplinary teams, targeted teams, tier 4 Services	5,107
Barnados			4,746
NSPCC		Therapeutic services for children who have experienced sexual of domestic abuse. Programme for children whose parents abuse substances. Play and Learn to encourage socialisation through play. Delivery of NSPCC child protection Helplines.	1,563
Drugs Action Team			496

**TOTAL**

**560,454**

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## 2007-2008 GROSS BUDGET

<b>Specialist Provision</b>	£000
SEN provision	5,783
Independent Special School Fees & Recoupment	3,826
Child Placement	15,934
Disabled Childrens Services	3,102
SEN transport expenditure	5,666
Specialist Behaviour Provision	162
Special Schools	13,450
Other Specialist Provision	268
<b>TOTAL SPECIALIST PROVISION</b>	<b>48,191</b>
<b>Targeted Provision</b>	£000
Standards Fund (incl Standards Grant)	2,852
Contribution to combined budgets	1,112
Pupil Referral Units	1,377
Behaviour Support Services	1,400
Education out of school	2,112
Psychology	1,204
SEN administration, monitoring and assessment	2,080
Welfare & Child Protection	1,470
Parent partnership, guidance and information	448
Home to School Transport	18,173
Student Support	228
Other Targeted Provision	395
<b>TOTAL TARGETED PROVISION</b>	<b>32,851</b>

<b>Universal Provision</b>	<b>£000</b>
Mainstream Schools	260,464
Further Education (LSC)	30,290
Standards Fund (incl. Standards Grant)	37,913
Other Specific Grants	2,770
School Meals	1,856
Support for schools in financial difficulty	204
14-16 More Practical Learning Options	2,129
Non-maintained education for children under 5	8,109
Insurance	195
LA support services, management & statutory duties	6,930
Social Care Management, Planning & Quality	6,201
School admissions	1,785
CERA	4,312
Childrens Services	9,468
School Improvement	4,055
Asset management	1,192
Behaviour support and excluded pupils	230
Youth Service	5,092
Music Service	2,195
Visual and Performing Arts	42
Outdoor Education	3,200
<b>TOTAL UNIVERSAL PROVISION</b>	<b>388,632</b>
<b>TOTAL</b>	<b>469,674</b>

### Ambition and Priority-Setting

The partner agencies in North Yorkshire are committed to high performance. This is explicit in our jointly-developed Governance arrangements. Delivering the Children and Young People's Plan will be our way of putting that into practice.

We have made the Plan ambitious. It sets challenging objectives and targets. They are evidence-based, drawn from data about performance and judgements about effectiveness. Most of all, they come from service users' experience and are the shared view of partners. Our performance management begins from robust priorities.

### Accountabilities and Alignment

Putting them into practice and monitoring progress requires clear planning and co-ordination within individual agencies and across the partnership. The Children and Young People's Plan is a plan to which we have individual and collective responsibilities, sometimes leading, sometimes supporting.

Lead accountabilities have been clearly assigned in the Plan. It is underpinned by detailed plans within individual agencies, and joint plans for multi-agency developments. These supporting plans are clearly identified so that work across organisations, and between them, is aligned, easy to find and can be monitored.

### Monitoring and Enabling Progress

Monitoring will take place within individual agencies for their respective statutory or contractual responsibilities. Individual agencies will maintain their established cycles of performance reporting, review and improvement. Monitoring will also take place in a complementary way within the Children and Young People's Strategic Partnership to assess delivery and impact of that work in the integrated context of the Children and Young People's Plan.

The Strategic Partnership will also have particular responsibility for promoting and monitoring integrated developments across all the objectives in the Plan, and for evaluating partnership standards.

The Children and Young People's Strategic Partnership will operate with a Forward Plan which includes regular cycles of work to:

- Link with the North Yorkshire Safeguarding Children Board (NYSCB), to support its work relating to the Children and Young People's Plan, account for progress on issues of direct concern to the NYSCB, and raise issues with the NYSCB as appropriate.
- Monitor progress on key activities against the milestones in the Plan (see Improvement Strategies) – **Are we doing what we said we would do?**
- Audit actual outcomes in-year and ensure that data systems and performance information-sharing to support the Plan are developed effectively within and between agencies – **Are we improving outcomes?**
- Draw on views of children, young people, parents and carers, and feed back to them in line with our consultation strategy, to establish what impact we are having – **What does it look like to you?**

- Ensure the Capacity-Building objectives in the Plan (Improvement Strategies objectives 6.1 – 6.3) are well-supported by all agencies and on target to enable integration and help front-line staff to put positive change into practice.

This should ensure there is a robust strategy for delivering the Plan, based on the disciplines of continuous improvement and a culture of self-evaluation.

## **Standards and Success Measures**

The Plan includes 3-year targets. In some cases the data and systems already exist to underpin objective performance management. In other cases, for example perceptions-based measures, the data needs to be developed so that progress can be tracked. This is an early priority, and work will link with the national Outcomes Framework for Every Child Matters.

Governance Arrangements for the Children and Young People's Strategic Partnership jointly commit partners to ensuring quality, availability and value for money in securing services and delivering the Children and Young People's Plan. (See Governance Arrangements, part 2, Principles of Co-operation.) We will evaluate performance against those standards in the following ways:

- **Quality**

- i) Use of the evidence of impact on outcomes and service users' views as summarised above.
- ii) By use of comparative information about performance.
- iii) Pursuit of good and best practice.
- iv) Through feedback from external inspection and evaluation.
- v) By commissioning independent evaluations and participating in peer review where appropriate.

- **Availability**

- i) Development of Localities as the building block for service entitlement and performance (see Overview and Context, Page 3) will enable us to monitor service availability and access.
- ii) Implementing our capacity-building objectives (Integrated Frontline Delivery and Processes, plus Workforce development) systematically across Localities will provide the strategy to extend access and availability. Progress will be monitored and reported at Locality level, enabling us to be clear about the comparative position within the County as well as the overall County position. This is important if we are to be transparent about access and availability for every child.

- **Value for Money**

The Use of Resources section (page 70) sets out the objectives and approach which will be promoted to secure VFM through policies for

- i) integration
- ii) flexibility
- iii) efficiency, and
- iv) procurement

within individual agencies and the Strategic Partnership.

## **Commissioning Strategy**

The Children and Young People's Strategic Partnership will develop its policy and strategy for Commissioning during 2006/07. This will support implementation of the CYPP as the strategy for improving outcomes. It will be designed to enhance delivery and reinforce performance management by building on the standards summarised in the previous section and Governance principles.

### **Performance Focus**

The Children and Young People's Plan has been designed to improve outcomes. It also covers a period of complex change in ways of working to achieve those improvements. Inevitably, early Performance Management Priorities include developing some of the processes, systems and behaviour needed to underpin the work.

In summary those priorities for 2007/08 are:

1. Agree and deliver programme for fundamental review of CYPP for March 2008 (NYCC Strategic Services).
2. Embed and evaluate Performance Management systems for Children's Social Care to ensure sustained impact on Outcomes (NYCC Children's Social Care).
3. Determine and deliver agreed programme of quality audits to NYSCB to develop its role (NYCC Children's Social Care/NYSCB).
4. Establish, monitor and evaluate performance and accountability framework for Children's Centres and Locality Teams (NYCC Strategic Services).
5. Determine and deliver Commissioning Strategy priorities for 2007/8, including
  - (i) commissioning Integrated Youth Support Service (NYCC Learning Youth & Skills)
  - (ii) establishing Countywide CAMHS Strategy (CAMHS)
  - (iii) completing roll out of Locality Teams (NYCC Strategic Services)
  - (iv) establishing LDD Mini-Plan as basis for reviewing commissioning of services (NYCC Access & Inclusion)
6. Embed Young People's participation in NYCYPSP Board with evaluation by Young People (DCS/VIP Chair).
7. Monitor progress against LAA targets and ensure delivery against those for which CYPSP is thematic partnership (NYCC Strategic Services).
8. Agree key indicators with CYPSP to be used for in-year progress monitoring and ensure inter-agency arrangements in place for timely reports (NYCC Strategic Services)

The over-arching priority driving Performance Management and these supporting developments will be persistent focus on a small number of key questions

- Are outcomes improving, especially for the vulnerable?
- Are we helping sooner?
- Are we better integrated?
- Are we more accessible?
- Are we turning things round for them?
- Are they less vulnerable?



### Guide

- Sources
- Sections on Five Outcomes, each with
  - ✓ Summary
  - ✓ Data
- Consultation Responses from Children, Young People, Parents and Carers

#### Notes:

1. Summary Needs Assessments also provided with Improvement Strategies (pages 13 to 70) for convenience.
2. Notes to colour coding:

The colour coding to identify the five outcomes is that used in the earlier part of the Plan.

The data items have been drawn from the APA/JAR dataset which has been subject to revision during the preparation of the Plan.

The colours used within the data tables are as follows:

- White – data items which are and were part of the national dataset
- Blue – data items were are new elements to the national dataset
- Yellow – locally monitored data items
  
- Grey shading in the data owner columns indicates where organisations are not required to hold that data.

## Needs Assessment Sources

The Needs Assessment has drawn on the following information:

- audit of performance data
- stakeholder consultation
- service mapping
- key findings from external inspections and evaluations
- established priorities and statutory targets in partner agencies' plans.

### Performance Audit

The Performance Audit has been undertaken by all agencies using the common dataset of key indicators for the Joint Area Review and the Every Child Matters Outcomes Framework. Where possible, data has been benchmarked nationally and with statistical neighbours. These were amended in 2007 in line with the new JAR/APA performance indicators.

Performance information has been used to assess the needs of vulnerable groups and localities, and to target additional attention and resources to them as far as possible. (Data relating to individual localities is not incorporated in the published Plan.)

The data life cycles vary between agencies due to different reporting and validation periods (eg financial, academic or calendar year). Wherever possible, the most recent externally validated data and benchmarks have been used.

Some data has not previously been analysed separately for children and young people and partner agencies are committed to improving the robustness of the data in those cases. The Children and Young People's Strategic Partnership has made it a priority to establish effective performance monitoring and reporting arrangements early in 2006/7 across agencies so that progress towards improved outcomes can be tracked and actively managed. These sections of the Plan will be updated progressively.

### Stakeholder Consultation

#### Children and Young People

The views of about 8,000 children and young people have been used to inform the Needs Assessment. They have been obtained through a range of structured and targeted consultations undertaken over a three year period by an inter-agency network for young people's participation supported by the County Council, Children's Fund and Connexions. The issues raised have been summarised by young people, using the five outcomes, and published in a booklet called "Sort It". We also surveyed a 10% sample of School Councils which included primary and secondary aged pupils. The survey sought pupils' assessment of services based on the five outcomes. In 2006 a Health Related Behaviour Questionnaire was carried out .....

#### Parents and Carers

A telephone survey has been used to obtain the views of 1,200 parents and carers. The survey, carried out by independent consultants, was based on the five outcomes and informed by preparatory work with a focus group of parents. During 2006/7 there has been widespread consultation with parents/carers in the development of Children's Centres and in relation to the SEN/Behaviour Provision Review.

Partners are committed to maintaining a structured approach to wide-ranging consultation so that we can develop a longitudinal analysis of young people's and parents' perceptions over the life of the Children and Young People's Plan.

### **Frontline Managers and Staff**

Area-based consultations have taken place with frontline managers across all partner agencies and all Headteachers.

The cycle of area-based meetings forms part of our ongoing work. Consultation and two-way communication about priorities and progress with the Plan will be maintained through them.

### **Service Mapping**

Service mapping has been undertaken as part of inter-agency work on Information Sharing and Integrated Processes. A project to analyse service provision and gaps gathered information about service thresholds, capacity and geographical reach from 109 statutory services and over 100 voluntary and community services.

### **External Inspections and Evaluations**

The Needs Assessment has taken into account

- Recommendations, Key Issues and Areas for Improvement identified in external inspection reports during the last three years, including the Annual Performance Assessment 2005, Joint Area Review 2006 and YOT Inspection 2006.
- Feedback to the County Council and partners from Priorities Conversations and meetings with regional Relationship Managers (CSCI), Improvement Advisers (DfES), Youth Justice Board and Divisional Managers (OFSTED).

Information from these sources will also inform ongoing monitoring of priorities and progress.

### **New Legislation**

Two key pieces of legislation were passed in 2006 which have been taken into account in the revised plan:

- The Childcare Act 2006
- The Education and Inspections Act 2006

### **Prioritised Targets in Established Plans**

Attention has been given to priorities to improve services to children and young people which have already been included in partner agencies' plans. In some cases they have been incorporated in the Children and Young People's Plan's objectives too, in other cases they will provide supporting activity but have not been repeated in the Plan.

A section summarising the alignment and links with partners' plans is included in Supporting Information at the back of the Plan.

### **Finding your way around**

The material for the Needs Assessment has been organised as follows.

There is a section devoted to each of the five outcomes. In each section you will find:

- a summary of what we do well, where we need to improve and priorities for improvement (drawn from all sources)
- performance data for key indicators in the dataset for Joint Area Review
- service users' views.

Analysis of this material was undertaken by multi-agency groups. The conclusions drawn about the Key Issues and Priorities for Improvement are also set out as a summary Needs Assessment at the beginning of the Improvement Strategy for each outcome earlier in the Plan.

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## Be Healthy – Needs Assessment Summary

### What we do well

- The Annual Performance Assessment (APA) in December 2005 reported that ‘outcomes in this area are good’. For example, participation in the Healthy Schools Initiative is above the national average (66.9% compared to 50.4%).
- There is good participation in sport in schools, and the numbers of early years settings issued with actions relating to healthy lifestyles and preventative care are generally comparable with national averages.
- The APA noted that the Council has, with the Primary Care Trusts, supported the Child and Adolescent Mental Health Service team well, and stated that ‘impressively low teenage pregnancy rates have been achieved through good multi-agency work across the county’.
- Teenage mothers value the programmes of support that they receive, for example through Young Mums 2 Be and Sure Start.
- In the parents and carers survey 94% of the responses agreed that the health services in the region were “good”.

### Where we need to improve

- Over 90% of respondents from the parents/carers survey thought that there should be more sports and fitness activities for young people.
- Improve access to substance misuse services and mental health services for children and young people, especially those in the Youth Offending System.
- Improve the uptake of vaccinations and immunisations programme.
- Advice about sexual health, and access to services, could be improved, and changes should include improved advice and information for parents.
- Extend further our work to provide children, young people and parents with advice and information about healthy eating and access to healthy eating options.

### Our Priorities for Improvement

- Improve access to sports and fitness activities for children and young people.
- Extend the work to provide parents and young people with information and advice about healthy choices, including positive choices about food, sexual health, drugs and alcohol.
- Focus particular attention on the health of vulnerable groups such as Looked After Children, and on vulnerable localities where risks of mental health problems or teenage pregnancy are greatest.
- Improve access to specialist services for high risk groups and the environment for sick children in health settings.

Section 1 - Be healthy										
Healthy lifestyle and preventative care data	PI Code	Data Owner	North Yorkshire	Selby/York PCT Area	Harrogate/ Craven PCT Area	Hambleton/ Richmondshire PCT Area	Scarborough/ Ryedale PCT Area	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Child and Adolescent Mental Health Service (CAMHS): Increased Services	1050HC	CAMHS								
Proportion of expectant mothers smoking during pregnancy 2005/06	1001HC	Health	17.8%	22.20%	11.1%	11.20%	21.40%	16.60%		
Percentage of babies with low birth weight 2005	1002HC	Health	7.0% (6.4-7.6)	Selby: 6.8% (5.3-8.8) York: 7.3% (6.2-8.5)	Craven: 9.6% (7.2-12.6) Harrogate: 6.2% (5.1-7.5)	Hambleton: 5.7% (4.3-7.5) Richmondshire: 7.2% (5.2-9.7)	Scarborough: 7.6% (6.1-9.4) Ryedale: 7.0% (5.0-9.9)	7.9% (7.9-8.0)		
Proportion of mothers initiating breast feeding 2005/06	1003HC	Health	70.4%	66.40%	77.5%	68.50%	66.60%	68.90%		
Immunisation rates by 2nd birthday (2005/06)	1004HC	Health		2005/6 Dip/Tet/Pol = 96%, Pertussis = 96%, Hib = 95%, Men C = 94%, MMR = 87%	2005/6 Dip/Tet/Pol = 90%, Pertussis = 90%, Hib = 89%, Men C = 80%, MMR = 80%	2005/6 Dip/Tet/Pol = 88%, Pertussis = 88%, Hib = 88%, Men C = 88%, MMR = 80%	2005/6 Dip/Tet/Pol = 96%, Pertussis = 95%, Hib = 94%, Men C = 95%, MMR = 89%			
Immunisation rates by 5th birthday (primary courses) (2005/06)	1005HC	Health		2005/6 Dip/Tet/Pol = 96%, Pertussis = 96%, Hib = 96%, Men C = 94%, MMR = 90%	2005/6 Dip/Tet/Pol = 86%, Pertussis = 86%, Hib = 86%, Men C = 79%, MMR = 81%	2005/6 Dip/Tet/Pol = 82%, Pertussis = 81%, Hib = 89%, Men C = 76%, MMR = 85%	2005/6 Dip/Tet/Pol = 96%, Pertussis = 96%, Hib = 92%, Men C = 95%, MMR = 90%			
Emergency admissions to hospital	1049HC	Health	0-19							
BVPI 197 - % change in number of conceptions amongst 15-17 year olds	1047HC	CYPS (CSC)	-26%							

Section 1 - Be healthy										
Patients provided with GP practice child health surveillance service (per child aged under 5)	1011HC	Health	100% of all registered children							
Percentage of schools participating in the National Healthy Schools Programme (NHSP)	1032OF	CYPS (Q&I)	96.9% (april 2007)							n/a, 86.7%, 96.9% rising
Percentage of schools achieving Healthy School status		CYPS (Q&I)	51.4% (april 2007)							n/a, 34.1%, 51.4% rising
Percentage of 5 to 16 year olds accessing two hours or more of high quality PE and/or school sports within and beyond the curriculum each week			81.0%				80%	n/a		n/a, 80%, 81% steady
Childcare registration and inspection actions on the health, and food and drink national standards, and childcare inspection judgements on the outcome Being Healthy	1051OF	CYPS (Q&I)	72% Good or Outstanding							
Section 5 School Inspection Judgements: The extent to which schools enable learners to be healthy (primary, secondary and special schools)	1046OF	CYPS (Q&I)	P 92%, Se 72%, Spec 100% Good or Outstanding				P 89%, Se 72%, Spec 92%			
Children's accident and emergency facilities, opening hours (snapshot: Sept 05)	1052HC	Health	None							
Physical health data	PI Code	Data Owner	North Yorkshire	Selby/York PCT Area	Harrogate/ Craven PCT Area	Hambleton/ Richmondshire PCT Area	Scarborough/ Ryedale PCT Area	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Infant mortality rate (deaths per 1,000 live births) 2003-2005	1015HC	Health	3.8 (3.1-4.7)	Selby: 3.3 (1.7-6.7) York: 4.9 (3.4-7.1)	Harrogate: 3.4 (2.1-5.5) Craven: 3.8 (1.6-9.0)	Hambleton: 2.8 (1.3-5.9) Richmondshire: 3.7 (1.7-8.2)	Scarborough: 3.5 (1.9-6.3) Ryedale: 4.5 (2.0-10.0)	3.8 (3.1-4.7)		
Perinatal mortality (number of stillbirths and deaths of infants at ages under 7 days) 2003-2005	1016HC	Health	2.0 (1.5-2.7)	Selby: 2.5 (1.1-5.6) York: 3.0 (1.9-4.8)	Harrogate: 1.5 (0.7-3.1) Craven: 2.3 (0.7-7.0)	Hambleton: 1.6 (0.6-4.3) Richmondshire: 1.2 (0.3-4.9)	Scarborough: 1.6 (0.7-3.8) Ryedale: 1.5 (0.4-6.0)	2.7 (2.6-2.8)		



Section 1 - Be healthy											
Deaths of children under age 15 per 10,000 under 15s (2005)	1017HC	Health	4.0 (3.0-5.3)								
Oral health in children - number of decayed/ missing/ filled teeth in children aged 5 (2003/04), 12 (2000/01) and 14 (2002/03)	1020HC	Health	Age 12: NY old HA 2.55 (2.43-2.66)	Age 5: 3.85 (3.17-4.53) Age 14 3.10 (2.66-3.54)	Age 5: 3.73 (3.31-4.15) Age 14 3.13 (2.72-3.54)	Age 5: 3.50 (3.15-3.86) Age 14 2.96 (2.55-3.38)	Age 5: 3.89 (3.34-4.44) Age 14 2.96 (2.58-3.34)	Age 5: 3.85 (3.82-3.88) Age 12 2.32 (2.30-2.34) Age 14 2.98 (2.95-3.01)			
Accident and Emergency waiting times	1048HC	Health									
Is registered children's nurses cover commensurate with workload in Accident and Emergency?	1053HC	Health	Not known								
Mental health data	PI Code	Data Owner	North Yorkshire	Selby/York PCT Area	Harrogate/ Craven PCT Area	Hambleton/ Richmondshire PCT Area	Scarborough/ Ryedale PCT Area	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend	
Substance misuse related admissions to hospital, ages under 20	1029HC	Health	This is not a sensible indicator - the numbers will be extremely small								
Percentage of Child and Adolescent Mental Health Service (CAMHS) new cases with length of wait under 4 weeks and under 26 weeks	1030HC	CAMHS									
CAMHS performance indicator for PCTs	1031HC	CAMHS	1) an up-to-date CAMHS needs assessment has been carried out.								

Section 1 - Be healthy									
CF/A70 Progress made on four elements of the implementation of CAMHS framework	1043SC	CAMHS	<p>1) Plans and protocols for CYP with LDD and mental health needs are in place: some services are in place, some still to be developed so as to provide cover across the whole council area.</p> <p>2) Plans and protocols for 16-17 years olds who require mental health service in place: some services are in place, some are still to be developed so as to provide cover across the whole council area.</p> <p>3) Protocols and plans are in place but are only partially implemented (ie specialist CAMH service providers within the council area, between them, include on-call provision to cover emergencies in local children and young people OR an emergency service is provided which will see children by the end of the next working day).</p> <p>4) Partnership working between agencies for CYP with complex, persistent and severe behavioural and mental health needs protocols and plans at an early stage of development: agreed access arrangements are not yet operating.</p>						
Percentage of mental health inpatients aged under 18 on CAMHS wards	1044HC	CAMHS	No CAMHS Wards						
Moving towards a comprehensive CAMHS service (24/7, children and young people with LDD, CAMHS for 16 & 17 year olds) for PCTs	1045HC	CAMHS	24/7 – YES LDD – YES 16/17 – YES						
The referral of juveniles manifesting mental health difficulties to Child and Adolescent Mental Health Services.	1041YJ	Youth Offending Team							
Proportion of young people with identified substance misuse needs who receive specialist assessment within 5 working days and, following the assessment, access the early intervention and treatment service they require within 10 working days.	1042YJ	DAT							
Proportion of those in substance misuse treatment who are aged less than 18	1040NT	DAT							

Section 1 - Be healthy										
Looked after children and care leavers data	PI Code	Data Owner	North Yorkshire	Selby/York PCT Area	Harrogate/ Craven PCT Area	Hambleton/ Richmondshire PCT Area	Scarborough/ Ryedale PCT Area	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
PAF/C19: The average of the percentages of children looked after who had been looked after continuously for at least 12 months who had their teeth checked by a dentist during the previous 12 months, and have had an annual health assessment during the previous 12 months.	1037SC	CYPS (CSC)	71.4%					87.3% (2006)	86.4% (2006)	84.4%, 90.0%, 71.4%

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### Children and Young People

#### Sport & Leisure.

- Children and young people rated highly sport and leisure activities as things they would want to do in their spare time.
- The distance to facilities and transport costs were identified as a barrier to access.
- Children and young people would like to see better promotion of activities and facilities that are available with a suggestion that 'sports passports' or similar schemes could be used as incentives. There were suggestions that subsidised transport could be linked to these schemes.
- Young people would like to see a greater range of activities more related to their lifestyle and age range.
- School facilities were regarded as an underused resource and could be used to increase access to sporting and leisure activities.
- Looked after children want the same opportunities as their peers to participate in sport and leisure pursuits.

#### Substance misuse

- Smoking and alcohol are the drugs that are predominantly used by children and young people.
- Young people are more likely to approach their school nurse or youth worker about a drug problem rather than a specialised drug service.
- An increasing number of young people are trying illegal drugs with cannabis being the drug of choice.
- All services providing support to young people should have a policy on substance misuse.
- Some young people living in villages and rural areas have access to and use drugs.

#### Sexual health

- Young people would prefer to have some aspects of their sex education delivered by other young people.
- Sex education should start earlier.
- Young people like having information presented in different formats.
- Teenage girls know about where to get advice on contraception including school nurses, family planning clinics etc.
- In areas where there is a high ratio of men to young women (for example near army barracks) there is the risk of young girls being drawn into sexual relationships. This presents a risk for very young teenagers and for those who may be vulnerable to exploitation or abuse.
- Teenage mothers value the programmes of support that they receive for example through Young Mums 2 Be and Sure Start.
- The main concerns for young mums relate to money, housing and emotional support.

#### Mental health

- There is recognition that emotional and mental health is a prerequisite to enjoying and achieving.
- Where a child or young person lives will influence their mental health.
- There should be different services and help for males and females.
- Help and services should be advertised better and children and young people should be asked about what they want.
- There should be outreach services in non-clinical settings.
- Children and young people are unfamiliar with the term 'mental health'. There needs to be more education on what it means.

- Feeling good about yourself is important and all adults (including parents and teachers) have a role in making children and young people gain self esteem.
- Bullying and staying safe are linked to mental health.

### **Parents and Carers**

- 86% of the sample agreed strongly that their child enjoyed good health.
- 71% of respondents agreed strongly that the standard of health services was good.
- 47% of the sample agreed strongly that health services were well resourced.
- 37% of respondents agreed strongly and 39% agreed slightly that the communication between parents and health workers was good.
- 36% of respondents agreed slightly that the level of drug and sex education in schools was about right.
- 51% of the sample agreed strongly that parents and children should be made more aware of healthy eating.
- 63% of respondents agreed strongly that school meals should be improved even if that meant the price had to rise to pay for it.
- 64% of the sample agreed strongly that more sports and fitness activities were needed for children and young people.

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## Stay Safe – Needs Assessment Summary

### What we do well

- The JAR said that the impact of all local services in keeping children and young people safe is adequate.
- School inspections judged pupils' care, welfare, health and safety and child protection procedures to be good or very good.
- All schools record racist bullying and the vast majority of schools report these racist incidents to the Authority on a termly basis.
- The indicators suggest stability of provision for Children Looked After: the number of Children Looked After with three or more placements during the year is below the national average (9.5% compared to 12.9%) and our long term stability rate is 71.7% (national average 64.8%)
- The APA also found 'a high level of child protection training in schools' and 'significant progress has been made to establish the local Safeguarding Board'.
- Multi-agency working is developing across North Yorkshire, with several services co-located and under taking joint assessments.
- North Yorkshire is one of the top two authorities in England for developing School Travel Plans, with over 270 in place. The schools travel plans help reduce car dependency and improve safety on the route to school.
- On target to meet the 2010 target to reduce road traffic accidents which involve serious injury or death.

### Where we need to improve

- Reduce the use of remands to custody for young offenders.
- Increase the number of interventions for young offenders on final warnings who pose a substantial risk of further offending.
- Continue to improve road safety and reduce the number of children and young people involved in traffic accidents which involve serious injury or death.
- Provide children and young people with good information and someone to talk to if they need to.
- Develop more safe places for children and young people to go.
- Improve the speed of completion of initial assessments.
- Increase the percentage of looked after children under 10 placed for adoption.
- We need to review the quality and timeliness of core assessments including the inter-agency contributions.

### Our Priorities for Improvement

- The establishment of the North Yorkshire Safeguarding Children Board defines a new approach to agencies working together to ensure the incidence of child abuse and neglect is minimised. Particularly vulnerable children such as those who are affected by domestic abuse or disabled children, are protected and supported. New qualitative measures will be agreed and multi-agency monitoring and auditing processes put in place.
- A clear and consistent definition of bullying will be agreed. Parents, carers, children and young people and staff will have information on how to deal with bullying and access support.
- Children and young people have told us that they want places to play and hang out where they will feel safe and free from threatening behaviour and intimidation.
- Support to parents and carers is a key element of our plan enabling them to care for their children safely and to give them support when they experience difficulties.
- We need to increase our focus on children and young people on the edge of care and the service strategies and developments needed to enable them to stay outside the care system..

Section 2 - Stay safe						
Environmental and other safety data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Number of children aged 0-15 killed or seriously injured in road traffic accidents	2001DT	Environment/ Police				
Child protection data - prevention	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Independent school inspections: suitability of proprietor and staff in those schools not affiliated to the Independent School Inspection body	2012OF	CYPS (Strat S)				
Child protection data - child protection procedures	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
CH141: number of referrals of children per 10,000 population	2015SC	CYPS (CSC)	388.0	565.7(2006)	407.5	409.2, 424.0, 388.0
CH142: percentage of children whose referral occurred within 12 months of a previous referral	2016SC	CYPS (CSC)	24.4%	21.4% (2006)	21.6%	19.2%, 20.4%, 24.4%
CH143: percentage of referrals of children in need that led to initial assessments	2017SC	CYPS (CSC)	61.3%	55.2% (2006)	58.7%	40.1%, 35.4%, 61.3%
CH02: initial child protection conferences per 10,000 population aged under 18	2019SC	CYPS (CSC)	39.2	36.3 (2006)	26.5	35.9, 41.3, 39.2
Percentage of initial assessments within seven working days of referral	2020SC	CYPS (CSC)	56.4%	66.4% (2006)	72.3%	50/5%, 57.2%, 56.4%
CH145: number of core assessments of children in need per 10,000 population aged under 18	2021SC	CYPS (CSC)	58.5	81.6 (2006)	50.6	38.5, 28.6, 58.5
PAF CF/C64The percentage of core assessments that were completed within 35 working days of their commencement	2022SC	CYPS (CSC)	67.5%	74.3% (2006)	75.8%	53.8%, 62.0%, 67.5%
CH01: children and young people on the Child Protection Register per 10,000 population aged under 18	2023SC	CYPS (CSC)	19.3	25.3 (2006)	17.4	20.3, 19.7, 19.3
Percentage of children and young people on the Child Protection Register who are not allocated to a social worker	2024SC	CYPS (CSC)	0.0%	0.2 (2006)	0.1	0.0, 0.0, 0.0
CH03: registrations per 10,000 population aged under 18	2027SC	CYPS (CSC)	25.2	30.2 (2006)	21.3	27.8, 33.0, 25.2



Section 2 - Stay safe						
PAF CF/A3: percentage of children who became the subject of a child protection plan, or were registered, during the year, and were the subject of a child protection plan, or were registered, at 31 March, who had previously been registered.	2028SC	CYPS (CSC)	16.0%	13.5% (2006)	13.3%	15.9%, 18.0%, 16.0%
CH04: first time registrations as a percentage of total registrations	2029SC	CYPS (CSC)	84.0%	86.3% (2006)	85.8%	84.1%, 82.0%, 84.0%
Ethnicity of children who are the subject of a child protection plan (white, mixed ethnic origin, Asian or Asian British, and Black or Black British)	2066SC	CYPS (CSC)	New indicator - nor formula for calculation			
PAF CF/C20: the percentage of child protection cases which should have been reviewed during the year that were reviewed (BVPI 162)	2034SC	CYPS (CSC)	99.5%	99.9% (2006)	99.9%	100.0%. 100%, 99.5%
CH10: discontinuation or de-registrations per 10,000 population aged under 18	2035SC	CYPS (CSC)	31.4	30.0 (2006)	21.4	28.2, 27.4, 31.4
PAF CF/C21: the percentage of children who ceased to be the subject of a child protection plan, or were de-registered during the year ending 31 March who had been on the Register continuously for two years or more	2036SC	CYPS (CSC)	2.1%	6.5% (2006)	5.9%	2.8%, 3.5%, 2.1%
CH12: the percentage of children who were subject to S47 enquiries which led to initial child protection conferences which were held within 15 working days	2037SC	CYPS (CSC)	29.1%	41.5% (2006)	17.6%	39.2%, 43.4%, 29.1%
Percentage of eligible, relevant and former relevant children that have pathway plans, have been allocated a personal adviser and are resident outside the council's boundaries	2038SC	CYPS (CSC)	This is a table of data			
The ratio of the proportion of children subject to a child protection plan, or on the Child Protection Register that were from minority ethnic groups to the percentage of children in the local population that were from minority ethnic groups	2039SC	CYPS (CSC)	0.7	1.4 (2006)	2.0	1.3, 1.4, 0.7
The ratio of the percentage of children looked after that were from minority ethnic groups to the percentage of children in the local population that were from minority ethnic groups.	2069SC	CYPS (CSC)	New indicator - no formula for calculation			
HMI Probation ESI findings for child protection cases: "C5.4 Has there been Probation Area involvement in child protection arrangements?".	2007HO	Probation	78% (May 05)	70% (2003/4 & 2004/5 data published Oct 05)		Not yet known

Section 2 - Stay safe						
Inspection findings	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
S5 school inspection judgement: the extent to which schools ensure that learners stay safe (primary, secondary and special schools)	2063OF	CYPS (Q&I)	P, Se and Spec all 100% Yes	P, Se and Spec all 99% Yes		
Childcare registration and inspection actions on the safety, physical environment, equipment, child protection and suitable person national standards; and childcare inspection judgements on the outcome Staying Safe	2070OF	CYPS (Q&I)	72% Good or Outstanding			
Looked after children and care leavers data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
CH39 Children looked after per 10,000 population aged under 18	2042SC	CYPS (CSC)	34.6	60.1 (2006)	37.6	33.5, 33.8, 34.6
PAF CF/C68: the percentage of children looked after cases which should have been reviewed during the year which were reviewed during the year.	2064SC	CYPS (CSC)	91.9%	83.7% (2006)	80.50%	Not available, 85.0%, 91.9%
PAF CF/A1: the number of children looked after with three or more placements during the year	2043SC	CYPS (CSC)	9.5	12.1 (2006)	12.4	9.6, 9.0, 9.5
PAF CF/D78: The percentage of looked after children aged under 16 at 31 March who had been looked after continuously for at least 2.5 years, who were living in the same placement for at least two years, or are placed for adoption.	2067SC	CYPS (CSC)	71.7%	64.8% (2006)	63.1%	70.0%, 62.1%, 71.7%
CH44: percentage of children looked after in residential accommodation	2052SC	CYPS (CSC)	10.9%	14.9% (2006)	12.6%	11.0%, 11.9%, 10.9%
Percentage of looked after children fostered by relatives or friends	2054SC	CYPS (CSC)	16.5%	12.9% (2006)	15.0%	16.4%, 16.8%, 16.5%
PAF CF/B79: of children looked after aged at least 10 and under 16 looked after at 31 March (excluding those placed with parents) the percentage who were in foster placements or placed for adoption	2068SC	CYPS (CSC)	84.6% New indicator			
DIS 1115: The percentage of looked after children adopted during the year who were placed for adoption within 12 months of their best interest decision being made	2058SC	CYPS (CSC)	77.3%	74.8% (2006)	75.7%	91.7%, 58.0%, 77.3%
Number of children living in kinship care as an alternative to being looked after.	CYP3a	CYPS (CSC)	67			

Section 2 - Stay safe						
Number of looked after children placed out of county.	CYP3b	CYPS (CSC)	107			
PAF CF/C23: the number of looked after children adopted during the year as a percentage of the number of children looked after (excluding unaccompanied asylum seekers) who had been looked after for six months or more	2059SC	CYPS (CSC)	6.9%	7.5 (2006)	6.0	6.9%, 7.4, 5 6.9%
Percentage of looked after children with a named social worker who is qualified as a social worker.	2060SC	CYPS (CSC)	92.4%	94.8% (2006)	94.8%	99.5%, 98.4%, 92.4%
Children with learning difficulties and/or disabilities data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
What percentage of children with disabilities aged 14+ had a transition plan to support their move from Children's Services to Adults' Services?	5026SC	CYPS (CSC)				

### Children and Young People

#### Places to go.

- Children and young people want safe places to hang out and play.
- When places are provided there is a recognition that these may be spoiled by the minority.
- Children and young people do not like their areas being vandalised and want vandals and vandalism to be tackled.
- Some play areas are poorly looked after.
- Some young people believe that their peers hang out on streets because there is nowhere to go.
- Young people want somewhere to go that they see as belonging to them.
- Children and young people have clear ideas about what they want from a youth facility including recreational and social activities, access to information and support, good staffing levels.
- Youth facilities need to deal with conflict between different groups or threatening behaviour.
- There should be diversionary activities and prevention work with vulnerable young people.
- The social skills of young people should be enhanced.
- It would be useful to have a centre for referral of young people to detached youth workers.
- Health and safety factors need to be high priority for organisations, including staffing, surveillance, lighting, security to deter unwanted visitors etc.
- There should be no discrimination between services. Everyone should be able to access services including those with learning difficulties and/or disabilities (LDD).

#### Access to information.

- Children and young people need to have access to information that will help them stay safe.
- Children and young people need to trust the adults that are working with them so that feel able to share information.
- When information is shared effectively children and young people feel safer and more secure. When it isn't shared or shared inappropriately they can feel vulnerable and betrayed.
- As a young person gets older they want more control over the help that they receive.
- Children and young people sometimes want to talk to an adult without any action being taken.
- Access to electronic information is good but needs to be controlled. Where there is internet access there should be appropriate blocks on certain sites.
- Children and young people want to be involved in the design and production of information and publicity.
- Children and young people with LDD would like more information on social groups and services.
- Young people want information on a wide range of issues including their rights.
- Looked after children want to be included in decisions made on their behalf and do not want social workers to talk to carers behind their backs.

#### Personal safety.

- There should be more people for children and young people to talk to. There should be information on who they can talk to and how to contact them.
- The move from primary to secondary school can be a difficult time for some children.
- Children sometimes feel intimidated by older young people.
- Staying safe should be talked about in schools.

- Parents can make a child or young person feel safe or unsafe.
- Looked after children have clear views about what they want from their social worker, including being listened to and being honest about what they can offer and allowing the young person to live as normal a life as possible.
- Chat rooms can be dangerous if people find out where you live.
- Police have an important role to play in making children and young people feel safe.
- Community policing has improved but they shouldn't keep changing how they work.
- Community safety groups need to work closely with young people and listen to their views.

### **Parents and Carers**

- 45% of respondents agreed slightly that school buildings should be open longer hours and during the school holidays for use by pupils and the community.
- 66% of respondents agreed strongly that there should be more safe places to play in North Yorkshire.
- 44% of the sample agreed strongly that there should be facilities such as drop-in centres and internet cafes for teenagers.
- 36% of respondents agreed slightly that enough was being done in schools to combat bullying.
- 32% of the sample agreed slightly that more children and young people are the victims of crime rather than carry out the crime.

DRAFT

## Enjoy and Achieve – Needs Assessment Summary

### What we do well

- Current performance at KS1, KS2, KS3 and GCSE is well above national average and inspection judgements of schools and early years settings are good.
- Attendance is good and exclusions are below the national average.
- Indicators for provision for children with learning difficulties and/or disabilities is comparable with or above the national average.
- Council has achieved 100% in preparing new statements of special educational needs within 18 weeks without exceptions.
- Contact with young people by the youth services is well above the national average (41% compared to 25%).
- The JAR (Dec 2006) found this area outstanding.
- 93% of respondents to the parent/ carers survey agreed that their child enjoys attending school.
- 92% thought that the standard of education was good and that teaching was “relevant, varied and interesting”.
- 69% of respondents thought that their child had access to a good choice of out of activities out of school hours.
- The NEET (Not in Education, Employment or Training) figure has fallen by 0.3 percentage points to 4.3% over the last two years. This is below the partnership indicative target for 2006 (4.4%).
- The number of young people not known to Connexions has fallen to 2.4%, which is below the indicative target for 2006 (5%).

### Where we need to improve

- Achievement overall at Key Stage 4 is not good enough, due to wide variation between and within schools and leadership and management and quality of opportunity in some secondary schools needs to improve.
- Writing is a relative weakness for children and young people up to the age of 14.
- Too many young people with challenging behaviour are out of school.
- Young people of secondary age tell us that their lessons are often not interesting or relevant enough and this includes PSHCE and that behaviour in them is often not good enough.
- We know that transition and transfer periods are difficult for all children and young people, especially those who are potentially vulnerable and who are mobile.
- Particular groups of young people do not develop enough personal responsibility and independent living skills.
- Improve the rates of young offenders involved in Education, Employment or Training.
- Patterns of school provision can limit opportunities for young people to enjoy and achieve if provision has become out-of-date or is jeopardised by falling rolls, so we will continue to actively review SEN and other school provision, especially at 14-19.

### Our Priorities for Improvement

- Improve provision and achievement at KS4 in all secondary schools.
- Improve the progress of underachieving pupils in disadvantaged localities.
- Further develop an inclusive culture and practice in all settings, schools, provisions and communities.
- Implementation of School Improvement Partners across all schools.
- Implementation of the SEN and Behaviour Provision Review.
- Implementation of 14-19 Strategy.
- Implementation and quality assurance of Children’s Centres and Extended Services.
- Enhance the network of services through well-planned, effective provision across the County.

<b>Section 3 - Enjoy and achieve</b>						
Childcare data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Childcare registration and inspection actions on the care learning and play national standard; and childcare inspection judgements on quality of teaching and the outcome Enjoying and Achieving	3100OF	CYPS (Q&I)	76% Good or Outstanding			
Childcare registration and inspection actions on the organisation, and documentation national standards; and childcare inspection judgements on organisation overall	3101OF	CYPS (Q&I)	61% Good or Outstanding			
Improvement in young children's development measured by the Foundation Stage profile	3102DE	Personal, Social & Emotional Development	78%	71%	n/a	80%, 81%, 78% variable
- % of pupils working securely within early learning goals		Communication, Language & Literacy	57%	48%	n/a	61%, 63%, 57% variable
		All of PSE and CLL	54%	45%	n/a	57%, 59%, 54% variable
		Mathematical Development	74%	66%	n/a	76%, 78%, 74% variable
		Knowledge & Understanding of the World	84%	77%	n/a	86%, 87%, 84% variable
		Physical Development	91%	88%	n/a	92%, 93%, 91% variable
		Creative Development	84%	78%	n/a	86%, 89%, 84% variable
S6 school inspection judgements: Foundation Stage (primary schools)	3103OF	74% Good or Outstanding	n/a	n/a	n/a	
KS1 data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Teacher assessment results on reading: achievement at KS1, Level 2+ and Average Point Scores (all pupils)	3002OF	CYPS (Q&I)	86% graded B by DfES	83% GO, 85% Nat	88%	87%, 88%, 86% variable



Section 3 - Enjoy and achieve						
Teacher assessment results on writing: achievement at KS1, Level 2+ and Average Point Scores (all pupils)	3003OF	CYPS (Q&I)	83% graded B by DfES	80% GO, 81% Nat	84%	84%, 86%, 83% variable
Teacher assessment results on mathematics: achievement at KS1, Level 2+ and Average Point Scores (all pupils).	3004OF	CYPS (Q&I)	91% graded B by DfES	89% GO, 91% Nat	92%	92%, 92%, 91% static
KS2 data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Tests results on English: achievement at KS2, Level 4+ and Average Point Scores (all pupils)	3005OF	CYPS (Q&I)	82% graded A by DfES	77% GO, 79% Nat	82%	81%, 83%, 82% variable
Tests results on mathematics: achievement at KS2, Level 4+ and Average Point Scores (all pupils)	3006OF	CYPS (Q&I)	80% graded A by DfES	74% GO, 76% Nat	78%	79%, 79%, 80% static
Tests results on science: achievement at KS2, Level 4+ and Average Point Scores (all pupils)	3007OF	CYPS (Q&I)	89% graded B by DfES	85% GO, 87% Nat	89%	90%, 89%, 89% static
Value added measures KS1 to KS2.	3008OF	CYPS (Q&I)	99.7	99.5 GO, 99.8 Nat		100.0, 100.2, 99.7 variable
KS3 data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Tests results on English: achievement at KS3, Level 5+ and Average Point Scores (all pupils)	3009OF	CYPS (Q&I)	79% graded A by DfES	69% GO, 73% Nat	77%	77%, 79%, 79% static
Tests results on mathematics: achievement at KS3, Level 5+ and Average Point Scores (all pupils)	3010OF	CYPS (Q&I)	83% graded A by DfES	75% GO, 77% Nat	81%	81%, 82%, 83% rising
Tests results on science: achievement at KS3, Level 5+ and Average Point Scores (all pupils)	3011OF	CYPS (Q&I)	81% graded A by DfES	70% GO, 72% Nat	78%	77%, 80%, 81% rising
Value added measures KS2 to KS3.	3012OF	CYPS (Q&I)	100.5	99.5 GO, 99.8 Nat		100.3, 100.4, 100.5 rising
GCSE/GNVQ data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Percentage achieving 5+ A*-C (all pupils)	3013OF	CYPS (Q&I)	64.2% graded A by DfES	54.5% GO, 59.2% Nat	60.00%	60.7%, 62.5%, 64.2% rising
Percentage achieving 5+A*-C (all pupils) - including maths and English	3104OF		53.5% graded A by DfES	40.3 GO, 45.8 Nat	47.20%	

Section 3 - Enjoy and achieve						
Percentage achieving 1+ A*-G (all pupils)	3014OF	CYPS (Q&I)	98.1% graded A by DfES	97.2% GO, 97.8 Nat	98%	97.5, 97.7, 98.1 rising
Average Point Scores (all pupils)	3015OF	CYPS (Q&I)	379.4	347.2 GO, 365.0 Nat	370.4	358.4, 369.9, 379.4 rising
Capped Average Point Scores (all pupils)	3016OF	CYPS (Q&I)	313.1	280.6 GO, 296.0 Nat	299.9	302.9, 306.8, 313.1 rising
Contextual value added measure KS2 to GCSE/equivalents	3105OF	CYPS (Q&I)	1002.1	995.6 GO 1000.6 Nat	1000.3	n/a
Value added measures KS3 to GCSE/equivalents	3018OF	CYPS (Q&I)	n/a (cva 1000.5)			
Percentage of schools not attaining floor targets.	3061DE	CYPS (Q&I)	2.40%	7.4% (2005)	n/a	2.4%, 0, 2.4% variable
Inspection findings		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
s5 school inspection judgement : Effectiveness and achievement (primary, secondary and special schools, including PRUs)	3082OF	CYPS (Q&I)	P 67%, Se 44%, Spec 100% Good or Outstanding	P 58%, Se 49%, Spec 79% Good or Outstanding		
Section 5 school inspection judgements - personal development and well-being of learners (primary, secondary and special schools)	3083OF	CYPS (Q&I)	P 93%, Se 72%, Spec 100% Good or Outstanding	P 89%, Se 70%, Spec 94% Good or Outstanding		
Section 5 inspection judgements: quality of provision and leadership and management (primary, secondary and special schools)	3084OF	CYPS (Q&I)	P 67%, Se 57%, Spec 100% Good or Outstanding	P 62%, Se 57%, Spec 82% Good or Outstanding		
Percentage of Schools requiring Special Measures since Sept 2005	3087OF	CYPS (Q&I)	P 1%, Se 3%, Spec 0% Good or Outstanding			

Section 3 - Enjoy and achieve						
Percentage of Schools requiring a "Notice to Improve" since Sept 2005	3088OF	CYPS (Q&I)	P 1%, Se 3%, Spec 0% Good or Outstanding			
Percentage of schools achieving the Quality Standards for Inclusion		CYPS (Q&I)	n/a			
Attendance data		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Authorised and unauthorised absences at primary schools	3034OF	CYPS (Q&I)	5.10%	5.7% GO, 5.8% Nat	5.20%	4.7%, 4.7%, 5.1% variable
Authorised and unauthorised absences at secondary schools	3035OF	CYPS (Q&I)	7.00%	8.3% GO, 8.2% Nat	7.43%	7.2%, 6.9%, 7.03% variable
Exclusions data		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Ofsted Form 4 PI 142 - percentage of permanent exclusions in relation to the number of pupils in primary phase	3091DE	CYPS (PPS)	0.0%	N/A		0.0%, 0.0%
Ofsted Form 4 PI 143 - percentage of permanent exclusions in relation to the number of pupils in secondary phase	3092DE	CYPS (PPS)	0.1%	N/A		0.2%, 0.1%
Ofsted Form 4 PI 146 - percentage of fixed term exclusions of more than five days in relation to the number of pupils in primary phase	3091DE	CYPS (PPS)	0.1%	N/A		0.1%, 0.1%
Ofsted Form 4 PI 147 - percentage of fixed term exclusions of more than five days in relation to the number of pupils in secondary phase.	3092DE	CYPS (PPS)	1.2%	N/A		1.0%, 1.2%
Education otherwise than at school data		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
BVPI 159: Percentage of permanently excluded pupils provided with alternative tuition of 21 hours or more.	3067AC	CYPS (PPS)				
School Places and Admissions Data		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend

Section 3 - Enjoy and achieve						
% of primary schools with 25% or more surplus places as at Easter statutory return to the DfES	3089DE	CYPS (Strat S)	18.24% (2006)	12% (2004) (UK ave)	12% (2004)	19% (2008)
% of secondary schools with 25% or more surplus places as at Easter statutory return to the DfES	3090DE	CYPS (Strat S)	8.5% (2006)	8% (2004)	4% (2004)	10% (2008)
Youth offending information		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Education, training and employment (ETE)- proportion of supervised juveniles in full-time ETE	3080YJ	Youth Offending Team	Apr - Dec 06 54.9%	Apr - Dec 06 68.3%	Apr - Dec 06 71.6%	Static
Looked after children and care leavers data		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
CF/C69 Percentage of children newly looked after in the year and still looked after at 31 March, who were placed at 31 March more than 20 miles from their home address from which first placed.	3085SC	CYPS (CSC)	24%	N/A	N/A	N/A, 20%, 24%
The percentage of children looked after who were pupils in Year 11, who were eligible for GCSE (or equivalent) examinations, and who sat at least one GCSE equivalent exam	3071SC	CYPS (PPS)	82.8%	62.9% (2006)	56.80%	69.2%, 88.0%, 82.8%
PAF CF/A2 The percentage of young people leaving care aged 16 or over with at least one GCSE grade A*-G or a GNVQ	3072SC	CYPS (CSC)	58.5%	53.40%	50.50%	52.8%, 54.0%, 58.5%
The percentage of young people leaving care aged 16 or over with five or more GCSEs at grade A*-C or a GNVQ	3073SC	CYPS (CSC)	5.1%	8.50%	11.90%	8.3%, 9.8%, 5.1%
PAF CF/C24: percentage of children looked after continuously for at least 12 months, of compulsory school age, who missed at least 25 days schooling for any reason during the previous school year	3074SC	CYPS (PPS/CSC)	6.5%	12.20%	10.40%	10.5%, 6.3%, 6.5%
Children with learning difficulties and/or disabilities data		Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Percentage of fixed term exclusions for pupils with statements in mainstream schools (broken down into primary and secondary phase)	3106DE	CYPS (Q&I)	P - 0.2% S - 0.3%			New Indicator
s5 school inspection judgement - how well learners with learning difficulties and disabilities make progress (primary, secondary and special schools)	3086OF	CYPS (Q&I)	P 72%, Se 54%, Spec 100% Good or	P 69%, Se 55%, Spec 78% Good or Outstanding		

Section 3 - Enjoy and achieve						
			Outstanding			
Ofsted Form 4 - PI 66 - percentage of pupils with a statement of SEN (at nursery, primary, secondary, special schools)	3095DE	CYPS (PPS)	2.3%	N/A		2.6%, 2.8%, 2.3%
DfES SEN2 - number of new statements of SEN	3063DE	CYPS (PPS)	122	N/A		134, 121, 122
Audit Commission BVPI - percentage of new statements of SEN prepared within 18 weeks without exceptions	3070AC	CYPS (PPS)	100%	96% (04/05)		100%, 100%, 100%, static
DfES SEN2 - percentage of pupils with statements placed in special schools	3066DE	CYPS (PPS)	35.9%	33.5% (2006)		32.5%, 34.1%, 35.9%, rising slightly
Ofsted Form 4 PI 144 - percentage of permanent exclusions in relation to the number of pupils in special schools	3097DE	CYPS (PPS)	0.29%	N/A		
Ofsted Form 4 PI 148 - percentage of fixed term exclusions of more than five days in relation to the number of pupils in special schools	3099DE	CYPS (PPS)	1.30%	N/A		

### Children and Young People

- Young people request access to a youth clubs that have flexible opening to suit the times that young people want to access them (includes week nights and weekends).
- Youth activities should be accessible to all, not just those in market towns.
- Want diversionary activities, educational and social activities.
- There should be a base to support programmes for young people.
- Young people want places to relax and socialise in.
- Young people like the idea of a one-stop-shop approach where a range of support can be accessed.
- Young people can take the initiative to find information – need signposting to where to access it.
- Prefer computerised and electronic information.
- Want somewhere to learn about life skills including information on health, financial management and independent living.
- Want places that provide a range of things including support, information and activities.
- Children and young people want a choice in what they consider to be enjoyable activities.
- Would like better resources and buildings.
- Want better transport to enable them to participate.
- Suggest that school facilities are better utilised especially in holiday time, including IT facilities.
- Want recognition for all achievements.

### Parents and Carers

- 71% of respondents said their child enjoyed attending school.
- 65% of the sample agreed strongly that the standard of education their child received was good.
- 52% of respondents agreed strongly that they felt their child's school helps their child learn.
- 53% of respondents agreed strongly that what their child is taught in school is relevant, varied and interesting.
- 35% of the sample agreed strongly and 34% agreed slightly that they felt their child has access to a good choice of activities both for learning and play out of school hours.
- 39% of respondents agreed strongly that the move from primary to secondary school works well.
- 43% of the sample agreed strongly and 40% agreed slightly that their child's school listened to their opinions and that of their child.



## Make a Positive Contribution – Needs Assessment Summary

### What we do well

- The APA recognised the good range of voluntary and recreational activities and achievement in the Duke of Edinburgh's Award scheme is in the top 5% nationally.
- Performance indicators support the APA judgement that 'outcomes in this area are good'.
- The Council's performance for looked after children receiving final warnings, reprimands and convictions is good (1.6% compared with 3.1% nationally) and the trend is improving further.
- The performance of early years settings in childcare inspections relating to this outcome is mostly comparable with those nationally.
- We have engaged around 8000 children and young people in consultation on their services and for the Children and Young People's Plan, including consultation with specific groups, such as Travellers, Looked After Children, Disabled Children and children educated other than at school.
- The Youth Service has developed an entitlement for young people following extensive consultation.
- The Children and Young People's Strategic Partnership Board has adopted the Hear by Right Standards to ensure that children and young people can influence the decisions that affect them.
- While there has been a rise in the number of young mothers known to Connexions, the proportion of those young mothers not in education, employment or training has fallen by 12%.

### Where we need to improve

- Reduce the rate of first-time offending.
- Young People want more opportunities to be involved in decision making.
- Looked after children want to be involved in decisions about their care and recognition of the importance of hobbies and interests as part of their care plan.
- 57% of the respondents to the parents/ carers survey thought that information about services was easy to find but 22% felt there should be more courses to help adults deal with their child's problems and 30% who felt that their child needed more opportunities to make a positive contribution to the community.
- To achieve a reduction in the rates of re-offending by a small but significant number of offenders.
- Increase provision of suitable accommodation and affordable housing for young people seeking or needing to live independently.
- Increase provision of coherent services and care for children and young people with disabilities and chronic health needs to help them make a positive contribution.
- Increase the sharing of good and outstanding practice amongst agencies and organisations to learn from best practice.

### Our Priorities for Improvement

- Ensure children and young people are involved in making decisions about matters and services that affect them (so that the services and the support they receive are what they and their families want and need).
- Try to ensure that all young people are positive about themselves (so that they can realise their full potential and make positive contributions to their communities).
- Ensure that all agencies and organisations work together (with the individual child or young person at the heart of all of their considerations).



Section 4 - Make a positive contribution						
Youth offending information	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Recidivism - the rate of re-offending	2061YJ	Youth Offending Team	Apr 05 - Mar 06 929	Reduce the number of first time entrants by 5% by March 2008		Improving
The number of first timers in the Youth Justice System	2062YJ	Youth Offending Team	Oct - Dec 04 tracked for 12 months. 2005/06 - 33.1%	Reduce the proportion of young people who re-offend by 5% by 2009/10		Static
Breach/recall action taken place within national standards timescale	4017HO	Youth Offending Team	Currently unable to provide this information	100%		
Case supervisor actively liaises with others who provide interventions	4018HO	Youth Offending Team	100%	100%		Static
Most recent ASSET score - improvement over initial score	4019HO	Youth Offending Team	Currently unable to provide this information			
Participation and other activity information	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Contact - % of young people aged 13-19 reached by publicly funded youth services	4021OF	CYPS (LYS)	23.92% (05/6)			41% (03/4), 22.42% (04/5)
Ratio of FTE youth workers to young people aged 13-19.	4022OF	CYPS (LYS)	1.520 (05/6)			1.637(03/4), 1.516(05/6)
Inspection evidence	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Childcare registration and inspection actions on the equal opportunities, special needs, behaviour, and partnership with parents national standards; and childcare inspection judgements on Making a Positive Contribution.	4024OF	CYPS (Q&I)	79% Good or Outstanding			

Section 4 - Make a positive contribution						
Section 5 school inspection judgements - the extent to which learners make a positive contribution (primary, secondary and special schools)	4020OF	CYPS (Q&I)	P 90%, Se 72%, Spec 100% Good or Outstanding	P 85%, Se 77%, Spec 87% Good or Outstanding		
Looked after children and care leavers data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
PAF CF/C18: Percentage of looked after children aged 10 and over, who were given a final warning, reprimand or convicted during the year for an offence committed whilst they were looked after, expressed as a ratio of the percentage of all children aged 10 or over given a final warning/reprimand or convicted for an offence in the police force area	4023SC	CYPS (CSC)	2.50%	2.8% (2006)	2.70%	1.6%, 0.8%, 2.5%
CF/C63: The number of children and young people who communicated their views specifically for their latest statutory review as a percentage of the number of children and young people who were looked after during the year for more than four weeks.	4016SC	CYPS (CSC)	88.4%	82.7 (2006)	82.7	80.1, 53.0, 88.4%

### Children and Young People

- Children and young people don't like being passed from pillar to post.
- They like to be consulted and have a voice in decisions that affect them.
- Young people are confused about what different Councils are responsible for and how they can influence decisions.
- Children and young people want to be part of the process of information sharing.
- Young people want to be involved in deciding about processes that affect them, for example complaints procedures.
- Looked after children want to be involved in decisions about their care and recognition of the importance of hobbies and interests as part of their care plan.
- Children and young people can help design information for their peers.
- Decisions should be based around the child not the professionals.

### Parents and Carers

- 41% of respondents agreed slightly that information about services for children and young people was easy to find.
- 43% of the sample agreed slightly that there should be more courses available to help parents deal with their children's problems.
- 47% of the sample agreed slightly that children and young people have enough opportunities to make a positive contribution to the community.
- 47% of respondents agreed slightly that enough is being done to help children and young people understand what anti-social behaviour is and to help reduce it.

## Achieve Economic Well Being – Needs Assessment Summary

### What we do well

- Student achievement, retention and attainment rates are high and improving (at post-16).
- Learners at KS4 and throughout schools (11-16) achieve better than expected based on prior attainment.
- The number of young people not in education, employment or training is very low and the second best in the country.
- Looked after children and young people have a wide range of alternative curriculum opportunities and strategies to support their transition into adult life are good.
- Most young people with learning difficulties and/or disabilities make good progress into post-16 education.
- The number of vocational options is increasing.
- School transport strategies for responding to challenging behaviour is good.
- Strategies for improving homelessness are good.
- Children's Centres have developed and there is an increase in the number of childcare places available.

### Where we need to improve

- Improve access to suitable housing for young people in the Youth Offending system or leaving secure accommodation.
- Improve the monitoring of, provision of and access to different courses and pathways, particularly at age 14 and above.
- Increase the number of diploma lines offered across the Area Learning Partnerships.
- Transport costs are a deterrent for some young people in attending education and training.
- Provision of sufficient suitable work opportunities for young people with LDD.
- Monitor the provision, progress and achievements of vulnerable learners.
- Housing and transport are a problem for some young people living in rural areas.
- Subsidised childcare fees for parents/carers on a low income who want to access training or employment.

### Our Priorities for Improvement

- Further develop and improve 14-19 provision in local communities of schools working with key partners and other providers.
- Increase the opportunities for children and young people to develop independent living skills, particularly learners with learning difficulties and disabilities, providing them with appropriate support and guidance.
- Improve access to childcare, education, employment and training for all children and young people, particularly for those in a rural area and vulnerable groups such as young offenders supervised by the YOT.
- Implementation and quality assurance of revised 14-19 Strategy.
- Development of partnerships and information sharing between partners.
- Targeting of provision and resources to meet the needs of all learners particularly vulnerable groups and localities.

Section 5 - Achieve economic well-being						
Post 16 education and training data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Percentage of young people by local authority/district achieving Level 2 and 3 by age 19	5038LS	CYPS/LSC	Level 2 84.1% (05/6), Level 3 54.6% (05/6) Note: These are not the same as those used by 14-19 GO Progress Checks. These measures are based on locatio of provider. GO based on residency of learner.	Level 2 71.4% (05/6), Level 3 46.8% (05/6)		Level 2 84.8%, 86.2%, 84.1%; Level 3 51.3%, 54.8%, 54.6%
Schools with sixth forms: Average Point Scores of students entered for GCE/VCE A/AS	5003OF	CYPS (Q&I)	311.3	283.7 LSC, 289.5 Nat	n/a	289.2, 295.4, 311.3 rising
Schools with sixth forms: Average Point Scores per GCE/VCE A/AS entry	5004OF	CYPS (Q&I)	80.5	75.7 LSC, 80.2 Nat	n/a	78.3, 79.9, 80.5 rising
Proportion of learners achieving level 2 by age 19 (LAA)		LSC	77.6%(est)			n/a, 77%, 77.6%
Proportion of learners achieving level 3 by age 19 (LAA)		LSC	56% (est)			n/a, 54%, 56%
Participation of 17 year olds in education and training (LAA)		LSC	76% est			n/a, 75%, 76%
Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: achievement data by level <b>(All levels aggregated shown on this row)</b>	5006OF	CYPS/LSC	87.3% (05/6)	87.6% (05/6)		Last 3 years to 05/6: 84.2%, 87.6%, 87.3%
Level 1			82.6% (05/6)	84.6% (05/6)		81.3%, 82.1%, 82.6%
Level 2			85.4% (05/6)	84.7% (05/6)		78.7%, 84.2%, 85.4%
Level 3			88.8% (05/6)	88.4% (05/6)		86.2%, 87.3%, 88.8%
Further education institutions/sixth form colleges/specialist colleges/work-based learning providers: success rate by level <b>(All levels aggregated shown on this row)</b>	5007OF	CYPS/LSC	74.1% (05/6)	75.1% (05/6)		Last 3 years to 05/6: 69.4%, 71.9%, 74.1%
Level 1			71.9% (05/6)	73.6% (05/6)		71.5%, 73.5%, 71.9%

Section 5 - Achieve economic well-being						
Level 2			71.4% (05/6)	69.5% (05/6)		61.9%, 66.7%, 71.4%
Level 3			75.9% (05/6)	77.4% (05/6)		71.9%, 73.5%, 75.9%
Further education institutions/sixth form colleges/specialist colleges/work-based learning providers:retention data by level <b>(All levels aggregated shown on this row)</b>	5008OF	CYPS/LSC	85.5% (05/6)	86.4% (05/6)		Last 3 years to 2005/6: 83.8%, 84.4%, 85.5%
Level 1			87.0% (05/6)	87.0% (05/6)		88.0%, 89.6%, 87.0%
Level 2			83.5% (05/6)	82.0% (05/6)		78.8%, 79.2%, 83.5%
Level 3			85.5% (05/6)	87.5% (05/6)		83.4%, 84.2%, 85.5%
NVQ success rate for all work-based learners living in the area and aged under 19 at the start of their programme (split by learning programme, gender, ethnicity and disability).	5039AL	CYPS/LSC				
Personal characteristics of work-based learners living in the area and aged under 19 (gender, ethnicity and disability)	3079AL	CYPS/LSC				
Increase in the number of young people completing an Apprenticeship <b>(based on provider location). LSC York/Nyorks minus completions at York College, Askham Bryan &amp; City of York Council)</b>	5048DE	CYPS/LSC	519 (05/6)	N/A		335 (04/5), 519 (05/6)
Increase in the number of young people completing an Apprenticeship <b>(based on Learner Residency). Based on learners with a home postcode in NY AL area</b>	5048DE	CYPS/LSC	1684 (05/6)	N/A		1260 (04/5), 1684 (05/6)
Inspection Findings	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Changes in childcare providers and places (since April 2005 benchmark)	5040OF	CYPS (Strat S)	3.50% (4/05-12/06)	6.70%		
College inspection judgements (2001-5 framework) - How well do learners achieve? (KQs 1b and 1c)	5027OF	CYPS/LSC	Insufficient data available			
College inspection judgement (2001-5 framework): How well teaching and training meet individuals' needs and course or programme requirements? (KQ2a)	5028OF	CYPS/LSC	Insufficient data available			

Section 5 - Achieve economic well-being						
College inspection judgement (2001-5 framework): How far programmes or the curriculum meet external requirements, and are responsive to local circumstances (KQ 5B)	5029OF	CYPS/LSC	Insufficient data available			
College inspection judgement (2001-5 framework): The access learners have to relevant, effective support on personal issues (KQ 6c)	5030OF	CYPS/LSC	Insufficient data available			
College inspection judgement (2001-5 framework): Overall effectiveness and efficiency	5031OF	CYPS/LSC	Insufficient data available			
College inspection judgement (2001-5 framework): Adequacy of provision/serious weaknesses in provision	5032OF	CYPS/LSC	Insufficient data available			
College inspection judgement (2001-5 framework): Leadership and Management	5033OF	CYPS/LSC	Insufficient data available			
Section 5 school inspection judgements: effectiveness, quality and achievement (16-19 education in secondary and special schools)	5034OF	CYPS (Q&I)	Se 43%, Spec 100% Good or Outstanding	Se 53%, Spec 84% Good or Outstanding		
Section 5 inspection judgements: quality of provision and leadership and management (16-19 education in secondary and special schools)	5035OF	CYPS (Q&I)	Se 57%, Spec 100% Good or Outstanding	Se 60%, Spec 85% Good or Outstanding		
Section 5 school inspection judgements: The extent to which schools enable learners to achieve economic well-being (primary, secondary and special schools).	5036OF	CYPS (Q&I)	All 100%	All 99%		
Employment and not in education and training data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Connexions Partnership data - Number and proportion of 16-18 year olds not in education, employment and training (NEET)	5041DE	Connexions	3.68% (695 clients)	4.40%	tbc	no LA data prior to 2005 2005 - 4.3%
Connexions Partnership data - Increase in participation rates of 17 year olds in education and training	5047DE	Connexions	tbc **	tbc	tbc	2002 - 73% 2003 - 73% 2004 - 75%
Connexions Partnership data - Proportion of 16-18 year olds whose current activity is not known.	5042DE	Connexions	2.07% (388 clients)	< 5%	tbc	no LA data prior to 2005 2005 - 2.4%



<b>Section 5 - Achieve economic well-being</b>						
Connexions Partnership data - 16-18 year olds joining the NEET group.	5043DE	Connexions	0.25% (47 clients)	unknown	tbc	1.1% as of 30Nov05
Connexions Partnership data - 16-18 year olds leaving the NEET group to re-engage in employment, education or training.	5044DE	Connexions	0.26% (50 Clients)	unknown	tbc	not previously reported
Connexions Partnership data - young people at particular risk of becoming NEET.	5045DE	Connexions	Require further details			
Connexions Partnership data - Proportion of young people completing Year 11 who continue in learning.	5046DE	Connexions	78.52% (5,793 clients)	tbc	tbc	2004 - tbc 2005 - 78.0%
Percentage of young people with LDD who are NEET		Connexions				
Housing data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
BVPI 183a Length of stay in bed & breakfast accommodation (weeks)	5019AC	Districts (Housing)				
BVPI 183b Length of stay in hostels (weeks).	5020AC	Districts (Housing)				
No of 16-24 year olds accepted as homeless		Districts (Housing)				
Levels of supported accommodations (including supported lodgings) for 16/17 yr olds available county-wide		Districts (Housing)				
Household circumstances data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Sure Start data: the proportion of children, aged 0-4 and 5-14, living in households where no-one is working (Department for Works and Pensions).	5021DW	CYPS (Strat S)				
	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
No of young people accessing youth service provision within a 30 minute journey		NYCC (LYS)				
No of young people accessing transport via Wheels 2 Work programme		NYCC (LYS)				
Looked after children and care leavers data	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend

Section 5 - Achieve economic well-being						
PAF CF/A4: percentage of young people looked after on 1 April in their 17th year (aged 16) who were engaged in education, training or employment at the age 19 when compared with the local youth population	5022SC	NYCC (CSC)	0.70%	0.8% (2006)	0.80%	0.9%, 0.8%, 0.7%
Percentage of care leavers at age 19 who are living in suitable accommodation (as judged by the council)	5037SC	NYCC (CSC)	93.7%	89.1% (2006)	91.80%	100.0%, 94.3%, 93.8%
No of care leavers aged 18-20 accepted as homeless		NYCC (CSC)				

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### Children and Young People

- Transport costs are a deterrent for some young people in attending education and training.
- Financial assistance should be available to encourage young people to remain in education.
- Schools should be more flexible so that they can cater for diverse needs of young people.
- Promote the benefits of different options to older pupils using different methods, for example taster sessions.
- Build up advice and guidance throughout a young person's school life not just in Year 11.
- Improve career education through better access to information.
- Raise the interest and awareness of work based learning and make sure that there is sufficient provision to meet the demand.
- Make learning relevant.
- Adopt a flexible approach to careers education so that young people can access it as appropriate, ensure that information on all the options is available.
- Care leavers would like assistance in taking driving lessons and buying a car.
- There should be tips and a range of support on looking for employment including CV and letter writing, interview skills etc.
- Require more varied work experience that is relevant to the labour market.
- There may not be sufficient suitable work opportunities for young people with learning difficulties and disabilities.
- Young people with learning difficulties and disabilities require additional support in employment.
- Housing and transport are a problem for some young people living in rural areas.
- Would like a one-stop-shop which houses the range of advice, information and support that is required for making choices.
- Recognise all achievements.

### Parents and Carers

- 22% of respondents agreed slightly that there were enough opportunities for courses for 16-19 year olds in North Yorkshire.
- 19% of the sample agreed slightly that schools offer the right level careers advice.
- 31% of respondents agreed slightly that schools were helping pupils prepare for working life.
- 34% of the sample agreed slightly that young people's needs were taken into account by public bodies such as Councils, Health Services etc when they do their planning.
- 28% of the sample agreed slightly that there was enough childcare available in their area to enable parents to return to work.
- 25% of respondents agreed strongly and 28% agreed slightly that childcare in their area should offer more flexible hours.
- 30% of respondents agreed strongly that finding suitable childcare for children aged 10-14 years was a problem.
- 34% of the sample agreed slightly that childcare is about the right cost.

### Additional Responses from 2006/7

- 56% pupils state that their school prepares them for when they leave school (HRBQ)
- Only 32% pupils think that their views are listened to in school (HRBQ)

Section 6 - Service Management						
Social Care	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
BU07: Total Personal Social Services (PSS) budget per capita	6003SC	CYPS (Fin)	284			280, 273, 284
EX12: Percentage of Personal Social Services (PSS) expenditure on provision for children and families	6004SC	CYPS (Fin)	18.2%			20.6, 20.6, 18.2
BU01: Personal Social Services (PSS) budget for children and families per population aged under 18	6005SC	CYPS (Fin)	291			281, 295, 291
EX61: Gross expenditure on services to children per capita aged under 18	6006SC	CYPS (Fin)	289			288, 296, 289
EX77: Expenditure on family support services per capita aged under 18	6009SC	CYPS (Fin)	51			55, 56, 51
PAF CF/E44: Gross expenditure on children in need but not looked after, as a % of gross expenditure on all children's services	6010SC	CYPS (Fin)	38			42, 41, 38
EX62: Gross expenditure on children looked after per capita aged under 18	6022SC	CYPS (Fin)	Not known			107, 111, ?
PAF CF/B8: Average gross weekly expenditure per looked after child in foster care or in a children's home.	6024SC	CYPS (Fin)	Not known			648, 665, ?
Education	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
Youth service budget as a % of overall education budget	6025OF	CYPS (Fin)	1.16%			?, 1.15, 1.16
Youth service budget per young person aged 13 to 19	6026OF	CYPS (Fin)	97.45			?, 93.22, 97.45
Youth service budget as a % of the youth and community sub-block budget	6027OF	CYPS (Fin)	47.5%			?, 48.21, 47.5
Net cost of each young person aged 13 to 19 reached	6028OF	CYPS (Fin)	296			?, 281, 296
Staffing and related data - recruitment and retention	PI Code	Data Owner	Current Performance	National Benchmark (date)	Statistical Neighbours (date)	3 Year Trend
PAF MR/D74: Practice learning: The number of assessed social work practice learning days per whole time equivalent (WTE) social worker for employees working in children's services	6050SC	CYPS (CSC)	15.80%			
EX66: Gross expenditure on adoption service per capita aged under 18	6045SC	CYPS (Fin)	9.0			9.0, 9.0, 9.0
Percentage of Social Services Department (SSD) directly employed staff for children that left during the year	6011SC	CYPS (HR)	10.5%			
Percentage of Social Services Department (SSD) directly employed posts for children and families vacant on 30 Sept	6012SC	CYPS (HR)	9.0%			

Section 6 - Service Management						
Percentage of Social Services Department (SSD) gross current expenditure on staffing for children and families which was spent on training the Council's directly employed staff working with children and families during the financial year.	6015SC	CYPS (Fin)	3.67			
Percentage of residential childcare workers who have achieved Level 3 in the NVQ "caring for children and young people"	6016SC	CYPS (CSC)	82.80%			
Percentage of social workers and residential managers working with children who need to obtain the childcare post-qualifying award (PQ) who have achieved the PQ1 award in childcare	6017SC	CYPS (CSC)	62.80%			
ST03: Social Services Department (SSD) operational staff working specifically for children's services (WTEs) per 10,000 population aged 0 to 17	6020SC	CYPS (HR)	Not known			
ST12: Social workers and care managers specifically for children (WTEs) per 10,000 population aged 0 to 17	6021SC	CYPS (HR)	Not known			
Percentage of unfilled full time vacancies in relation to number of full time equivalent (FTE) teachers employed as at January	6049DE	CYPS (HR)	Not known			

### Guide

- Alignment to Partners' Plans
- Glossary

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## Alignment to Partners' Plans

Document	Reference in CYPP (Objective)
Anti-Bullying Action Plan	2.3
Behaviour and Attendance Strategy	1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 4.1
CAMHS National Planning and Guidance	1.2
CAMHS Policies, Procedures and Annual Business Plan	1.2, 1.3
Central 14-19 careers (AG Action Plan)	5.4
Chief Nursing Officer's Review of the Nursing, Midwifery and Health Visiting Contribution to Vulnerable Children and Young People	1.3
Children's Guide to Residential Homes	2.3
Children's Social Care Plan	3.4
Community Care Associations	3.1
Community Safety Plans	2.4, 4.4, 4.5
Connexions Delivery Plan	1.1, 1.3, 1.4, 1.5, 1.6, 3.3, 3.4, 3.5, 4.1, 5.1, 5.2, 5.3, 5.4
Connexions Volunteering Strategy	4.3
Crime and Disorder Reduction Partnership Strategies	2.4, 4.4
District Council Housing Strategies	5.6
Drug and Alcohol Strategy and Action Plan	1.6
Early Years Development and Childcare Plan	3.1, 3.7, 4.2, 5.7
Q&I Service Development Plan	1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4
Equalities and Diversity Plan	3.6
Evaluation and Good Practice (ODPM) November 2004	5.6
Extended Schools and Children's Centres – strategy reports	1.1, 1.3, 1.4, 1.5, 1.6, 3.2, 3.5, 3.6, 3.7, 4.1, 4.3
Inclusion Standards	3.6
Joint Chief Inspector's Report – Safeguarding	2.1, 2.2
Local Authorities Homelessness Strategies	5.6
LSC National Statement of Priorities	1.1, 1.5, 2.4, 3.5, 3.6, 4.5, 5.2, 5.3, 5.4
LSC North Yorkshire E-Learning Strategy and Action Plan	5.5
LSC North Yorkshire Annual Plan	3.3, 3.5, 3.6, 4.3, 5.2, 5.3, 5.4, 5.5
LSC Strategic Area Review	3.7
Multi-agency transitions planning group	3.4
National Healthy Schools Programme	1.1, 1.5, 1.6
National Service Framework - Child Health Promotion Programme	1.1, 1.5, 1.6
National Service Framework for Children, Young People and Maternity	1.2, 1.3, 1.7, 2.1, 2.5
North Yorkshire Police Youth Strategy (draft)	4.4, 4.5
North Yorkshire Supporting People Five Year Strategy	5.6
NYBEP Business Plan	4.3, 5.2, 5.3
NYCC Accessibility Strategy	5.5
NYCC Local Transport Plan	5.5
NY 14-19 Partnership "Putting the Learner First"	3.2, 3.5, 3.6
NY Domestic Abuse Strategy	2.5
NY Wheels 2 Work Scheme Business Plan	5.5



<b>Document</b>	<b>Reference in CYPP (Objective)</b>
NYSCB Policy, Procedures and Business Plan	2.1, 2.2
PPS Support Service Plans	3.3, 3.6
Public Health White Paper	1.1, 1.3, 1.4, 1.5, 1.6
Recommended Standards for Sexual Health Services	1.4
Regional Workforce Development Strategy	1.3, 5.7
School Organisation Plan	3.7
SEN and Behaviour Provision Review	5.2
SEN Strategy Document (2005-8)	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 5.1, 5.2
Skills for Life August 2004-July 2007 York and North Yorkshire Strategy and Action Plan	5.2
Statement of Purpose Children's Residential Homes	2.3
Teenage Pregnancy Strategy	1.4, 3.2, 4.1
Voice, Influence and Participation Group (annual work plan)	1.1, 1.3, 1.4, 1.5, 1.6, 5.1
Working Together to Safeguard Children	2.1, 2.2
Youth Justice Plan	1.2, 2.4, 3.2, 3.4, 3.6, 4.4, 4.5
Youth Service Plan	3.1, 3.6, 4.1, 4.3, 4.4, 4.5, 5.1, 5.4, 5.5
14 - 19 Area Wide Inspection Ofsted Action Plan	5.3, 5.4, 5.5

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## Glossary

<b>A&amp;I</b>	NYCC Children and Young People's Service, Access & Inclusion
<b>Accommodated</b>	A child in need is looked after in residential care, foster care or accommodation that is not their own home with the agreement of the parent or person with parental responsibility.
<b>Advocacy</b>	Advocacy services assist children and young people in resolving their concerns or complaints, providing independent and confidential information, advice, representation and support in helping young people express their needs and views.
<b>After care services</b>	Support for young people who have left the care of the local authority.
<b>A Level</b>	Advanced Level
<b>ALP</b>	Area Learning Partnership
<b>APA</b>	Annual Performance Assessment
<b>Area Child Protection Committee (ACPC)</b>	Multi-agency committees involving all agencies with a role in child protection which are responsible for child protection procedures in their areas. To be replaced by statutory Local Safeguarding Children Boards.
<b>ASBO Anti Social Behaviour Order</b>	A civil order prohibiting a person from engaging in specified acts of anti-social behaviour, entering specified areas or associating with specified persons.
<b>ASD</b>	Autistic Spectrum Disorder
<b>AS Level</b>	Advanced Subsidiary Level
<b>AST</b>	Advanced Skills Teacher. Teachers who have been recognised through external assessment as having excellent classroom practice. They are given additional payment and increased non-contact time in order to share their skills and experience with other teachers, within their own school and from other schools.
<b>BESD Behavioural, Emotional and Social Difficulty</b>	Children with BESD exhibit behaviour which may affect their own or others' learning, or have difficulty in forming and maintaining relationships, and require support to help them fully access the curriculum. (The term "EBD" (Emotional and Behavioural Difficulties) is sometimes used.)

<b>CAF</b>	Common Assessment Framework
<b>CAMHS Child and Adolescent Mental Health Service</b>	Referral based services involving health, social services and education, that target the mental health needs of children and young people.
<b>Care order</b>	A court order in which the local authority assumes parental responsibility (shared with the parents) and becomes responsible for looking after the child.
<b>Carer</b>	In relation to children with a disability, a parent, relative or guardian who supports the child. Parent carers may be entitled to an assessment and services under the Carers and Disabled Children Act 2000.
<b>CDRPs</b>	Crime and Disorder Reduction Partnerships
<b>CIS</b>	Children's Information Service
<b>CSC</b>	NYCC Children and Young People's Service, Children's Social Care
<b>Child Protection Conference</b>	A joint meeting for all organisations that are involved with a child, such as social services, police, health, education, probation. Where the child's name is placed on the child protection register, the meeting would agree a child protection plan outlining action and responsibilities.
<b>Children at Risk</b>	Children are placed on the child protection register, held by local authorities, when it is agreed that they are at continuing risk of being abused or neglected and require a child protection plan.
<b>Children in Need</b>	Generally refers to the Children Act 1989 definition concerning children whose health or development cannot be maintained at a reasonable standard unless specific services are provided for them.
<b>Children's Centres</b>	Children's centres are models of integrated service provision where local authorities, Primary Care Trusts, Job Centre Plus, social services, education and childcare providers and community and voluntary agencies work together to deliver joined-up and holistic services. They are all different as they grow to meet the needs of their local communities. Many have developed Sure Start provision and Early Years Excellence Centres and some are also being established in primary schools.
<b>Choice Protects</b>	A government initiative to help authorities provide increased choice of placements for children who need care and to minimise the use of expensive out of area placements.

<b>CLL</b>	Communication, Language and Literacy
<b>Connexions</b>	Government support service for all young people aged 13 to 19 in England.
<b>CPD</b>	Continuing Professional Development
<b>CSA</b>	Children's Services Authority
<b>CSCI</b>	Commission for Social Care Inspection
<b>CYPP Children and Young People's Plan</b>	Single, strategic, overarching plan for all services affecting children and young people, to be produced by local authorities by March 2006; subsumes a number of existing high level plans.
<b>DAT</b>	Drug Action Team
<b>DCS</b>	Director of Children's Services. Responsible for leading the implementation of the Children Agenda.
<b>DfES Department for Education and Skills.</b>	Government department mainly concerned with educational matters in England and Wales covering early years, children's services, schools, adult and higher education.
<b>DoH Department of Health</b>	Government department with responsibility for health, mental health and substance misuse services for young people. It works with the Youth Justice Board to ensure these services meet the needs of young people who offend. Health authorities are also statutory partners in Youth Offending Teams, providing funding and staff.
<b>EMA</b>	Education Maintenance Allowance. Weekly payment, graduated according to household income, to help with day-to-day costs such as travel, books and equipment, to promote continued education at school or college beyond the age of 16.
<b>ETE</b>	Education, Training and Employment
<b>Extended Schools</b>	Extended schools, with multi-agency teams, deliver a wide range of services which might include children's social care, health, childcare and family learning. They are seen by the Government as a focus for implementing the children's services agenda.
<b>EYDCP</b>	Early Years Development and Childcare Partnership. There are EYDCPs in all English local authority areas. They plan local education provision for children below compulsory school age, and childcare for children aged 0 to 14. The requirement to produce an annual plan is being subsumed under the CYPP from 2006.

<b>GNVQ</b>	General National Vocational Qualification.
<b>Home Office</b>	Government department responsible for internal affairs and leading on criminal policy in England and Wales. The Home Office oversees the work of the police, the Youth Justice Board for England and Wales, and the prison and probation services.
<b>JAR</b>	Joint Area Review. New inspection examining all the services for children and young people in an area. North Yorkshire's first inspection will take place in 2006.
<b>KS</b>	Key Stage
<b>LDD</b>	Learning difficulties and/or disabilities
<b>LEA</b>	Local Education Authority. Now obsolete and instead references will be made to Local Authority or Children's Services Authority (CSA)
<b>LYS</b>	NYCC Children and Young People's Service, Learning Youth and Skills Unit
<b>Locality</b>	One of 22 sub-areas in North Yorkshire from which front-line services will be delivered.
<b>Looked After Children (children looked after)</b>	A child who is in the care of the local authority because of a court order or one who is accommodated by the local authority on a voluntary basis.
<b>LSC</b>	Learning and Skills Council. Responsible for planning and funding vocational education and training post-16.
<b>LSP</b>	Local Strategic Partnership. There are seven in North Yorkshire, each co-terminous with a District Council.
<b>MTFS</b>	Medium Term Financial Strategy
<b>NEET</b>	Not in Education, Employment or Training.
<b>NSF</b>	National Service Framework. Long term strategies for improving specific areas of care. They set measurable goals within set timeframes.
<b>NSPCC</b>	National Society for the Prevention of Cruelty to Children
<b>NYCC</b>	North Yorkshire County Council
<b>NYCYPSP</b>	North Yorkshire Children and Young People's Strategic Partnership
<b>NYFVO</b>	North Yorkshire Forum for Voluntary Organisations
<b>NYSCB</b>	This new multi-agency board, which replaced the Area

<b>North Yorkshire Safeguarding Children Board</b>	Child Protection Committee, is responsible for all child protection procedures in North Yorkshire.
<b>NYSP</b>	North Yorkshire Strategic Partnership
<b>NYBEP</b>	North Yorkshire Business Education Partnership
<b>NYYPCT</b>	North Yorkshire and York Primary Care Trust
<b>Ofsted</b>	Office for Standards in Education, Children’s Services and Skills
<b>Primary Care</b>	The services provided by GPs, dentists, community pharmacists and optometrists. They are accessed via surgeries, shops or home visit depending on the service and need of the patient. Since 2005 Primary Care Trusts have been responsible for ensuring access to GP services out of hours (evenings and weekends).
<b>PRU Pupil Referral Unit</b>	These provide temporary education for pupils who cannot attend a mainstream school.
<b>PSHCE</b>	Personal, Social, Health and Citizenship Education
<b>Q&amp;I</b>	NYCC Children and Young People’s Service, Quality & Improvement
<b>Quality Protects</b>	A five year government programme from 1999 with ring fenced funding and targets to improve outcomes for children, particularly looked after children, children with a disability and children in need of protection.
<b>SEAL</b>	Social and Emotional Aspects of Learning
<b>SEN</b>	Special Educational Needs
<b>Social Identity</b>	A person’s social identity includes the following: age, gender, socio-economic background, disability, religion, sexuality, ethnicity.
<b>SS</b>	NYCC Children and Young People’s Service, Strategic Services Unit
<b>StAR</b>	LSC Strategic Area Review
<b>Sure Start</b>	A government programme to achieve better educational, health and emotional outcomes for children, families and communities in disadvantaged areas, through providing early years support and affordable childcare.
<b>VCS</b>	Voluntary and Community Sector
<b>VIP</b>	Voice, Influence and Participation Group



**Vulnerable Children**

Examples commonly given of vulnerable children include looked after children, children on the child protection register, young carers, disabled children, the children of asylum seekers or of prisoners, children who are unable to attend school because of medical needs, Gypsy/Traveller children, school refusers and teenage parents.

**YJB  
Youth Justice Board  
for England and  
Wales**

Non-departmental public body, established in September 1998, to coordinate the youth justice system for England and Wales. Its objective is to prevent offending by children and young people by preventing crime and the fear of crime, identifying and dealing with young offenders and reducing re-offending.

**YOT  
Youth Offending  
Team**

Since April 2000 every local authority is required to set up a multi-disciplinary YOT to coordinate services to reduce and prevent youth offending at local level. Local authorities have responsibility for supervising young offenders and working with young people who are at risk of offending.

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