

## Agenda

**Meeting: Young People's Overview & Scrutiny Committee**

**Venue: Grand Meeting Room County Hall,  
Northallerton, DL7 8AD  
(see location plan overleaf)**

**Date: Friday, 1 April 2016 at 10.30 am**

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### Business

1. **Minutes of the meeting held on 15 November 2015**

**(Pages 6 to 23)**

2. **Public Questions or Statements.**

Members of the public may ask questions or make statements at this meeting if they have given notice to Ray Busby of Policy & Partnerships (*contact details below*) no later than midday on Tuesday 29 April 2016, three working days before the day of the meeting. Each speaker should limit themselves to 3 minutes on any item. Members of the public who have given notice will be invited to speak:-

- at this point in the meeting if their questions/statements relate to matters which are not otherwise on the Agenda (subject to an overall time limit of 30 minutes);
- when the relevant Agenda item is being considered if they wish to speak on a matter which is on the Agenda for this meeting.

***Suggested  
timings***

3. To consider how the new April 2015 Children and Families Service (which incorporated the new Prevention service and the mainstreaming of our Stronger Families approach) is working in practice and what impact it is making on outcomes (A copy of the report considered by the Committee in April 2015 is attached as background information)  
**(Pages 24 to 26)**

**Judith Hay and Julie Firth to lead**

- ◆ Overview of the Prevention Service Offer and the Healthy Child Programme *10.40 am*
  - ◆ Detailing the new Prevention Delivery Model and Structure
  - ◆ Overview of the Prevention Service Offer and the Healthy Child Programme
  - ◆ DVD/Case Study on individual cases and staff experiences on the change in model
  - ◆ Overview on Social Care and Partners in Practise
  - ◆ Impact of the changes and the effect on outcomes to include the long term financial savings
  
  - ◆ Real life experiences – “Luke” *11.40am*
4. **Consultation findings on revised short breaks statement: consideration of report to be taken by Executive** - Report of the Corporate Director ***12 noon***  
**(Pages 27 to 74)**
5. **Work Programme** – Report of the Scrutiny Team Leader. ***12:15pm***  
**(Pages 75 to 79)**
6. **Other business which the Chairman agrees should be considered as a matter of urgency because of special circumstances.**

Barry Khan  
Assistant Chief Executive (Legal and Democratic Services)

County Hall  
Northallerton

15 March 2016

## NOTES:

- (a) **Declarations of Interest** - Members are reminded of the need to consider whether they have any interests to declare on any of the items on this agenda and, if so, of the need to explain the reason(s) why they have any interest when making a declaration.

The relevant Corporate Development Officer or the Monitoring Officer will be pleased to advise on interest issues. Ideally their views should be sought as soon as possible and preferably prior to the day of the meeting, so that time is available to explore adequately any issues that might arise.

- (b) **Emergency Procedures For Meetings**  
**Fire**

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### **Accident or Illness**

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# Young People

## Overview and Scrutiny Committee

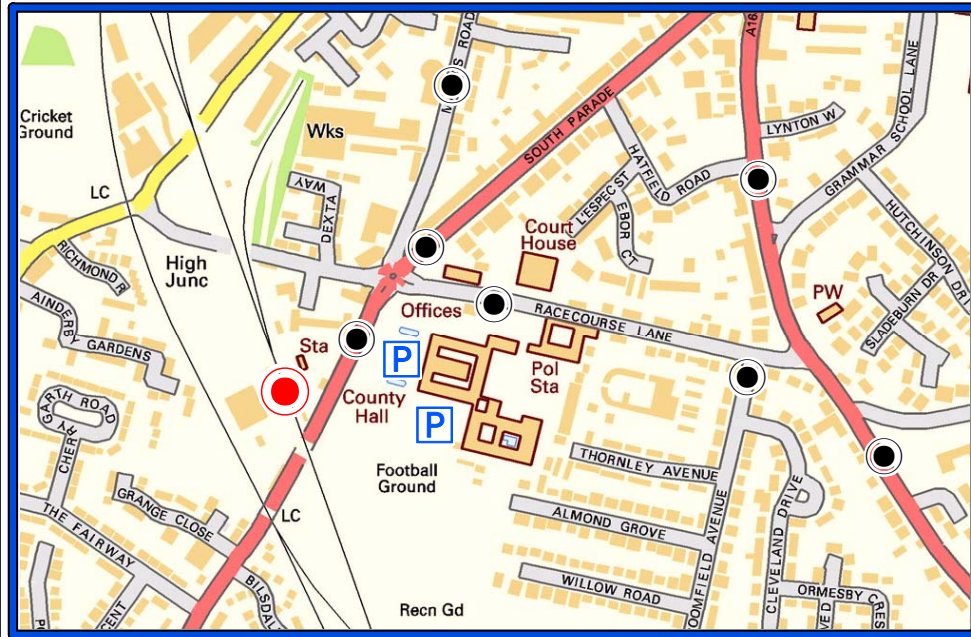
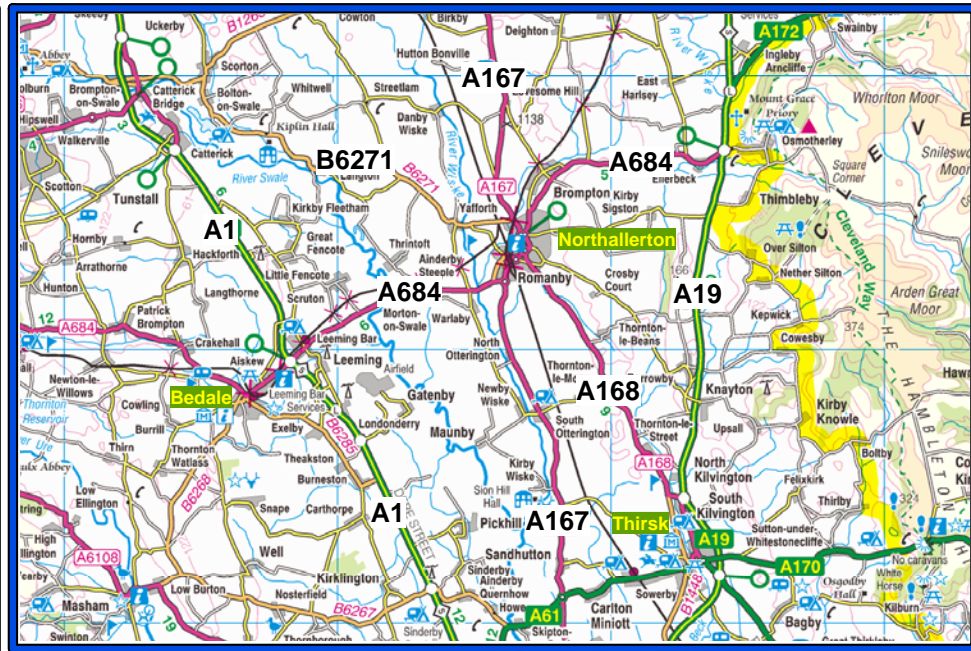
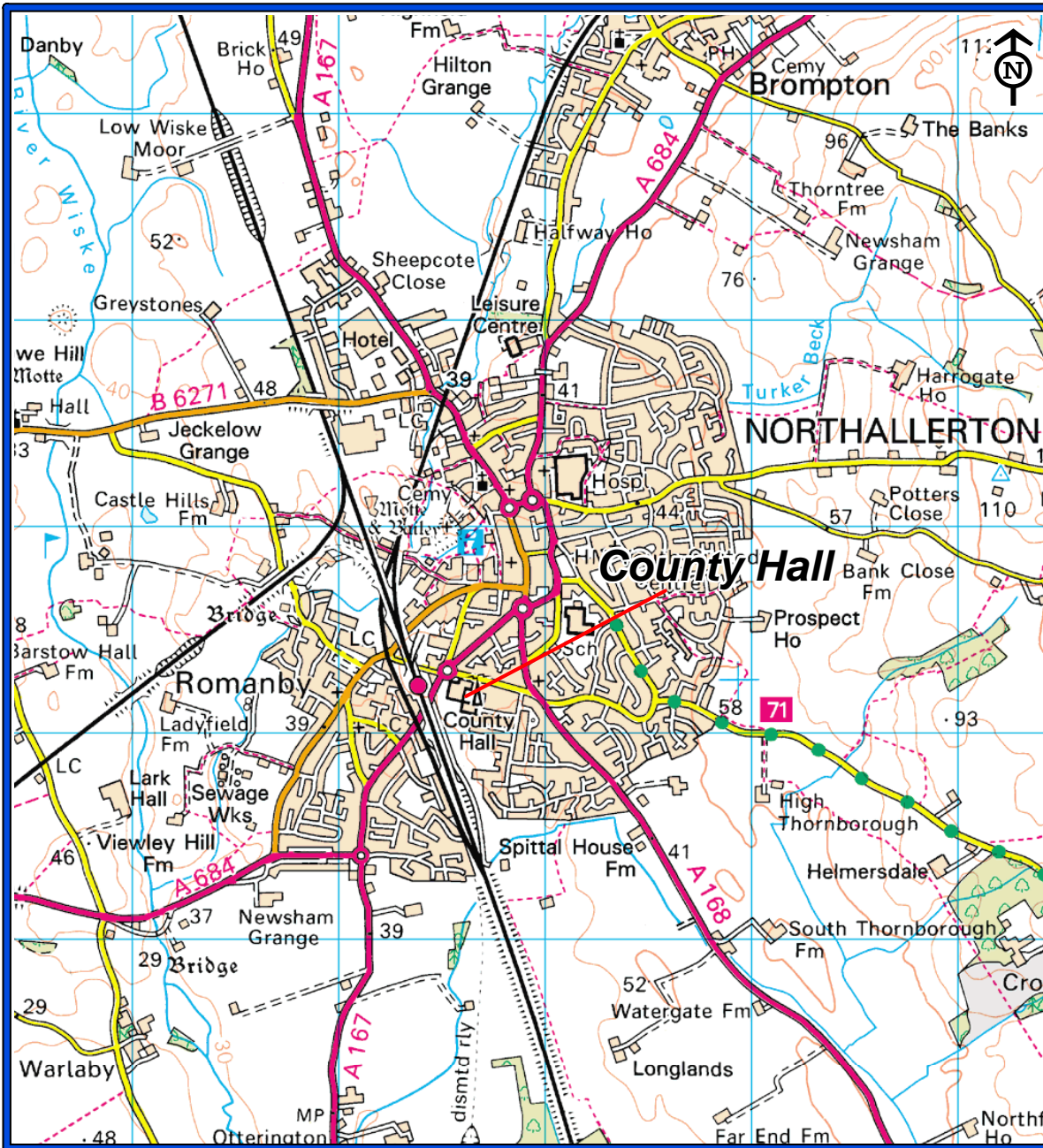
### 1. Membership

<b>County Councillors (13 )</b>							
	<i>Councillors Name</i>			<i>Chairman/Vice Chairman</i>	<i>Political Party</i>	<i>Electoral Division</i>	
1	ARNOLD, Val				Conservative		
2	BACKHOUSE, Andrew				Conservative		
3	BURR, Lindsay MBE				NY Independent		
4	CASLING, Liz				Conservative		
5	HALL, Tony				Conservative		
6	IRETON, David				Conservative		
7	JEFFELS, David				Conservative		
8	JEFFERSON, Janet			Chairman	NY Independent		
9	LUNN, Cliff				Conservative		
10	PLANT, Joe			Vice Chairman	Conservative		
11	RITCHIE, John				Labour		
12	SHIELDS, Elizabeth				Liberal Democrat		
13	TROTTER, Cliff				Conservative		
<b>Members other than County Councillors – ( ) Voting</b>							
	<i>Name of Member</i>				<i>Representation</i>		
1	RICHARDS, Graham				Church of England		
2	VACANCY				Non-Conformist Church		
3	CRABTREE, Pam				Roman Catholic Church		
4	CAVELL-TAYLOR, Dr Tom				Parent Governor		
5	NOOT, Jeremy				Parent Governor		
6							
<b>Non Voting</b>							
1	BIRCUMSHAW, Paul				Secondary Teacher Representative		
2	ALDER, Louise				Primary Teacher Representative		
3	CARLING, Jon				Voluntary Sector		
4	SHARP, David				Voluntary Sector		
<b>Total Membership – ( )</b>					<b>Quorum – (4)</b>		
Con	Lib Dem	Ind	Labour	Liberal	UKIP	Ind	Total
9	2	1	1	0	0	0	13

### 2. Substitute Members

<b>Conservative</b>				<b>Liberal Democrat</b>			
	<i>Councillors Names</i>				<i>Councillors Names</i>		
1	ENNIS, John			1	GRIFFITHS, Bryn		
2	MARSDEN, Penny			2			
3	BLADES, David			3			
4	WINDASS, Robert			4			
5				5			
<b>NY Independent</b>				<b>Labour</b>			
	<i>Councillors Names</i>				<i>Councillors Names</i>		
1	GRANT, Helen			1	RANDERSON, Tony		
2				2			





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North  
Yorkshire County Council

## North Yorkshire County Council

### Young People Overview and Scrutiny Committee

Minutes of the meeting held on 13 November 2015 at 10.30 am at County Hall, Northallerton.

**Present:** - County Councillor Janet Jefferson in the chair

County Councillors: Val Arnold, Andrew Backhouse, Bernard Bateman (as a substitute for David Ireton), Lindsay Burr MBE, Tony Hall, David Jeffels, Cliff Lunn, John Ritchie, Elizabeth Shields, Liz Casling, Cliff Trotter.

Co-opted Members: Louise Alder (Primary Teacher representative), Paul Bircumshaw (Secondary Teacher representative), Dr Tom Cavell-Taylor (Parent Governor), David Sharp (Voluntary Sector representative), Graham Richards (Church of England representative).

In attendance: Executive Members County Councillors Arthur Barker and Janet Sanderson.

Officers: Pete Dwyer (Corporate Director - Children and Young People's Services), Katharine Bruce (Lead Advisor Vulnerable Learners - Children and Young People's Services), Janet Bates (Principal Advisor Secondary Education – Children and Young People's Services), Ruth Mason (Lead Improvement Advisor Early Years – Children and Young People's Services), Bryon Hunter (Scrutiny Team Leader - Central Services), Mark Taylor (Project Officer - Central Services), Neil White (Corporate Development Officer - Central Services).

Witnesses in attendance:

Chairs of Governors: John Warburton (Selby Community Primary School), Steve Hatcher (Ripon Cathedral Church of England Primary School), Anne Vetch, (Kettlewell Primary School), Lucy Legard, (Malton School).

Head Teachers: Caroline Spencer, (Sleights Primary School), Susan Gill (Broomfield Primary School Northallerton), John Wood, (St. Aidan's Church of England High School Harrogate), Carl Sugden, (King James's School Knaresborough).

Teaching School Alliances: Jane Pepper, (Childhaven Community Nursery School, Scarborough Teaching Alliance), Jenn Plewes, (Skipton Girls' High School, Northern Lights Teaching Schools Alliance), Kate Walter, (Assistant Headteacher, Northern Lights Teaching Schools Alliance Development Director).

York University: Dr. Peter Rudd, (Reader, Institute for Effective Education).

**Apologies for absence were received from:** Councillor David Ireton, Councillor Joe Plant, Pam Crabtree (Roman Catholic Church Representative), Jeremy Noot (Parent Governor Representative), Jon Carling (Voluntary Sector Representative).

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**Copies of all documents considered are in the Minute Book**

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## **76. Minutes**

### **Resolved –**

That the Minutes of the meeting held on 17 April 2015 having been printed and circulated be taken as read and be confirmed and signed by the Chairman as a correct record.

## **77. Public Questions**

The Committee was advised that no notice had been received of any public questions or statements to be made at the meeting.

## **78. School Leadership and Governance in Closing the Gap**

North Yorkshire is moving to a school-led improvement system where four Improvement Partnerships (Early Years, Primary, Special and Secondary) have responsibility for improving outcomes and ensuring that all North Yorkshire schools are good or outstanding. A key priority for all Improvement Partnership Boards, given the end of key stage outcomes is to close the gap in educational achievement between vulnerable learners and their peers.

Whilst the attainment and progress of all children and young people is crucial, the North Yorkshire Closing the Gap Strategy focuses on vulnerable children and young people who, as a group, do not usually make as much progress or attain as well as their peers. This is more pronounced in North Yorkshire (NY) where the gap is wider than the national average. In particular, pupils in receipt of the pupil premium are a key focus.

The Committee considered evidence from schools that have been successful in closing the gap and who can demonstrate the most effective practice in closing the gap and progressing the ten priorities described in the Closing the Gap Strategy.

### **Considered -**

The Committee received a presentation from Kirsty Hallett (Lead Advisor Standards and Research, Education and Skills – Children and Young People’s Services) considering the 2015 data monitoring the performance outcomes against Closing the Gap.

Introducing the presentation Kirsty brought to the Committee’s attention that the 2015 data had only just been released and for this reason the data was currently provisional and may need amendment once all the data had been validated. Kirsty noted that the 2015 overview was one of cautious optimism for North Yorkshire with overall outcomes for all pupils in-line with the national, or above the national average in all areas apart from key stage 2 where North Yorkshire was 1% below the national average. For disadvantaged pupils 2014/15 had seen improvements in attainments in all ages with key stage 4 and post-16 ages improving more quickly than the national average. However, there is more work to be done particularly at key stage 2 and particularly with girls, where the gap had got wider.

Raising achievement amongst special educational needs (SEN) and disability students outcomes were up at all ages apart from key stage 4 where outcomes had dropped by 4%, although this could be due to new classifications in recording, a change in the identification of those as SEN, provisional data and a new database for recording.

For service children (4% of NY pupils) attainment and progress was still below that of non-service children with the gap unchanged at key stages 2 and 4 although the early years gap had narrowed by 2%. There were significant improvements at key stage 4 in English and mathematics performance. For pupils with English as an additional language (EAL) attainment had improved at all key stages and gaps were narrowing. Progress in mathematics is above the progress of other pupils, whereas progress in English was below other pupils.

In response to a question Kirsty confirmed that the data can, and will be broken down at a district level once the final figures have been received.

A Member wanted to know the reasons why the outcomes for service children were consistently below other pupils. In response, it was noted that results at a school level had not yet been examined but generally service children were highly mobile and often transferred school as well as experiencing more emotional difficulties, which could explain the gap in outcomes.

A Member wanted to know if volunteers were recruited to help pupils where English wasn't their first language. It was also asked if provisions had been put in place to cater for refugee children and their schooling needs. Kirsty highlighted that Minority and Ethnic Achievement Hub Schools (MEA Hubs) work particularly for EAL children and are specialists in this area. Kirsty responded that a North Yorkshire Syrian Refugee Group had been established to consider the needs of Syrian Refugees that will be settled within the County and that schooling is considered as part of the remit of that group.

In response to a Member, Kirsty answered that the Council was expecting the numbers of service children to change with the expansion of Catterick Garrison and the arrival of service personnel from Germany. A Member brought to the Committee's attention that service children face a unique problem around family holidays in that service personnel understandably can't always fit in to the normal holiday periods and take their children out of school in term times and that this must be acknowledged.

A Member noted that there were large pockets of different ethnic communities throughout North Yorkshire and wanted to know if teachers were drawn from these communities. Kirsty noted that there were no restrictions on ethnicity for teachers and that schools around the County do employ minority ethnic teachers.

A Member wanted to know if the data the Council receives is based on a settled system of strategies that work or whether new strategies are being experimented which leads to new recording methods and different information being recorded. In response, it was noted that there were some settled nationally acknowledged headline figures and data however, every year there is some change to the way this is recorded, and what is recorded.

### **Considered -**

The Committee received evidence from four Chair of Governors representatives who attended the Committee to provide responses to pre-arranged questions.

- 1) How does your school decide which approaches and programmes to adopt to improve pupil learning?

School approaches vary according to need, both what the individual needs of the children are and also what the school needs to do to be able to satisfy this.



Research locally and nationally is very important as a guide to be adapted to your own school, but it is important to get the views of staff and governors. The role of governors through visits and monitoring performance is to help identify if programmes are working and what gaps there are in learning. It is important to have governors with the right qualifications and skills to be able to do this function. Past experience and learning is a useful tool to quickly identify measures that have worked in your own school but also best practice elsewhere.

- 2) Whose advice do you follow to make that decision – i.e. it is good practise from other school, the local authority, your own research or own sources?

We find that there is little advice from North Yorkshire County Council and in recent years this advice has vastly reduced in both quality and quantity. Visiting schools locally and nationally is an excellent way to share best practice and pick up new ideas. Best practice guidance was available from expert bodies such as Ofsted and the Sutton Trust but it would be good to have more evidence for rural schools.

- 3) What are the actions that have had the greatest impact on outcomes for vulnerable pupils and, in particular, those eligible for Pupil Premium?

Small schools can target individual pupils in depth and dedicate resources based on the individual's need. Culturally there is a strong emphasis on inclusivity and ambition and that every child can achieve their potential. Senior leadership team member engaging with this, and improving the outcome of vulnerable pupils is central to teacher performance monitoring. The schools represented had a long list of programmes and initiatives aimed at improving the outcomes of vulnerable pupils. On the practical side it was noted things can be done to ease that process, such as holiday classes to support learning, free revision packs, paying for school trips, ICT provision, employing a speech therapist. The best way to improve outcomes is to deploy good leadership and excellent teaching.

- 4) Which initiatives haven't worked so well?

Most initiatives work well, if anything doesn't work it is stopped immediately. It is important not to have too many programmes on the go at the same time for risk of diluting the efficacy. A pupil premium governor to monitor programmes to ensure their success. The hardest thing to monitor is emotional and social development, academically it is easier to measure outcomes and success. NYCC's Achievement for All programme was useful in some areas but it was often overly bureaucratic and time consuming.

- 5) Tell us about how you use resources in your school to drive improvements in closing the gap?

A number of ideas have already been mentioned in question three but there is also: the Achievement for All programme has been used, one-to-one interventions, learning mentor support, free examination retakes, afterschool homework and maths clubs, in classroom support, pastoral care, an attendance officer, employing a disproportionate number of teaching assistants with specialist skills, individual pupil led action plans for development and self-evaluation, home-to school support work where turbulent family life may be affecting school performance. There is a strong emphasis on quality first teaching and promoting the best possible learning environment.

- 6) How do you challenge your head teacher to meet closing the gap targets and how resources are best used?

Regular meetings are held with the head teacher to focus priorities and evaluate performance. All new governors are given an induction which focusses on the role of governors and teaches them the questions they need to be asking and the areas they need to be challenging performance. Tough head teacher appraisal targets and an effective structure to hold them to account, involving sub-committees were very useful. It is important that governors have a clear understanding of data and finances both nationally and in the school to ensure progress is being made around disadvantaged pupils and that resources are being used effectively and appropriately. It was warned that data should be used with caution, for instance in a small school with a small cohort of pupils, one or two children might be a high proportion and skew data, considering individual students in the case is more appropriate.

- 7) Tell us about how your school tracks and monitors pupil attainment and progress to check whether gaps are being closed and whether any interventions are working?

Question not used.

- 8) What are the messages that the school gives about its aspirations for all pupils and how are these communicated?

It is important to emphasise that every child matters. The schools have high expectations of all children. Children should aspire for excellence and it was about breeding that culture and mind-set within the school. This message is conveyed through the school council, coffee morning for pupils and parents, via the website, in school assemblies, notice boards and through staff setting clear aspirational targets with pupils.

- 9) What would you expect from the Improvement Partnerships, Teaching School Alliances and /or the Council in order to progress your work most effectively and at a pace?

It was appreciated that the country is in financially austere times with ever decreasing budgets and tough decisions that needed to be made; however, finances and difficult decisions do ultimately affect outcomes and if money is taken away outcomes will diminish. The Local Authority does work hard to provide alternatives to these diminishing services however, specialist services within the Local Authority are lacking and there is nowhere for schools to turn. Improvement partnerships are volunteers who are stretched to capacity and cannot be relied on for transformational change and support.

Governance positions are now becoming untenable. There are blocks to seeking Local Authority or cluster head teacher advice on issues. There is concern that some schools have a mentality of pulling up the drawbridge and concentrating solely on their own pupils, and while focussing on your own schools pupils is key schools do need to work in partnership to pool resources and overcome common obstacles. The Local Authority needs to get tough with schools who don't want to work with other schools.

There may also be occasions where the governing body wants to be strategic but it is blocked by senior leadership who don't want to be challenged and this needs to be overcome. Progress at key stage 4 can be an issue as children are often forced to study subjects that they are not equipped to study, which is a retrograde step and affects outcomes. It was noted that small schools receive more provision and that this was a fault in the formula for equal distribution of resources. It was noted that

the Local Authority supported Malton School through its current strategic change by delaying cost cutting measures and that there is an opportunity for progressive change in this area through partnership working.

10) Tell us about the challenges within your particular geographical area?

One challenge that was noted was for areas with higher EAL children it wasn't language that was the barrier but attendance. It might be a cultural thing but it was particularly prominent in eastern European families. If there was a wedding or a family event the whole family would travel for the event and the children would be pulled from school.

Following the pre-arranged questions Members congratulated the chair of governor witnesses for the insightful and illuminating comments.

A Member asked for expansion on a point that was made in response to question 2 about the quality and quantity of advice that is received from Local Authorities. In response a governor noted that the school had always had a good working relationship with educational advisors but those advisors have now gone. There was nowhere to go for information, the chair of governors would have to go to the head teacher or self-research, neither of which were ideal. Instead the school has gone private for an excellent package of support.

A Member wanted to know what the Local Authority could do to promote emotional and social development. In response it was highlighted that schools were not social care and that a lot of help and support was needed in that direction both with the individual pupil but also their family.

A Member noted that as Councillors they cannot always rely on figures and that an open forum like this one is useful to help draw up strategies.

A Member noted the emphasis that was placed on high quality teaching in the governor's responses and wanted to know how the schools had found recruiting and retaining quality teachers in relation to closing the gap. The rural location of many schools in North Yorkshire was raised as a particular challenge in recruiting and retaining staff due to the perception of social and family life particularly for young teachers. One governor noted that for his school and other local schools he felt that retention of key staff was higher than it had ever been and that the school benefited from dedicated hard working staff. Another governor noted that smaller schools have different challenges and often merged classes and ages which can be difficult for inexperienced staff.

### **Considered -**

The Committee received evidence from four head teacher representatives who attended the Committee to provide responses to pre-arranged questions.

1) How do you establish what is likely to have the greatest impact for each pupil in accelerating progress to close the gaps?

The schools closely monitored feedback and performance of targeted programmes

and discussed their outcomes with the teachers involved. Staff were trained in interventions and identifying when early intervention is needed. Schools often bring in external agencies to deliver programmes, learning from past experience, as well as looking at local and national best practice as other ways of discovering effective methods to close the gap.

Consideration of Department for Education guidelines are a good indicator of how good a school is, and how it should be performing. It was noted that the governors had emphasized partnership working and this is a crucial area to share best practice and pool resources. It was stressed that every child is different and that there are variations in every year. There may be pupils categorized as disadvantaged who are high performers and similarly children who do not receive pupil premium but face difficult academic and social challenges. One head teacher highlighted the positive impact of individual education plans, led by the pupil which looked at what makes learning hard for you, what works well for you and what can we do to help you. All the teachers have access to all the plans so they know what works for each child in their class.

2) How does your school challenge/support/enrich the offer to ensure the more able disadvantaged pupils make accelerated progress?

Schools have a number of voluntary workers who mentor and support some of the children in cross curriculum activities. Engaging with other schools for instance in a maths competition is a great way to both challenge and offer new opportunities. Staff use targeted interventions based on need and are aware of needs and can adapt their teaching. The school can help to address practical difficulties in a similar vein to the points that the governors raised in response to question 5. Finally, there is always a constant focus on disadvantaged pupils; pupil premium is the first item on all school leadership meetings and there are constant reviews throughout the year to consider interventions, programmes and support and to consider their efficacy.

3) How do you ensure that teachers' expectations of vulnerable children and young people are high?

There is a high expectation for every child which is founded upon high quality teaching. Core school ethos has got to be about ensuring all children do their best. Teachers are set performance management targets which are reviewed termly. Registration forms are regularly updated with the children's needs. Profiles of vulnerable children are sent to the heads of departments. It is also important to stress confidentiality and that information is provided on a need to know basis. However, following on from question 1 there is no generic way to deal with disadvantaged children but the process needs to be robust to ensure that it is tailored to the individual.

Key aspects of home life need to be considered, sometimes the biggest barriers to learning can be at home and it is crucial to get parents buy in to aspirational targets. Communication both to teachers and parents but also to pupils is essential. Fostering the staff/pupil relationship ensures that all of the programmes and aspiration works; the pupil has to go with you and needs to feel valued and wanted.

- 4) How do your governors evaluate the impact of your closing the gap strategies?

It is important that the governor role is one of a critical friend and that they are there to challenge but also to help improve. Governors have a tight grip on the data as well as the finances to ensure that investment leads to positive outcomes. The potential issue is that governing bodies can be a fluid body and training is essential so that new governors know their responsibilities and can probe into the detail appropriately. One school had a specific pupil premium governor who focused solely on pupil premium outcomes and could observe programmes and ask teachers and pupils for soft evidence. All or other/ schools had sub-committees to look at disadvantaged pupils and pupil premium was the first item at governing body meetings.

- 5) Tell us about your use of data to identify underperforming pupils and how do you compare the performance of pupils eligible for the Pupil Premium with other eligible pupils nationally or with all pupils?

Progress is dependent on an accurate baseline assessment of each child. Is that starting point a fair reflection of the child's ability? Looking back at outcomes is a chance to reflect on the accuracy of the process that the school has in place to do those assessments – did the child achieve what we were saying they were going to achieve, and if not why not and is it the fault of our processes? There is always one eye on the national expectation of children but it is vital that the story behind the data is known such as soft data and knowing your pupils, as this can often highlight need better than numerical data.

- 6) Do you have a number of transient pupils and how do you ensure their educational progress?

The schools had settled populations but the importance of a quality baseline assessment was again emphasized for transient pupils. It is also essential to liaise with the previous school to gather as much information about the background of the pupil.

- 7) Tell us about the challenges within your particular geographical area?

Aspiration was raised as a salient challenge for schools, particularly in market towns where there can be a huge variance of housing from million pound properties to social housing. Drawing from a wide range of primary schools means that children can come into a secondary school and see other children who are more privileged than they are which means raising aspiration can be a real challenge. Attendance can also be difficult to manage as parents often have holiday jobs and as a result want to take their children out of school during term time.

- 8) What would you expect from the Improvement Partnerships, Teaching School Alliances and /or the Council in order to progress your work most effectively and at a pace?

For many years schools have tended to work in isolation whereas now there is a

real need and a shift in emphasis towards collaboration through things like the improvement partnerships to looking at a wider context for skills, expertise and pooling of resources. There was now a positive attitude for academies towards working with the local authority despite the perception that they were at odds and academies can play their part in supporting other schools across the County.

9) How do you deal with the transition for those children entering secondary school from primary school?

Secondary schools put on transition days where year 6 pupil premium students can shadow year 7 pupil premium students. Engagement and consultation with the primary schools that they are coming from is designed to find out their background and what has worked for them while at school. The primary schools invite secondary colleagues in to work alongside primary teachers to chat and spend some time with the children. Often it is about getting in early to have maximum impact and build up a rapport and this can mean starting in year 4 or 5.

10) What are the barriers for vulnerable children and young people and how do you work with parents and other partners to remove them?

Following on from question 9 the key is early access at a primary age because if you don't get involved with the child then, by the time the child is 12/13 the wheels are coming off.

Members thanked the head teachers for their comprehensive and honest answers. In response to a request for further clarification on buddy schemes between older and younger pupils it was noted that another successful scheme was a year 7 mentoring scheme led by sixth form students. Sixth formers are trained through programmes like RELATE while year 7 students have someone with experience that they can go to who can bring a different dynamic to their teachers. In addition, the school provides at least two sixth formers in each of the year 7 classrooms for at least the first two terms for further support.

#### **Considered -**

The Committee received evidence from three teaching alliance representatives who attended the Committee to provide responses to pre-arranged questions.

1) How many schools are in your alliance and what area does it cover?

The Scarborough Teaching Alliance is a Cohort 4 alliance in its second year. It started with six schools and now has 20 formally signed up. The Alliance's reach is increasing all the time particularly as the support offer develops and includes teacher training, continuous professional development, school to school support, identifying and developing leadership, specialist education leaders peer support and research opportunities.

The Northern Lights Teaching Schools Alliance is a Cohort 2 alliance in its fourth year. It covers Lancashire, North Yorkshire and Bradford and has 25 strategic partners in the alliance which is not just schools but also anyone connected to



education and wellbeing in the sector. The Alliance has a moral imperative to improve the standards of schools in the Alliance area and to achieve the best outcomes for all pupils using a variety of packages and programmes.

2) What is the purpose of your alliance?

Question not used – answered in question one.

3) How do you, in your role as an Alliance help to close the gap for vulnerable pupils both in your own Alliance and in a wider context?

It was essential to note at the start that all schools are different and it is important to work to individual areas and needs. Although there might be certain ages that are the majority in the alliance such as early years in Scarborough there are practices, programmes and techniques that are applicable to all ages. The key strength of an alliance is the ability to draw from the experience and expertise of a wide range of diverse partners. Access to a larger array of data and more people to analyze that data means that alliances can often bring a fresh view and a new approach. Some of the practical measures can be to provide support such as special leaders on education who have proven track records of transforming schools or services go into schools that need support. Another measure is a pupil premium reviewer at a senior leadership level who focusses on raising outcomes across alliance schools. There is also a reciprocal relationship with the alliances learning all the time from the partners that they work with.

4) How do you know your work is having a positive impact on outcomes?

The proof is very much in the pudding and is often seen from improving outcomes from Ofsted. The biggest barrier to success was often teacher confidence and it was about developing an ethos and positive culture to promote confidence which then ultimately improves outcomes. Using data to inform outcomes, looking at what is making an impact, what can be done at the earliest possible stage – because smaller differences can then have larger impacts later. The strength of the alliance is the support network it provides and knowing what is available to schools such as Child and Adolescent Mental Health Services who can help with certain issues that a school cannot.

5) What successful strategies have you seen in your Alliance?

Question not used – answered in question three and four.

6) How will your role fit into the Improvement Partnerships that have been set up?

Teaching alliances fit well into the role of the improvement partnerships. The alliances have the skills to enhance an improvement partnership because alliances need to network and work collaboratively with a range of partners to achieve outcomes. It is about building capacity within schools, alliances offer school to school support to help to do this. It is important to involve all school ages in plans and for the improvement partnerships to collaborate as issues don't stop when children move key stages. Schools need to own the improvement agenda and that

needs to be a key focus of improvement partnerships.

7) What are the challenges in your particular geographical area?

The challenge for North Yorkshire is the rurality and the fact that travelling can be a real problem. The negative perception of rural locations can make it difficult to attract teachers and staff to relocate to the area. Coastal communities also present their own unique challenges. Scarborough, in particular, has a deficit in graduates and has had to work hard to secure a relationship with Hull University. Scarborough also has problems with drug, alcohol, and domestic abuse. A recruitment strategy is essential and it is about promoting the area both professionally and socially as well as encouraging more home grown teachers through teacher training programmes.

Members thanked the representatives for bringing the Committee's attention to a different perspective on the issues schools can face.

A Member wanted to know how the teachers in the alliance are sure that the focus remains on their day job, as well as governance structures more broadly. The alliances are set up like a business entity – with their own board of directors and staff. The staff focus is on development needs and seeks to ensure that the alliance leadership don't get distracted with the intimacies of the day to day operation. School governors are trained to provide that challenge to ensure the focus isn't solely on the alliance, however, they are cognizant of the improvement agenda and understand there needs to also be a focus on this. Capacity building is then key, the alliance aims to improve capacity within schools which then further strengthens the alliance so the relationship is cyclical.

As alliances are always looking for funding in a shrinking pot no programme is conducted without knowing what resources are available and there is a clear plan in place from implementation to evaluating outcomes. This has been brought into even sharper focus now that the number of accountability streams has increased with the introduction of improvement partnerships.

**Considered -**

The Committee received evidence from Dr Peter Rudd, Reader, Institute for Effective Education at York University who attended the Committee to provide responses to pre-arranged questions.

1) Where and what are the best examples of best practice in closing the gap?

Dr Rudd began by commending the Closing the Gap strategy that North Yorkshire County Council had put forward and that it covered all the key areas in supporting attainment of disadvantaged pupils.

This wasn't an easy question to identify geographically, there was greater clarity statistically. However, there were a few centres that had made strides in closing the gap and were worth studying – such as the London schools, Plymouth, and Poole and Hastings for addressing coastal challenges.

- 2) What are the three most significant “actions” a school can do to make the greatest impact?

Caution must be given to assigning a specific number to the best actions that can be taken as actions are very much dependent on the individual schools and individual pupils. Evidence suggests that too many actions, strategies and interventions can become dissipated and dilute the effectiveness of them. A recent study found that 18 was the average number of interventions in schools which represented small and many pupil premium investments.

Commenting generally three positive steps that can be taken are, to maintain and enhance a focus on child centered learning to improve attainment which involves a move from traditional teaching to investigating exploratory learning. Second, parental engagement is central to children’s learning, absences are correlated to underachievement. Finally, retaining and recruiting high quality teaching and encouraging a can do attitude and positive school ethos demonstrably enhances student learning.

- 3) JRF research in 2010 pointed towards a potentially key role for differences in how children and parents feel about themselves and their prospects – is this still the view and how can this be best addressed?

The Joseph Roundtree Foundation research from 2010 is still valid. Wellbeing is linked to important ways to attainment, while a priority is learning in the classroom it also needs to be learning outside of the classroom to build a whole developed character.

- 4) What is your understanding of the challenges to closing the gap in North Yorkshire?

Underachievement generally has been shifting from cities to rural areas, market towns and coastal communities. It doesn’t always apply there are always exceptions to the rule. Key challenges for North Yorkshire are geographical isolation as well as the poor transport links that come with a large rural area. Expectation and aspirations for some pupils could be higher from parents, teachers and most importantly from themselves. These things seem to have fallen through the gaps of big initiatives so North Yorkshire may have lost out on funding to address these challenges.

- 5) How realistic are the targets set out in the Council’s Strategy for Closing the Gap in Educational Progress and Attainment 2015-2018?

The Council’s strategy contains a good set of targets. Early years and key stage 2 targets are and should be ambitious. There is always the balance to be struck between what is realistic and what is too ambitious. The key stage 4 target could be more positive, perhaps introducing a step change, firstly to get to the national target and then to achieve beyond this.

Members thanked Dr Rudd for offering an academic and informed opinion of North

Yorkshire's Closing the Gap strategy. In response to a Member, Dr Rudd noted that the strategy was very comprehensive and that all the key areas were addressed.

Addressing a Members concern about pushing ambition, Dr Rudd advised that stamina and sustainability of interventions were pillars of longer lasting success.

A Member echoed Dr Rudd's comments and concerns about the shift of underachievement to coastal communities and wanted to know the role of deprivation on attainment. In reply, it was outlined that deprivation can have a detrimental impact on attainment. Recent studies find that around two-thirds of academic outcomes are based on 'in school factors'. School is often a leveler for children given that, regardless of background, they have access to the same equipment, teaching and facilities. But that still leaves a significant percentage, around a third, to out of school factors demonstrating the importance of involving and engaging with parents.

### **Considered -**

The Committee received evidence from three North Yorkshire County Council Officers who attended the Committee to provide responses to pre-arranged questions.

- 1) How do you ensure that the Council's vision on closing the gap is communicated to schools and "bought into"?

The Council collaborates with schools when drawing up the Closing the Gap Strategy, engaging with them throughout the process and not just at the end. Head teachers are consulted during head teacher network meetings to ensure buy in. There is a Closing the Gap Strategy Group that holds regular review meetings and ensures that all the schools are informed. The strategy is part of the wider Young and Yorkshire plan and there is alignment to the 10 priorities within that strategy which had considerable buy in from schools, families and young people. Targeted work is also undertaken with specific schools that are struggling to close the gap.

- 2) How will the Improvement Partnerships support school-to-school improvement for Governors and Head teachers?

The improvement partnerships have only recently come into being. They were drawing up plans focused on closing the gap. Part of the secondary work is about recruitment with specific funding dedicated to this with the Council advertising its vacancies on its website. The partnerships will aim to build capacity amongst head teachers so that they can support and challenge each other on school improvement. The majority of schools have signed up to the vision and potential of the partnerships.

- 3) How does the Council support governing bodies to be able to provide high quality challenge and support to school leaders?

All parties need to be aware of the enhanced responsibilities and expectations of governing bodies. Legally, governing bodies do have to receive external advice to

support management priorities. The Council offers dedicated advice and training of clerks and governors and can offer bespoke training – including on the pupil premium – based on need. As part of school reviews, the Council reviews the arrangements and the effectiveness of the governing body as an integral part of a school.

There are governor network meetings each term across the County where the Council can make governors aware of national bodies or developments as well as upcoming Ofsted inspections. A key support to governing bodies is the clerk and the Council can train clerks to help governors be more challenging as well as supporting them in their roles and responsibilities. All school governing bodies had to reconstitute in September 2015 and support was offered to help them to become as effective as possible.

- 4) How do you ensure that the support is focused at the right places so that is effective and proactive?

In depth analysis of the data is essential, although as mentioned by the head teachers representatives you also need to be conscious of the size of the schools and their cohorts. Support needs to go to where it is needed most and the Local Authority needs to help the school to build up a bigger picture. Educational advisors engage with staff and pupils within the school as well as looking at the holistic objective view. Tight support plans are then devised in consultation with the head teacher and the governors. One such targeted project that the Council is running is £250,000 per year for the next three years to specifically improve the wellbeing and aspiration of pupils in Scarborough.

Effective communication is essential and key messages focus on the seven building blocks to support achievement produced by the National Foundation for Educational Research. Support drills down across all age groups and all those involved in the outcomes of children. The Council has honed its support for the transitions of service pupils, it has a Service Pupil Strategy Group involving a range of partners including parent representatives and service pupil champions. A lot of targeted work has taken place in schools with a high proportion of service pupils across both academic and pastoral care and despite progress it is still lagging behind that of other pupils. For minority and ethnic communities it is about raising awareness of Minority Ethnic Achievement Hubs through targeting areas of need but there is currently a low take up for it.

- 5) How do you hold schools to account for the progress of vulnerable learners?

As well as the measures already mentioned such as school reviews the Council receives behavioural and attendance data for schools which provides evidence of progress, or lack of it. Where the Council has real concerns with the progress at a school, it does have statutory powers to intervene where children are being failed however, preceding this usually comes a warning notice to improve standards.

- 6) How do you measure the impact of the closing the gap initiatives. Are there too many and should there be a stronger focus on fewer initiatives?

Question not used.

- 7) How are the ten immediate priorities described in the Strategy progressing and how are you monitoring impact?

The Council has commissioned Adrian Gray, a former inspector for Her Majesties Inspectors of School and now a professional external advisor on school improvements to drive forward the progress on the ten priorities. Schools have been written to and surveyed to provide the Council with their observations on what is working and what initiatives aren't having an impact and why. There will be 20 school visits in December and this will be ongoing in order to produce a picture for North Yorkshire.

- 8) Given that the Early Years Closing the Gap Strategy is advanced in its implementation, what has been the impact?

Early years needs to undertake a two stage approach to the analysis, firstly to see what the impact has been on each of the 15 reach areas and then, what needs to be done to progress in the year ahead. Areas have been identified such as boys in speech language and communication support, the efficacy of full wrap around support and awareness raising – is the early years gap because 2 year old vulnerable children aren't taking up their places?

Members thanked the officers for bringing the Committee up to date on the Closing the Gap Strategy.

A Member wanted to know if the County struggled to recruit Maths and English teachers. It was noted that there were significant issues nationally and North Yorkshire wasn't exempt from them – such as disjointed teacher training, disparity of geography, teachers leaving the profession as a result of pressure, the appeal of the city particularly for younger teachers and in marketing North Yorkshire. This might even involve schemes like housing teachers if they can't afford a property in areas of teacher shortage. Northern Ireland has an over subscription of teachers and the Council was looking there for teachers.

In response to a Member asking about the usefulness of data for teachers it was stated that the Council only collects data at a school level which was the headline data, whereas schools collect their own individual data. What the Local Authority has to be aware of is the data the schools are collecting accurate? Only then can the data be used to inform schools and teachers however, if the information is incorrect this cannot be done. This may involve training teachers and schools to collect data appropriately.

A Member wanted to ensure that the Syrian refugee children moving into North Yorkshire had been accounted for including where they would live, go to school etc. In reply it was pointed out that there is a North Yorkshire Syrian Refugee Group involving District/Borough Council partners to resolve these problems and that this had been accounted for.

A Member stated that infrastructure was a real issue particularly around new



housing settlements where the number of families' increases but the schools can't keep up with the rises. While you can expand a site to include another classroom you can't expand the kitchen, staff room, parking and other school infrastructure in the same way.

**Resolved -**

In consideration of the evidence heard from witnesses, the Committee agreed that it should write to North Yorkshire County Council's Corporate Director of Children and Young People's Services with their observations and recommendations on the Closing the Gap Strategy for North Yorkshire and that the Councillors comments be collated and finalized into a response by the political group spokespeople at the Mid Cycle briefing scheduled for 4 December 2015.

**79. Online Safety – 12 months follow up on the Task and Finish Group's success indicators (moved earlier due to time constraints)**

Considered –

The report of Karen Squillino, NSPCC Schools Service, Schools Manager North Region to update the Committee on the implementation of the recommendations from the Young People's Overview and Scrutiny Committee task and finish group on Online Safety of Children and Young People.

The Committee noted that a campaign plan had been developed by the North Yorkshire Safeguarding Children's Board e-safety task group and was informed by a consultation event with children and young people in February 2013.

The aim of the plan had been to deliver a campaign in North Yorkshire which assisted parents to have conversations with their children about how to stay safe online and promoted online safety to children aged 8-12 years.

The campaign had begun with a period of planning and stakeholder consultation which had resulted in all local stakeholders having an understanding of and opportunity to input into the campaign. Parents feedback was influential in setting the content and tone of the resource for parents.

The campaign had produced a booklet for parents to access and created a number of events to raise awareness for parents and 8-12 year olds. Karen commented that all this campaign activity had now been mainstreamed.

The Committee thanked Karen for her work on the project and were pleased to see the follow up from the report 12 months ago. It did note that a number of success indicators from its task and finish group had looked for improvements being shown in the Growing up in North Yorkshire survey and would like to see the results from the 2016 survey when it had been analysed.

**Resolved –**

The Committee noted the report and agreed that a further update should be brought to the committee on the results from the 2016 Growing Up in North Yorkshire survey.

**80. Report and recommendations from the LGBT Young People Task and Finish Group.**

Considered –

The report of the Task and Finish Group.

Introducing the report, the Chairman of the Task and Finish Group, Councillor Arnold reported that the work that the Task and Finish Group had undertaken had been eye-opening and shocking at times. There was a significant difference in North Yorkshire between the experiences of an average Year 10 pupil and LGBT young people growing up. This ranged from increased bullying, poor emotional health and wellbeing and greater engagement in risky behaviours.

The Task and Finish Group had met local LGBT groups in North Yorkshire and listened to some of the stories and experiences LGBT people had when growing up and progressing through school. The findings and recommendations in the report were intended to guide the County Council and its partners on how to raise awareness of the issues faced by LGBT young people. They were also meant to help guide schools to take a more proactive approach in reducing homophobic, bi-phobic and transphobic bullying.

Members thanked Councillor Arnold and noted that this was a very important piece of work that had been undertaken and for those Members on the working group it had been thought provoking and engaging.

A Member commented that the recommendations of the working group were stronger in the draft format of the report. Resources weren't forthcoming so the Working Group curtailed its expectations as to what the County Council as an employer should do. In response Neil Irving (Assistant Director, Policy and Partnerships) highlighted that this was a reference to the County Council signing up to the Stonewall Charter a document pledging to eradicate all forms of workplace bullying and promoting equality regardless of sexuality, race, creed etc. It was noted that the County Council had previously participated in schemes such as the Investors in People however; this had to be stopped due to financial resources making the scheme unviable. It would then be inappropriate to sign up to one charter and not others, instead the resources are better focussed on internal policy and practice to eradicate inequalities.

A Member commented that in recommendation 2 and 3 on page 125 of the report that there was no mention of the VCSE sector. Voluntary and community groups have a big role to play in setting up LGBT groups as well as promoting equal access in their own projects and organisations so could this be written into the report. Councillor Arnold thanked the Member for the important point adding that this would be written into the final report.

A Member highlighted that the Church of England nationally had conflicting views on this issue; however, the Church was committed to fighting inequality and improving the prospects and life chances of young people.

The Committee noted that a video had been produced by the Harrogate LGBT Youth group and one by the Scarborough LGBT Youth group and a link to these videos should be sent to all members of the committee for them to look at.

The Committee agreed with the recommendations set out in the task and finish group's report and that they should be sent to the Council's Executive for its

consideration. It further agreed that the report should be considered again at the 29 January 2016 meeting following the decision at the Executive meeting.

**Resolved –**

(A) The report and recommendations from the LGBT Young People Task and Finish Group be agreed to be sent out to the Council's Executive for its consideration, and;

(B) The report should be considered again at the Committee's 29 January 2016 meeting following the decision at the Executive meeting.

**81. Work Programme**

Considered –

The report of the Scrutiny Team Leader inviting comments from Members on the content of the Committee's programme of work scheduled for future meetings.

Members praised the format of the Committee meeting.

**Resolved -** that the content of the work programme report and the work programme schedule are noted.

The meeting concluded at 15:50pm

MT/NW

**PREVIOUS REPORT CONSIDERED**  
**North Yorkshire County Council**

**Young People's Overview and Scrutiny Committee**

**20 April 2015**

**Prevention Service Implementation**

**1. Purpose of the report**

- 1.1. To provide an update on the implementation of the new Prevention Services and provide an overview of some of the changes to operational delivery.

**2. Background**

- 2.1. Following consultation, a large scale review of the range of Prevention Services has been implemented. The aim of the change programme has been to bring together a range of preventative work which currently operate in similar ways but are managed separately, and create a service which operates seamlessly throughout the 0-19 age range, eliminating duplication and unnecessary and unhelpful transitions for families. The ultimate aim of the service is to reduce the numbers of children and young people requiring more intensive and more costly interventions through Children's Social Care and other services.
- 2.2. The review has created 12 Area Prevention Teams which work across the 0-19 age range. The service will concentrate on targeted support for individuals, families and groups, and the numbers of cases the service works with are expected to rise by approximately 30% from existing levels. To enable this to happen in the context of budget reductions, the service has largely withdrawn from the direct delivery of universal services, working with the voluntary sector to deliver any such necessary provision. At the same time, Healthy Child Teams have been established as part of the re-commissioning of the 0-19 Healthy Child Programme, based on the same geographical footprints.
- 2.3. The new service will not only bring existing services together but will also work differently in ensuring that the learning and model of working from the local Developing Stronger Families programme is mainstreamed. The Area Prevention Teams will be expected to work on a whole family strengths based approach which is responsive to the needs of families, including early mornings, evenings and weekends as necessary.
- 2.4. Alongside this, within the Children & Young People's directorate, there has been a review of Assistant Directors portfolios which has created a new service called Children & Families. This service brings together Children's Social Care and the Prevention Service into one structure. The merger will ensure the greatest possible alignment between the preventative services and more intensive interventions at a children's social care level. This will result in improved service pathways for children, young people and families in North Yorkshire.

**3. Prevention Service Implementation**

- 3.1. The new Prevention Service is operational with effect from the 13<sup>th</sup> April 2015. The implementation has involved a large and complex assimilation and transformation process, with 240 FTE moving into the new structure. A range of events have been

## PREVIOUS REPORT CONSIDERED

held, at a local level to support staff moving into the new service and to allow them to ask questions and feedback on the new service. These will clearly continue on a team level to help embed the new service and provide high levels of support to staff.

- 3.2. An overarching project board has been meeting to manage the transition and this Board will continue to meet until the autumn to maintain oversight of the project plan and to be well positioned to complete a six month review of the new service. Three divisional based launch events will be held in May to bring all the teams together to focus on the new ways of working. A County wide strategic launch event for partners and strategic service managers is being planned for the 12<sup>th</sup> June 2015.

## 4. Changes to Operational Delivery

- 4.1. The Prevention Service vision is that: -

4.2. ***Families in North Yorkshire are able to access readily a range of support to ensure that their children are safe, happy and well, and that they can flourish at school and in the wider world.***

- 4.3. The vision supports all three of the priorities in Young and Yorkshire 2014 -17. These priorities are:

- That education is the greatest liberator for children, no matter where they live or what their home circumstances are
- That the number of children looked after by the authority are reduced safely
- That more children and young people lead healthy lifestyles

- 4.4. In order to achieve this vision the following principles will underpin our service delivery methods and ways of working within the Prevention Service:

- A simple, streamlined referral process
- Less hand offs between services – right service at the right time.
- Children and young people's needs are best met when addressed in the context of the whole family, which means services should work in an integrated and holistic way.
- Activities and services offered to children and young people should help to build and strengthen their resilience.
- Intervening earlier prevents longer term, more costly and damaging problems occurring later.
- Parents have primary responsibility for, and are the main influence on, their children. Our role is therefore to strengthen parenting capacity, whilst remaining clear about our duty to safeguard vulnerable children and young people.

- 4.5. These principles have been embedded into the new Prevention Service by introducing the following changes: -

- The new service will have the capacity to deliver to an extra 500 / 600 cases per year.
- Agreed referral process for schools which sees referrals come into the Customer Service Centre, where they are screened and then passed for allocation to the appropriate locality team. An Area Prevention manager will sit as part of a multi-disciplinary team in the Customer Service Centre, along with

## PREVIOUS REPORT CONSIDERED

Social workers and the Police to ensure effective information sharing and to ensure timely and appropriate response to referrals.

- A generic Family Outreach Worker role who can deliver interventions across the full range of issues that a young person or family may struggle with, or who can help the family access and engage with specialist services.
- An allocated worker who works holistically to develop a family plan and works alongside the family to achieve the targets and actions in the plan.
- Workers able to work early mornings, evenings and weekends where it makes sense in the context of a family or a young person.
- Every school has a nominated strategic link via a Prevention Service Manager. There is an offer of termly meetings with every school to discuss both school based issues and individual cases who are open to the Prevention Service and on the school roll.
- A revised Parenting Strategy – currently under development.
- A published Core Offer for the Prevention Service (still in development but a draft is being consulted on with schools) to include: -
  - All young people who are NEET will be offered an allocated caseworker
  - All young people who are attending a Pupil Referral Unit will be offered an allocated caseworker
  - Young people have access to a caseworker, outside of the family context.
- A more targeted offer in Children's Centres and the development of 0 -19 services delivered via Children's Centres.
- The Healthy Child teams will be coterminous with the Prevention Service contributing to the case holding capacity and attainment of the same objectives as the Prevention Service.
- Early years work better integrated in the work of services within children's centre areas
- A supervision Policy for all workers that details core standards for supervision.
- A workforce development strategy that is grounded in evidence informed programmes and ways of working.
- A performance and outcomes framework which supports the outcomes detailed in Young & Yorkshire.

## 5. Recommendations

- 5.1. The Young People's Overview and Scrutiny Committee note the information in the report.

Pete Dwyer: Corporate Director of Children and Young People's Services  
April 2015

Report author: Julie Firth: Head of Prevention



NORTH YORKSHIRE COUNTY COUNCIL  
CHILDREN AND YOUNG PEOPLE'S SERVICE  
MEETING OF THE EXECUTIVE

5 APRIL 2016

**REVISED SHORT BREAK STATEMENT AND OUTCOMES OF THE PUBLIC  
CONSULTATION ON REVISED MODEL FOR ALLOCATION OF THE DISCRETIONARY  
SHORT BREAK GRANT FOR IMPLEMENTATION WITH EFFECT FROM 1 MAY 2016**

1.0 PURPOSE OF REPORT

- 1.1 The purpose of this report is to outline the Local Authority's statutory responsibilities in relation to the provision of Short Breaks and to seek approval for the implementation of a revised model for the allocation of the discretionary short break grant with effect from 1 May 2016 following public consultation.

2.0 EXECUTIVE SUMMARY

- 2.1 This report proposes the implementation (following recent public consultation) of a revised model for the allocation of the short break grant which will emphasise support and provision which is personalised, leads to a reduction in bureaucracy and which reduces the requirement for families of disabled children and young people to access higher cost statutory services.

3.0 ISSUES

- 3.1 The meeting of the Corporate Director and Executive Members for CYPS on 9 December 2014 agreed to public consultation on a strategy to support disabled children, young people and their families which, if implemented, would provide an increased focus on light touch intervention for families to meet needs and reduce the number of families who may require access to higher cost statutory services.
- 3.2 A twelve week public consultation on the strategy commenced on 17 December 2014 and ended on 11 March 2015. The strategy, which was approved by the Executive on 26 May 2015, represents a coherent approach to support and provision which makes improvements where possible, minimises potential disruption to the lives of disabled children and young people and their families, and ensures that the Council meets its statutory duties whilst disinvesting to a significant degree.
- 3.3 In April 2015 the Young People's Overview and Scrutiny Committee considered the responses to the public consultation on the draft Strategy. Members agreed that the proposal to reduce the budget for discretionary Short Break Grants from £150k per annum to £100k per annum should be deferred to 2016/2017 pending consultation on a revised Short Breaks statement which would incorporate revised proposals for the allocation of the discretionary short break grant. This report and supporting Appendix now outlines revised proposals for allocation of the discretionary short break grant which have been developed following a further public consultation in February – March 2016. Subject to approval, this proposals will be implemented with effect from 1 May 2016.

#### 4.0 POLICY IMPLICATIONS

- 4.1 Discretionary short break grants for disabled children who do not meet the eligibility criteria for the Disabled Children's Service were introduced by North Yorkshire County Council in 2012. These grants were managed by Inclusion Officers, who assisted families with making applications for a grant. That system has been in place (with some operational adjustments) for three years and has been very popular with families. 377 families accessed the grant in 2014/15.
- 4.2 The public consultation on the Council's strategy to support disabled children, young people and their families conducted in 2015 generated considerable support for the continuation of the discretionary short break grant. Many families who did not meet the eligibility criteria for statutory services reported that they continued to value and benefit from this support. It also provided enhanced opportunities for families to have greater ownership and flexibility as to how their needs would be met. These views were echoed by respondents to the recent public consultation about how the discretionary grant should be allocated in future.
- 4.3 The Council recognises that this is an important aspect of its preventative offer and in many cases negates the need for families of disabled children to access higher cost statutory services which would include a formal assessment. In light of this it has been agreed that the Prevention Service will manage the Discretionary Short Break Grant moving forward as part of the broader preventative offer.

#### 5.0 OPTIONS

- 5.1 At their meeting on 17 April 2015 the Young People's Overview and Scrutiny Committee indicated that they would like to see evidence that parents and carers of disabled children and young people had been actively engaged in considering the options for the future delivery of the revised short break grant and officers are grateful to NYPACT, the parent carer forum for children and young people with SEND, for their involvement in this development work, in helping to shape the proposed revised model and in encouraging their members to participate in consultation.
- 5.2 The most significant challenge in revising the statement was in devising a system to better manage short break grants against a reduced budget by introducing qualifying criteria which better targeted those disabled children and families who did not meet the eligibility criteria in the Disabled Children's Service but who would most benefit from targeted support. The previous system had been very inclusive and required limited evidence of need. Increased scrutiny and evidence will be required in order to better manage within the reduced budget.
- 5.3 Research was carried out to identify good practice from other local authorities who were delivering similar discretionary short break grants. This research found that a number of LA's who had pioneered this approach had subsequently stopped doing so because of budget pressures and because it is discretionary. That said, a well regarded model is currently still in place in Enfield and it is upon this model that we are proposing to base the revised discretionary short break grant in North Yorkshire.
- 5.4 The revised model considers disabled children at three levels of need. At the lower level the family are offered advice and information. At the medium level the discretionary short break grant is offered and at the higher level it is likely that the child and their family may require a full assessment. A self-referral and application form requires some self-assessment, endorsement by a professional and evidence of

need. The Short Break Statement along with more detailed information in relation to the proposed model together with an overview of the suggested application process is provided at **Appendix 1**. These have been updated in light of consultation feedback (see below).

- 5.5 Having identified a potential model, a group of officers from the Disabled Children's Service and the Prevention Service met with a Parent Reference Group in December 2015 in order to discuss it in more detail and in order to gain feedback upon it. The feedback received from the Parent Reference Group has been helpful and has been used to inform the development of the key focus areas within the public consultation
- 5.6 The proposed model was well received by the Parent Reference Group and endorsed as an approach to manage, more effectively, the number of applicants and grants awarded. The Reference Group felt that the grant should remain at £500 per family and self-referral with endorsement from a professional and evidence of need was also supported.
- 5.7 The Parent Reference group also considered that in order to support the most vulnerable families with a disabled child the public consultation should ask whether the grant should be targeted at those families in receipt of state benefits or tax credits so that the grant would have a greater impact. Having sought legal advice there is nothing, in law, which would prevent the authority from targeting the grant in this way but through the public consultation exercise we have considered carefully the feedback from families on this particular aspect of the proposal. Updated proposals in respect of this aspect are presented below in section 8.3.
- 5.8 It is proposed that a short break panel made up of officers from the Prevention Service and the Disabled Children's Service will screen and approve all applications for the short break grant without the requirement for costly and detailed assessment. It is anticipated 2 panels per year will be required.
- 5.9 The draft revised short breaks statement attached at Appendix 1 has been prepared in light of discussions with colleagues across CYPS and reflects the core offer offered via the Prevention Service. As it is now a core component of the Local Offer the short breaks statement no longer needs to be a stand-alone document. It is deliberately open in respect of services following assessment to reflect the greater choice and control envisaged in legislation and the Strategy. The revised short breaks statement will be incorporated into the Local Offer once finalised and approved.
- 6.0 FINANCIAL IMPLICATIONS
- 6.1 In line with the outcome of public consultation on the strategy for supporting disabled children, young people and their families and in line with the 2020 savings target, the discretionary short breaks grant will be retained but will reduce from £150,000 per annum to £100,000 per annum with effect from 1 May 2016. This reduction contributes to the overall savings target for disabled children and young people of £887,000, of which £500,000 relates to reductions in the overall cost of provision.
- 7.0 LEGAL IMPLICATIONS

- 7.1 Section 25 of the Children and Young Persons Act 2008<sup>1</sup> requires local authorities to provide short breaks for families with disabled children. This duty came into force on 1 April 2011. Under Paragraph 5 of The Breaks for Carers of Disabled Children Regulations 2010 local authorities must also prepare a ‘Short Breaks Statement’ setting out details of the range of services provided, any eligibility against which services will be assessed and how these will meet the needs of carers in its area. Furthermore local authorities must publish this statement on their website, keep it under review and revise it where appropriate. In preparation and revision the local authority must have regard to the views of carers in their area.
- 7.2 Following the implementation of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014 the short breaks statement should now also be a component of the Local Offer.
- 7.3 A local authority must explain the process by which it decides whether or not a child is “eligible” for support services, paragraph 5 (1)(b).
- 7.4 The local authority must consider its duties under the Equality Act 2010 and ensure that it does not discriminate against anyone because they have a disability, or against a family member of a disabled child

## 8.0 OUTCOMES OF PUBLIC CONSULTATION

- 8.1 A 30-day public consultation on the revised proposals took place from 4<sup>th</sup> February – 5<sup>th</sup> March 2016. Two public consultation events were held in Harrogate and Scarborough, one during the day and one in the evening. These were poorly attended (only 3 parents of disabled children attended these meetings), however all parents/carers present had previously accessed the grant. An online survey was also made available on the Council’s website and promoted via NYPACT and the Prevention Service. A total of 38 responses were received, and full responses are available in the report appendices. An update was provided to the Young People’s Overview and Scrutiny Committee on 4<sup>th</sup> March 2016, and Members were supportive of the changes proposed in response to consultation (see below). Members expressed an interest in reviewing the ongoing impact of the grant and have requested further updates after 6 and 12 months of the new approach. The consultation focused on a number of key areas, which are presented below.
- 8.2 Although there has been a relatively small number of formal responses to this consultation, there was considerable response as part of the original consultation on the strategy. There was widespread engagement on the proposal to reduce the short break grant. Some parents may not have responded to the second consultation because the commitment to retain the grant was made in 2015 and the recent consultation was on the process for allocating the grant, not whether it should be retained. In this respect it is felt that robust decisions can be made based on the consultation responses received, however there is a commitment to keep the grant under review after 1 year.
- 8.3 Amount of grant per child (currently £500)  
The Parent Reference group felt that the Short Break Grant should be kept at £500 per family, rather than a reduced amount to reach more families. 47% of survey respondents agree that the short break grant should be kept at £500 per family (16%

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<sup>1</sup> amends the duties that the Local Authority must provide for disabled children contained within paragraph 6 of Schedule 2 of Children Act 1989

neither agree nor disagree; 37% disagree). Views and discussion at the public consultation meetings suggested that we should ask parents to specify how much funding they are applying for. This is because some parents (at the public consultation meeting) indicated they did not need the full amount last year and had struggled to use it all. This was reflected in survey responses: "I do feel that families should be given not just a fair share but also each request should be considered under its own merits as each family's needs are different". In response to the consultation, it is therefore proposed that grants of 'up to £500' be offered, and that the application form be amended to ask parents to specify the amount they are applying for. In addition, to enhance the scrutiny of requests by the Grant Panel, a question will also be included around what the funding is being requested for. This approach offers the potential for funding to be used more cost-effectively as well as more families benefitting from the grant.

#### 8.4 Targeting of grants to those in receipt of state benefits or tax credits

The Parent Reference Group felt that the public consultation should ask whether the grant should be targeted at those families in receipt of state benefits or tax credits, in order to support the most vulnerable families with a disabled child. 42% of survey respondents agree that targeting and prioritising those families with a disabled child who are in receipt of state benefits or tax credits when allocating short breaks grants is a fair proposal (47% disagree, 11% neither agree nor disagree). All 3 recipients of the grant who attended consultation events indicated that if it was means-tested, they would be unlikely to receive the grant in the future, and therefore they did not support means testing. In light of the responses received, it is felt that public consultation has not generated sufficient endorsement of means-testing for this approach to be implemented when allocating the revised grant. Indeed, some respondents were very unsupportive of this approach: "working families without benefits are sometimes as financially/morally/emotionally in need as those getting benefits". Questions in relation to state benefits and tax credits have therefore been removed from the application form. Officers are confident that the more robust application process proposed (i.e. asking for endorsement by a professional, asking for information on what the grant is needed for, and asking for information on particular issues the child or family face) will enable effective targeting of the grant, however this will be kept under annual review.

#### 8.5 Application process for grants

64% of consultation respondents agree that it is reasonable to ask families to fill in a self assessment and application form, to provide evidence in support of their application and to seek the endorsement of a professional (16% neither agree nor disagree; 21% disagree). In light of this, the proposed application and approval process will be implemented, however a number of small changes have been made to the application form, as outlined above. It should however be noted that some families indicated that it may be difficult to find a professional who knows the family well enough to provide the endorsement for the application. The guidance accompanying the application process will make clear to families that existing evidence of the child's needs will be acceptable (for example a recent medical report from a GP, health professional or other specialist the child may be receiving support or help from). Through consultation a question was raised about discretionary services being offered where statutory assessment would be more appropriate to check that a disabled child or young person is eligible to receive a service from the council. The short breaks grant process proposed does not infringe the right of parents to request an assessment for services for a child in need.

8.6 Guidance around how short breaks grants can be accessed and used

The final area of focus within consultation was the provision of guidance about the short breaks grant. There was support from those attending public events for the provision of information to parents on what the grant could be used for. 84% of survey respondents would find guidance about what they can spend the grant on helpful (13% neither agree nor disagree; 3% disagree) but respondents overwhelmingly felt that the Council should not place undue restrictions on how the grant can be spent. Information and guidance will be made available to the public via North Yorkshire's Local Offer.

9.0 EQUALITIES IMPLICATIONS

9.1 A detailed Equalities Impact Assessment (EIA) was completed and published alongside the consultation on the Strategy for supporting the needs of disabled children, young people and families. The relevant sections of the EIA have been updated following consultation on the revised model for the allocation of the short break grant. The updated EIA is included in the Appendix.

10.0 REASONS FOR RECOMMENDATIONS

10.1 The recommendations in respect of the revised proposals for allocation of the reduced Short Breaks Grant, underpinned by the updated Short Breaks Statement, have been informed by engagement with a Reference Group of parents and carers and updated in response to feedback from public consultation. Members of the Young People's Overview and Scrutiny Committee have reviewed consultation responses, and are supportive of the approach as outlined above. The recommendations outlined within this report further build on the extensive public consultation undertaken in 2015 to inform the Strategy for Supporting Disabled Children, Young People and their Families.

11.0 RECOMMENDATION

11.1 That Executive Members note the Local Authority's statutory responsibilities in relation to the provision of short breaks

11.2 That Executive Members note the feedback from the public consultation in respect of the revised approach to the allocation of short breaks grants

11.3 That Executive Members agree to the implementation of a revised approach to allocating the reduced discretionary Short Breaks Grant with effect from 1 May 2016, as outlined above

11.4 That Executive Members agree that the short break grant should be subject to regular review to understand its impact. As part of that review Officers can explore opportunities to replicate the offer supported by the short breaks grant within the wider Prevention Service Core Offer.

PETE DWYER  
CORPORATE DIRECTOR – CHILDREN AND YOUNG PEOPLE'S SERVICE

*Report prepared by Jane le Sage, Assistant Director, Inclusion*



Appendices:  
Updated EIA  
Consultation responses  
Updated application form  
Updated short breaks statement

Consulted .....Executive Member

Date: .....

Consulted .....Executive Member

Date: .....

Consulted .....Executive Member

Date: .....

Agreed: .....Corporate Director

Date:



## **North Yorkshire County Council**

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

#### **Short Breaks Statement**

**Revised for Implementation 1 May 2016**

## Legal Duties and Responsibilities

Section 25 of the Children and Young Persons Act 2008<sup>1</sup> requires local authorities to provide short breaks for families with disabled children. This duty came into force on 1 April 2011. Under Paragraph 5 of The Breaks for Carers of Disabled Children Regulations 2010 local authorities must also prepare a 'Short Breaks Statement' setting out details of the range of services provided, any eligibility against which services will be assessed and how these will meet the needs of carers in its area. Furthermore local authorities must publish this statement on their website, keep it under review and revise it where appropriate. In preparation and revision the local authority must have regard to the views of carers in their area.

Following the implementation of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014 the short breaks statement should now also be a component of the Local Offer.

A local authority must explain the process by which it decides whether or not a child is "eligible" for support services, paragraph 5 (1)(b).

The local authority must consider its duties under the Equality Act 2010 and ensure that it does not discriminate against anyone because they have a disability, or against a family member of a disabled child.

### What is a Short Break?

A short break is an opportunity for parents and carers of a disabled child to have a break from their caring responsibilities, a chance to rest, spend time with their other children and give brothers and sisters an opportunity to enjoy family time too. Parents may use their break time to enjoy a leisure activity or if they are studying, to support their studies. It might be a social activity or an opportunity for parents to have a break from caring, and also to give the child a break from his primary carers.

This short breaks statement explains what is available at different levels of need and how this can be accessed. We want parents and their children and young people to have as much choice as possible in the type of short break available to them.

### Examples of Short Breaks

- **Home Care** - is provided to a child in their family home. It is provided for a specific period of time and this usually involves an element of personal care.
- **Home Sitting** - 'a sitting service' usually provided in the child or young person's home and involves caring for the child and their siblings while their parents go out.
- **One to One Support** - this is when a disabled young person is allocated a specific support worker who may go out with them or support them to attend an activity or event.

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<sup>1</sup> amends the duties that the Local Authority must provide for disabled children contained within paragraph 6 of Schedule 2 of Children Act 1989

- **Holiday Activities** - both inclusive and specialist - these include holiday play schemes or taking part in any sport, arts or any other activities during the main and half term school holidays.
- **Out of School Activities** - both inclusive and specialist, during the week and at weekends - these include after school clubs and opportunities to socialise and enjoy activities at the weekend.
- **Overnight Short Breaks** - this is when a child or young person is cared for overnight by someone other than their parents/carers. This may happen in the child's home, in the carer's home, in a residential setting or through an activity type holiday.

### **Who can access a Short Break?**

Every request for a short break is considered on its merits. Short breaks are often provided to the families of children defined in legislation as being 'in need' as a result of their disabilities. A disability can be seen as something which has a substantial, long term (or permanent), detrimental effect on a child's development, health and their ability to carry out day-to-day activities.

Children & young people are eligible for short breaks if they have a physical or mental impairment which has a substantial and long term effect on their ability to carry out day to day activities. This may include a physical or learning disability, a hearing or visual impairment. It includes children with autism and Asperger's Syndrome and children who may have challenging behaviour as a result of a learning disability. It also includes children who have complex needs and who may have palliative life limiting or a life threatening condition.

The Council's Children and Young Peoples Service is committed to the delivery of short breaks. Our resources are used to prioritise services for the most vulnerable, but are also designed, through a commitment to early intervention, to offer services at the lowest possible level of need. Not all children and families require the same level of support; some need more than others because of the nature of their child's disability. Some families may need more support because of their individual family circumstances. This is why we may need to assess your child and family circumstances to ensure we provide the right level of support and services at the right time.

**Short Breaks Statement**

The following describes the core offer for families with disabled children and young people in North Yorkshire:

<u>Lower levels of support</u>	<u>Higher levels of support</u>
<ul style="list-style-type: none"> <li>• Additional short-term support to access some universal services such as youth groups, uniformed groups (i.e. scouts, guides)</li> <li>• Advice or training for providers or short-term additional support to enhance confidence and skills.</li> <li>• Activity based groups for children and young people with disabilities e.g. Youthability, FUSE Theatre Group.</li> <li>• Discretionary Short Break Grants (see Appendix B) to provide families with more choice and control.</li> <li>• Parenting programmes and support.</li> <li>• Parent programmes for families with specific areas of SEND, e.g. autism, in collaboration with the inclusive education service.</li> <li>• An allocated caseworker to work with the child, young person and family on the development and delivery of an agreed family plan.</li> <li>• 0-19 services in Children's Centres.</li> <li>• Youth Clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• These are reserved for disabled children with the highest level of need who meet the DCS Eligibility Criteria (see Appendix A).</li> <li>• To receive Specialist Services you will need to have had the needs of your disabled child and your family assessed by DCS.</li> <li>• Specialist Short Breaks Services are tailored to the needs of the disabled child and their parents/carers.</li> <li>• Examples of Specialist Short Breaks include; day care in the home, day care in supported settings and overnight care in Foster Care or Resource Centres.</li> <li>• Personal budgets are promoted to meet needs through Direct or Indirect Payments or one-off payments.</li> </ul>

## Appendix A

**NORTH YORKSHIRE COUNTY COUNCIL****ELIGIBILITY FOR DISABLED CHILDREN'S SERVICES**

The Disabled Children's Service provides support for disabled children and young people where the disability has a substantial and long term effect on their ability to carry out day-to-day activities

**AND**

There are significant difficulties in meeting needs within their family, broader support networks or through local universal provision

**Whilst eligibility decisions are based on individual need and professional judgement, including to what extent the impairment affects their lives and the lives of those who live with and care for them, it is likely that the disabled child or young person will fit into one or more of the following definitions:**

- *A significant, permanent and enduring physical disability*
- *A significant global learning disability*
- *A severe and enduring communication disorder*
- *Autism with a significant global development delay and may have challenging behaviour*
- *A significant sensory impairment*

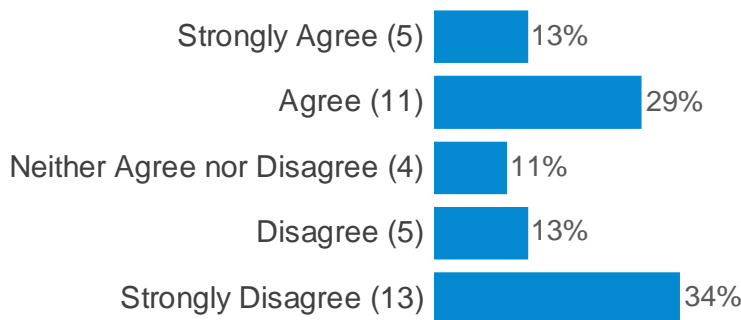
**Appendix B – Application Form and Need Levels**

# Consultation on Discretionary Short Break Grants

This report was generated on 07/03/16. Overall 38 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

The following charts are restricted to the top 12 codes. Lists are restricted to the most recent 100 rows.

## If we were to target and prioritise those families with a disabled child when allocating short break grants, e.g. those in receipt of state benefits or tax credits would you consider this to be a fair proposal?



## Are there any other points you would wish to make in relation to this aspect of the consultation?

### Are there any other points you would wish to make in rela...

Some times the people who don't earn state benefits are the families in Greater need off short break funding

The Short Breaks Funding can be a real life saver for families under great pressures. It may be the only respite these families get from life.

Its for the child, each child should be entitled, people on benefit can apply to other charity organisations to get funding but people who work but may still live on bread line are not able to access these, therefore would struggle to pay out there own pocket for any kind of prvision to get breaks

need to be careful using this as an only means to qualify. Children without a diagnosis often struggle to qualify for state benefits despite their high care needs

Everyone should be treated the same

This brings nycc in line with others ie family fund

Just because a family does not get benefits does not mean they have money

My husband works away and I have too children with special needs, access to RSF days out is a lifesaver and I believe you would be discriminating against my family. RSF Respite is not cheap, and may be limited to those who have the grant. What should I do with two children I struggle to take out on my own for the 6 and a half weeks holiday?

I believe ever one is to have the same care if you have a child with a disability come rich or poor!

Those families living on wages alone are often financially struggling to pay essentials due to rising living costs

It should be based on individual family circumstances

working families without benefits are sometimes as financially/morally/emotionally in need as those getting benefits.

**Are there any other points you would wish to make in relation to this aspect of the consultation?**

**Are there any other points you would wish to make in rela...**

Many people not entitled to benefits are working full time and getting less than those who are on benefits. CSA payments are not taken into account with benefits and income which is unfair.

We should see the child not what parents earn

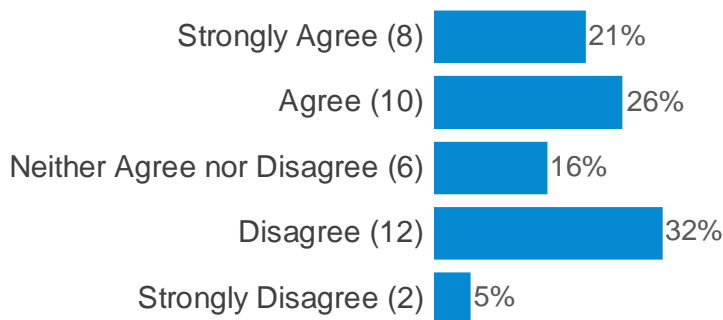
it should be decided if the need is there, not on how much money someone has

The families that are just over this threshold cannot manage the extra family holiday money, or money for a particular event that short breaks gives us, where as families recieving benefits can gain access to many other charity funds etc.

Families who are not in receipt of Tax Credits due to just being over the threshold often struggle more than those in receipt due to the Tax Credits being a golden ticket to support. If you are to look at income, it needs to be means and needs tested as a large family or a family who have a severley disabled child just above the benefit threshold could struggle far more than one in receipt of benefits.

The fact that a family is not in receipt of the benefits you hightlight does not mean that their financial circumstances may be equally difficult

**The Parent Reference group felt that the Short Break Grant should be kept at £500 per family, rather than a reduced amount to reach more families. What do you think about this?**



**Are there any other points you would wish to make in relation to this aspect of the consultation?**

**Are there any other points you would wish to make in rela...**

I would support a reduction so more people benefit

I personally think that all families with a SEN child should recieve the same if funds allow

I do feel that families should be given not just a fair share, but also each request should be considered under it's own merits as each families needs are different.

I think it depends on what the its going to be used for

Would it possible to stagger the amount? High needs get high amount. Lesser need get a lower amount. Could still target more families?

It should be given on a percentage of the break eg if the family break costs £800 then 50% eg£400 could be given if a break costs £500 then agin 50% would be given but ensuring the money is spent in what it's given for

reduce for more families

I think it should be shared out amongst those who are eligible. Lots of families I speak to don't know about this.



**Are there any other points you would wish to make in relation to this aspect of the consultation?**

**Are there any other points you would wish to make in rela...**

I would rather take something rather than nothing for my son

Please see how we can help with short break provision  
<http://www.jonascentre.org/content/subsidisedholidays/>

It should be given per child

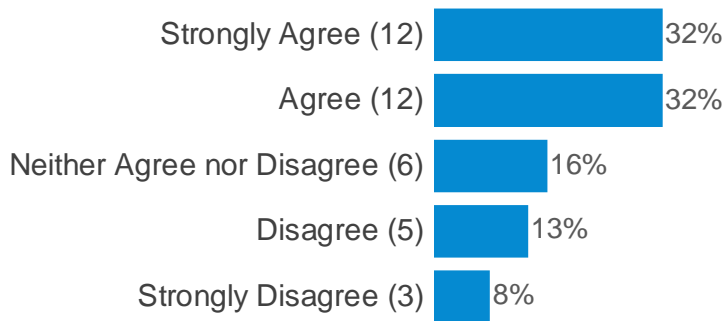
£500 is already derisory given the high level of need of many families excluded from statutory support

I think a reduced amount to reach more families makes perfect sense.

If it went down by £50 or £100 then this would massively increase the number of families offered, also not all families want the full £500, what about asking individually?

A smaller amount could make a big difference to many families

**We propose to ask families to fill in a self-assessment and application form, to provide evidence in support of their application and to seek the endorsement of a professional. Please tell us whether you think this approach is reasonable?**



**Are there any other points you would wish to make in relation to this aspect of the consultation?**

**Are there any other points you would wish to make in rela...**

I do agree but some times it is difficult to find a professional who knows the family well and has the time to write about it.

Some families applying for the fund may not be known to many professionals & may struggle to provide evidence. Like when waiting assessment after a diagnosis has been removed. When a person has been previously mis diagnosed.

Its hard enough to see professionals at the best of times in relation to iur children with ridiculous waitlists, would cause undue stress on families already struggling with daily life

evidence makes sense. But why ask for professional endorsement too? Surely letters previously written should sufficelf on occassion it isn't enough, then seek further professional endorsement. But this shouldn't be needed every time.

proffesional and parent may different ideas , should be completed together

It's not always easy to get the endorsement and it puts extra unneeded pressure on teachers or doctors that are already overstretched. The evidence of disability should be enough.

Getting statements from professionals is very difficult parents of disabled children have enough forms to fill in

I believe you need to make sure the money is given to the correct families.

**Are there any other points you would wish to make in relation to this aspect of the consultation?**

**Are there any other points you would wish to make in rela...**

We already spend hours filling in forms for our kids. A referral from a charity or health professional instead?

Seeking medical endorsement would take time

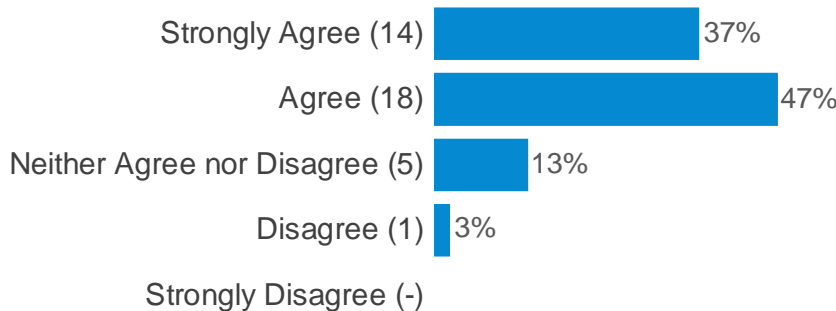
It is unclear how families will be identified as being ineligible for statutory support under s.17 Children Act or s.2 Chronically Sick & Disabled Persons Act. Only those who have undergone a legally complaint assessment and found not to be eligible for statutory services should be referred to the grant scheme. This would surely mean social care professionals would already have collected most if not all of the information necessary (except perhaps about parental income) such that further forms and self assessment would be unnecessary. The concern would be if families were asked to fill out forms for discretionary help without it first being established they did not meet the criteria for statutory help. In the past families accessing discretionary short breaks have ruled themselves out of statutory services because they were not informed of their right to a proper assessment.

I don't disagree but I just want to mention that form filling can become very overwhelming. Families with disabled children, any disability do have a lot on their plates

So long as its not overwhelming given all the other paperwork that goes on, as it simply gets put to one side and becomes a stressful event in itself.

However, support needs to be available to do this, families who are struggling may well find it hard to complete the forms or find it hard to find the time to complete them

**Would you find guidance about what you can spend the grant on helpful?**



**Are there any other points you would wish to make in relation to this aspect of the consultation?**

**Are there any other points you would wish to make in rela...**

---

As there are many ways to spend the funding, a variety of suggestions would be beneficial. Even some lesser done options ~ befriending 1:1 outreach etc

---

Definitely, theres afew companies that do like childcare service that costs a fortune be nice to have alternative to just that service of a break

---

It should be spent on what it's given for and could also be used towards school trips so both parents and child get a break

---

I think it should be approved spending.

---

It wouldnt change our chosen use i.e RSF

---

I am aware of what I can spend the grant on. Each child and family is different; it is what works for an individual family.

---

Should be able to choose

---

This would depend whether the Council intended to place restrictions on how the grant can be spent. If it does then clearly guidance is essential. If not, then there is no need for guidance families should be able to make up their own minds. I

---

needs to fit with individuals and be creative



**Children and Young People's Service  
Directorate  
Short Breaks Self-Referral Form**

## Front Sheet : Introduction

Short breaks are provided to offer:

- an enjoyable play or leisure opportunity for your child;
- a chance for parents to have a short break from their caring responsibilities;
- an opportunity for children and young people to meet with their friends, or
- a chance for your child to learn or develop a skill.

Cont/...

In order to gain a better picture of whether a short break grant would help to meet your child's needs, please complete the following Self-Referral Form and send us any report or information about your child that you feel will help us make a decision.

If you require support to complete this form please contact the North Yorkshire County Council Customer Contact Centre on 01609 780780 or by e-mailing [Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk) or [Children&families@northyorks.gcsx.gov.uk](mailto:Children&families@northyorks.gcsx.gov.uk)

Once you have completed the form please send it, together with any documents or referee details requested as supporting evidence to North Yorkshire County Council Customer Contact Centre at:

[Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk) or  
[Children&families@northyorks.gcsx.gov.uk](mailto:Children&families@northyorks.gcsx.gov.uk)

or Customer Contact Centre (Short Breaks Grant)

North Yorkshire County Council  
County Hall  
Northallerton  
North Yorkshire  
DL7 8AD

**BASIC INFORMATION** : Please complete all sections in block letters / print clearly

Child's details :

Child's first name  Child's surname   
Child's date of birth  Child's age

Address of child

Postcode

Child's ethnicity

Language(s) spoken by family

Name of school or pre-school service

Please list any short break or other services your child already receives

Please tell us your child's diagnosis or describe their disability

Please advise us of any health professionals who see your child (other than your GP, Health Visitor and School Nurse), and where they are based (e.g. Great Ormond Street Hospital)

**Family Information**

Form completed by

Relationship to child or young person

Telephone No.

Mobile Telephone No.

Email Address

Please let us know if we can contact you in the future regarding activities and services

YES/NO

Is there another adult in the household who supports you with the care of your child? If so, please tell us their relationship to you



Please tell us the difference that having a short break will make to:

- a) Your child
- b) You and/or your partner
- c) Your child's siblings (if any)

a) Your child:

b) You and your partner:

c) Your child's siblings (if any):

Do you have more than one disabled child? If so, please tell us how many disabled children there are in your family

Do **you** have a disability? If so, please describe

Do **you** have a diagnosed health need? If so, please describe

**How much grant funding are you requesting? You can apply for a grant of up to a maximum of £500**

**Please describe what you plan to use the grant funding for, if your application is approved?:**

**Please Note** : It is important we are able to verify the information given in this form in order to ensure the funding is allocated sensitively, consistently and equally. Could you please attach to this application any recent letters or reports to support your application: for example this could include :

- A letter from the headteacher of any school or provision your child attends
- A recent medical report or letter from your GP, health professional or other specialist your child may receive treatment or support from.
- Any information from another service provider to support your application and the statements you have made in this form regarding your child's needs and/or the needs/situation and/or benefits to the family.

## BEHAVIOUR, COMMUNICATION AND LEARNING

Please tick one box in each row (for row numbers 1-5) that best describes your child's needs in terms of behaviour, communication and learning, to explain why they need more support than a child of the same age who doesn't have a disability:

	Low Support Needs	Tick	Medium Support Needs	Tick	High Support Needs	Tick		Tick
1	Because of their behaviour, needs <b>some</b> adult support with their self-care needs, i.e. eating, drinking, dressing, toileting and positioning, for these needs to be safely met.		Because of their behaviour, needs <b>more regular</b> adult support with their self-care needs, i.e. eating, drinking, dressing, toileting and positioning, for these needs to be safely met.		Because of their behaviour, needs 1:1 adult support <b>at all times</b> with their self-care needs, i.e. eating, drinking, dressing, toileting and positioning, for these needs to be safely met.		Not applicable to my child.	
2	Has a learning disability and may display distressed behaviour arising from a lack of understanding and/or anxiety.		Has a <b>severe</b> learning disability and may display highly distressed behaviour arising from a lack of understanding and/or anxiety.		Has a <b>severe</b> learning disability and challenging behaviour <b>that presents significant risk of harm to self or others.</b>		Not applicable to my child.	

Continued/..

## Behaviour, Communication and Learning Cont/...

	Low Support Needs	Tick	Medium Support Needs	Tick	High Support Needs	Tick		Tick
3	Has challenging behaviour which requires some involvement and interaction with multi-disciplinary communication and learning services.		Has challenging behaviour which requires <b>regular</b> involvement and interaction with multi-disciplinary communication and learning services.		Has challenging behaviour which requires <b>intensive</b> involvement and interaction with multi-disciplinary communication and learning services.		Not applicable to my child.	
4	Has a learning disability which impacts on some aspects of communication and social interaction.		Has a severe learning disability which impacts on all aspects of communication, i.e. restricted and rigid behaviours, social communication and social interaction.		Has a severe learning disability and a severe communication impairment diagnosed by a Speech and Language Therapist and they need augmented communication support.		Not applicable to my child.	
5	Has communication/learning needs that can be met within universal services with <b>some</b> support in relation to self-care, mobility and engagement with peers.		Has <b>severe</b> communication/learning needs that cannot be met within universal services without significantly more adult support in relation to self-care, mobility and engagement, than other children of a similar age.		Has <b>severe and complex</b> communication/learning needs that cannot be met by universal services without 1:1 support.		Not applicable to my child.	

## PHYSICAL DISABILITY

Please tick one box in each row (for row numbers 1-5) that best describes your child's physical disability, to explain why they need more support than a child of the same age who doesn't have a disability:

	Low Support Needs	Tick	Medium Support Needs	Tick	High Support Needs	Tick		Tick
1	Has a physical disability affecting some or all limbs, as identified by a paediatrician or physiotherapist.		Has a <b>significant</b> physical disability affecting some or all limbs, as identified by a paediatrician or physiotherapist.		Has a <b>complex</b> physical disability affecting some or all limbs, as identified by a paediatrician or physiotherapist.		Not applicable to my child.	
2	Has a physical disability and uses additional equipment <b>at times</b> to support standing, walking and feeding, and moving and handling generally.		Has a physical disability and uses additional equipment <b>regularly</b> to support standing, walking and feeding, and moving and handling generally.		Has a physical disability and uses additional equipment <b>as their main means of support</b> , i.e. standing, walking and feeding, and moving and handling generally.		Not applicable to my child.	

Continued/....

# Physical Disability cont/...

	Low Support Needs	Tick	Medium Support Needs	Tick	High Support Needs	Tick		Tick
3	Has a physical disability and requires <b>some</b> adult intervention for their self-care needs, i.e. eating, drinking, dressing, toileting and positioning, for these needs to be safely met.		Has a physical disability and requires <b>more regular</b> adult intervention for their self-care needs, i.e. eating, drinking, dressing, toileting and positioning, for these needs to be safely met.		Has a physical disability and requires <b>1:1 adult intervention at all times</b> for their self-care needs, i.e. eating, drinking, dressing, toileting and positioning, for these needs to be safely met.		Not applicable to my child.	
4	Has a physical disability and requires <b>some</b> involvement and interaction with multi-disciplinary services.		Has a physical disability and requires <b>more regular</b> involvement and interaction with multi-disciplinary services.		Has a physical disability and requires <b>intensive</b> involvement and intervention with multi-disciplinary services.		Not applicable to my child.	
5	Has a <b>physical disability that can be met within universal services with some support</b> in relation to self-care, mobility and engagement with peers.		Has a <b>severe physical disability that cannot be met within universal services without significantly more adult support</b> in relation to self-care, mobility and engagement, than other children of a similar age.		Has a <b>severe and complex physical disability that cannot be met by universal services without 1:1 support.</b>		Not applicable to my child.	

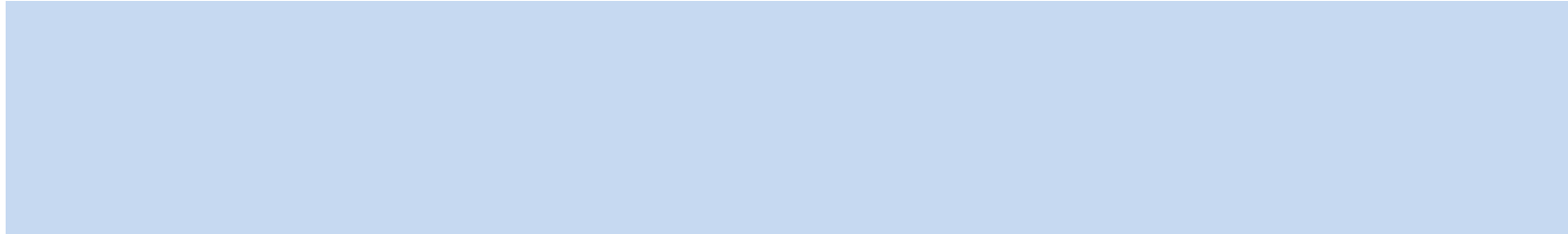
## HEALTH / MEDICAL NEEDS

Please tick one box in each row (for row numbers 1-3) that best describes your child's health and medical needs, to explain why they need more support than a child of the same age who doesn't have a disability:

	Low Support Needs	Tick	Medium Support Needs	Tick	High Support Needs	Tick		Tick
1	Has <b>controlled</b> healthcare needs requiring specialist intervention. For example, your child takes regular medication for epilepsy which controls their condition.		Has <b>significant</b> healthcare needs requiring specialist intervention. For example, your child requires regular medication for epilepsy, but their condition remains unstable.		Has <b>complex and chronic</b> healthcare needs requiring specialist intervention. For example, your child has had a tracheostomy.		Not applicable to my child.	
2	Has healthcare needs and requires <b>some</b> involvement and interaction with multi-disciplinary services (i.e. is seen by a medical team 3-6 monthly).		Has healthcare needs and requires <b>regular</b> involvement and interaction with multi-disciplinary services, which requires changes to their health care plan.		Has healthcare needs and requires <b>intensive</b> involvement and intervention with multi-disciplinary services (i.e. is seen by a medical team more often than once per month).		Not applicable to my child.	
3	Has <b>healthcare needs that can be met within universal services with some support</b> in relation to self-care, mobility and engagement with peers. For example, support required for medication administration (including insulin injections and epilepsy rescue medication).		Has <b>severe healthcare needs that cannot be met within universal services without significantly more adult support</b> in relation to self-care, mobility and engagement, than other children of a similar age.		Has a <b>diagnosed long-term medical condition which requires additional input to regulate and monitor their condition</b> , e.g. breathing, feeding or uncontrolled epilepsy, and <b>these needs can only be met in universal services with the addition of a 1:1 support worker</b> .		Not applicable to my child.	

## **OTHER NEEDS**

If your child has any other needs, including sensory needs (a visual or hearing impairment), please describe below:





## FURTHER INFORMATION

We need to ask you for some more information about your child and family.  
Please tick the box from each section that best describes your situation (tick one box only).

### 1. Sleep

		Tick one box only
1.	Your child sleeps well for their age.	<input type="checkbox"/>
2.	There is some disturbance of your/your partner's sleep patterns due to the impact of your child's disability.	<input type="checkbox"/>
3.	You follow specialist advice or a sleep programme, but your/your partner's sleep is still disturbed, with you having to attend to your child's needs for an hour a night for three or more nights per week.	<input type="checkbox"/>

Would you like information about how to access sleep programmes?

YES / NO

**1. Effect on brothers and/or sisters under 18 years of age**

		Tick one box only
1.	Your other children have friends to play with and they have social relationships appropriate to their age.	
2.	Your other children regularly have to help with the care of their disabled brother or sister and this affects their leisure and social time.	
3.	Other children in your family have a significant caring role for their disabled brother or sister and are a young carer*	

**\*If there is a young carer within the family, please provide their details here, so that we can provide you with information on services for young carers.**

Name

School

Date of birth

## 1. Impact on family

		Tick one box only
1.	You are able to use support and help from your family and/or community.	
2.	You have limited support from your family and/or community.	
3.	You have no support from your family and/or community.	

# Consent Statement

The Children and Families Service work closely with different professionals, such as teachers, health visitors and GPs. This helps us to understand and meet the needs of your family and members within it.

Before we are able to do this we need to ask you for consent to collect and share this information about your family and, before you sign to indicate you agree to this, we want to ensure you understand what we are collecting and sharing, and why.

## What we want your information for and how we will use it

It is important you know that any information we collect and share about you will be stored and used in strict accordance with the Data Protection Act 1998. We need to look up and share your information such as names, dates of birth, addresses for 3 main purposes:

- to understand what help you or your family might need. By sharing information we can build up a better picture of your family and this will help us and our partners
  - plan the services we offer you,
  - check our records to see if and how we have worked with your family previously
  - see if you are currently working with any of our partner services or support organisations and, where appropriate, ask such organisations to provide you with any additional services which we feel could assist you.
  
- to improve the way we support you and other people in the future. By listening to and sharing your feedback we can make changes to the way we work and constantly improve how we offer support to you and others in similar situations.

- to show those who are funding us (eg. Central Government) if the services we are spending it on are really helping families, both now and in years to come. Also
  - Any information will be provided as part of a large group of families from across North Yorkshire
  - Any report made will be on the findings for the group as a whole and it will not be possible to identify you or anyone individually.
  - Your information will only be used for research and statistical purposes to measure the performance of the service we give you.
  - The overall findings will help both Government and ourselves develop new policy and approaches, and to see if what is being provided meets the needs of those who receive the help.

### **What do you need to do?**

We are asking for your agreement, known as “consent” to share your information for the reasons above. It is an easy process where all we need is your signature on the declaration below.

You do not have to agree to this and you can withdraw your “consent” at any time if you change your mind, however it may make it difficult to provide the services you and your family need.

It is important to tell you that we have a legal duty to share your information with other agencies, even without your consent if we believe it will, protect you, prevent harm to someone else or prevent / detect a crime.

**Your agreement**

I understand why information about the family is being recorded and how it will be used and shared.

I, agree/ disagree **(delete as appropriate)** that this information about our family may be used for the above purposes

Signed:

Date:

Role in family: Individual Carer, Parent or Representative **(delete as appropriate)**

This consent needs to be given for all members of the family as appropriate.

## Thank you for completing the Self-Assessment Form

### **Checklist**

Before sending this form to us please use the checklist below to ensure you have included the information we need in order to process your request :

Have you completed all sections in full as reflects the needs of your child? **Yes / No**

Have you given details of any professionals where requested who will be able to confirm the needs of your child? **Yes / No**

Have you signed the application form and consent declaration? **Yes / No**

Have you included letters from any professionals referred to in this application confirming the diagnosis and needs of your child / family eg :

- health professionals, specialists / consultants , headteacher of any school or provision your child attends
- and/or from other professional or service provider supporting your family and able to confirm the needs of your child and/or the needs / situation and/or benefits to the family?

**Yes / No**

If you have answered yes to all the above, please now send your completed form and any supporting documentation to North Yorkshire County Council Customer Contact Centre by email to [Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk) or [Children&families@northyorks.gcsx.gov.uk](mailto:Children&families@northyorks.gcsx.gov.uk) or by post to: Customer Contact Centre (Short Breaks Grant), North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Thank you



North

Yorkshire County Council

# Equality Impact Assessment (EIA): evidencing paying due regard to protected characteristics

## Strategy for Supporting Disabled Children, Young People and their Families

May 2015

*Updated March 2016 (updates in italics)*

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email [communications@northyorks.gov.uk](mailto:communications@northyorks.gov.uk).

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھئے۔



Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.



Name of Directorate and Service Area	Children and Young People's Service, Inclusion
Lead Officer and contact details	Michelle Allison Head of SEND Service <a href="mailto:Michelle.allison@northyorks.gov.uk">Michelle.allison@northyorks.gov.uk</a> 01609 797630
Names and roles of other people involved in carrying out the EIA	Andrew Terry Assistant Director, Inclusion Michelle Allison Head of SEND Service Dave Chapman Senior Planning and Development Officer, SEND Service <u>Updates March 2016:</u> <i>Jane Le Sage, Assistant Director, Inclusion from Sept 2015</i> <i>Michelle Allison, Head of SEND Service</i> <i>Julie Hatfield, Divisional Manager, Prevention Service</i> <i>Naomi Smith, 2020 Project Manager</i> <i>David Walker, CYPS Equalities Lead</i>
How will you pay due regard? e.g. working group, individual officer	SEND Steering Group of the Children's Trust Board; Parent Reference Group; Parent Carer Participation Planning Group;
When did the due regard process start?	July 2014
Sign off by Assistant Director (or equivalent)  ..... Andrew Terry  13 May 2015 Date	Andrew Terry Assistant Director, Inclusion  <i>Jane Le Sage (Assistant Director, Inclusion) from September 2015</i>

**Section 1. Please describe briefly what this EIA is about.** (e.g. are you starting a new service, changing how you do something, stopping doing something?)

This EIA relates to the development of a strategy for meeting the needs of disabled children, young people and their parents and carers. The strategy provides an overarching framework for the proposed changes to the services and support that disabled children, young people and their families can access, within available resources. It is believed that this may improve the services available whilst also achieving efficiencies for the Authority.

The strategy would involve changes to the ways in which services for disabled children and young people are currently provided, and developments in the organisational structures and models that support those services. It emphasises personalised and increased local provision, and greater focus on the targeting of provision.

**Section 2. Why is this being proposed?** (e.g. to save money, meet increased demand, do things in a better way.)

The Council is ambitious for disabled children, young people and their families and seeks to implement a strategy which will develop and modernise approaches and provision with the aim of improving services for disabled children and young people. The strategy also seeks to make efficiencies and save money due to reduced budgets for services for disabled children and young people as part of the Council's 2020 programme whilst ensuring that the Council's statutory duties are still met. The proposed changes which the strategy would deliver would also provide savings totalling £887k .

**Section 3. What will change? What will be different for customers and/or staff?**

There are four main areas in which it is proposed that services and provision would be different:

1 A greater proportion of overnight short breaks to meet assessed need would be provided through family based provision, either through domiciliary care or in foster care. There would be fewer places in Children's Resource Centres (CRCs). The provision made in children's resource centres would be centralised in the Harrogate area. It is envisaged that one of the other 2 CRC's (The Ghyll, Skipton and Morton-

on Swale, Northallerton) would be closed once sufficient local family based provision was established.

2 All existing packages of support would be reviewed with a view to reducing their overall cost whilst ensuring assessed needs are met. This would be undertaken in parallel with an increased focus on personalisation.

3 Approximately 30% of cases which are open to the Disabled Children's Service would be managed with decreased interventions and less bureaucracy whilst ensuring that parents and carers were appropriately supported.

4 Resources for discretionary short break grants would be reduced but not until 2016/17 allowing sufficient time to consult on a revised Short Break Statement.

*Update March 2016: The consultation on the revised model for the allocation of the discretionary short break grant was conducted between 4<sup>th</sup> February and 5<sup>th</sup> March 2016. Proposals related to the revised model were developed in partnership with a Parent Reference Group from NYPACT the parent carer forum for children and young people with SEND. The public consultation sought feedback on 4 key areas of focus and revised recommendations have been made in the following areas:*

- 1. Amount of grant per child – in response to the consultation it is proposed that grants of “up to £500” be offered and that the application form be amended to ask parents to specify the amount they are applying for. In addition, to enhance the scrutiny of requests by the grant panel, a question will also be included around what the funding is being requested for. This approach offers the potential for the reduced grant pot of £100k to be used most cost-effectively as well as more families benefitting from the grant.*
- 2. Targeting of grants to those in receipt of state benefits or tax credits - the public consultation did not generate sufficient endorsement of means-testing for this approach to be implemented when allocating the revised grant. Indeed, some respondents were very unsupportive of this approach: “working families without benefits are sometimes as financially/morally/emotionally in need as those getting benefits”. Questions in relation to state benefits and tax credits have therefore been removed from the application form. Officers are confident that the more robust application process proposed (i.e. asking for endorsement by a professional, asking for information on what the grant is needed for, and asking for information on particular issues the child or family face) will enable effective targeting of the grant, however this will be kept under annual review.*
- 3. Application process for grants - the proposed application and approval process will be implemented, however a number of small changes have been made to the application form, as outlined above. It should however be noted that some families indicated that it may be difficult to find a professional who*

*knows the family well enough to provide the endorsement for the application. The guidance accompanying the application process will make clear to families that existing evidence of the child's needs will be acceptable (for example a recent medical report from a GP, health professional or other specialist the child may be receiving support or help from). Through consultation a question was raised about discretionary services being offered where statutory assessment would be more appropriate to check that a disabled child or young person is eligible to receive a service from the council. The short breaks grant process proposed does not infringe the right of parents to request an assessment for services for a child in need.*

4. *Guidance around how short break grants can be accessed and used - respondents overwhelmingly felt that the Council should not place restrictions on how the grant can be spent, however would value guidance. Information and guidance will be made available to the public via North Yorkshire's Local Offer.*

*Detailed information in relation to consultation feedback and revised proposals are outlined within the report to the Executive (5<sup>th</sup> April 2016).*

The annual grant to East Barnby outdoor education centre would also cease in 2016/17 which would allow sufficient time to support the Centre to develop an alternative funding model. Local voluntary and community groups would be assisted to extend and develop their support and provision. Targeted Youth Service provision would be maintained but could be provided and delivered differently.

**Section 4. What impact will this proposal have on council resources (budgets)?**

**Cost neutral? N**

**Increased cost? N**

**Reduced cost? Yes**

The overall budget for disabled children, young people and their families will be reduced in the three year period 2015-18. The savings target is £887K which is a 16.66% reduction in the overall level of funding available in 2014/15. £500k of this total would be found from provision budgets.

<b>Section 5. Will this proposal affect people with protected characteristics?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? State any evidence you have for your thinking.</b>
Age		X		The strategy includes improvements in the arrangements

				<p>for preparation for adulthood (Transition) for disabled young people. This would include earlier planning, access to consistent high quality information, earlier access to the supported employment service, appropriate education and training, and fully coordinated move into adulthood at the most suitable transition point for each individual, including those requiring adult social care services. It is believed that these are improvements for the benefit of disabled children and young people.</p>
Disability		X	X	<p><b>Overnight short breaks to meet assessed needs.</b>  For approximately 40 disabled children and young people and their families this would represent an improvement in provision. Where appropriate to need, it will be made more locally in family based situations whereas currently some families requiring an overnight short break do not have this option and have to use a children’s resource centre.</p> <p>Depending upon location, centralising the remaining CRC provision in the Harrogate area could mean longer journeys from home for some children and young people.</p> <p><b>Packages of Support Following Assessment.</b>  All packages of support will be reviewed with a view to reducing their overall cost whilst ensuring assessed needs are met. This will be undertaken in parallel with an</p>

				<p>increased focus on personalisation.</p> <p><b>Less bureaucracy in 30% of cases.</b>  This would be welcomed by many parents and there would be safeguards put in place to ensure that each family retained a named social worker and that there would be greater engagement with the Disabled Children’s Service should a review indicate that it was necessary.</p> <p><b>Discretionary short breaks and targeted provision.</b>  A reduction of resources for discretionary short break grants would have a negative impact.  <i>Following consultation on the revised model for allocating the short breaks grant, a more targeted approach will be adopted from 1<sup>st</sup> May 2016 in order to ensure that the grant is more effectively targeted to those most in need of discretionary support.</i></p> <p>The ending of the annual grant to the East Barnby outdoor education centre would have a negative impact unless a different local charging scheme could be developed.</p> <p>The local changes to the management of targeted youth support would have no impact.</p>
Sex (Gender)	X			.
Race	X			

Gender reassignment	X			
Sexual orientation	X			
Religion or belief	X			
Pregnancy or maternity	X			
Marriage or civil partnership	X			
<b>Section 6. Would this proposal affect people for the following reasons?</b>	<b>No impact</b>	<b>Make things better</b>	<b>Make things worse</b>	<b>Why will it have this effect? Give any evidence you have.</b>

Live in a rural area		X	X	<p>The aims and objectives of this strategy would apply to all children and young people with disabilities, irrespective of their home location.</p> <p>Some family based overnight short breaks would be made by the foster care service in more rural locations. This would mean more localised provision and shorter journeys for some children and young people.</p> <p>The centralisation of the CRC provision may cause longer journeys for some.</p>
Have a low income	X			Disabled children's services and education, health and care plan (EHCP) provision are non-means tested and are based on assessed

				need. Therefore, the strategy will be applied equitably, irrespective of an individual's household income.
--	--	--	--	--

**Section 7. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men?) State where this is likely to happen and explain what you think the effect will be and why giving any evidence you have.**

As service responses will be dependent on the assessed need of the individual, there will be no disproportionate impact on any combination of protected characteristics.

**Section 8. Only complete this section if the proposal will make things worse for some people. Remember that we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us.**

**Can we change our proposal to reduce or remove these adverse impacts?**

In order to maintain a comprehensive and meaningful service for the same number of disabled children, young people and their families, it would be necessary to target provision at the highest need, which would mean reducing the cost of packages of provision over time, whilst still meeting assessed need.

The Council would actively promote and support Personalisation/Direct Payments and work to develop the range of local providers so that parents have more choice and control over the way in which provision is made and increase personalised choice. NYCC is a comparatively high spending council on services for disabled children which in part reflects the relatively costly way in which some types of provision is currently made.

In response to the public consultation, the following revisions have been made to the draft Strategy:

The proposal to reduce the budget for discretionary Short Break Grants from £150k per Annum to £100k per annum from 1 April 2015 was deferred to 2016/17 pending consultation on a revised Short Breaks Statement.

The proposal to end the £58k per annum grant to East Barnby Outdoor Education Centre be deferred to 2016/17 to provide the opportunity to assist the Centre, working with the voluntary and community sector, to devise and implement new funding arrangements.

Not to implement the proposal to reduce the financial value of new packages of support following a review of the indicative service response guide. Instead, all



existing cases will be reviewed using the existing indicative levels of service, which together with more personalised approaches to making provision should result in reduced cost whilst still meeting assessed need.

To provide £80k of fixed term funding over two years to enable work with the voluntary and community sector in Selby to develop a 'special families' group building on the positive experience of Ryedale Special Families and the parallel approach being taken to parent led capacity building in Scarborough and Filey.

To retitle the strategy 'Supporting Disabled Children Young People and their Families' as this better reflects that it includes preventative and early intervention work as well as statutory assessment and specialist provision.

That a Carers Assessment will always be offered whenever a section 17 Assessment for a disabled child is carried out This will enable the Council to identify the extent to which there are parent carers of disabled children in the area who have needs for specific support. This will also be considered in cases where a Common Assessment is taken forward or a Short Break grant is offered.

Clarification that disabled children who do not meet the criteria for the Disabled Children's Service, but nevertheless are children in need, can have their needs assessed and met by the Children and Families Service.

**Can we achieve our aim in another way which will not make things worse for people?**

The development of the voluntary and community sector should help to ameliorate some of the potentially negative impacts by providing more local, community based help and support to families. The Council's Stronger Communities programme would support this initiative with individual groups and through North Yorkshire and York Voluntary Forum. A Scarborough and Filey Special Families group is being established. We propose to replicate this in the Selby area which would help to improve local support to disabled children, young people and families.

**If we need to achieve our aim and can't remove or reduce the adverse impacts get advice from legal services. Summarise the advice here. Make sure the advice is passed on to decision makers if the proposal proceeds.**

It is imperative that the council continues to deliver services and meet needs in compliance with its statutory duties owed to disabled children and young people and their parents and carers. It may be possible to achieve efficiencies if innovative changes can be introduced whilst ensuring needs continue to be met. The draft strategy illustrates that some measures may have an adverse effect, such as the capping of the budget for discretionary short breaks and the removal of the grant for East Barnby. Although this is discretionary provision it will have a negative impact on those receiving this provision but it is a proportionate action, having regard to the available budget and need for change.

Delaying this aspect of the Strategy for a year provides time to consult on a revised Short Break Statement and support East Barnby in the development of an alternative funding model.

**Section 9. If the proposal is implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)**

The development of the strategy has been informed by engagement sessions with a group of parents from North Yorkshire PACT (Parent Carer Forum) and with frontline staff who provide support to disabled children, young people and their families. The Flying High group of disabled young people will be engaged in assessing the success of the proposals relating to improvements in transitions.

These groups will continue to contribute during the implementation and delivery of the strategy and will provide important perspectives on the strategy's progress and impact.

The implementation and delivery of the strategy would be measured against a range of quantitative indicators and new qualitative indicators that would enable the council to gauge the satisfaction of children, young people and families. These would form part of regular reporting on progress on implementation of the strategy to the North Yorkshire Children's Trust Board.

The regular review of individual cases would provide the basis for knowing how the proposed changes were affecting individual disabled children, young people and their families.

**Section 10. List any actions you need to take which have been identified in this EIA**

Action	Lead	By when	Progress
Launch public consultation on strategy.	APT	17.12.14	
Close public consultation on strategy.	APT	11.3.15	
Develop a delivery plan and monitoring arrangements for the Strategy ensuring that actions in the EIA are clearly identified and considered.	KP/MA	30.6.15	

**North Yorkshire County Council****Young People Overview and Scrutiny Committee****1 April 2016****Work Programme****1. Purpose of Report**

- 1.1 This report asks the Committee to confirm, amend or add to the list of matters shown on the work programme schedule (attached at Appendix A).

**2. Work Programme Schedule**

- 1.2 The Work Programme Schedule is attached at Appendix A and Members are asked to consider, amend and add to the Committee's Work Programme.

**3. Mid Cycle Briefing Discussion**

- 3.4 Your Chairman and Group spokespersons met on 4 March to discuss the work programme for the year ahead. Whilst generally happy with the listed items which emerged from the workshop last year, and most of which are thematic in nature, those members were keen to make sure that the committee continued to commit time to assurance work.
- 3.5 At the next mid cycle briefing, those members intend to review: the feasibility of further work in relation to the experience of young people in the Youth Justice system; and also the directorate's approach (method and content) to the Strategic Reorganisation of Educational Provision.

**4. Voice of the Child**

- 4.4 Instead of the scheduled Committee meeting on Monday 15 February 2016 the committee arranged an informal workshop to consider what opportunities there are for future engagement opportunities with children and young people and make suggestions that will aid the development of a Promise 2 document.
- 4.5 The aim of the day was to have an open dialogue between the Councillors and the Children and Young People in a more informal way than a normal committee meeting. Going by the feedback received, this intention was largely met. I have attached the notes of the meeting for reference.
- 4.6 It has been agreed that a more detailed report on what is planned for the future in terms of Voice of the Child will be made to your June meeting. This report will also cover, and prompt discussion on, the role members as community leaders can play in this context.

**5. Recommendation**

- 5.4 The Committee is asked to confirm, comment or add to the areas of work listed in the Work Programme schedule.



**Ray Busby**  
**Corporate Development Officer**

Tel: (01609) 532669

Email: [neil.white@northyorks.gov.uk](mailto:neil.white@northyorks.gov.uk)

22 March 2016

Background Documents: None

Annexes: Appendix A – Work Programme

## Young People Overview and Scrutiny Committee – Work Programme Schedule 2015 / 16

### Scope

The Council's corporate organisation and structure, resource allocation, asset management, procurement policy, people strategy, equality & diversity, performance management, communication and access to services.

Partnership working, community development, community engagement, community strategies and community safety. This Committee shall be the Crime & Disorder Committee for the purposes of Part 3 of the Police and Justice Act 2006.

### Meeting dates (All 10.30am unless stated)

Committee Meetings	03 June 2016	16 September 2016	16 December 2016	24 March 2016
<b>Mid Cycle Briefings</b> (Group Spokespersons only)	13 May 2016	22 July 2016	4 November 2016	10 February 2017

## Young People Overview and Scrutiny Committee – Work Programme Schedule 2015/16

### Future Items

Meeting	Subject	Aims/Term of Reference
<b>Each meeting</b>	Work Programme Report	Regular report where the Committee reviews its work programme
<b>1 April 2016</b>	Right staff, capacity & capability to meet caseloads in Children and Families service	To consider how the outcomes in the Children and Families Service are being met
<b>3 June 2016</b>	Information Advice Guidance (Careers advice) and work experience	To consider the quality of effectiveness of Information Advice Guidance given to pupils
<b>16 September 2016</b>	Hospital admissions for children and young people	To consider how to reduce the number of hospital admissions for Children and Young people
<b>16 December 2016</b>	Resilience of outcomes/improvement at KS2 & 4	To consider how the resilience of pupils at KS2 can be reflected within KS4 pupils
<b>24 March 2017</b>	Early intervention in Schools on Smoking, Drugs, Alcohol	To consider how to ensure better early intervention on Smoking, Drugs and Alcohol

Please note that this is a working document, therefore topics and timeframes might need to be amended over the course of the year.

<u>Good things</u> 5 new members to Council - more people to have a say & help - we are listened to - views coming together & working with good debates - £1-00 bus ticket (SS) within Scarb. Easfield/town Media awareness - Fun days/Christmas/Community	<u>Questions one</u>	Community involvement - Remembrance Working with schools	Somewhere to go where someone understands you.	We wasn't aware to the promise	<u>YPS</u> - we are supporting LGBT & pleased that their DVD was well received & got on the Executive Agenda @ NYCC - they think more groups needed to support mentally & Emotionally- confidence	Young Carers + LGBT	HMS Heroes November Service	<u>Promise 2</u> - areas to include	App - 12k. Trying to raise funds. CARE Experience entitlements EAM Means Contact numbers	More people to talk to.
<u>HMS Heroes</u> - buddy system to help integrate into friends groups. Opportunities to allow ?? To, trips, fun days	* not much at RGS for the Principles	Plan + prepare for meetings	Takes time and luck to get things changed.	Making young people more aware of promise 1 before Promise 2	Our Young Carers feel they are listened to & have support very helpful - can talk things through - Young Careers vital in their lives	Feedback: - was it given - was it a fair reflection of the situation - last minute invitations desitions take a long time by time get round to them they are gone - school toilets	Younger children - more support *	CSE Not in	Take over DAY - useful - need more up to 3 a year. - councillor as well.	We need to be more consistant.
<u>Promise</u> - Consultation documents too long & not young people friendly - not always consulted on matters of importance with group  + documents not everybody friendly Decisions made without Y.P. input - often last to know	* Trips = are a good thing to do.	Support + help - not just listening	Decision makers need to empathise with the needs of young people.	Make it > straight to the point > get more young people involved in the design/structure > include young people in today's things > ice breakers > more youth clubs for 15+ > make consultation documents easier to read > engage in events	More groups throughout NY needed more support needed in schools	Awareness of teachers know our situations	Directories for children	Prevent agenda	Scarborough Rans for £1 - not Sat or Sun - timings is a problem - very restrictive.	Keep the promise.
<u>Problems</u> - moving away from friends/family - separation from parents Hard to make new friends.	* Trips = more in RGS to get to know more people in there situation	Voice and contribution to running of group.			More awareness within Young People as to what an important role they play	Awareness of young carers	Transport for young carers	Social media - earlier intervention Good support servies when intervention doesn't work - schools involved- need to be dealt with here - case study - schools ignored - more info - re age groups - lobby government - re Facebook	Social media campaign involve the police NYCC staff support ↑ - bullying - escalated via social media how to deal with - parents included in this - how to police this	Emotional & mental health Y.P. → No 1 issue → anxiety, peer support needed, awareness.
Dylan, Jennie, Sam, Aimee	* not aware of persific help from councial	DELIVER ON PROMISE: - space to go/meet * NURTURE ROOM - communication + understanding needs - mentoring/friendships				Awareness of situations	Blue cards - pass to help young carers	Facebook security - training - age appropriate	Lifeskills project - day based on safety issues - Police, RNIB, Fire - crime beat nominated for award	Communication, promotion, distributing - re promise → how have we communicated the promise. Gaps identified.
	* Transport						The Promise - more distribution and ↓ awareness - more availability * Poster for younger children		Lot more engagement with NYCC staff Youth Summit Question Time	
	* children not having facilities outside of school in holidays						More frequent groups		LEGO film - health assement to encourage YP's to take part.	
	* more help for primary school children						Emergency procedures - phone numbers etc. *			
							Prominent help figures in school			