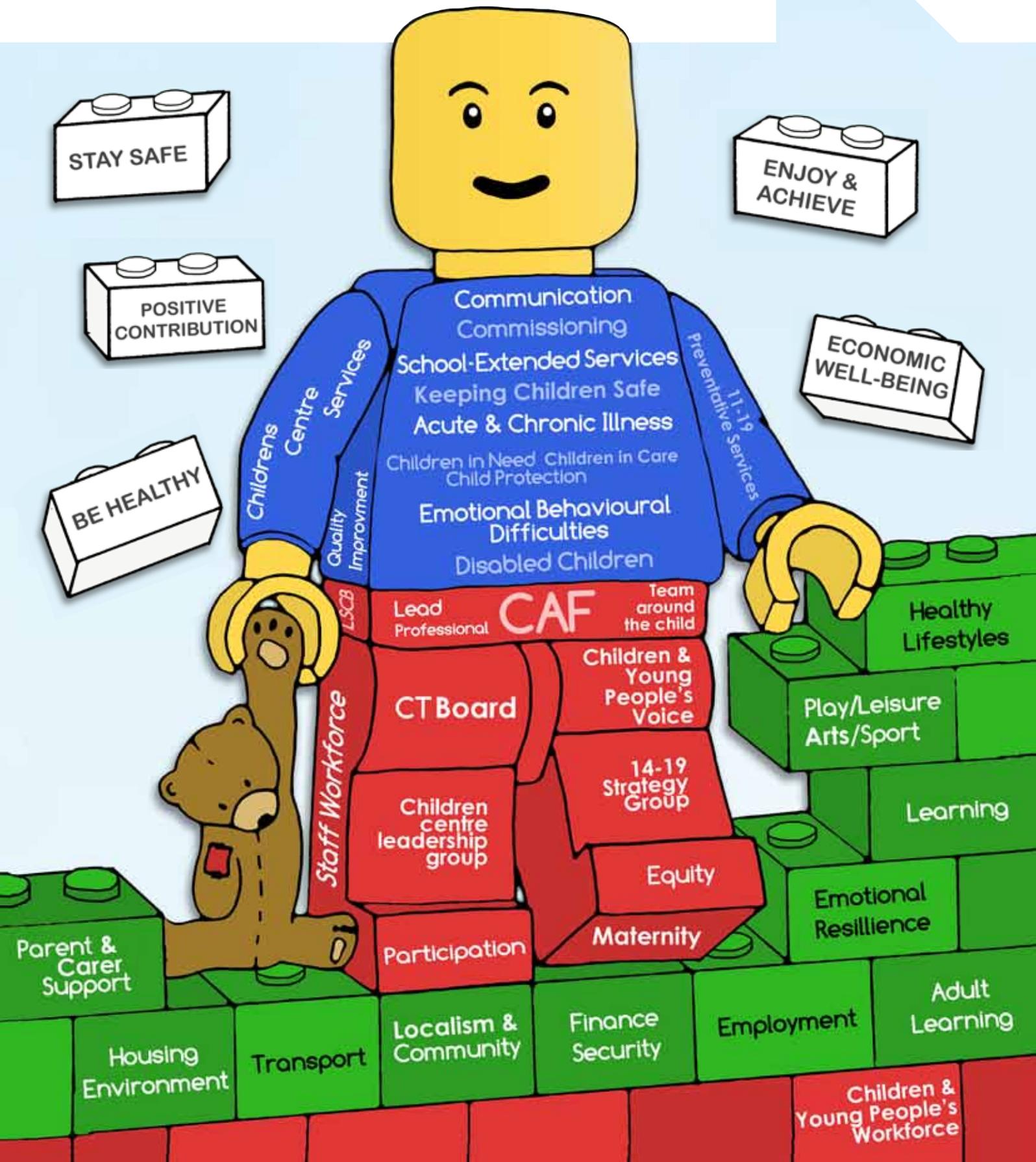


Children and Young People's Plan 2011-2014



This publication about the **Childrens and Young People's Plan 2011-2014** can be made available in a range of languages, largeprint, Braille, on tape, electronic and accessible formats from the Family Information Service
Freephone: 0800 073 1214, Text: 07980 998906, Email: fis@bathnes.gov.uk
It is also available on the Bath & North East Somerset Council's public website on
<http://wwwi/councilanddemocracy/policiesplans/cypp/Page/default.aspx>

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Available on the B&NES public web under related document, on the following link - <http://wwwi/educationandlearning/childrenservices/Pages/ChildrensTrustNew.aspx>

1. Summary findings from all consultations
2. Governance arrangements to deliver on the CYPP 2011-2014
3. Children and Young People's Needs Assessment 2010
4. Outcomes Framework

1.2 Welcome

Welcome to our Children and Young People's Plan for 2011 to 2014.

This plan sets out the vision that the Children Trust Board (our local partnership of the Council, Police, NHS, schools, voluntary organisations and other agencies) has developed in consultation with children and young people, parents and carers and professionals:-

**We want all children and young people to enjoy childhood
and to be well prepared for adult life.**

This plan builds on previous plans and a review of the progress that we have made with them, our assessment of local children's needs and extensive consultation. It describes how, in the context of economic challenge and significant service change, we will work to improve outcomes for children and young people in line with our vision and local priorities.

We are your Children Trust. This plan is only of real value if it guides the work we do together to improve outcomes for children and young people. It needs to remain a living plan and so we welcome your views and contributions and look forward to working with you closely to deliver our vision for all children and young people in Bath and North East Somerset.

Ashley Ayre

*Strategic Director Children's Service, Bath and North East Somerset Council
Chair, Bath and North East Somerset Children Trust Board*

1.3 Introduction to the Children and Young People's Plan 2011-2014

Background

The Children and Young People's Plan 2011-2014 (CYPP) is the joint high level strategic plan for all services working with children and young people across Bath and North East Somerset. It has been jointly developed and owned by the Bath and North East Somerset Children Trust Board (CTB) and Bath and North East Somerset Local Authority. The success of this plan requires ownership and responsibility by all partners, parents and carers to meet the needs of children and young people as we move forward together for 2011-2014.

The coalition government announced in July 2010 that it planned to repeal legislation that required the CYPP to be statutory. Bath and North East Somerset CTB considered this guidance in September 2010 and concluded that it was crucial that the partnership did develop a 3 year CYPP as a non –statutory plan. This will ensure commitment to and delivery of a shared vision for children and young people, an agreed set of values to underpin how we collectively work together and an agreed set of priority areas for improvements across the partnership.

The Children Trust Board agreed at the outset that the plan must be delivered within the available shrinking budget, particularly in this period of austerity. It will focus on areas/ populations of greatest need and aim to further narrow the attainment and disadvantage gap across the area. The CTB has considered the annual report of the LSCB and this has informed the final version of the CYPP and ensured a clear focus on safeguarding.

This CYPP 2011-2014 builds on Bath and North East Somerset Preventative Strategy 2005, Bath and North East Somerset Children and Young People's Plan 2006-2009 and the Bath and North East Somerset CYPP Refresh 2009-2011. This plan builds on previous visions and has an underlying theme of building resilience in our children and young people so that when they leave school/college/employment/training, they are equipped to take on the challenges and opportunities of adult life. This is reflected in the final vision, values and priority areas for improvement and related commissioning intentions.

Vision

Bath and North East Somerset CTB and the Local Authority jointly led a comprehensive consultation on the vision and priority areas for services. There was unanimous agreement on the new vision for children and young people.

'We want all Children and Young People to enjoy childhood and to be well prepared for adult life'.

In order for our children and young people to be prepared for life, **all** agencies, schools, organisations must contribute to provide an environment that is **nurturing, challenging, safe** sets **high expectations** of all and is **fair** and **transparent** in its decision-making and operations.

In order to be prepared for life we must enable our children and young people to develop key personal attributes:

Learning; be equipped to learn about and understand yourself, the world you live in, how to navigate its complexities and able to continue to keep learning and developing throughout your life.

Resilience; be able to understand your situation, assess your options and opportunities, make decisions, deal with the consequences; be and remain in control of your life ;keep yourself safe.

Creativity; be able to be inventive and use your imagination to see the possibilities in life and enjoy the opportunities and challenges that arise in your life.

Confidence; be able to act, take advantage of the opportunities around you and see and deal with the risks that arise in your life.

Spirituality; be able to recognise your place in and effect upon the world both socially and environmentally, to see and understand how your behaviour and that of others contributes to the collective good and have a sense of your responsibility to and for those around you

Values and behaviours

The Children Trust Board considered that in order to instil these attributes in our children and young people, the workforce that works with children and young people must “live “ these attributes and model value-based behaviours and act/behave in ways that are consistent with these. This means that we must collectively and individually behave in a way that:

- Expects the best of our children and young people across Bath and North East Somerset
- Shows respect to all
- Uses help/services that are evidence based
- Ensures transparency in decision making
- Has energy and purpose
- Does not “assume” without checking
- Is positively disposed to deliver the best outcomes for each specific child or children
- Recognises that participation in cultural, sports, play and leisure opportunities by children and young people is valuable and is to be encouraged.

The Children Trust considered it essential that these “values” are central to the development and delivery of the CYPP in an evolving social and political environment.

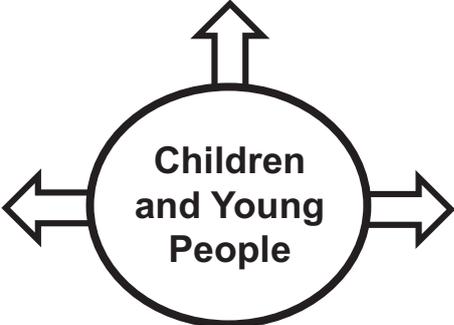
Children and Young People

Over a thousand children and young people participated in a consultation exercise that sought to help them to:

- **Express their feelings about themselves and others ‘Behave honourably and be respected, loved and protected’**
- **To identify what would make a difference to their lives ‘With correct guidance, adults they can trust, to turn to and help them and not just say they are there for them’**
- **To say which groups needed most help to be healthy and to learn well, ‘If they have no love then they don’t know how to treat others with love’**

Emerging from this consultation were principles and values that indicated empathy and concern for others less well off, ‘Other people are very important, without other people there is no point in life’; a recognition of the need for security and structure, ‘Love may not be the right word for it – care, discipline and structure are what is needed and somewhere to run when things get tough’; an emphatic dislike of bullies, ‘We want a childhood free of bullying and not be scared of the future’; a certain altruism, ‘I am proud of myself when I am nice to others - you are not only helping others, you are helping yourself;’ and a belief in their own resilience ‘You can get through it, there are other people you can go to’

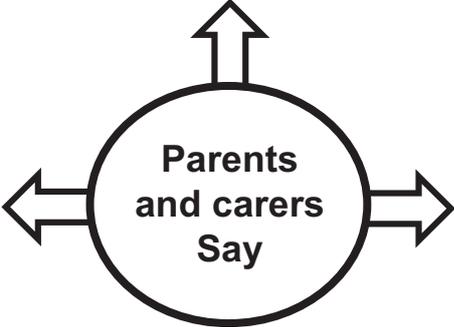
Young People have been involved in a competition to design the new cover for the CYPP. All 5 submissions can be viewed on the B&NES public website and they will be incorporated into the final published plan

Which 3 things would make a difference to your life?	Which children need more help than others to be happy, healthy and to learn?	Emerging principles and values
More safe places Friends I can trust More interesting lessons in school More choices and control over what happens in my life Less bullying More organised activities	Cyp with disabilities Cyp with dyslexia Cyp with learning difficulties <div style="text-align: center;">  </div>	We can learn from our mistakes We should value and look after others We can build our resilience We can take responsibility for self and others Bullies should not be tolerated We need access to competent adult role models We want to enjoy positive learning experiences

Parents and Carers

Bringing up children is a demanding role. We need to make sure that parents and carers have access to the right information and support at the right time in order to make the job of parenting a positive and rewarding one. This might be being able to access childcare or activities, taking part in family learning or developing knowledge and skills in order to deal with issues that they are facing. For some families there might be more complex difficulties that require more help and a package of tailored support to meet their needs.

The consultation with parents and carers identified the following priorities

Which 3 things would make a difference to a child or young person's life?	Which children need more help than others to be happy, healthy and to learn?	Emerging principles and values
<p>Freedom from bullying - including cyber bullying</p> <p>Safer Places</p> <p>Adults who listen</p>	<p>Children with additional needs Those who are isolated within their peer group. Children whose parents misuse alcohol, and drugs Bereaved children Children at risk of any abuse</p> 	<p>We need to focus on understanding and building resilience in children</p> <p>Giving children the opportunity for positive risk taking Knowing where our young people can go for help which is freindly and gives them confidence in themselves</p>

- Freedom from bullying, to include cyber-bullying – This was an area that parents felt they needed to know much more about

“We will never stop bullying as it's unfortunately part of our natural makeup .we can, however do so much more to help our children be resilient and for it to have less impact”

- Safer places and positive risk taking in all areas: play, sports, schools and parks - We need to think about how to challenge parental perception of 'safe places' for children outside the home.

“Anything that makes them unsafe in anyway will make children and young people sad”

- Adults who listen

“The right encouragement and strong positive input from someone who cares, is really important”

In addition parents and carers clearly identified that they needed a single point of contact to access universal information on parenting and family support.

Priority Areas

The Children Trust Board and Children’s Service within Bath and North East Somerset Council led a significant period of consultation around the priority areas for development. It consulted on 6 areas and following feedback, agreed to 5 areas as indicated below. It did not agree to a ranking of the priorities but rather agreed that we need to deliver all 5 areas to deliver on our vision.

The 5 priority areas that have been agreed are:

- **Providing children and young people with a safe environment, including empowering children and young people to recognise and manage risks.**
- **Promoting children and young people’s emotional health and resilience for learning and life.**
- **Reducing health, education and social inequalities in specific groups of children and young people and specific geographical areas.**
- **Supporting all young people to engage in employment, education and training from 16-19.**
- **Promoting and supporting healthy lifestyles for children and young people**

These priorities were overwhelmingly supported by children and young people, parents and carers and colleagues across all agencies, who contributed to the 3 month consultation. The full summary of all feedback on the consultations, can be found in Appendix 1- Summary findings from all consultations are available on the following link - <http://wwwi/educationandlearning/childrenservices/Pages/ChildrensTrustNew.aspx>

Details on sub-priorities under each of these priority areas and the related commissioning intentions to deliver improvements against specific measurable outcomes can be viewed in section 3.

1.4 Context

National

Bath and North East Somerset Children Trust considered the government plans to remove the statutory guidance on the Children and Young People's Plan (CYPP) and the planned action to repeal the Apprenticeship Learning and Skills Act 2010, removing the duty to co-operate from schools. The Children Trust considered view was that at this time of austerity and significant social and political change, it was more crucial than ever to have a shared vision about the future services we needed to prioritize for the children, young people and families of B&NES.

The Children Trust Board considered the governance arrangement necessary to be an efficient partnership, in light of the Children, Schools and Families Act 2010 removal of the statutory guidance on Children Trust Boards It agreed to retain a smaller CTB executive, with a specific remit to ensure that all partners deliver on the non-statutory CYPP 2011-2014. It refocused the work of the 2 age specific multi-agency partnerships, reduced the number of strategy/policy groups to deliver the priorities of the CYPP, and progressed the Local Area Partnership Boards to locality/community network events to share and measure the effectiveness of the CYPP in delivering improved outcomes for children and young people. It created a wider reference group to support the work of the locality events and the CTB. The CTB also became the "lead" group for reducing inequalities, one of the 5 priority areas for improvement.

The Children Trust Board (CTB) also re-affirmed and strengthened its relationship with the Local Safeguarding Children Board (LSCB). The chair of the LSCB is a full member of the CTB Executive. The chairs of both the CTB and the LSCB signed a written agreement confirming the accountabilities of each board towards each other with respect to the safeguarding of children and young people across B&NES. The national review of safeguarding- Munroe Review- will have significant impact on safeguarding practices and how multi-agency services are delivered to children and families over the life of the plan. It will require significant workforce development and support to embed new ways of working across all services and agencies working with children, young people, families and carers.

The relationship between the Children Trust Board and the Transitions Board will be further developed over the life of the CYPP

Full details on the slimmed down governance arrangement can be found in Appendix 2 – Governance arrangements to deliver the CYPP 2011-2014 which is available on the following link - <http://wwwi/educationandlearning/childrenservices/Pages/ChildrensTrustNew.aspx>

Of significant note is the changing policy direction with significant cuts to public spending to address the deficit, shifting ideological view on the role of the state and the local authority in particular and the accelerated development of academy and free schools. There are also significant changes to how health services will be delivered and the developing role of localism in enabling people to take greater responsibility for services/support in the community.

Local

The context for Bath and North East Somerset has fundamentally changed from how it was described in the CYPP 2006-2009. There will be a reduction in Central Government revenue of 28% and an average 45% reduction in capital, over the life of the CYPP. The Government has also launched a series of wide ranging and radical initiatives including the Children, Schools and Families Act 2010, an Economic Development White Paper, Localism and Devolution Bill and Health and Social Care Bill.

The local authority has developed plans to respond to these pressures which will involve a major restructure of the council to adopt a structure that supports staff across the council to change the way it works in order to deliver the agreed changes, to include: creation of a core council that understands local needs and commissions the right service from the right provider; reshape customer services to be the public face of the council; bring together support services to deliver more effective and efficient services with greater emphasis on communities taking more involvement in service delivery; improved efficiencies across services. Within Children's Service this includes the lean review of social care, the move towards academies and the development of an integrated 11-19 preventative service. There will also be a number of services that the council no longer provides and/or actively decommissions.

The council is planning to bring together the management of Children's Service and Adult Social Care in a single Directorate by 2013. It is taking forward the "Think Family" Strategy, to embed holistic family support and help. There will also be scope for establishing joint safeguarding arrangements for children and vulnerable adults

Other partners central to the delivery of the CYPP - Police, Primary Care Trust, Schools, Voluntary and Community Sector - will also be considering the budgets available to them, the emerging policy changes and the structural changes necessary to deliver priority areas.

A review of secondary education has been completed and recommendations made about the future schools provision necessary to meet the needs/demands of the communities across Bath and North East Somerset. This has resulted in the proposal to close one school. We have four Academies and several more schools interested in this arrangement. The Local Authority has taken on the responsibility for Connexions. Significant changes to post 16 provisions are expected with schools taking on greater responsibility and accountability for provision. The Special Education Needs (SEN) green paper, due early in 2011 may require a changed delivery model with Schools and Academies in relation to SEN.

B&NES undertook a Children and Young People's Needs Assessment in February 2010 to measure our progress and identify the areas of greatest deprivation and inequalities. This assessment clearly indicates the areas we need to prioritize for co-ordinated support and intervention for the next CYPP 2011-2014 (Appendix 3 - Children and Young People's Needs Assessment 2010) which is available on the following link - <http://wwwi/educationandlearning/childrenservices/Pages/ChildrensTrustNew.aspx>.

B&NES also undertook a number of additional and supporting assessments in 2010 to include: the Poverty Assessment, Substance Misuse and Alcohol Prevention Strategy and the

findings of these assessments are consistent with the findings from the needs assessment. These assessments have influenced the commissioning intentions against the priority areas, the specific details of which can be evidenced in the Early Childhood Strategy, Childcare Sufficiency Strategy, the Play Strategy, Disabled Children Strategy and the developing 11-19 Preventative Strategy.

The Council's Tourism, Leisure and Culture division have been leading on the Cultural Strategy: this highlights the value of learning and participation in heritage and local history, the arts, reading and telling stories for pleasure. All these contribute to young people having access to cultural experiences; learning to express themselves and how to be active citizens. While some services are directly provided, the majority are commissioned in partnership with the voluntary sector organisations delivering cultural activities and could be the "how" for delivering many of the objectives and priorities in the CYPP.

The Local Safeguarding Children's Board now have a requirement to produce an annual plan; this plan has significantly contributed to the development of the CYPP, notably around the stay safe priority area. Both the LSCB annual plan and the CYPP 2011-2014 are being published concurrently.

These needs Assessments, the various strategies listed, the CYPP 2011-2014 and the Local Safeguarding Annual Plan 2011 will be incorporated into the refresh of the Sustainable Community Strategy 2009-2026, in 2011. Reducing Poverty will be a cross-cutting theme in the refreshed Sustainable Community Strategy.

While the financial, political and social environment is changing significantly, what remains constant is that there continue to be groups of children and young people across our area who do not achieve to the same level as their peers and the CYPP enables all members of the community that make up Bath and North East Somerset to be clear on the priority areas that children, young people, parents, carers and ALL partners across B&NES have signed up to address.

1.5 Service Management

Services that work with children and young people make a very good contribution to maintaining and improving outcomes for children and young people. The partnership arrangement that has been strong across B&NES will be critical to ensure future positive working relations as the mechanisms for delivery and the changed arrangements for how service are commissioned and delivered materialise over the life of the CYPP.

The new vision, clear plans and identified priorities, building on those identified in the original CYPP 2006-2009 will be central to our collective responsibility for narrowing the gap and reducing inequalities across B&NES.

Leadership, training and support of the workforce will be critical to delivering the priorities. The Children Trust Board has previously supported a Local Workforce Reform Strategy and currently oversees the workforce reform action plan to deliver on the agreed priorities. The multi-agency Workforce Reform Strategy group will continue to have a strategic lead to support

the children and young people's workforce across the Children Trust area over the life of this new CYPP. This group is currently reviewing the outcomes achieved for 2010-2011: this will contribute to the development of the 3 year action plan to support the CYPP 2011-2014.

Priorities for workforce development include: Leadership programmes across schools and the local authority, Common Core Induction for all staff new to the B&NES workforce, Safeguarding Training, Integrated Working Training, Mental Health training in schools and working with disabled children and young people. Locality networks will support multi-agency links at the local community level. Post training evaluations will measure the impact of training on practice, performance and outcomes for children and young people.

The development of the CYPP has highlighted some additional areas for development, to include: commissioning and enabling training to support the workforce to take on new roles/ functions in the big society; support around new models of delivery e.g. Social enterprises. The move towards core council and the "People's Directorate" will mean that Children's Service and Adult Services will be coming together and be jointly managed. There will be significant changes to the means of delivery and managements arrangements cross the Children Trust areas over the period of the plan: these will need to be incorporated and considered in the annual review of the plan

Additionally, support around redundancy, skills upgrading, different models of delivery will be necessary as the impact of cuts become clearer and the changing role of agencies from delivery to commissioning gathers pace.

Outcomes Framework

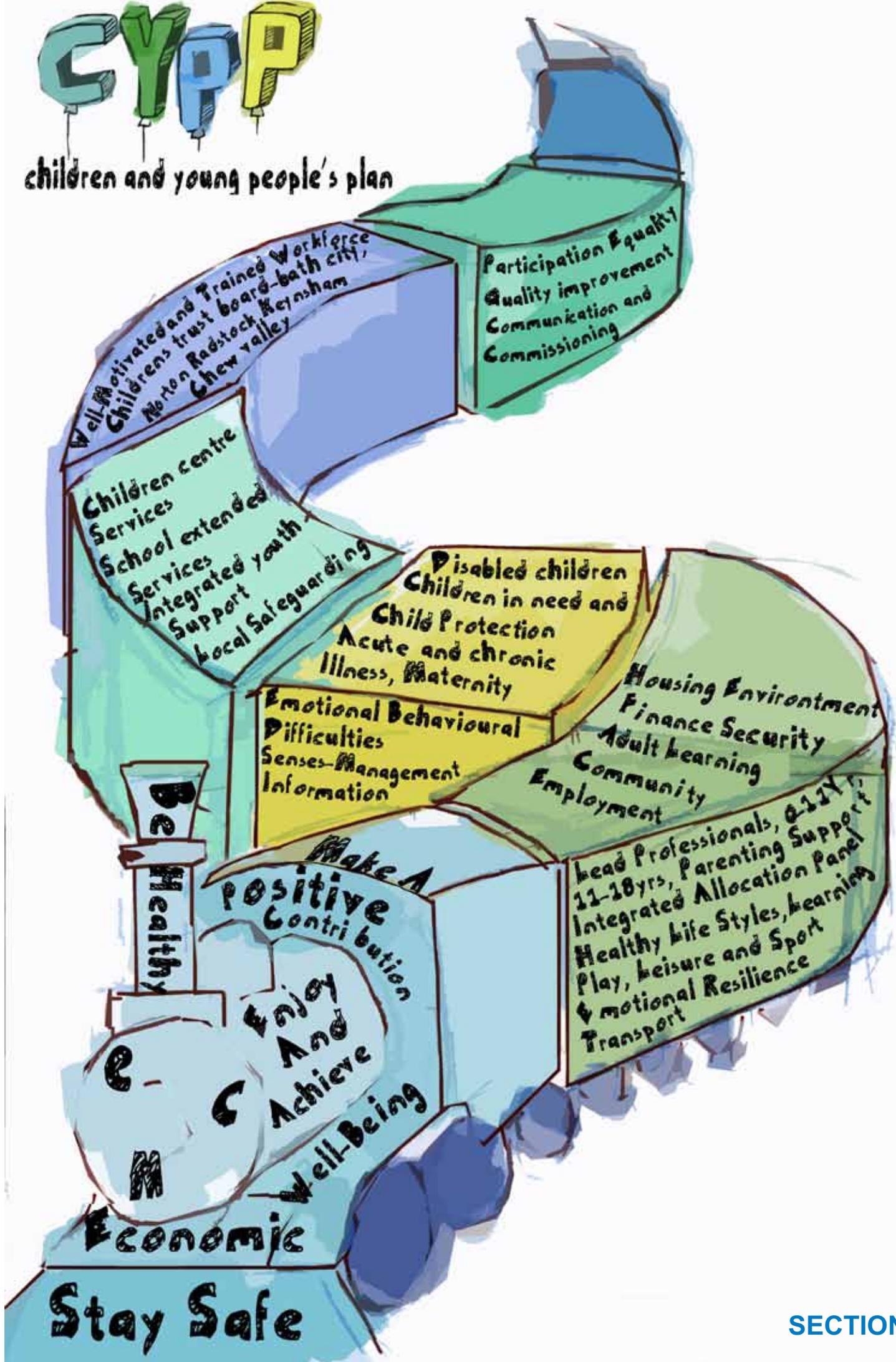
An Outcomes Framework is being developed for each of the priority areas agreed in the CYPP, against which each of the lead strategy groups will be able to measure and report performance over the period of the plan.

Each strategy group will provide performance reports on a 6 monthly basis to the Children Trust Board and will feed into the annual review of the CYPP in 2012 and 2013.

The emerging Outcomes Framework is available as Appendix 4 on the following link <http://wwwi/educationandlearning/childrenservices/Pages/ChildrensTrustNew.aspx>

CYP

children and young people's plan



Section 2 - Self assessment against the 5 Every Child Matters Outcomes

Outcome 1. Deliver the Be Healthy Improvements	What we have done so far (Emphasis on CYPP Refresh 2009 - 2011)	Evidence Of Success and comment on progress on LAA indicators and cross cutting themes in the Sustainable Community Strategy (where relevant) (Emphasis in last year 09/10)	Priority Actions 2011/14 (NB Includes cross references to SCS/ LSCB/CTB & and all other relevant plans)
1.1 Healthy life styles are promoted for children and young people. - healthy lifestyles/ eating	<ul style="list-style-type: none"> • 96% schools have Healthy School status (75 / 78 schools). • 35 schools engaged in Healthy Schools Plus (40 expected by 1st December 2010). • 'Tackling Childhood Obesity' DVD commissioned and completed – 250 copies distributed across Children's Services. • School Food Forum has coordinated work around school meals (including Free School Meals) and increasing uptake. • Healthy Schools Plus has recruited a Health Improvement Specialist to work exclusively with schools to develop healthy eating initiatives • Healthy child programme delivered in HV service • Healthy schools programme maintained • Healthy schools plus introduced • School food partnership implemented a range of activities to increase school meal uptake and improve food in schools – e.g healthy lunch box 	<ul style="list-style-type: none"> • Healthy Schools was a stretch target for 2007-10 LAA. Released reward component by achieving 97% of stretch by March 2010. Target has been audited (September 2010) • Celebration event at Guildhall in September '10 gave clear examples of impact and progress schools have made towards identified health priorities in the LA. E.g. increased uptake of School Meals, increased uptake of free school meals, increased walking and cycling numbers, increased reported self-esteem and well-being in schools. • 7 schools now have Healthy Schools Plus recognition • Increased Primary school meal uptake in 2009 - 10 (+2.2%) across the authority, higher than the regional average • 'Out to Lunch' initiative has encouraged Early Years settings and Primary/Infant schools to improve transition into school as well as school meal uptake 	<ul style="list-style-type: none"> • 3 schools without Healthy School status to be encouraged to gain status by March 2011 • 40 schools to be engaged in Healthy Schools Plus recognition by December 2011 • Targeted work and support of vulnerable groups and individuals through Healthy Schools Plus partners e.g. Sport and Active Leisure, School Travel team, School nurses, Schools Sports Partnership, Health Improvement Specialists at the PCT • Current post due to end March 2011 • Encourage Healthy Schools Plus schools to develop a whole school approach to food as part of their obesity priority • Review the future of healthy schools programme in line with government requirements. • Develop further family based interventions for weight management and physical activity • Need to develop better food preparation skills in families

	<ul style="list-style-type: none"> • Healthy FE – range of activities developed in each college and college nurse service established • Healthy Early Years works with early years settings to achieve healthy eating and active play awards • Out to Lunch scheme encourages early years settings to walk the children to their nearest school and try a hot school meal • The Cook it service offers families with children under 12 skills and knowledge to help them prepare fresh healthy food for their families. • Integrated into APEX workshops 	<ul style="list-style-type: none"> • New Chef’s Forum has been set up to support Secondary schools with nutritional standards • Huge increase in engagement with schools around food – packed lunch workshops, developing curriculum resources, delivering training, initiating new cookery clubs and ideas to engage parents and families with cooking and growing etc. • As of 31st March 2010 75 schools achieved Healthy Schools status (95%) • All schools engaged in the programme • As of November 2010 40 schools recruited to healthy schools plus. • Number of early years settings signed up Home based. • 6 schools participated in Out to Lunch 81 children. • Cook it Service Spec written and signed off July 2010, new monitoring procedures in place to inform service model and development. Increase in numbers of families seen as now 3 WTE and 0.5 WTE managers in post. <p>Increase in school meals uptake as follows:</p> <ul style="list-style-type: none"> • In primaries: 34.4% (2008/9) to 36.6 (2009/10) (primaries). 	<ul style="list-style-type: none"> • Need to establish and monitor obesity levels in pregnancy. • Further development of weight management pathway. • Further Roll out delivery of HENRY programme to support staff talking about healthy weight issues. • Maintain cross service connections with APEX
<p>- physical activity</p>	<ul style="list-style-type: none"> • As above – DVD illustrates the range of physical activity which schools can access from free play through to structured PA and curriculum PE. 	<ul style="list-style-type: none"> • Healthy Schools Plus schools have seen an increase in numbers of targeted children accessing physical activity (illustrated at Celebration event) 	<ul style="list-style-type: none"> • Engage the Healthy Schools Plus schools to focus on physical activity as part of their obesity priority. • Need to provide more opportunities

	<p>School Sport Partnership Everyday Activity Programme</p> <ul style="list-style-type: none"> • Daily Physical Activity training & resources (take 10, wake & Shake) • Intervention PA programmes for target groups (Top Activity, MS Clubs) • Intra school competition & challenges • Skipping for Health • School On The Move • Active Playgrounds & Play Leaders • Key Stage 1 Start to Play & Leap into Life Activity Programmes • KS1 Fundamental Movement Skill development programme • Out of hours programmes transformed using external coaches to compliment activities already offered. • Sports Unlimited - Targeted at young people who may have some interest in sport, but aren't particularly engaged with community or club sport. Funded by Sport England through the Council's Sport and Active Lifestyles Team, who organise 10-week, high-quality Sport Unlimited taster sessions designed to inspire youngsters to sign up for longer-term participation – with anything from Cheerleading, Dodgeball and Fencing to more traditional sports of Rugby and Football. 	<ul style="list-style-type: none"> • 68% of pupils in BANES primary schools are participating in at least 3 hours of physical activity within the school day (2010 PESSYP survey) • 09/10: 2,250 young people accessed Sport Unlimited with 2,135 retained in sport and physical activity 	<p>for walking and cycling</p> <ul style="list-style-type: none"> • Further develop facilities and access to sport and physical activity opportunities
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<p>- teenage pregnancy/safe sex</p>	<ul style="list-style-type: none"> • Training of teachers, nurses and other professionals through the PSHE CPD Programme which focuses on sex and relationships education. • Development and distribution of a pack of resources for Secondary schools • PSHE activity box produced for all Secondary and Special schools • Staff training at Primary, Junior and Infant schools about what aspects of SRE to teach when • Development of training programme for colleagues working with young people with learning disabilities • PSHE/SRE – continues to be taught in secondary schools and colleges. Five professionals have undertaken to complete the PSHE CPD certification programme commencing in December. • Workforce training around sexual health is now widely promoted and accessed by a range of professionals (including social workers, voluntary sector workers, health professionals, youth workers, teachers and receptionists) • The sexual health training programme has included sessions aimed at professionals working with parents to ensure that parents are enabled to feel comfortable talking to their children 	<ul style="list-style-type: none"> • Reduced teenage pregnancy rates • Greater reported confidence to teach SRE in the participating schools and services • 79 teachers (36 primary, 36 secondary , 7 special) 25 nurses and 8 other professionals have been involved to date • 10 colleagues trained to train other staff in sexual health for young people with learning disabilities • 1 service - Your Welcome accredited (GUM service) Three services are working towards accreditation • Of those professionals in the previous PSHE CPD training cohort, three achieved an “outstanding” award on completion – this is a very rare occurrence nationally and proves the expertise and commitment of the local trainers supporting professionals to complete this course. • 108 professionals have received training on issues ranging from confidentiality and the law, contraception choices, abortion, delivering sexual health to children with learning disabilities and difficulties and how to enable parents to talk to their children about sex and relationships. • Staff working with parents are now aware of how to support parents and 	<ul style="list-style-type: none"> • Continued PSHE CPD training (no longer funded by DfE) • Expand number of services with Your Welcome and Safe accreditation • Increase Chlamydia screening particularly in mainstream service • Capacity needs to be identified to ensure that partnership working continues to sustain the low conception rates and also to address the higher than average termination rates.
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	<p>about sex and relationship issues.</p> <ul style="list-style-type: none"> • Sexual health outreach provision (Clinic on the move) has expanded to include some secondary schools, all youth centres, YOT, FE colleges, Pathways, Foyer and Project 28 to ensure that provision to vulnerable groups is adequate. • A local young person's sexual health brand has been established (in conjunction with local young people) and 46 sexual health services now have SAFE branding – 15 of the first cohort have been reviewed and secured branding for another year. A mystery shopping exercise was undertaken in April by the Young Person's Sexual Health Reference Group to ensure that services were working towards and achieving SAFE criteria. 	<p>signpost them to relevant support services available to empower them to be able to discuss sexual health and relationship issues with their children.</p> <ul style="list-style-type: none"> • Clinic on the Move has just received a SHA award for most effective, innovative sexual health provision and is working towards achieving national You're Welcome status by the end of 2010. • The SAFE brand was launched in April 2009, second quarter under 18 conception data received by ONS indicates that the rates fell by 3.0 from 27.0 to 24.0 from the previous quarter, which is the lowest rate since 2006. • Brand recognition of SAFE has been evidenced (from consulting with young people to inform a Teenage Pregnancy Hotspot Stakeholder event in February). All services providing sexual health provision to young people are being targeted to ensure they work towards and achieve SAFE branding. 	
<p>- sensible drinking and drugs</p>	<ul style="list-style-type: none"> • Substance misuse needs analysis completed • Alcohol Strategy reviewed to include young people's issues • PSHE CPD training as above • Drug awareness sessions in 10 out of 13 Secondary schools 	<ul style="list-style-type: none"> • Reduction in fixed term exclusions relating to drug/alcohol incidents • Increase in reported confidence of staff to teach about drugs and alcohol • Increased knowledge and skills of Key Stage 4 pupils after drugs awareness . Approximately 1500 pupils and 50 	<ul style="list-style-type: none"> • Focus on harm reduction around alcohol misuse, specifically targeted at vulnerable groups • Involvement of young people attending Project 28 to develop drugs resources. • 6 remaining Secondary schools will be recruited from March 2011

	<ul style="list-style-type: none"> • Referral of 18 young people to relevant services e.g. Project 28 • 7 Secondary schools recruited to the ASSIST smoking prevention programme • Introduced ASSIST peer smoking programme • Continued to commission a young people's substance misuse service from In-volve (Project 28) • Completed the 2009 Annual Young People's Substance Misuse Needs Assessment and Treatment Plan. • Contributed to the refresh of the B&NES Alcohol Strategy • PSHE CPD training (See above) • Drug awareness sessions in 10 out of 13 Secondary schools • 7 Secondary schools recruited to the ASSIST smoking prevention programme 	<p>staff have been involved in these sessions in the last year</p> <ul style="list-style-type: none"> • Year 8 pupil evaluations have been very positive and according to the pilot, smoking prevalence is predicted to be greatly reduced. • 7 Schools recruited and participating in ASSIST programme • In 09/10, 86 young people were assessed by Project 28 for specialist treatment. The Outreach Service continues to work with the ASB team to identify 'hot spots' and harm reduction information and advice was delivered to an average of 380 young people per quarter. The Outreach Service has also set up a new drop in service at Norton Radstock College. Service user participation is excellent – this year, Project 28 received the Children and Young People's Rights Charter, Gold award. The Project has also delivered various group work programmes: The Happiness Zone (a course in positive psychology) and a young carers group. Other innovative work includes the development of a brief intervention tool (Drink/Think), funded by the DH, to tackle binge drinking. Project 28 continues to deliver multi-agency drug awareness training 3x per annum (20 participants on average) 	<ul style="list-style-type: none"> • Strengthen support to parents and carers • Maintain access to a full range of substance misuse treatment interventions • Continue to roll out ASSIST and evaluate locally. • Recommission a Young People Substance Misuse Service for 3 years from April 2012. • Continue to coordinate and develop the Treatment Planning Process, focussing on harm reduction (in particular alcohol misuse amongst vulnerable groups) • Roll out Drink/think brief intervention tool. Drama project and 'Under the Influence' programme to be delivered in Secondary Schools, alongside sessions from PSHE and Drug Consultant • 6 remaining Secondary schools will be recruited from March 2011
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		<ul style="list-style-type: none"> • On target to implement the 2009-10 YP Substance Misuse Treatment Plan and develop the 2010-11 Plan • The needs of young people refelected in the refresh of the Alcohol Stratgey • Increase in reported confidence of staff to teach about drugs and alcohol • Increased knowledge and skills of Key Stage 4 pupils after drugs awareness • Approximately 1500 pupils and 50 staff have been involved in these sessions in the last year • Year 8 pupil evaluations have been very positive and according to the pilot, smoking prevalence is predicted to be greatly reduced. • Reduction in fixed term exclusions relating to drug/alcohol incidents 	
<p>1.2 Action is taken to promote children and young people's mental health</p>	<ul style="list-style-type: none"> • SEAL training for all Primary and Secondary schools which has included mental health • Development of the TaMHs action plan to include whole staff training and support for young people • Review of anti-bullying strategy and anti-bullying audit of all Secondary schools and targeted Primary schools <p>Breakthrough Project</p> <ul style="list-style-type: none"> • 1:1 early intervention mentoring programme which supports children with low self-esteem and behavioural 	<ul style="list-style-type: none"> • Increased awareness by staff of the importance of social and emotional skills • Awarding of prizes to schools to recognise social and emotional skills in young people • Through Healthy Schools Plus, reported improvement in family relationships through the use of Family SEAL • The audit shows areas of good practice in schools as well as areas for development. • 16 (67%) have significant difference 	<ul style="list-style-type: none"> • As SEAL funding is unsure, 2 more training events are planned before March 2011 to consider the sustainability of the programme • Emotional health and well-being will continue to be a Healthy Schools Plus priority for all schools • Bids have been made via the TaMHs funding to improve parental engagement around bullying issues and to train peer mentors in TAMHs Primary and Secondary schools • Maintain cross service connections with APEX

	<p>issues at school. It aims to:</p> <ul style="list-style-type: none"> • Improve self-esteem and positive associations with school. • Motivate improved behaviour. • Prevent the targeted student from being permanently excluded from school. • Develop partnerships to build capacity to achieve joint outcomes. • Working with 32 children aged 4 to 13 years (09/10), creating positive experiences and relationships in order to help young people grow, develop skills and realise their full potential. • Contributing to promoting CYP's mental health by supporting TaMHS project with monitoring impact and identifying CYP at risk of mental health issues by extending use of P.A.S.S. • Joint Commissioning of a new specialist (tier 3) and in patient (tier 4) child and adolescent mental health service (9 CAMHS) completed and Oxfordshire and Buckinghamshire Mental Health Foundation Trust awarded the contract to start April 2010. • A range of projects helped children and young people maintain their emotional health and well being: • Successful implementation of SEAL • FRIENDS programme was implemented in 30 classes in 2009 	<p>moving from High Need to Low Need in their emotional resilience level</p> <ul style="list-style-type: none"> • 5 (16%) have moved from High Need to Some Need in their emotional resilience. I need to analyse the scores in order to get accurate results, • 2 (8%) have not made any change • 1 moved from Low Need to Some Need • TaMHS is funding all involved schools for P.A.S.S. • The new Camhs local teams are in place from October 2010 to deliver a more integrated service model. This has been a major organisation change for staff and service delivery has continued at a good level throughout the transfer. • The Camhs self assessment proxy indicators remain at 15 points out of 16 with plans to attain 16 when a targeted primary mental health service (tier 2) is commissioned from April 2011. • X primary schools and X secondary schools are implementing the SEAL programme (Judy Allies) • 09/10 children's satisfaction survey to be submitted. • Sadie McNab – action plan / staying safe • Increase in reported confidence of 	<ul style="list-style-type: none"> • Education Inclusion Service to promote preventative mental health in schools <p>Tier 2 targeted primary mental health service.</p> <ul style="list-style-type: none"> • Funding secured from PCT for a Tier 2 service to; • a) Support and train practitioners providing universal services. • b) Intervene directly with children & young people and • c) Refer appropriately to specialist Tier 3 CAMHS. • Consultation with stakeholders is almost complete and tendering for the Tier 2 service has begun. • Funding to continue to support SEAL and Healthy Schools programmes is uncertain. • In the future local schools may participate in FRIENDS via a research project funded at the University of Bath • Teaching resources for all schools are being identified and funded via TaMHS school nurses. • PASS (software to identify students attitudes to self and learning) will be funded for TaMHS schools. • Education Inclusion Service to promote targeted mental health in schools
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	<p>academic year. Although the Area Based grant funding for this has now stopped, the programme has continued, in a reduced way, via the TaMHS project (see below)</p> <ul style="list-style-type: none"> • Anti bullying in schools audit completed • Mental Health awareness training for all school staff was delivered in 2009 academic year. • Targeted Mental Health in Schools project (TaMHS) started delivery in 2010 academic year. 	<p>staff to understand, identify and help with common mental health problems.</p> <ul style="list-style-type: none"> • 20 schools throughout the authority (4 secondary, 14 primary and 2 special schools) will have general mental health awareness training for all staff members. Training for more specialist topics will be provided to one member of staff from each school. • Direct interventions for children and young people include counselling, anti-bullying, peer mentoring, Breakthrough, FRIENDS. • Staff and students are supported by seconded School Nurses who advise staff, provide additional support to vulnerable children & young people and identify/develop school resources. 	
<p>1.3 Parents and carers receive support to keep their children healthy</p>	<p>(a) Breastfeeding support</p> <ul style="list-style-type: none"> • Young Parents breastfeeding counselling service introduced to compliment the breast feeding peer support provided to all mothers. Community services e.g health visitors working to achieve UNICEF 'Baby Friendly' accreditation by 2012 • Young Parents breastfeeding counsellor now in post (Sep 2010) supporting parents under 25 	<p>(a) Breastfeeding</p> <ul style="list-style-type: none"> • Service re-design of young parent's service new worker started September. Issues around referrals from midwives are affecting service delivery. • 122 mothers received peer support in the first 6 months of 2010/11.9 mothers under 25 from a spread of locations in B&NES are currently training to become Breastfeeding Peer Supporters and are using their skills 	<p>(a) Breastfeeding</p> <ul style="list-style-type: none"> • Achieve UNICEF accreditation - level 3 • Establish a referral pathway with midwifery to ensure all parents under 25 are offered additional support with breastfeeding • Establish a breastfeeding page on the B&NES NHS website which will be an up to date resource for parents and professionals wishing to access breastfeeding support in B&NES.

	<p>(b) Smoking support for parents</p> <ul style="list-style-type: none"> Smoke free families initiative has been redesigned and re launched 	<p>to provide mother to mother support at mother and baby groups in their local areas.</p> <ul style="list-style-type: none"> Two of the Peer Supporters attend the Young Parent's One Stop Shop Good links established with agencies supporting young parents such as Off the Record and Connexions <p>b) Smoking</p> <ul style="list-style-type: none"> Numbers accessing the service are low 	<p>b) Smoking</p> <ul style="list-style-type: none"> Effectiveness of service to be reviewed
<p>1.4 Action is taken to promote children and young people's physical health.</p>	<ul style="list-style-type: none"> Get Active Commissioning and Development Group created to bring together all key Commissioners and Policy Makers, this Group also forms the governance structure for the Healthy Weight Strategy. Routine immunisations programme implemented New HPV vaccination introduced and implemented All reception and Year 6 children are weighed as part of National Child Measurement Programme. All parents of children weighed were sent a letter informing them of the result, and support was offered by their school nurse, and a leaflet outlining local opportunities to get more active and eat health food. 	<ul style="list-style-type: none"> Immunisations - Performance is on target for most immunisations. Performance is below target for MMR at 2 and 5 years, school leavers and HPV. MEND –09/10 5 courses planned, 4 delivered due to lack of sign up in January course. A summary of results run Feb 09 and August 2010, showed 36 families (with overweight children ages 7-13) attended MEND courses in Keynsham and Bath. 44% boys, average age 10.8. BMI decreased an average 1.5 BMI unit reduction overall. Waist circumference was decreased by an average 2.1 cm. Time spent doing 60mins physical activity increased 	<ul style="list-style-type: none"> Need to increase awareness and uptake of MMR vaccination and increase activity to meet targets Develop and roll out data sharing model for the National Child Measurement Programme. MEND to roll out MEND across all 3 leisure centres

	<ul style="list-style-type: none"> • MEND - Continual improvements being made to increase referrals from school nurses and maximise courses, as currently average 7/15 attending each course. 	<p>by an average of 1.5days / week. Recovery heart rate decreased by 8.4 beats/min. General psychological wellbeing and nutrition score increased post course. TV and computer use decreased from 14.4 to 10.9 hours /wk.</p> <ul style="list-style-type: none"> • Training provided and resources bought to prepare Midsomer Norton to deliver in 10/11. 	
<p>1.5 Looked after children's health needs are addressed</p>	<ul style="list-style-type: none"> • Training of foster carers around both SRE and drug and alcohol awareness • Children in Care are an identified group of 'children in challenging circumstances' that help to prioritise Healthy Schools Plus schools. • Kept children's health assessments, dental checks and strengths and difficulties questionnaires up-to-date • Maintained availability of children in care nurse, community paediatricians and CAMHS services to children in care • Completed actions in Care Matters plan including an implementation plan for new statutory guidance on promoting the health of children in care. 	<ul style="list-style-type: none"> • Reported increased confidence to discuss issues around SRE and drugs with young people in their care. • The Healthy Schools Plus Quality Assurance Group monitors the impact of the work done with 'Children in Challenging Circumstances' including children in care • Majority of children continue to have health assessments and dental checks up-to-date. 	<ul style="list-style-type: none"> • Repeated training and support for foster carers according to their need e.g. new drugs in the scene – legal highs etc. • Children in Care will continue to be a focus for Healthy Schools Plus action plans • Set out new 3 year corporate parenting strategy to include further work to implement statutory guidance on health of children in care • Develop improved pathways for children in care and adoption support through recommissioned CAMHS services
<p>1.6 The health needs of children and</p>	<ul style="list-style-type: none"> • See above re sex and relationships training and support. • Regular drug awareness input at 	<ul style="list-style-type: none"> • See above • Increased knowledge and skills of Key Stage 4 pupils after drugs awareness 	<ul style="list-style-type: none"> • Continued focus to work with these vulnerable groups around drugs, SRE and Healthy Schools Plus

<p>young people with learning difficulties/or disabilities are addressed</p>	<p>Fosse Way and Three Ways schools for KS4 pupils</p> <ul style="list-style-type: none"> • Three Ways school and The Link have signed up to Healthy Schools Plus in December 2010. • All 3 special schools have gained Healthy School Status • 7 special school teachers have completed the PSHE CPD programme • “Commissioning intensions developed for Aiming High for Disabled Children (AHDC) for 2009/10 and 2010/11 • Commissioning of more holiday provision in line with parent/ carers priorities. “Aiming High for disabled children jointly funding extended schools holiday provision at Fosseyway and Threeways” • A Transitions Board led by adult services has improved the pathway from children’s to adults services but there is still a way to go. 	<p>sessions – 36 pupils and 10 staff have been involved in these sessions in the last year</p> <ul style="list-style-type: none"> • These schools will action plan in January 2011 and will address specific health and well-being priorities identified through their own needs analysis. • A range of short break services commissioned in line with AHDC requirements • Extended schools, AHDC and play funding have been used to fund holiday playschemes in 2009 and 2010 at the two special schools, at Bath Opportunity Playgroup and in the community. • A Transitions Event was held in July 2010 and well attended by a range of agencies. • A Transitions Champion has been appointed to engage agencies in the debate and promote good practice 	<ul style="list-style-type: none"> • Special schools are a Healthy Schools Plus priority as they have higher levels of health inequality and free school meal entitlement. • Funding after April 2011 with determine the level of short break provision commissioned • Training on personalisation will be available for staff to understand how best to help young disabled people become more independent.
<p>Additional priorities that do not fit into the above headings</p> <p>1. Improve availability and accessibility of good</p>	<ul style="list-style-type: none"> • All food work carried out by the Healthy Schools food lead is monitored by the Public Health team • Health profiles are collated by the Healthy Schools team for Healthy Schools Plus schools to use to prioritise their work e.g. free school meal uptake data, Numbers of children in care, young carers, 	<ul style="list-style-type: none"> • Reports generated through the Healthy Schools Plus reporting tool show qualitative and quantitative impact across a wide range of health and well-being measures • New tool will allow schools to target their health inequality work around healthy weight in a more meaningful way 	<ul style="list-style-type: none"> • It is hoped that food work can continue through a Health Improvement Specialist post at the PCT after March 2011 • Healthy Schools team will continue to prepare and update health profiles for schools so that they can get good quality baseline data to measure the impact of their future work

<p>information to establish and monitor inequalities and priorities.</p>	<p>weighing and measuring information, smoking and teenage pregnancy hotspots</p> <ul style="list-style-type: none"> • PCT commissioners are currently developing a new model to share weighing and measuring data with schools in a meaningful way • Information for schools and parents regarding SEN was refreshed in 2009-10. • Monitoring of homophobic and racist incidents have been collated and analysed. <p>Child health data review.</p> <ul style="list-style-type: none"> • Availability of performance data to monitor health contracts. • Safeguarding requirements are included in all health contracts and monitored 	<ul style="list-style-type: none"> • April 2009 to March 2010 = 54 racist, 42 homophobic and 4 disabilist incidents reported. • April 2010 to September 2010 = 11 racist, 3 homophobic and no disabilist incidents reported. • N.B. reducing the number of reports is not synonymous with reducing the number of incidents. • Processes for collecting information e.g. about immunisations updated. Issues remains as to whether information is as up to date as could be. • A scorecard has been developed to monitor the performance of Community Health & Social Care Services (CHSCS) contract for the provision of health visitors, schools nurses, speech and language therapists, paediatricians, learning difficulties nurses, and palliative care service (Lifetime). • Children's health services use a variety of data bases which are not able to collate the information required for performance management in an easy way. Staff therefore having to use paper systems to collect some information. • Work undertaken with The Royal Hospital for Rheumatic Diseases, Royal United Hospital Bath and 	<ul style="list-style-type: none"> • New tool to be used with Cohort 3 Healthy Schools Plus (15 schools) • Develop the use of new technology such as social networking, texting to contact young people who for example don't turn up for appointments. • Improve knowledge of health behaviour of young people via health and lifestyle survey (SHEU, University of Exeter) • Increased awareness raising and training to be organized by Children's Service Equalities Group with a particular focus on the Equalities Act 2010. • To use the analysis of current data collection and performance to inform future commissioning • Review of data bases for children's service a priority within CHSCS. • Performance monitoring including safeguarding requirements to remain a priority in any transfer of commissioning arrangements.
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		CHSCS on safeguarding requirements in contracts.	
<p>2. Develop public health capacity and capability in staff working with children</p>	<ul style="list-style-type: none"> • Healthy Schools Plus strongly supports partnership work between the local authority, PCT, other partners and schools. • TaMHS programme will increase staff confidence around mental health issues • Public health capacity increased as part of the restructuring of the public health directorate. 1WTE dedicated public health commissioner for children's public health was created. Additional posts were added to the health improvement services via the expansion of the Cook It programme and Food in schools programme. • Capacity in the HV service was increased to support the delivery of breastfeeding initiatives • Public health awareness is now included in the children's services induction. • Comprehensive programme of sexual health training available for providers including C card training. • New initiatives with training elements introduced - ASSIST, HENRY. 	<ul style="list-style-type: none"> • Measured impact through the Healthy Schools Plus reporting tool • TaMHS being evaluated by Educational Psychology team 	<ul style="list-style-type: none"> • Partnerships will continue throughout 2011, dependent on funding.

Outcome 2. Staying Safe	What we have done so far (<i>Emphasis on CYPP Refresh 2009-2011</i>)	Evidence Of Success and comment on progress on LAA indicators and cross cutting themes in the Sustainable Community Strategy (where relevant) (<i>Emphasis in last year 09/10</i>)	Priority Actions 2011/14 (<i>NB Includes cross references to SCS/ LSCB/CTB & and all other relevant plans</i>)
	Reference LSCB action plan 2009/10		
2.1 Children and Young People are informed about key risks to their safety and how to deal with them	<ul style="list-style-type: none"> • Risky behaviour training for school and other staff is now a regular component of SRE training. • Year 6 children attend 'Lifeskills' at the Create Centre in Bristol – this is a hands-on experiential programme • School competitions have been arranged by Healthy Schools Coordinator and with partners to increase awareness of home safety and handwashing. • Comprehensive work programme of LSCB Business Plan 09/10 fully implemented : reviewed and evaluated : actions taken to respond to revised Working Together to Safeguard Children; Independent Chair of LSCB appointed. Lead Groups in place for 5 Staying Safe aims. Stakeholders event and LSCB development day held : robust governance arrangements and leadership in place. LSCB has worked with neighbouring LSCBs to implement Child Death Review arrangements 	<ul style="list-style-type: none"> • Impact of this programme has been evidenced by external evaluation (Oxford) • Chair of the council hosted prize-giving for the Burns and Scalds competition in July 2010. Handwashing competition ends November 2010 <p>The LSCB Business Plan Work Programme 2009/10 was based upon seven key themes and associated outcomes:-</p> <ol style="list-style-type: none"> 1. Protection from violence, maltreatment, neglect and sexual exploitation – with the intended outcome that children and young people are better protected. 2. Children are protected from accidental injury and death – with the intended outcome that fewer children are involved in road traffic accidents and other accidents at home, play and employment. 3. That children and young people feel 	<ul style="list-style-type: none"> • Schools will continue to access Lifeskills. • Healthy Schools Coordinator to continue to work with partners to educate about risks • SPARKS programme (in partnership with the Fire Service) to be rolled out Jan – March 2011 • To respond to the recommendations arising from the Munro of Child protection (to be published in full in April 2011). • To anticipate and respond to the impact of actions to address the national budget deficit upon the demand for, and local provision of, services to vulnerable children, young people and families. • To identify those children and young people who are most vulnerable and to provide services to make a difference to their safety and welfare. • To significantly reduce the number of children and young people suffering from neglect and those who suffer accidental injuries

		<p>safe from bullying and discrimination – with the intended outcome that children and young people report that they feel safer and incidents of bullying and discrimination are reduced.</p> <p>4. Children and young people feel safer from crime and anti-social behaviour in and out of school – with the intended outcome that fewer children and young people will be victims of crime and anti-social behaviour; there will be safer places to play and hang out; fewer children and young people commit crimes against children.</p> <p>5. Children and young people have security, stability and are cared for – with the intended outcome that the local agencies work together to promote policies and strategies to promote security and stability.</p> <p>6. Establishing an effective LSCB – with the intended outcome that the LSCB works effectively and efficiently as a Board, in its sub group and lead groups and effectively influences other strategic partnerships to deliver the staying safe agenda.</p> <p>7. Training – with the intended outcome of ensuring that all staff serving children in public, private, voluntary, trust and community sectors are sufficiently trained in safeguarding</p>	<ul style="list-style-type: none"> • To promote the Think Family agenda and improve working practices across children and adult services • To maintain, review and update local inter-agency child protection guidelines, procedures and practice to safeguard and protect children. • To audit and evaluate how well local services work together to safeguard children and attain and sustain consistency of standards of practice. • To recruit, retain and develop a skilled and experienced workforce • To evaluate effectiveness of the LSCB and its safeguarding arrangements. • To publish the first Annual report of the LSCB in accordance with national guidance and ensure that this informs the priorities within the Children and Young People’s Plan.
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		<p>awareness to play their part in protecting children from the risk of significant harm.</p> <ul style="list-style-type: none">• An ambitious work programme was established for 2008/09, the majority of which has been successfully progressed and implemented. Particularly ambitious plans were made for keeping children and young people safe from accidental injury and death – with a focus on reducing injuries for those in deprived communities. As a result, children and young people’s safety has been firmly established on the agenda of stakeholders, services and partnerships. Progressing these plans to completion and effecting the desired outcomes for children and young people is our aim into the long term. The work programme for 2009/10 will determine those areas where improvements can be quickly realised.• Those aspects of the Work Programme which are on-going or outstanding have been incorporated into the Work Programme for 2010/11.• The Work Programme had been supplemented by other key tasks and developments that have arisen during the course of the year and warranted immediate action or response.	
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<p>2.2 Children and young people are provided with a safe environment</p>	<ul style="list-style-type: none"> • See SEAL and anti-bullying work above (1.2) • Harm reduction is a component of all drugs awareness sessions • Promoting safety at home: home safety training for carers: specific training for expectant mothers: Child Safety week: free home safety checks: free fitting of smoke alarms. • Promoting good parenting : wide range of services : Children's Centres : Mellow Parenting Programme: Parent Support Scheme : Parenting Strategy approved and implemented : Increased young peoples awareness of environmental risks, eg Road Safety and environmental hazards education provided to Year 6 pupils via Life Skills Centre. Travel and Road Safety Plans in Schools. • Further development of Young People's Substance Misuse Service • Continuing development of Childsafe, Travel safe, Keepsafe : direct work with children/young people via Play Rangers • Continuing development and evaluation of New Way Project and Services to children and families who experience domestic violence. • Raised awareness of the need for young people in employment to be registered for work. 	<ul style="list-style-type: none"> • Continued to support and develop Childsafe and Travelsafe • Promoted delivery of Avonsafe Strategy. • Developed strategies for improving passenger safety in order to reduce the number of children killed or injured in road traffic accidents • Developed strategies to improve pedestrian safety • Developed strategies to improve bike safety and reduce the number of children and young people killed or injured on cycles • Developed strategies for reducing the number of children and young people drowning/ injured in near drowning incidents by promoting safer swimming • Developed and launched the E-Safety Strategy • Ensured that learning points highlighted within Child Death Review arrangements are shared with key parties---eg early signs of meningitis in teenagers • Tell us survey/ audit results • Plan in place, Audit carried out, needs of schools identified. • Training for parents and school staff arranged for January 2011. • Schools involved in anti bullying week. • Restorative justice approaches e.g as 	<ul style="list-style-type: none"> • Detailed in LSCB Annual report and Business Plan work programme 2010/11 • To promote a greater understanding of the relationship between and impact of substance abuse and injury/death • Reference to the AB plan • Focus specifically on vulnerable groups (including children in care, vulnerable post 16 students, pupils with SEN, girls and sexual exploitation, pupils with disabilities). • Tool kit for schools (NBV much of this already exists) • Simple method of recording incidents in schools to support schools in recognising and dealing with issues • Ensure that the Independent Sector are involved and supported (NB good work exists through child protection forums • Action Plan to be reviewed • Guidance for running APEX beyond school learning opportunities will be made publically accessible on APEX public space on Merlin to contribute to the development of safe learning environments for CYP
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	<ul style="list-style-type: none"> • Extended Services funded First Aid sessions in 16 primary schools. • AB group and strategy in place. AB Action Plan formulated. Reference AB action Plan. 2010. • The strategy group has renewed the TOR and reviewed its membership to include key professionals in the statutory and voluntary sectors. A Partnership Matrix of statutory and VCS services is being collated to cross reference how their provision and resources can support the implementation of the AB strategy. The partnership profiles and information gathered to date have proved useful. The strategy group commissioned an audit of AB policies and strategies in a sample of our schools. All secondary schools, one special school and 13 primary schools have undertaken audits of their AB policies and strategies. Individual reports have been sent to each school and a summary overview report with recommendations was presented to the strategy group. This report will inform the work plan for the next academic year 2010 -11 and delivery of training for individual or cluster of schools and wider generic training modules for school staff, parents and carers. 	<p>used at Broadlands and Culverhay</p> <ul style="list-style-type: none"> • September 2009 – July 2010 15 homophobic bullying incidents reported and appropriate action was taken by the schools and the LA gave recommendations of agencies to the schools, parents and carers could approach for further support. • ZAP (Kidscape) one day assertiveness courses for CYP who have or are being bullied or at felt to be at risk of bullying. 3 workshops have been planned for the coming year. • Learning to Lead/School Council work – 10 schools funded to train staff and pupils to encourage greater participation in school life. • PSHE - pupils in our schools are taught about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively. • Violence against girls and women – Off the Record have 2 years funding from Comic relief to look at all aspects of domestic violence and abuse, sexualisation , effects of pornography etc. • All APEX workshop staff are up-to-date with the latest information and practices 	
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	<ul style="list-style-type: none">• A Challenging Homophobic Steering Group has been formed and an Action Plan developed. Training for staff is regularly offered and there is close and effective partnership working between the School Improvement team, the Youth service, The Equalities team and EACH. Over 200 staff from a range of schools and other agencies have been trained over the past 3 years. A young peoples LGBT group REACH has been set up and is developing a programme of peer support and training for schools working with the national organisation EACH, which supports the LA with training, advice and help lines.• B&NES E- safety group works with the SW Grid for Learning provides support and training to schools and other settings. There are plans to incorporate anti bullying incidents on the same record form as the one used to record e-safety incidents as the Tellus is no longer in use.• Overall the strategy was felt to cover the main areas of support for schools to prevent bullying, e-safety.• Focus on raising self –esteem of pupils and programmes such as SEAL, Friends, Healthy schools, etc.• Guidance and procedures for running APEX workshops are updated regularly		
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<p>2.3 The incidence of child abuse and neglect is minimised</p>	<ul style="list-style-type: none"> • Working with neglect identified as Priority for LSCB's 3 Strategic Plans 2008-11 and identified as future priority within 2010/11 Annual Report. • Children's Centres identifying children at earlier stages and interviewing effectively. • Quality assured through sub group of LSCB. • South West Child Protection Procedures in place and being built upon to develop good practice guidance • Clear policies for identifying children and young people at risk in place : co-ordinated support provided : robust systems in place for review of all • Early intervention and preventative services respond to early indications of child at risk • Actions taken to improve awareness of and identification of private foster carers : LSCB assumed lead role. • All LSCB member agencies signed up to safe recruitment statement (See LSCB Business Plan). • Procedures re : Managing Allegations against Adults who work with children in place : LADO appointed : Senior Officers and Senior Managers in each agency. • Joint agency arrangements for management of sex offenders in 	<ul style="list-style-type: none"> • Reviewed child protection plans and children in need plans to ensure effective long term support for families • Supported the Partnership Against Domestic Violence and Abuse and associated projects • Create new project/ways of work to provide intensive support and direct intervention with families at earlier stages • Audited local safeguarding arrangements and practice against the key findings of the Joint Area Review of safeguarding arrangements in Haringey and implementing action plans to further improve front line services • Neglect Conference held to increase awareness and underpin staff training • Provision of early intervention and effective preventative services has avoided any significant increase in child protection plans and care in the wake of baby Peter • Decrease in numbers with child protection plans due to domestic violence • Continued investment in Integrated Solutions Project and plans for continuing into 2011. • All Child Protection cases have allocated social worker at all times and all reviews held on time: LSCB 	<ul style="list-style-type: none"> • Detailed in the LSCB Annual Report and Business Plan work programme 2010/11 • Guidance for running APEX beyond school learning opportunities will be made publically accessible on APEX public space on Merlin to contribute to the development of safe learning environments for CYP • Development of an e-schools, to include a basket of indicators for vulnerability
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	<p>the community in place : MARaCs convened as required : lead officers for MAPPA : sit on LSCB : present annual reports.</p> <ul style="list-style-type: none"> • APEX staff are advised to be alert to indicators and procedures to follow 	<p>standards for supervision policy implemented by all agencies.</p> <ul style="list-style-type: none"> • Increase in length of child protection plans and repeat plans investigated and Services reviewed accordingly. • 71 children with protection plans which represents 18 per 10,000 compared to like authorities 27 • Advocacy Service survey of young people attending CP Conferences has increased number contributing to their conferences and protection plans • Ofsted unannounced inspection of Children’s Social Care duty arrangements judged child protection services to be sound with good evidence of partners working together well. • Introduction of protocol for joint working by children’s and adult mental health services and regional staff conference to reinforce improvements in this. • Promotion of Think Family agenda • All APEX workshop staff are up-to-date with the latest information and practices 	
<p>2.4 Agencies collaborate to safeguard children according</p>	<ul style="list-style-type: none"> • All Healthy Schools have a safeguarding policy • Safeguarding protocols around substance misuse have been agreed with schools 	<ul style="list-style-type: none"> • Continued to contribute to the development of the South West shared procedures • Ensured that local arrangements for Rapid Response Team and 	<ul style="list-style-type: none"> • Review of arrangements for carrying LSCB duties in light of national guidance and any recommendations arising for the Munro review of Child Protection.

<p>to the requirements of current government policy</p>	<ul style="list-style-type: none"> • Robust and effective LSCB in place (see above). • Joint Procedures developed with other LSCBs in South West and introduced. • Effective MAPPA arrangements (see above). • Effective arrangements in place for managing allegations against adults (see above). • Child Death Overview Panel arrangements in place through consortium with 3 other LSCBs • Rapid Response Service in place • Further development of South West Shared Procedures focussing upon use of shared protocols and good practice guidance • Joint commitment to safe recruitment and care. • Inter agency policies and procedures are comprehensive and up to date (WTSC 2010). • Full commitment to training of staff, paid carers and voluntary workers : extensive training programme : competence based training strategy being developed. • Information is provided to the public as to how to recognize and raise safeguarding and welfare concerns. • All schools and family centres have designated safeguarding officers. • Procedures are in place for undertaking Serious Case Reviews. 	<p>Child Death Review Panel are fully resourced and operating effectively</p> <ul style="list-style-type: none"> • Ensured that the LSCB is represented on Bath and North East Somerset Children’s Trust Board and signed up to written agreement for joint working • Maintained robust links between LSCB and the safer and stronger communities agenda through membership of the Responsible Authorities Group • Ensured that robust governance arrangements are in place that ensure accountability for safeguarding children and provide reports to the Lead Member Children’s Service: the Children’s Trust Board: the Health and Wellbeing Partnership Board: the Council’s Overview and Scrutiny Panel: the Strategic Health Authority • Updated the evaluation of the LSCB Governance arrangements against the DCSF Challenge and Improvement Tool • Ensured that the LSCB’s duties in respect of the Licensing Act 2003 were effectively undertaken • All agencies committed to membership and work of LSCBs and represented at all business meetings. • Core and associate members actively involved in reviewing work and establishing Business Plan. • Pooled budget for inter agency 	<ul style="list-style-type: none"> • Review of agencies’ capacity (within current budgetary constraints) to resource the work of the LSCB with particular focus upon early intervention services.
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		<p>training and take up of training programme and its evaluation.</p> <ul style="list-style-type: none"> • Shared lessons from other LSCB's Serious Case Review and audited local practice against their findings and recommendations. • Implemented revised guidance from Working Together to Safeguard Children 2010. • Ensured that all contacts with providers have stated requirements to safeguard children. • All children and young people with cp plan are allocated a professionally qualified social worker at all times. 	
<p>2.5 Services are effective in establishing the identity and whereabouts of all young people 0-16</p>	<ul style="list-style-type: none"> • LSCB have progressed plan to ensure systems in place for this and staff awareness of the issues and the need to seek and share information. • Children missing from education policy in place to ensure all known and tracked : pupil database cross referenced with national lost children database : systems in place for tracking whereabouts of vulnerable young children aged 0 – 5. e.g. Sure Start. • Inter-agency protocol in place to ensure that targeted services bring non attending children and young people to the attention of CMEOS. • Secure arrangements in place for 	<ul style="list-style-type: none"> • Reinforced shared responsibility for identifying private fostering placements and ensuring appropriate services provided • Ensured that children and young people from Bath and North East Somerset who are placed with families or in residential accommodation outside the authority, are known and confirm their safeguarding arrangements • Annual audit ensures that all looked after children from other LA's residing in BANES are known. Annual audit confirms that host LA's are advised of BANES looked after children. • Annual Audit of information re: 	<ul style="list-style-type: none"> • Detailed in LSCB Annual report and Business Plan work programme 2010/11 • Actions to further improve notifications of children living in private fostering arrangements

	<p>sharing information re : looked after children and children with cp plans who move across boundaries or are missing.</p> <ul style="list-style-type: none"> • Children’s Society works with travelling families across LA’s. • 21 pupils placed in non maintained/ Independent schools are monitored by Education Inclusion Support Service 	<p>Children with cp plans.</p> <ul style="list-style-type: none"> • Link workers in all Children’s Centres. • More robust private fostering systems in place. Slight increase in number of pf arrangements reported and all are assessed and supervised. 	
<p>2.6 Action is taken to avoid children and young people having to be looked after</p>	<ul style="list-style-type: none"> • Children’s Service provides a range of services (intensive and targeted support) to enable children and young people to remain within their family/ extended family/community and prevent the need to be looked after. • 117 Project provides rapid response and intensive support : targets support for potentially most vulnerable young people. • Development of Integrated Solutions Project has ensured a consistent focus on early intervention and preventative support. • Specialist Child and family Support Team and Children’s Centres. • Barnardos – Children’s Service Partnership provides targeted support via family centre and family support work in Norton Radstock area. • Implementation of CAF to provide services at earlier stage. • Planning meetings held to co- 	<ul style="list-style-type: none"> • Implementation of Care Matters Action Plan in to year 3 has maintained focus on developing support services for children and young people on the edge of care • Parenting support strategy has underpinned development of range of parenting services—inc Strengthening Families: Strengthening Communities programme • Direct positive feedback re use of Children’s centres; 117 Project, and Barnardos and outcomes achieved. • Development of tailored packages of support. • Number of looked after children has increased in past 12 months but remains below average of comparator LA’s. • Evaluation of Webster Stratton parenting course showed increased parental compliance (89%) increased understanding of needs of child 	<ul style="list-style-type: none"> • LSCB Annual Report and Business Plan work programme 2010/11 • Review of agencies’ capacity (within budgetary constraints) to maintain investment in early intervention and preventative services • Set out new 3 year corporate parenting strategy to include further improvements of prevention at the edge of care

	<p>ordinate services to avoid need to be looked after : all reviews chaired by Independent Reviewing Officers.</p> <ul style="list-style-type: none"> • Early Relationships Project co-ordinated by CAMHS. • Mellow parenting service. • Parenting Strategy in place and range of parenting services provided. • Webster Stratton parenting course in Norton Radstock working with hard to reach/engage parents. (CHECK) • Completed actions in the Care Matters plan to improve work at the edge of care • Maintained and improved children's centres, parenting services, 117 Project and Specialist Child and Family Support Team • Improved early intervention and prevention through Integrated Solutions project 	<p>(67%) improvements in emotional warmth, physical caring/managing behaviour (67%).</p> <ul style="list-style-type: none"> • (CHECK AND UPDATE) • Number in care has increased locally and nationally but remains lower in B&NES than many other authorities 	
<p>2.7 Looked after children live in safe environments and are protected from abuse and exploitation</p>	<ul style="list-style-type: none"> • 66 Foster carers providing 78 placements 3 therapeutic foster carers now recruited. No residential staff. 90% of looked after children placed with foster carers. (UPDATE) • Increased and improved range and quality of placement choice. • All residential and foster care placements with other providers are based upon contracts that require placement to comply with National Minimum Standards and Regulations. 	<ul style="list-style-type: none"> • Ofsted Inspection of Fostering Service September 2010 judged the Service to be outstanding; and Ofsted inspection of Adoption service November 2010 judged that to be good with outstanding elements • Strong performance in placement stability sustained. • Long term stability remains very sound. • Improvement in adoptions maintained -3 plus 1 left care through special 	<ul style="list-style-type: none"> • Ensure all looked after children reviews are completed in a timely fashion • Foster carer recruitment and skills development. • Set out new 3 year corporate parenting strategy to include further growth of the in-house fostering service and continue work under the placement commissioning strategy • Improve commissioning arrangements for supported living for young people

	<ul style="list-style-type: none"> • All looked after children are visited, and seen on their own, in line with statutory duties – audited by Service Managers. Mechanisms in place for Children to report any concerns to social workers, IRO's, Advocacy Service, Independent Officers and Complaints Managers. • All foster carers visited in accordance with Regulations, including unannounced, and reviewed annually by Fostering Panel. • All looked after children have care plans in place and are reviewed by IRO's at all stages. • Disruption of placements is minimised through careful planning and matching of carers, comprehensive and targeted support. • Excellent range of adoption placements and comprehensive support services in place. • Anti bullying guidance provided to all foster carers and looked after children policy developed. • Arrangements in place for managing allegations against adults who work with children and young people. • Completed actions in the Care Matters plan including action to grow the in-house fostering service • Maintained and further improved placement stability both short and long term 	<p>guardianship for 09/10. (CHECK AND UPDATE).</p> <ul style="list-style-type: none"> • All reviews chaired by Independent Reviewing Officers who also meet with the child/young person on their own • All children and young people in care have access to independent advocacy service (Shout Out). • All foster carers are subject to annual reviews and renewal of registration • Safer Recruitment policy applies to all people working with children in care and to carers. • All foster placements have safe care policy in place; are subject to health and safety assessments and unannounced visits • Long term placement stability further improved, overall placement stability maintained at improved level • Majority of children continue to be placed in family settings • Maintained 'outstanding' for fostering service and achieved 'good with outstanding features' for adoption 	<p>aged 16+ following Southwark judgement (young homeless people now become children in care)</p>
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<p>2.8 Children and young People with special educational needs and/ or disabilities live in safe environments and are protected from abuse and exploitation</p>	<ul style="list-style-type: none"> • Established Joint Placement Commissioning Strategy for children in care and children with complex needs • Implemented new care planning, placement and review guidance and regulations • Assessments of carers' parenting capabilities and needs completed within initial and core assessments of the child and service plans drawn up. Separate carers assessments also take place as required. • Continuity of care supported for all children and young people : service plans in place for all : robust arrangements for transition planning. • Total Communication System further developed. • Teenagers to Work placements for disabled young people successfully completed : to be expanded within Council's Supported Placements Programme. • Good range of respite care arrangements – family link and residential. All carers receive specific pre-registration courses and access all mainstream training and support. • Assessments of Family Link carers and undertaken in line with National Minimum Standards for Fostering Services. All staff and carers provided with guidance and support 	<ul style="list-style-type: none"> • Ofsted Inspection of Fostering Service 2010 also considered family link arrangements (see above). • Assessments of Teenagers to Work placements undertaken. • X Disabled young people have completed successful placements : further X young people interested. 	<ul style="list-style-type: none"> • Transitions Planning • Local implementation of Aiming High for Disabled Children
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	<p>on safeguarding young people with learning difficulties and/or disabilities.</p> <ul style="list-style-type: none">• All family link carers are visited in line with Regulations and are reviewed annually by the Fostering Panel.• All residential placements made with providers based upon contracts that require placements to comply with the National Minimum Standards and Regulations.• Advocacy Service provided to disabled children.• Work completed to facilitate transition from paediatric care to adult health services.		
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Outcome 3. Enjoy & Achieve	What we have done so far (<i>Emphasis on CYPP Refresh 2009-2011</i>)	Evidence Of Success and comment on progress on LAA indicators and cross cutting themes in the Sustainable Community Strategy (where relevant) (<i>Emphasis in last year 09/10</i>)	Priority Actions 2011/14 (<i>NB Includes cross references to SCS/ LSCB/CTB & and all other relevant plans</i>)
3.1 Parents and carers receive support in helping their children to enjoy and achieve	<p>Children in care:</p> <ul style="list-style-type: none"> • Training for foster carers run by Virtual School. One session on supporting primary age children at school (term 5 2010) and one on secondary age children (term 1 2010). • Personalised support to carers provided by Virtual School e.g. attendance at PEP meetings, available for contact etc. <p>Early Years:</p> <p>Universal:</p> <ul style="list-style-type: none"> • Parents, Early Years and Learning training for 12 leaders/managers (annual) • Presentation to SIPs (April 2010) <p>Targeted:</p> <ul style="list-style-type: none"> • PSED project focus for 15 Reception teachers in schools in disadvantaged communities • AcE/Pay Diary training and support to 15 Children's Centre Workers (Daycare and Family Support) • Parent presented at School SENCo Conference workshop 2010 	<p>Children in Care:</p> <ul style="list-style-type: none"> • Both very well evaluated by participants (about 10 each time). <p>Early Years:</p> <ul style="list-style-type: none"> • Practice development observed and reported back on in settings and targeted schools. • PSED Project continuing improving outcomes on parental engagement documented from childminders and Family Workers; positive feedback from Social Workers. Health Visitors requesting this type of support <ul style="list-style-type: none"> • NI 81 Reduction of inequality gap L3 • NI 82 Reduction of inequality gap L2 	<p>Children in Care:</p> <ul style="list-style-type: none"> • Continuing support and training – we'd like to do more but the demands on carers for training is huge. <p>Early Years:</p> <ul style="list-style-type: none"> • Roll out EIP/home learning training across universal and targeted services (link to ECAT) • Ensure included on settings and schools SEFs • Embed AcE/Play Diaries through Children's Inclusion Funding (CHIF) support • Target settings in disadvantaged communities to train in AcE • Ensure EIP a priority in targeted support to children and families, including through transition • Continue Speech & Language input to Early Days Workers through the commissioning process • Develop strategy to engage vulnerable groups as part of Early Childhood Strategy • Development of web-based support – living learning site, and APEX on Merlin and CIS sites

<p>3.2 Early Years provision promotes children's development and well-being and helps them meet early learning goals</p>	<ul style="list-style-type: none"> • Clear Quality Improvement programme, linked to transparent categorisation of settings, enables targeting of outreach and CPD. • Clear focus on high quality Early Years provision continues to be a preventative factor in supporting best outcomes for all children. Clear procedures to support settings causing concern. • Development of broad data picture encompassing socio economic, children with SEN/additional needs, setting quality and EYFS Profile outcomes, by Children's Centre reach area enables focus on children vulnerable to underachievement and areas of provision to be developed • EYFS Profile – robust moderation process externally approved by QCDA in 2010. 100% moderation. • Every Child a Talker initiative 2010-2011 with 20 settings moving to universal • PSED Project with 10 schools in challenging circumstances • AcE used in targeted settings to monitor the progress of vulnerable children • Significant numbers of pre-school children are being supported in settings through statements of SEN • APEX contributed to Early Years team 	<ul style="list-style-type: none"> • Since the implementation of the EYFS in September 2008 until 30th June 2010, 72% of all providers (combination of Childminders and Childcare on non-domestic Premises) in B&NES who were Ofsted Inspected received a Good or Outstanding judgement for overall effectiveness. This compares well with neighbouring local authorities and statistical neighbours The England average is 69%. • 62 % of Childminders received Good or Outstanding compared to 67% for England. • 88% of Group Settings received Good or Outstanding compared to 62% for England. • 0% of settings received Inadequate. • When compared with the figure for June 2009 (62%), B&NES has shown an 11% improvement. • B&NES has no inadequate inspection judgements reported and the only authority that has a 0% showing for inadequate inspections up to June 2010 - the average for the other authorities is 2%. B&NES also has a high percentage of outstanding judgements – 18%. • EYFS Profile outcomes are in line with the SW and with statistical neighbours (Gloucs) 	<ul style="list-style-type: none"> • EYFS children in care have good education plans in place. • Communication strategy to include universal Every Child a Talker roll out, Forest School; developments and Communication network to continue support for Story Making settings and expand this group • Profile results indicate need for continued focus on Boys in PSED and CLLD in 30% SOAs and some rural areas • Engaging and involving parents (EIP) to support the Home learning Environment through ECAT and PSED project • AcE used in targeted settings and with CHIF to monitor the progress of children at risk of learning delay • Need to develop systems that reduce the need for a statement but enable needs to be met.
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	<p>developing inclusive approaches to talent and gift development with settings</p>	<ul style="list-style-type: none"> • 100% schools moderated. • 2009-10 Profile outcomes show a narrowing of the attainment gap by 3% points and improvement in the average scores for children in the lowest 20% of the LA for CLLD and PSED • ECAT – initial screening has identified children who would benefit from speech and language focus in settings 	
<p>3.3 Action is taken to ensure that educational provision 5-16 is of good quality</p>	<p>Key Stage 1</p> <ul style="list-style-type: none"> • 2010 Standards in reading, writing and mathematics at all levels(2+,2b+ and 3) have improved against the national trend and are the highest in Bath and North East Somerset to date. Outcomes are consistently above those nationally <p>Key Stage 2</p> <ul style="list-style-type: none"> • At key stage 2 results in English, mathematics and English and Mathematics combined are well above national outcomes on every measure <p>Key Stage 4</p> <ul style="list-style-type: none"> • Unvalidated school reported GCSE results show another increase in the proportion of pupils achieving 5+A*-C grades in any subject and the proportion for whom the 5 subjects 	<p>Key Stage 1</p> <ul style="list-style-type: none"> • Reading is strength in LA schools and results are the highest in the South West. 91% of pupils achieved the national expectation of Level 2+, compared to 88% nationally level 3 reading is 10% above the national average • The gap between boys and girls in reading has narrowed at Level 2+ but widened at level 3 • Writing has improved reversing the decline seen in 2009. The gap between boy's and girl's attainment has narrowed at Level 2+ but widened at level 3 and is greater than the national gap. • Mathematics results have improved at all levels. Higher attaining girls have performed particularly well narrowing the gap between them and their male 	<p>Key Stage1</p> <ul style="list-style-type: none"> • Maintain the focus on narrowing the gap between outcomes for specific groups and all children (those eligible for free school meals, black and other minority ethnic communities, children in care) <p>Priorities for Key Stage 2</p> <ul style="list-style-type: none"> • To narrow the attainment gap for specific groups of pupils through School Improvement Partner and primary consultant support and challenge. • To support and challenge schools in improving pupil progress from Key Stage 1-2. • Improving rates of progress • To continue to narrow the gap for vulnerable groups. • Raising still further the proportion of

	<p>including mathematics and English has also increased. The LA is now among the 20 highest attaining nationally on both measures</p> <p>Post 16</p> <ul style="list-style-type: none"> • Participation in Post 16 education by young people in Bath and North East Somerset stands at 88%. This is substantially higher than national participation, and BANES is first among its statistical neighbours. A significant number of learners in the area attend schools in the independent sector. • Seven new Diploma qualifications are now being delivered across the area. 190 students are engaged in Diplomas at Foundation, Higher or Advanced level. • Leadership of schools is an overall strength of the LA(evidenced in Ofsted and School Improvement Partner reports) 	<p>counterparts by 4%</p> <ul style="list-style-type: none"> • English & Mathematics combined – In 2010 results are the same as 2009. 79% of pupils attained Level 4+ in both English and Mathematics, 5% above the National average. • Free School Meals (FSM) gap has narrowed since 2009 by 7.7% • Special Educational Needs (SEN) gap has widened by 0.8% • Black & Minority Ethnic (BME) gap has narrowed by 2.4%. As numbers are very low schools and School Improvement Partners focus on the progress of individual pupils. • 2 levels progress in English from Key Stage 1-2 is 85%, and in mathematics 83%. These outcomes are the same as national. • Young people have again enjoyed success in relation to the measure of 5+ A*-C including English and mathematics. 60.7% of all pupils achieved this target compared with a national figure of 53.1%. This represents a 0.8% increase on 2009 and the fourth year in succession that the measure has increased. The gap between the 5+A*-C figure with and without English and maths of 77.2% has increased by 0.2% this year. 	<p>young people achieving 5 or more GCSEs at A*-C with English and mathematics.</p> <p>Post 16</p> <ul style="list-style-type: none"> • Securing provision for 100% of the cohort from 16-18 in line with the raising of the participation age • Raising achievement, expressed in students' progress made from 16 to 18 • Developing the mix and balance of provision across the area – especially foundation learning and new Level 3 qualifications • Improving the quality and consistency of teaching and learning • Closing the attainment gap at levels 2 and 3 • Meeting the economic and employability demands of the local, regional and national communities by ensuring young people have the skills and attributes to succeed and be productive. • Developing the use, analysis and dissemination of performance data so that schools and colleges are well informed about attainment, progression and achievement. • Meeting the needs of all vulnerable young people • Support leadership and collaboration
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		<p>This is a reduction on the increase of 4% seen last year. These latest performance measures shows we are performing better compared with our statistical neighbours. No school is performing below the floor target of 30%. A priority still remains to reduce the achievement gap between the 5+A*-C figure with and without English and maths ensuring that even more young people include English and maths in their GCSE successes.</p> <ul style="list-style-type: none"> • Schools have continued to successfully narrow the gap between the proportion of boys and girls achieving 5+ A*-C including English and maths to a gap of 4.6% compared to 5% for 2009. This is against a national gap of 7.4%. Boys performance is greatly improved (from 51.7% in 2008; 56.8% in 2009; 58.2% 2010). • There has been a % increase in the proportion of young people achieving 5 or more A*-C grades at GCSE to 77.2% from 76.2% (2009). Boys have improved their performance by 1.7% to 75.2%. Girls achieved 79.2% against 78.6% in 2009. • Boys in BANES are outperforming those nationally on all measures. • Ethnicity - White British students achieved 61.7% (59.57% 2009) (A*- 	<p>through facilitating further development of the Learning Exchange</p> <ul style="list-style-type: none"> • Broker support for schools in implementing innovative and creative curriculum provision. • To promote high quality standards for inclusion quality in schools and special schools through the Inclusion Quality Mark.
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		<p>C including English and maths) BME students achieved 57.4% (61.21% 2009).</p> <ul style="list-style-type: none"> • SEN - Students with special educational needs achieved 11% 5A*-C including English and Maths whilst those without achieved 63.89% • Free School Meals - There is a gap of 29.45% between students achieving 5+A*-C including English and maths and eligible for FSM and those who are not eligible. This is a slight reduction on 29.8% for 2009. <p>Post 16</p> <ul style="list-style-type: none"> • The proportion of young people who achieve level 2 qualifications has risen steadily since 2003. 84% of young people achieved a full Level 2 qualification by the age of 19 (2009). Young people who had been in receipt of free school meals (the relevant measure of deprivation) demonstrated a 3% improvement in Level 2 performance. • 59.4% of BANES young people achieved a full Level 3 qualification (2009). • The proportion of young people who are not engaged in education, employment or training (NEET) in the area is low, and well below the national picture of over 10%. Current 	
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		<p>data shows NEETs at 4.3% of 16-18 year olds. The NEET figures are subject to seasonal variations, but are on track to meet the stretch target of 3.7% by the end of 2010.</p> <ul style="list-style-type: none"> • 8 Local Leaders in Education in Primary schools • 3 National Leaders in Education in Secondary Schools • Headteachers share a strong commitment to ensuring children and young people enjoy and achieve reaching their full potential. • The development of a Learning Exchange is underway which will enable schools to collaborate and share good practice. <ul style="list-style-type: none"> • NI 93 Progression • NI 78 GCSE Achievement 	
<p>3.4 Children and Young People are encouraged to attend school and to achieve highly</p>	<ul style="list-style-type: none"> • The Children Missing Education Service has been working with schools and families to improve attendance. 	<ul style="list-style-type: none"> • Four of the six schools that were in the DfE category of persistent absence were removed. • NI 78 GCSE Achievement • NI 81 Reduction of inequality Gap L3 • NI 82 Reduction of inequality Gap L2 	<ul style="list-style-type: none"> • Overall attendance has decreased and systems need to be promoted to enable schools to take full responsibility in light of decreasing central resources.

<p>3.5 Educational Provision is made for children who do not attend school</p>	<ul style="list-style-type: none"> • Pupils who are sick receive appropriate education suitable to their needs either through Home tuition or through Hospital Education • Provision of “Living Learning” On Line Opportunities software 	<ul style="list-style-type: none"> • The number of pupils in the past year that have received hospital education is approx 350. • The HERS provided a successful summer school opportunity for C&YP. 	<ul style="list-style-type: none"> • Ensure that the resources to maintain the service are in place. • To work closer with OLEAs who use the service to ensure improved outcomes for C&YP
<p>3.6 All children and young people can access a range of recreational activities, including play and voluntary learning provision</p>	<ul style="list-style-type: none"> • 31 refurbished open play areas have been created over the last 2 years, involving children and young people in design. A brand new Adventure Play Park has been opened in Midsomer Norton which includes a high spec. skate park. • Primary Schools have been engaged in redesigning their play spaces, involving children in design. 4 schools have benefited from a Play Pod with loose parts & training for play ground staff. • 31 refurbished open play areas have been created over the last 2 years, involving children and young people in design. A brand new Adventure Play Park has been opened in Midsomer Norton which includes a high spec. skate park. Young volunteers have acquired funding to set up a skate ranger mentoring project and attend training in first aid and child protection to support this work. • Capital funding has been matched by primary and special schools to 	<ul style="list-style-type: none"> • Communities have been engaged in refurbishing children’s play areas. Wide consultation with older people, children and parents in Midsomer Norton, Keynsham and parts of Bath on restorative justice. Community Play Rangers and services for disabled children have ensured our most vulnerable children have been targeted to be supported in attending open access play opportunities • Through Play Pathfinder local community groups, parish councils and stakeholders have been supported in a challenging programme of work to improve and/or develop new children’s play areas using a design led approach with landscaping and natural play features. Wide consultation with older people, children and parents in Norton Radstock, Keynsham and Bath on use of outdoor play space has taken place. In some areas specific work on restorative justice has been implemented to counter breakdown in 	<ul style="list-style-type: none"> • Setting and delivering a new commissioning strategy that draws on national and local evidence on what works in improving children’s outcomes through Play. • Setting and delivering a new commissioning strategy that draws on local knowledge and learning and national evidence on what works best in: <ul style="list-style-type: none"> • improving children’s outcomes through Play • developing community ownership and involvement through play • supporting early intervention for vulnerable children living in areas of highest need • Development of Living Learning site and inter-link with eg B-Active

	<p>improve outdoor playspace. Schools have been engaged in redesigning their play spaces with emphasis on involving children in design. 4 schools have benefited from a Scrapstore Play Pod filled with loose parts & training for play ground staff.</p>	<p>intergenerational communication and respect.</p> <ul style="list-style-type: none"> • Community Play Rangers and play services for disabled children have ensured our most vulnerable children have been targeted to be supported in attending child centred open access play opportunities across the area. 	
<p>3.7 LA are helped to enjoy and achieve</p>	<ul style="list-style-type: none"> • LAC in B&NES achieve above the national average but the attainment gap compared with their peers in B&NES is similar to the national gap. The Virtual School has been set up to improve the attainment of children in care. • Eight LA children were supported through the Letterbox Club. • Targeted thirteen pupils supported through direct specialist teaching. • Completed actions in the Care Matters plan including establishment of Personal Education Allowances scheme and the Virtual School for children in care • Established Virtual School Development Plan • Improved arrangements for supporting travel to school when needed • Improved Personal Education Plans (PEP) now led by schools and introduced 16+ PEP • LA team given option of direct 	<ul style="list-style-type: none"> • Educational achievement for children in care in B&NES continues to be average to good for children in care nationally, although still lagging behind peers in the local population • Improved examination outcomes for LA children 	<p>Maintain and develop the Virtual School which aims to:</p> <ul style="list-style-type: none"> • Provide expert support to children, social workers and carers right from Early Years to FE on a whole range of issues, ranging from which school to attend to planning for 14-19 and HE. • Support the creation and monitor the quality of Personal Education Plans (PEPs) to ensure they are strongly focussed on learning outcomes. • Target resources such as the Learning Support Team where it is needed most. • Run a number of support activities throughout the year. • Ensure that school placements continue wherever possible. • Provide support to designated teachers, social workers and carers through training and networking. • Get involved quickly when things go wrong.

	<p>application to APEX workshops for LA CYP who are given priority place</p>		<ul style="list-style-type: none"> • Help speed up decision making where several agencies and teams are involved with a child. • Procure extra resources, for example for boarding provision, gifted and talented pupils and Aim Higher projects. • Listen and respond to the voice of our Children in Care • Set out new 3 year corporate parenting strategy to include continuation of work under the Virtual School Development Plan • Maintain targeted provision • Improve links with LA team
<p>3.8 Children and young people with learning difficulties and /or disabilities are helped to enjoy and achieve</p>	<ul style="list-style-type: none"> • Targeted provision has been through Aiming High short breaks such as Holiday schemes in Bath and Norton Radstock and Saturday clubs • Teenage Rampage meets every week • Mainstream provision has been through the Assessment scheme to introduce disabled young people to clubs, activities and interests. • Statement of SEN produced on time and resources to support made available on a timely basis. • Schools supported to develop inclusive understandings, practice and provision of talents and gifts and support access to APEX workshops, particularly those at risk of 	<ul style="list-style-type: none"> • Very full attendance at holiday schemes and after school activities • 25 young people regularly attending teenage rampage • 13 children attending mainstream settings who have been provided with training and support to enable the attendance of disabled children. Target is for a minimum of 50 placements by the end of March 2011. The experience is that there are many young people who want to go to mainstream services and many settings which can be assisted to have them • Over 81% of statements have been issued on time including exceptions to 	<ul style="list-style-type: none"> • Holiday schemes need to be provided at the same level and developed in Keynsham • Teenage Rampage to continue to meet this need. • Continued support to mainstream settings to access training and support to enable the access of disabled young people • Improve percentage of statements issued on time. • Review allocation of funding to support children with SEN.

	<p>marginalisation such as children with special needs</p>	<p>the time rules.</p> <ul style="list-style-type: none">• C&YP with SEN in B&NES do well compared with the national average (November 2010 data set)• NI 105 Reduction of SEN/nonSEN Gap GCSE level	
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Outcome 4. Deliver Making a Positive Contribution Improvements	What we have done so far (<i>Emphasis on CYPP Refresh 2009-2011</i>)	Evidence Of Success and comment on progress on LAA indicators and cross cutting themes in the Sustainable Community Strategy (where relevant) (<i>Emphasis in last year 09/10</i>)	Priority Actions 2011/14 (<i>NB Includes cross references to SCS/ LSCB/CTB & and all other relevant plans</i>)
4.1 Children and young people are supported in developing socially and emotionally	<ul style="list-style-type: none"> • See SEAL work above – 1.2 <p>Person Social Emotional Development is a high priority and an LAA stretch target area for settings and schools delivering the EYFS. Continue to rollout the PSED Programme. open further 3 Children’s Centres by 2010 deliver on Priorities from Phase III Strategy Improve outcomes focused monitoring. Develop 20 more sites for year 2 Play Pathfinder. Evaluate outcomes</p> <ul style="list-style-type: none"> • NI 106 Young people from low income backgrounds progressing to HE • Provision of “Living Learning” On Line opportunities/interests/enthusiasms translated into achievements • Development of opportunities for CYP to research their passions for learning in and out of school 	<ul style="list-style-type: none"> • Accounts of learning by St Keyna and Camerton on the web, video account on the web of young people 	<ul style="list-style-type: none"> • Extend the Living Learning and the Collaborative, educational researching communities

<p>4.2 Children and young people particularly those from vulnerable groups are supported in managing changes and responding to challenges in their lives</p>	<ul style="list-style-type: none"> • Loss and Bereavement training and support for schools and other agencies has been delivered for the past 5 years • The Whiteway school engagement project and the dedicated Targeted Youth Support Worker piloted the key elements of Targeted Youth Support • We provided additional training for staff: Lead Professionals working with teenagers were trained in the Time to Think approach to chairing Team around the Child meetings. Integrated working briefings were held for managers across the children's workforce and additional CAF and Lead Professional training was provided to practitioners • The Integrated Assessment Panels have continued to meet regularly to review assessments, confirm plans agree multi-agency plans and identify Lead Professionals • Parent Support Advisor's (PSA) working effectively in a large number of schools • Learning Support have managed successful transition programme from KS2 to KS3. • Promoting use of P.A.S.S. to identify CYP needs particularly when transferring 	<ul style="list-style-type: none"> • Vulnerable young people, including some from Whiteway benefited from individual programmes and a summer group work programme • The staff trained in Time to Think continue to meet to develop their practice • 51 people from the children's workforce have completed Common Induction training since June -December 2010. 14 delegates have attended for more than one day and 1 candidate has completed all 4 days so far. The delegates have found meeting others from the workforce and learning more about B&NES a valuable experience. They have particularly enjoyed the sessions on child protection and equalities and diversity due to the ability to apply these skills to their practice. • In terms of integrated working training from April- October 2010 42 staff have attended Lead professional training, 22 have attended Common Assessment training and 45 staff have attended Information sharing training. The feedback from this training has very been positive and people have enjoyed the practical exercises which apply integrated working processes to their practice. • In June 2010, young people, children 	<ul style="list-style-type: none"> • (a) Review processes for early identification and assessment of vulnerable young people (decide on the future use of CAF in the 11-18 age range with particularly focus on universal providers including Academies) • (b) Confirm arrangements for continuation of Integrated Assessment Panels • (c) Continue the roll out of Team around the Child meetings and promote the practice of Lead Professionals • Maintain project if sufficient resources • Consider co-ordination of PSA's, dependent on funding available through Schools Forum.
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		<p>and families who had participated in the Common Assessment and panel process during the last year were surveyed. Overall, most young people and families surveyed indicated that they felt listened to, included, able to have their say, and that the panel was friendly in its recommendations of services and support.</p> <ul style="list-style-type: none"> • Outcomes for CF&YP involved in the project have improved in terms of improved attendance and reduced exclusion 	
<p>4.3a Children and young people are encouraged to participate in decision making and in supporting the community</p> <p>Increasing children and young people's involvement in decision making</p> <p>Increased involvement of Children and Young People in</p>	<ul style="list-style-type: none"> • 3 Secondary and 7 Primary schools are involved in the 'Learning to Lead' programme, an evidence based approach to school community councils. • Training for 9 of these schools (22 teachers) has been funded through Healthy Schools Plus so that it can be used as an intervention for emotional health and well-being priorities • YAGA has been established as the main consultative group for disabled children and young people • YAGA and other disabled young people were involved in the preparation of the Young and Primary Parliaments • YAGA and other disabled young people were consulted and involved in 	<ul style="list-style-type: none"> • Schools are using the 'Rainbow' tool to measure improvements in engagement with school and participation in both academic, extra-curricular and community activities e.g. food fayres, allotments, energy efficiencies, fundraising, environmental activities etc. • Good practice 'sharing' conference planned for summer 2011. • Consulted about – Every disabled child matters manifesto. • Commissioning processes for aiming high including the short breaks and the capital programme • Participation of young people specification - The result was that there were recommendations agreed by all the representatives which 	<ul style="list-style-type: none"> • Programme to be continued through to July 2011. • Further recruitment of schools planned, dependent on funding. • YAGA to continue to be involved in the consultation planning and decisions of children services. • Membership of YAGA needs to be expanded so that it fully represents disabled children and young people. • Continue the development of the participation of disabled young people in the decisions of the children services under the new participation specification • (a) Develop the participation strategy with one principal contract holder. • (b) Promote frameworks for participation in schools and other settings

<p>strategic planning processes.</p> <p>Developing the participation strategy for children and young people by promoting good practice and increasing sustainability.</p>	<p>the development of the specification of the new participation contract.</p> <ul style="list-style-type: none"> • Primary school and secondary age parliaments were run at Bath Spa University in June/July with over 300 children and young people taking part. Emerging priorities: Safe places and Everyone should learn to sign • Over a thousand children and young people took part in the consultation for the new Children and young People Plan. Emerging priority: More safe places. Support for children with disabilities. • Children and young people have taken part in consultations to develop the Participation Strategy 2011 – 2014, which seeks to rationalise and provide a clear focus for participation whilst ensuring its continuing development. • Yes APEX working group established 	<p>promoted the welfare of disabled young people.</p> <ul style="list-style-type: none"> • The participation specification has an emphasis on the needs of disabled children within the overall involvement of young people in the decisions that affect their lives. • Evidence from Primary, Secondary Age Parliaments and the Children and Young People Plan Consultation points to a desire to reduce health, social and educational disadvantage particularly for disabled children and young people. These are the priorities they identify themselves. • The Participation Strategy addresses the need to reduce inequality and narrow the gap by specifically including Children in Care and children and young people with disabilities. • Support for YAGA (young people with disabilities) and In Care Council (children and young people in and leaving Care) is crucial to the development of the Strategy. • Young people working with APEX staff to develop APEX Summer 2011 for secondary age students 	<ul style="list-style-type: none"> • (c) Strengthen and integrate the democratic processes by which children and young people engage • (d) Ensure the representation of seldom heard groups including disabled children and young people and In Care Council • (e) Respond constructively to the priorities that children and young people identify and to work with them to realise viable initiatives. • (f) Promote the emotional resilience of children and young people through participation • Working group with CYP to extend to include directing and developing other aspects of APEX
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<p>4.3b Parents and carers are encouraged to participate in decision making and in supporting the community.</p>	<ul style="list-style-type: none"> • The parents care Aiming high forum has been established with the support of a coordinator with a constitution and terms of reference. • Parent carer Aiming High group has constitution and protocols in place which are to be approved by children leadership team. • Parents are involved in the Children's Centre Leadership Group; and all Children's Centre Steering Groups or Trust Board. • Parents participate in key appointments in Children's Centres. • Parent Participation worker employed in First Steps to support participation in Children's Centres. • The Aiming High forum for parents of disabled children co-ordinated by the Carers Centre (formally Care Network). 	<ul style="list-style-type: none"> • Parents are members of the Aiming High advisory group, the Disabled children strategy group and the Transitions board and on the DCATCH working group. • The PCAH group has maintained connections to other parent carer groups such as BISPA, Mencap, NAS and also with harder to reach parents. • Parents have taken part in panels that assessed commissioned services and capital programme. • Parent forums are consulted about service evaluations through case studies or focus group i.e. Stay and Play Sessions across the Authority • Significant increase in numbers of evidence based parenting programmes being run. Incredible Years and Strengthening Families Strengthening Communities. Significant increase too in parents completing the courses (By Dec 2010 99 will have successfully completed a SFSC course) • Parents forming their own steering and support groups. A small number of parents will co facilitate on future SFSC programmes • Dads in Touch group at Barnardos consulted on views specific to fathers • Parent Forums consulted on CYPP 2011-2014 	<ul style="list-style-type: none"> • PCAH to be supported as the central consultative group preferably with the support of the coordinator. • Parents to be members of disabled children strategy group and advisory groups. • Continued representation of parents in commissioning groups. • (a) Parenting Commissioning/ Support role needed to ensure continuation of delivery Parenting Support at universal, targeted and specialist levels and to support Practitioners delivering Parenting & Family Support • (b) Review the Parenting Strategy for 2011-2014 in line with CYPP • (c) Roll out the Parent Participation Self Assessment Tool to all Children's Centre's
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<p>4.4 Action is taken to reduce anti-social behaviour by children and young people</p>	<ul style="list-style-type: none"> • The YOT is now involved in screening all young people referred to the Anti-Social Behaviour Team • Arrangements for support for young people subject to Anti-Social Behaviour Orders have been reviewed (Individual Support Order Protocol) • Commissioned Children’s Society work addresses young people’s anti-social behaviour and adult perceptions. 		<p>To establish the Housing Challenge as part of the Family Intervention Project, in partnership with Somer and Knight stone Housing Association</p>
<p>4.5 Action is taken to prevent offending and to reduce re-offending by children and young people</p>	<ul style="list-style-type: none"> • A ‘Deter Young Offenders’ scheme has been established in partnership with the Police for young people most at risk of re-offending • A Family Intervention Project has been established to work with whole families where there are children at high risk of offending and re-offending • The Youth Rehabilitation Order has been established locally, together with the Scaled Approach to match resources to risk of re-offending • We have joined the West of England Resettlement Consortium to strengthen support for young people returning to Bath and North East Somerset from custody 	<ul style="list-style-type: none"> • The initial cohort of identified ‘Deter Young Offenders’ had a reduced re-offending rate of -76% and a significantly lower rate of offending than all comparator groups • 9 families have been accepted onto the Project (this includes 25 adults who are also receiving services). Feedback from Police, Community Safety and Social Care has been very positive, but no families have completed the programme yet, so there has been no evaluation • Since April 2010 there has been a reduction in number and proportion of young people being sentenced to custody • An enhanced offer is made to all young people in custody, with additional provision through the Consortium. External evaluation is being commissioned by the Youth Justice Board. 	<ul style="list-style-type: none"> • (a) Align the Deter Young Offender scheme with the Integrated Offender Management scheme, Impact, to ensure effective transitions for young people transferring to supervision by the Probation Service • (b) Secure continuing funding for the Family Intervention Project • (c) Integrate the Compass and Family Intervention Projects • (d) Decide on future models of delivery for youth crime prevention work • (e) Secure necessary partnership services for all young people coming out of custody

<p>4.6 Children and young people who are looked after are helped to make a positive contribution</p>	<ul style="list-style-type: none"> • Completed actions in the Care Matters plan including establishment of an In Care Council. • In Care Council has established links with Corporate Parenting Group and organised celebration events for children in care. • YOT/Children's Social Care protocol updated and maintained low number of children in care offending. 	<ul style="list-style-type: none"> • Number of children in care offending remains low. 	<ul style="list-style-type: none"> • (a) Set out new 3 year Corporate Parenting Strategy to include further development of the In Care Council to ensure young people have a voice in service development. • (b) Maintain YOT/social care protocol and continue to prevent offending by children in care.
<p>4.7 Children and young people with special educational needs and/ or disabilities are helped to make a positive contribution</p> <p>Improve flexibility – creativity of services for disabled children.</p> <p>Progress our transitions strategies for disabled young people.</p>	<ul style="list-style-type: none"> • Disabled young people have contributed to the wheelchair review and are involved in the equipment review. • They made a presentation to and participated in the Primary and Youth Parliaments. • They were involved and consulted about the short break and capital programmes for Aiming High. • Disabled young people contributed to the specification for the participation service for all young people • Established youth group YAGA and DAFBY provide for a for disabled young people to be consulted with on current issues • Provided more targeted after school clubs and Saturday clubs for disabled children, through Aiming High for Disabled Children • Published and launched the Transitions Protocol in June 2010 • Appointed Transitions Champion 	<ul style="list-style-type: none"> • Youth Parliaments and the Primary Parliaments both adopted resolutions which were to address the needs of disabled children. • The participation specification was written to include the needs of disabled children within the needs of all young people. • There is current feedback to the current provider of the wheelchair service which is aimed at improving the service. 	<ul style="list-style-type: none"> • YAGA to continue to be the main consultative group and to be expanded to include representation from disabled young people who are in mainstream schools. • (a) Ensure we meet Equalities Act 2010 requirement to consult with disabled children and young people • (b) Provide Equalities Act 2010 training for Primary Heads and School Governors

Outcome Deliver Achieve Economic Well-being Improvements	What we have done so far (<i>Emphasis on CYPP Refresh 2009-2011</i>)	Evidence Of Success and comment on progress on LAA indicators and cross cutting themes in the Sustainable Community Strategy (where relevant) (<i>Emphasis in last year 09/10</i>)	Priority Actions 2011/14 (<i>NB Includes cross references to SCS/ LSCB/CTB & and all other relevant plans</i>)
<p>5.1 Action is taken by partners to support families in maximising their economic well-being.</p> <ul style="list-style-type: none"> provide sufficient high quality childcare and enable parents/families to access it 	<ul style="list-style-type: none"> Second childcare sufficiency report has been drafted during 2010 with extensive parent, child, provider and employer consultation with a draft available for public comment from December 2010. Rolled out the new flexible and increased 15 hour early years entitlement for all eligible 3 and 4 year old children which supports better outcomes for children and helps families with their childcare affordability. Successfully launched a 2 year old early years entitlement pilot in two areas to support children and families in the most economically disadvantaged areas. Delivered 100% extended services offer by the national deadline of September 2010. Commissioned services providing surgeries at Children’s Centres to include Citizens Advice Bureau, Community Learning and Job Centre Plus 	<ul style="list-style-type: none"> Strategies undertaken since publication of the first report in 2008 demonstrate an increase in provision or will be supported by the action plan evidencing that approaches taken since 2008 will result in an increase in provision shortly after the final report is published in April 2011. 98% take up of part or all of the early years entitlement in Bath and North East Somerset Very high take up of the pilot offer with some parents being able to enter work related training or returning to work as a result of the offer. “Your Time” initiative, a subsidy to enable families to take advantage of extended services taken up by 298 children during summer 2010. Client access targets met and staff training to grow knowledge base effectively delivered Brokerage service around a number of key issues including ensuring entitlement to benefits, accessing free school meals and access to support 	<ul style="list-style-type: none"> To ensure childcare sufficiency action plan 2011/14 focuses on outstanding sufficiency gaps and market management strategies to close them. To maintain take up rate but continue to monitor part take up to ensure that gaps in market resulting from oversubscribed popular provision can be filled by high quality alternatives. 2 year old project to continue and requirement for sufficient high quality places in the right areas will be a priority of the sufficiency action plan. Maintain popular initiatives with strong outcomes for children and families in a time of restricted funding. To continue priority service to support these vulnerable families To continue priority service to support the most vulnerable of our families To continue to maintain and develop this statutory requirement for public and professionals and community use

	<ul style="list-style-type: none"> • Provision of FIS targeted Information and Advice sessions at Twerton and Radstock • Fully comprehensive outreach programme offered across all LAPs by April 2008. • Family Services Directory, a directory of services available through 1 Big Database, linked to the Youth Offer website B active 	<p>services eg debt, housing</p> <ul style="list-style-type: none"> • FIS provides an outreach service to Parents and Professionals across Bath and North East Somerset. FIS provides comprehensive monthly monitoring and evaluation of the outreach programme. Total outreach stats (client contacts) for period Jan 2010 to October 2010 – 5800 (aprox 6% of total population of Bath and North East Somerset) • Comprehensive website of national and local information and support for parents/carers of 0- 20 and professionals • Number of sessions (reading a page) on 1BigD 2009/10 to date 53,000 	
<ul style="list-style-type: none"> • enable parents and young people to develop skills which will support young families 	<ul style="list-style-type: none"> • Groups available at each Children's Centre for young parents. FIS Brokerage service and bespoke information packs provided to young parents and measures developed to identify improved outcomes. • Parenting – provision/skills mapped, and then staff trained to deliver parenting courses. • Basic skills/skills for life available 	<ul style="list-style-type: none"> • Promotion of Brokerage referral service to professionals/public has been undertaken. Parents are also able to self refer. • Parenting Co coordinator undertook mapping exercise of parenting provision across Bath and North East Somerset 	<ul style="list-style-type: none"> • To maintain promotion of brokerage to enable all vulnerable parents to access appropriate family support services
<ul style="list-style-type: none"> • support teenage parents to maximise their economic well being 	<ul style="list-style-type: none"> • Connexions work with individual teenage parents providing information about childcare and housing provision, Care to Learn 	<ul style="list-style-type: none"> • Sept 2010 – the % of teenage mothers aged 16 to 19 known to Connexions in EET was 45.6 %, (Sept 09 = 32.1%) This improvement resulted from further 	<ul style="list-style-type: none"> • To continue to offer dedicated provision and support where funding available

	<p>and other benefits. They access personal development opportunities/ formal learning experiences, some developed just for this group.</p>	<p>development of dedicated provision and support for this group.</p>	
<p>5.2 Young people 11-19 are helped to prepare for working life</p> <ul style="list-style-type: none"> • support all young people to maximise their economic well being 	<ul style="list-style-type: none"> • The number of young people aged 16 to 18 who are Not in Education, Employment or Training has decreased over the last 12 months as the effect of the economic downturn has eased. Partnership working with young people at risk of NEET/already NEET and the broadening of pre-16 and post-16 provision has been key to this improvement. The 'Into EET' Group uses information to measure progress towards relevant targets and indicators and to influence the development of provision • Babysitting Awareness sessions delivered to schools (primarily at Year 10) introducing early parenting skills, strategies for personal and children's safety, risk assessing in the home, working with children and running a business 	<ul style="list-style-type: none"> • Sept 2010 -% of 16-18 year olds who were NEET 3.8% (Sept 09 = 4.0%). • Staying on rates in the local authority are high and enable young people to gain the qualifications they need to progress. • E2e/Foundation learning provision is available in both FE colleges and through JHP • A range of apprenticeship programmes are also available. The National Apprenticeship Service and Learning and Skills Partnership Apprenticeship sub-group can provide support. • Additional funding available from Nov 2010 to pilot part time education opportunities in a non classroom environment three providers engaged in pilot. • Until November 2010 dedicated Connexions resource was identified to visit employers, work with individual job seeking young people (post 16) provide a vacancy service and link with Jobcentre Plus. This is no longer available • 100% successful evaluations and 	<ul style="list-style-type: none"> • Into EET group to continue to monitor progress and influence provision

		availability of aware babysitters in the local area for parents/carers	
<ul style="list-style-type: none"> provide information, advice and guidance to all young people and their parents/ carers so that they know about the full range of possible options before making decisions about any one option 	<ul style="list-style-type: none"> Development of Living Learning site and integration with Futures Finder Following the change in Government and decrease in associated funding in May 2010 schools and colleges are expected to lead on the provision of impartial careers education, information, advice and guidance with the support of the LA and some from Connexions. LA/Connexions main delivery responsibility is now for targeted IAG 	<ul style="list-style-type: none"> Discussions underway to clarify future of IAG/CEIAG as new all age careers service is developed and funding/ government expectations for IAG become clearer. 	<ul style="list-style-type: none"> 14-19 Board to monitor strategic developments, future funding and delivery of universal and targeted IAG/CEIAG.
<ul style="list-style-type: none"> maximise the level of attainment of all young people to enable them to progress to working life 	<ul style="list-style-type: none"> Promotion of developing inclusive understandings, practice and provision to support all YP as capable of developing and offering talents and knowledge as gifts to enhance their own learning and life and that of others. Attainment has shown a consistent rise. On the measures indicating participation in education, achievement of level 2 qualifications and achievement of Level 3 qualifications, the area is now highest of all its statistical neighbours. 	<ul style="list-style-type: none"> High attainment of Extended Project groups supported by teacher researching to improve her inclusive practice, Masters accounts of practitioner-researchers improving practice. Voluntary participation of young people in education beyond 16 stands at 88% (2010). The proportion of young people achieving a level 2 qualification by the benchmark age of 19 is now 84% (2010 – NI 79). The proportion of young people 	<ul style="list-style-type: none"> Promote and support the development of collaborative educational researching communities by running introductory and follow-on sessions, establishing Masters accredited research programme with the Child and Family Centre at Liverpool Hope University, disseminating and supporting excellent educational practice widely through the Living Learning site. To continue to support and secure provision for all young people. To identify the market for additional

	<p>Partnership working has matured across the area with support for common registration systems (CLM) and common collaborative days for all secondary schools. Seven Diplomas and a range of Foundation Learning have been offered from September 2010 to young people from the age of 14. The range of Young Apprenticeships on offer and being taken up has been extended.</p>	<p>achieving a level 3 qualification by 19 is now 59% (2010 – NI 80)</p> <ul style="list-style-type: none"> • Young people who have been in receipt of free school meals (the relevant deprivation measure) have closed the attainment gap by 3% (2010 – NI 82) • The proportion of young people who are not engaged in any form of education, employment or training (NEET) is 3.8% (Sept 2010). This is best among Bath and North East Somerset' statistical neighbours. 	<p>provision for learners whose needs are not currently met and to work with schools, colleges, WBL providers and employers to ensure provision is in place. There will be a focus on the development of Foundation Learning and level 2 and 3 provisions which is appropriate for young people who may not have consistent skills which enable them to access traditional academic programmes. A Statement of these priorities is in development.</p>
<ul style="list-style-type: none"> • provide appropriate experiences of work for all young people 	<ul style="list-style-type: none"> • Comprehensive School work experience programme • The authority has continued to work with all providers to enable them to meet their statutory obligation to provide work related learning experiences from 14 onwards. New contracts and management arrangements for much improved education business links were put in place from September 2009 with Bath and North East Somerset taking the lead role for the west of England. New emphasis has been focussed on work experience which is linked to qualifications or careers young people are interested in and to make it easier for schools know about and arrange placements. 	<ul style="list-style-type: none"> • Over 2100 young people were enabled to take part in work experience during 2009-2010. Virtually all sectors of industry were made available to learners with the greatest uptake in Public Services, Engineering, Creative and Media, Finance, Land and Environmental, Health, Sport, Beauty and Hair, Catering and Retail. • In addition to the Skills Fair, a number of “speed dating” opportunities for employers to meet school staff and students were arranged, ranging from Health to High tech engineering at Rolls Royce. • To improve employer input to local authority planning, a local CEO of a Science manufacturing company 	<ul style="list-style-type: none"> • 14-19 Board to monitor strategic developments, future funding and delivery of WEx/WRL. • A repeat of the Skills Fair is planned for early 2011. • The 14-19 team is mapping work experience and work related learning to key economic development data to ensure that the right emphasis is put on the best experiences to equip young people for working life. • The management of the Education Business Partnership through quarterly progress and management meetings will continue. • A range of work related learning beyond work experience will be explored to reduce the risk that financial pressures on either the local

	<ul style="list-style-type: none"> • Named employer engagement contacts have been established to carry our brokerage and support partnerships between schools and employers. • Practical Learning Opportunities funding has been used to support experiences of work, notably with Project Search, which has established sustainable and credible placements for young people with learning difficulties. • A Skills Fair was arranged and supported by the authority to foster direct contacts between young people, their parents, teachers and employers. 	<p>has joined the Bath and North East Somerset 14-19 Strategic Board.</p> <ul style="list-style-type: none"> • The NEETS statistic above is a key indicator of success in securing education, training or employment for young people. 	<p>authority or participating employers dictate cuts on work placements.</p>
<p>5.3 Action is taken to ensure that the 14-19 education and training is planned and delivered in a co-ordinated way, and to ensure that education and training (16-19) is of good quality</p>	<ul style="list-style-type: none"> • The local Education and Training Plan was updated in 2009 and 2010 to reflect actions needed to ensure priorities could be achieved. Grant Funding was directed to key priority areas (such as support for consistent access to all programmes of study) and area wide transport and registration arrangements. • Regional Structures have supported coherence and quality through the SW Regional Advisers' network (supported by Govt Office SW and DCSF), and through twice yearly 14-19 Progress Checks carried out by Govt 	<ul style="list-style-type: none"> • Partnerships, and their relationships with each other, have matured. The protocols for collaborative working which took time to agree are now established and operational across two years so that there is more common practice through Years 10 & 11 and through Years 12 and 13. • A new training provider, JHP Training, has been contracted to work in the area and the "Into EET" panel has made a significant improvement to the quality of decisions about the provision on offer to vulnerable young people. This work has recently been 	<ul style="list-style-type: none"> • Work will continue to secure provision for 100% of the cohort with a suitable offer for every young person to the age of 18 or to 25 as appropriate. • The mix and balance of provision – both in total and at each of the levels of achievement from foundation to advanced will be analysed in a new curriculum audit underway during autumn 2010. The bringing forward of this process will enable schools and college leaders to act faster to information we provide them with so that planning can influence the September 2011 offer for young people.

<ul style="list-style-type: none"> enable all partners to work together effectively to plan 14-19 education and training at Regional, LA and Local Area Partnership/ Consortium level 	<p>Office SW.</p> <ul style="list-style-type: none"> At sub regional level, regular engagement between the four west of England partner authorities has continued through the Connexions/ LPW Board and the 4 Advisers/LSC Group. The local 14-19 Strategic Board refocused on its role and membership and made new arrangements to share information with all Headteachers and Principals. The Executive and Operations Groups with Bath and North East Somerset report to the Board on 14-19 activity. A new quality framework has been under development to replace the Framework for Excellence. A common data source (“DataDashboard”) is used to initiate conversations about quality and to broker peer to peer support as necessary. New arrangements designed to be operational under the National Commissioning Framework had been made ready but have been rescinded as a result of the withdrawal of the Framework and other funding and organisational changes during 2010. 	<p>joined up with that supporting young people in care and care leavers do that there is more consistent informed support and action for these young people.</p> <ul style="list-style-type: none"> The statutory intervention role anticipated for the authority has not materialised, so a new basis for collaborative planning has been developed to engage with the greater autonomy of institutions. A full Curriculum Audit of all 14-19 provision in the local area, at a very detailed level, was carried out during January to March 2010. The Audit was designed to share information about individual and area wide provision. This has formed the basis for school and college leaders to work with the authority in a joint view of the collective offer and the planning needs arising from it. There is now a stronger collective understanding of what is available for young people, how accessible it is, and where there may be gaps or duplication. The local commissioning document, which will reflect the audit, will help the authority engage in conversations with providers about the best way to secure provision against the background of a finite funding resource. 	<ul style="list-style-type: none"> A new set of Quality Priorities will need to determine the most relevant priorities of standards, mix and balance, quality of teaching and learning and value for money to make objective information available to planners and providers.
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<ul style="list-style-type: none"> ensure systems are in place to ensure that education and training (16-19) is of good quality 	<ul style="list-style-type: none"> Due to the changing educational environment and context during 2010, new quality arrangements are under development in association with the development of a new commissioning document. 	<ul style="list-style-type: none"> The Area Diploma Provision was inspected during October 2009. The Overall Grade resulting from the inspection was “Good”, with “Good” Leadership and Management. The programme of post 16 support has continued, based on the authority brokering peer to peer support between high performing providers and those requiring development. 	<ul style="list-style-type: none"> A new set of Quality Data which has credibility and acceptance by providers will be developed. The expectation is that the data will be made available as widely as possible within the limitations of data sharing agreements so that providers can see how they are performing in absolute and comparative measures. A stronger match will be made between curriculum planning, economic and community need with the authority acting as the provider of key intelligence.
<p>5.4 Community regeneration initiatives address the needs of children and young people</p> <ul style="list-style-type: none"> influence these initiatives to increase the range of employment and training opportunities for YP 	<ul style="list-style-type: none"> The Learning and Skills Partnership and Economic Development continue to work together to identify initiatives which would provide employment and training opportunities 	<ul style="list-style-type: none"> Employment opportunities in the new SouthGate development were accessed by young people as a result of joint delivery between jobcentre plus, Connexions and other partners using the Jobs Bus. The dedicated Connexions resource that facilitated this work is no longer available Stronger links between 14-19 and Economic Development have been established. The priority local areas of development such as high end engineering, and food and drink manufacture have already influenced decisions to proceed with the offer of Diplomas in Manufacturing, 	<ul style="list-style-type: none"> The 14-19 Board to consider how this type of work can be progressed in future eg if Western Riverside or similar schemes are rolled out.

<p>5.5 Action is taken to ensure that young people have decent housing</p> <ul style="list-style-type: none"> provide sufficient, appropriate accommodation for vulnerable young people with a focus on care leavers, the young homeless and young parents 	<ul style="list-style-type: none"> Established mediation service and crash pad provision through Supporting People Completed research project into youth homelessness across Bath and North East Somerset. Updated joint assessment protocol between Children and Housing Services in light of the Southwark judgement (homeless children 16-17 become children in care) Completed actions in Care Matters plan to promote care leavers remaining with former foster carers 	<p>Engineering and Environment/ Land based industries. The links are providing ways for employers and communities to engage with the project work which is part of those programmes so that they can be relevant and of value to all parties.</p> <ul style="list-style-type: none"> Highest yet level of care leavers in suitable accommodation - 93% in March 2010 	<ul style="list-style-type: none"> Set out new 3 year corporate parenting strategy to include action plan arising from the recommendations of research into youth homelessness Improve commissioning arrangements for supported living for young people aged 16+ following Southwark judgement
<ul style="list-style-type: none"> provide sufficient appropriate accommodation for families 			

<p>5.6 Children and young people who are looked after are helped to achieve economic well-being</p> <ul style="list-style-type: none"> • provide support services for looked after children and care leavers which will encourage them to progress and achieve 	<ul style="list-style-type: none"> • Completed actions in Care Matters plan to improve participation in education, employment and training (EET) by care leavers • Established protocol between colleges, leaving care service and Connexions • Introduced 16+ PEP • Signed up to Care to Work initiative and completed work plan 	<ul style="list-style-type: none"> • Improvement in EET rate for care leavers in March 2010 	<ul style="list-style-type: none"> • Set out new 3 year corporate parenting strategy to include continued work to support employability under the Care to Work initiative • Implement new guidance and regulations on leaving care including review of financial support and pathway planning arrangements
<ul style="list-style-type: none"> • support care leavers to maximise their economic well being 		<ul style="list-style-type: none"> • Connexions data shows that the percentage of 19 year old care leavers in EET continues to improve. In September 2010 65.2% of 19 Year old Care Leavers in provision in the area were in EET (Sept 09 = 42.9%). This is facilitated by close liaison between Connexions and Social Care managers, Social Workers and Connexions Personal Advisers. The rules under which data is counted differs between the Connexions Service and Social Care. 	

<p>5.7 Children and young people LDD are helped to achieve economic well-being</p> <ul style="list-style-type: none"> provide support services for children and young people with LDD which will encourage them to progress and achieve <p>Note: LDD = Learning Difficulties and/or Disabilities includes YP with SEN and EBD</p>	<ul style="list-style-type: none"> Support is provided for pupils with SEN through the statementing process and through the delivery of services at School Action Plus. Advice and support is provided to schools, pupils and their families through the EPS, LSS, SSENS, Sensory support service and ASD service. Training is provided to schools. Schools have additional funding to meet the needs of pupils at SA and SA+ 	<ul style="list-style-type: none"> The LA maintains approx 670 statements of SEN and in total SEN funding equates to around £18 million. Children with SEN achieve well in comparison with non-SEN peers and with other LAs. Pupils with Asperger Syndrome have achieved exceptionally well as a result of provision within a mainstream secondary school, supported by a special school. 	<ul style="list-style-type: none"> Develop a clear SEN strategy in light of any changes to legislation. Consider the implications of the Green Paper particularly in respect of post 16 provision. Through the shared commissioning service develop database which tracks learners with SEN statements from Year 7 and enables key agencies to work together to plan for learners transition to college when leaving Special School in Year 11 or Year 13.
<ul style="list-style-type: none"> provide targeted support for young people with LDD through points of transition 	<ul style="list-style-type: none"> Multi agency support for the transition from pre to post 16 provision is key to this outcome. A transitions champion is in post until the end of the financial year and has already made a significant impact on sharing effective practice Transition from KS2 to 3 is supported by SBS for those pupils with BESD. Specific transition support takes place 	<ul style="list-style-type: none"> Connexions aim to ensure that, that 100% of young people due a statutory assessment under Section 140 of the Learning and Skills Act receive one. This target is usually met, or almost met. The very few young people who have not received a statutory assessment are those which have refused to engage with the process. The Transitions Board Operational 	<ul style="list-style-type: none"> Consider the implication of the White Paper and Green Paper on SEN alongside budget restrictions. If possible continue with the programme and extend.

	with schools via the LSS.	<p>Group identifies and targets support for young people with LDD</p> <ul style="list-style-type: none"> Information on the specific transition work indicates that pupils who have been through the programme improve attendance and are less likely to be excluded. 	
<ul style="list-style-type: none"> support young people with LDD to maximise their economic well being 	<ul style="list-style-type: none"> Working with this group of young people remains a priority for Connexions Transition from KS2 to 3 is supported by SBS for those pupils with BESD. Specific transition support takes place with schools via the LSS. 	<ul style="list-style-type: none"> The percentage of 16-19 year old young people with LDD in EET continues to improve. September 2010 it was 81.9%, an increase from 74.7% one year previously. Many of the young people with LDD who are NEET post-16 have had challenging behaviour pre-16 which had resulted in disengagement from mainstream schooling. Information on the specific transition work indicates that pupils who have been through the programme improve attendance and are less likely to be excluded. 	<ul style="list-style-type: none"> If the pilot programme of part time education opportunities in a non classroom environment proves successful then consider commissioning this style of provision for LDD/EBD post 16 young people in future. Consider the implication of the White Paper and Green Paper on SEN alongside budget restrictions. If possible continue with the programme and extend.
<p>5.8 Children and Young People who are likely to be less advantaged are helped to achieve economic well being</p>	<ul style="list-style-type: none"> Wolffie Project (Working On Local Farms For Interactive Education) established to address work readiness Signed up to South West Resettlement Consortium, with work streams including access to employment (partnership with Youth Construction Trust) YOT Education and Connexions 	<ul style="list-style-type: none"> 14 young people have completed the Wolffie Project. Of these, 2 are now working and 1 is in college NI 45 (engagement in education, training and employment for those aged over 16 was 83% for April – September 2010 (we will be able to update this for the year end) 	<ul style="list-style-type: none"> Funding is being sought to continue the Wolffie Project in 2011-12 The YOT is negotiating with businesses in areas of deprivation that can give young people practical, work related experience

<ul style="list-style-type: none"> • support young offenders to maximise their economic well-being 	<p>Workers have presented to classes at the Link and undertake individual pathway work.</p>		
<ul style="list-style-type: none"> • support young people who are substance misusers to maximise their economic well-being 	<ul style="list-style-type: none"> • Reaching young people with complex needs. • Working with young people within the criminal justice system • Drug and alcohol workshops in youth clubs, link and solo project. • Encourage young people to meet with connexions worker, with drop in once a week 	<ul style="list-style-type: none"> • Representing 9% of young people in treatment are looked after children. • 23 referrals from the Youth offending team 09/10, • 20 completed treatment successfully. • Weekly attendance to schools seeing 10 young people, giving harm reduction information and advice alongside key -working. • 25 young people sought advice and information from connexions worker via project 28. 	<ul style="list-style-type: none"> • To work closely with leaving care team. • To build relations with young offenders institute's for better outcomes for young people who are leaving institutes. • To regularly attend reviews and work with families'. • To promote widely, accessibility.
<ul style="list-style-type: none"> • support young people (YP) from black and other minority ethnic (BOME) communities to maximise their economic well-being 	<ul style="list-style-type: none"> • Schools encouraged to develop an inclusive educational register of talents with particular attention to marginalised groups • Priority places offered to members of the Black Families Support Service • Outreach promoting service and harm reduction information and advice. • Working with Media box music and digital arts • The accuracy of Connexions data for this group has improved and verified data shows that the percentage of young people from BOME communities who are NEET is low in 	<ul style="list-style-type: none"> • Up take on APEX workshops of BOME pupils high • Reached 75 BOME 09/10 • Funded work to attract black and ethnic minorities • 2010 August NEET percentages for 16-18 yr olds • All 4.3%, White British 4.4%, BOME 2.0% • The service provides support to schools, children and families from the Gypsy, Roma and Traveller community. Currently here are 6 pupils being supported none of which are at a stage where their attainments are 	<ul style="list-style-type: none"> • Continue to make specific arrangements for YP from groups at risk of marginalisation, such as those from the BOME communities, to access APEX workshops. • To continue targeting ethnic minority groups. • To generate page on face-book with the help of Media Box. • Review the contract so that support is focused more on support to schools in developing their capacity to meet children's needs.

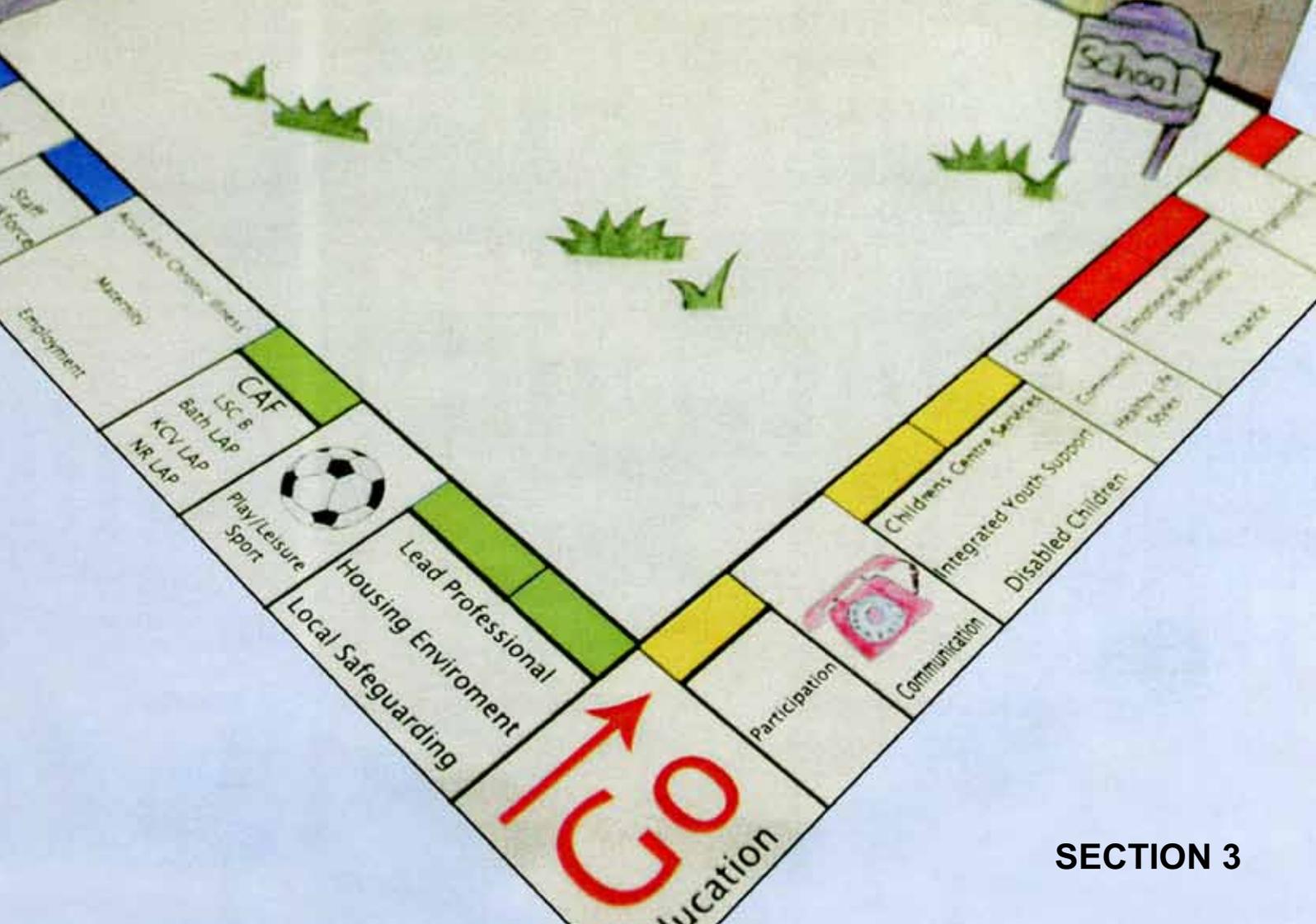
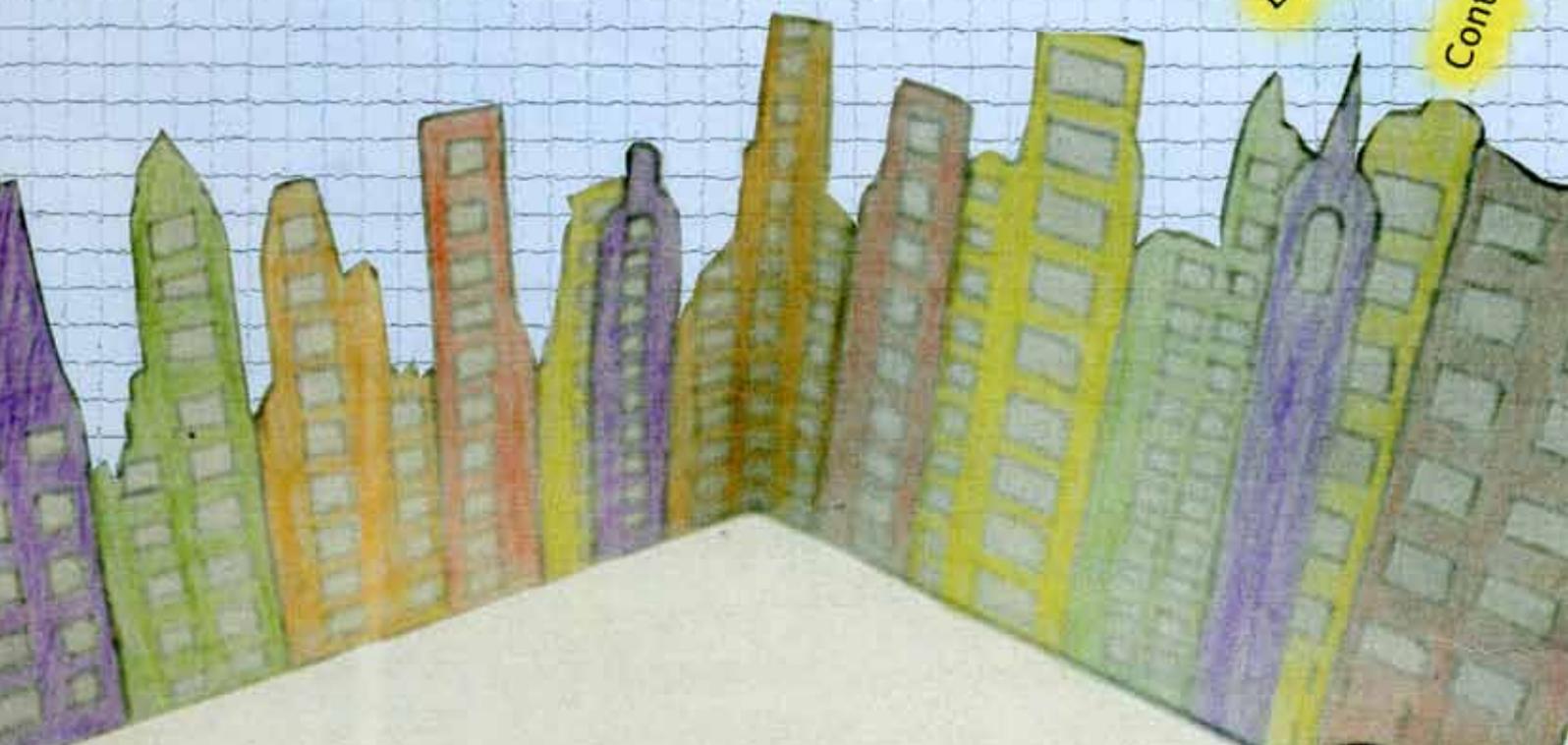
	<p>Bath and North East Somerset.</p> <ul style="list-style-type: none">• The LA commissions Traveller Education Services from South Glos.	<p>being measured through SATs etc.</p> <ul style="list-style-type: none">• Teacher assessment indicates good progress.	
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Well Being

Be Healthy

Enjoy & Achieve

Contribution



Staff Force	Adult and Children's Mentality	CAF LSC B Bath LAP KCV LAP NR LAP	Lead Professional	Participation	Children's Needs	Children's Centres Services	Children's Needs
Employment	Mentality	Play/Leisure Sport	Housing Environment	Communication	Community Healthy Life Styles	Integrated Youth Support	Community Healthy Life Styles
		Local Safeguarding	Disabled Children				Traditional Services Deliverables
							Enrichment

GO
Education

Section 3

3.1 What we need to change - Commissioning intentions against the 5 priorities

Introduction

This section sets out what we believe we need to change to deliver the agreed priorities for children and young people over the next three years. We have described these as 'commissioning intentions' against each of the 5 priorities, as we look to better describe the way that the Children's Trust Board and some of the key partners within it will increasingly deliver changes through commissioning. These intentions:-

- build on the work of the key multi-agency strategy groups for each priority area and on the self assessment (section 3) as well as needs assessment and consultation;
- will continue to evolve over the lifetime of the plan as we better understand the impact (both positive and negative) of financial and service changes across a wide range of services;
- include some indication of services to be de-commissioned or redesigned, for example in response to budgetary pressures, and how we will seek to ensure these can be focused to ensure delivery of the priorities;
- include how we want services (including those we deliver ourselves) to change the way they work in order to respond to the priorities;
- describe some of the other things that are needed to support these changes, such as development of the workforce and how we will ensure ongoing participation of children, young people, parents and carers.

Priority: Promote and support healthy lifestyles for children and young people

Our children and young people face many decisions about their lifestyles. We must provide them with support and information to enable them to make informed choices about their health, to improve resilience and develop coping strategies as well as being able to access effective and high quality health and social care services when the need arises.

What are the key sub-headings or priorities within the identified main priority/topic?

We need to **ensure all children have a healthy start to life** by promoting positive health choices from conception.

We need to continue to ensure that rates of **breastfeeding** and of **immunisation** for one, two and five year olds remain above the national average, while those for **infant mortality** remain below.

We need to **reduce health inequalities** by supporting children, young people and their families to choose **healthy lifestyles**.

Childhood obesity has been identified as a national and local priority. Locally in 2009 122 (7.9%) children in reception year were identified as obese and 219 (13.4%) in year six were obese. **Being active** and eating a **healthy diet** is essential for people of all ages to maintain a healthy lifestyle and manage their weight and it is important to make sure that good habits are encouraged in childhood. The evidence tells us that children and young people spend 1 hour per day physically active and eat five fruit and vegetables a day to benefit their health.

Substance misuse particularly alcohol and drugs are of particular concern. About 20% of local children aged 11-15 years drink on average 13 units weekly and around 800 of them drink to get drunk weekly (Estimated figures based on the application of national survey data to the local population profile).

Although the area has a low and reducing **teenage conception** rate when compared with the South West and England is not as good an improvement as the rate for similar authorities.

The proportion of under-18 conceptions leading to **abortion** is increasing suggesting that many pregnancies are unplanned.

Levels of sexually transmitted infections in young people are relatively low but we are facing a rise in some sexually transmitted infections, especially **Chlamydia**.

Children and young people with higher aspirations, higher levels of self esteem and higher attainment tend to have healthier lifestyles and better health. The importance of providing positive learning environments is a key factor in addressing this priority.

What are our commissioning/decommissioning intentions to achieve the priority outcomes?

In order to address these issues we intend to commission activities which will:

1. Ensure all children have a healthy start to life by:

- Providing a range of programmes to improve the health and well-being of pregnant women and babies, including the Healthy Start Scheme, Universal breastfeeding and support and targeted peer support initiatives, smoking in pregnancy initiatives and emotional support during the antenatal and postnatal period.
- Supporting early year's providers to become accredited through implementation of the Healthy Early Years scheme.
- Working to reach UNICEF Baby Friendly best practice standards
- Delivering the Healthy Child Programme for those aged 0 to 19 years.
- Increasing the public awareness and uptake of MMR vaccination.
- Encouraging our staff to work together in all venues, including Children's Centres. (Our staff includes development workers, health visitors, children's social services, midwives, youth workers, Connexions staff and others) and adult services working with children.
- Providing a full range of services from our Children's Centres

2. Support all children, young people and their families to choose healthy lifestyles by:

Healthy eating

- Continuing to improve the quality of school meals by using better ingredients, and by educating children about healthy eating.
- Ensuring consistent availability of healthier food choices in schools and colleges and other public places and maximising uptake of school meals.
- Further emphasising, through our schools and Children's Centres, the five a day message, the need for healthy local food and food preparation skills.

Weight management

- Monitoring the weight of children via the National Child Measurement Programme and providing information and sensitive support to parents and help children manage their weight.
- Increasing access to family based weight management and physical activity particularly in targeted schools and areas with higher levels of obesity.
- Undertaking a range of promotional campaigns including media interventions to raise awareness of what constitutes a healthy diet and appropriate physical activity levels.
- Establishing and monitoring the prevalence of obesity amongst women who are pregnant and develop and provide specific interventions for women and their families during both post natal and ante natal periods?

Physical activity

- Providing more opportunities for young people to take regular exercise, including walking and cycling to school. **(Active transport)**
- Improving facilities for both indoor and outdoor sport, and support schools to offer every child an average of 5 hours high quality PE and school sport per week both within and beyond the curriculum. **(Active schools)**
- Developing outdoor play facilities and activities and improving access to green space. **(Active play)**
- Using the 2012 Olympic preparations to inspire people to be more active

Substance misuse

- Enable young people with drug or alcohol issues to access the full range of substance misuse treatment interventions.
- Strengthen support to parents and carers' of young people and their families with drug and alcohol issues.
- Enable and support universal and targeted services to identify the drug or alcohol related needs of young people, deliver brief interventions and or refer appropriately.
- Support schools in the planning, delivery and monitoring of high quality drug education and PSHE including ASSIST (smoking prevention programme) in schools.
- Support the reduction of the sales of tobacco and alcohol to young people.
- Improving access to smoking cessation services for under 18's.

Unwanted conceptions and sexually transmitted infections:

- Ensuring well publicised and accessible sexual health services offering free contraception, advice and pregnancy options advice.
- Supporting schools to implement effective Relationships and Sex education
- Providing accessible, local screening facilities, with clear targets to reduce sexually transmitted infections such as Chlamydia.
- Targeting 100% of teenagers who have had a first conception to enable use of effective long acting contraception to prevent a second conception?
- Implementing "You're Welcome" and SAFE quality criteria supporting health provision to become more young person friendly.

- Delivering effective communication campaigns.
- Providing school nursing advice on sexual health in every secondary school.
- Reducing expenditure on coordination and administration of the teenage pregnancy partnership.

What are we looking to change in how services work?

We will:

- Change the current provision of sexual health services to develop integrated sexual health services which combine CASH and GUM services and young people outreach provision
- The teenage pregnancy partnership will transfer its responsibilities to a wider sexual health board to ensure a holistic approach to young peoples sexual health
- Establish new models of working to reflect funding reductions or the transfer of some funding to schools and academies whilst retaining sufficient capacity and expertise and effective infrastructures. e.g. school sports partnership
- Review and revise programmes to meet the needs and requirements of schools, reflect local priorities and focus on tackling health inequalities. e.g. healthy schools
- Support the opportunity to promote physical activity through Community Play.
- Develop the use of latest technology such as social networking sites/ testing to promote healthy lifestyles and communicate with young people.
- Develop greater community engagement and support to deliver effective communication and participation in activities.
- Explore further engagement of local businesses to support health promoting activities.

What supports are needed to deliver these improvements, for commissioning, workforce planning etc?

We will:

- Ensure that all our staffs has the knowledge, skills and resources they need to promote healthy lifestyles, and that those who provide universal services know how to recognise the early signs of a problem or issue that might benefit from intervention.
- Improve our knowledge about the health behaviour of young people via the use of Exeter University Lifestyles questionnaire.

How will you incorporate the principles of participation for Children and Young People and Parents / Carers?

We will:

- Extend opportunities to enable young people and families to test out how well services respond to their queries.
- Listen and respond to the views of young people and families on how healthy lifestyles can be supported via sports play and activity councils and school councils and youth parliament.
- Ensure young people and families have an opportunity to feedback on the treatment / lifestyle support they receive.

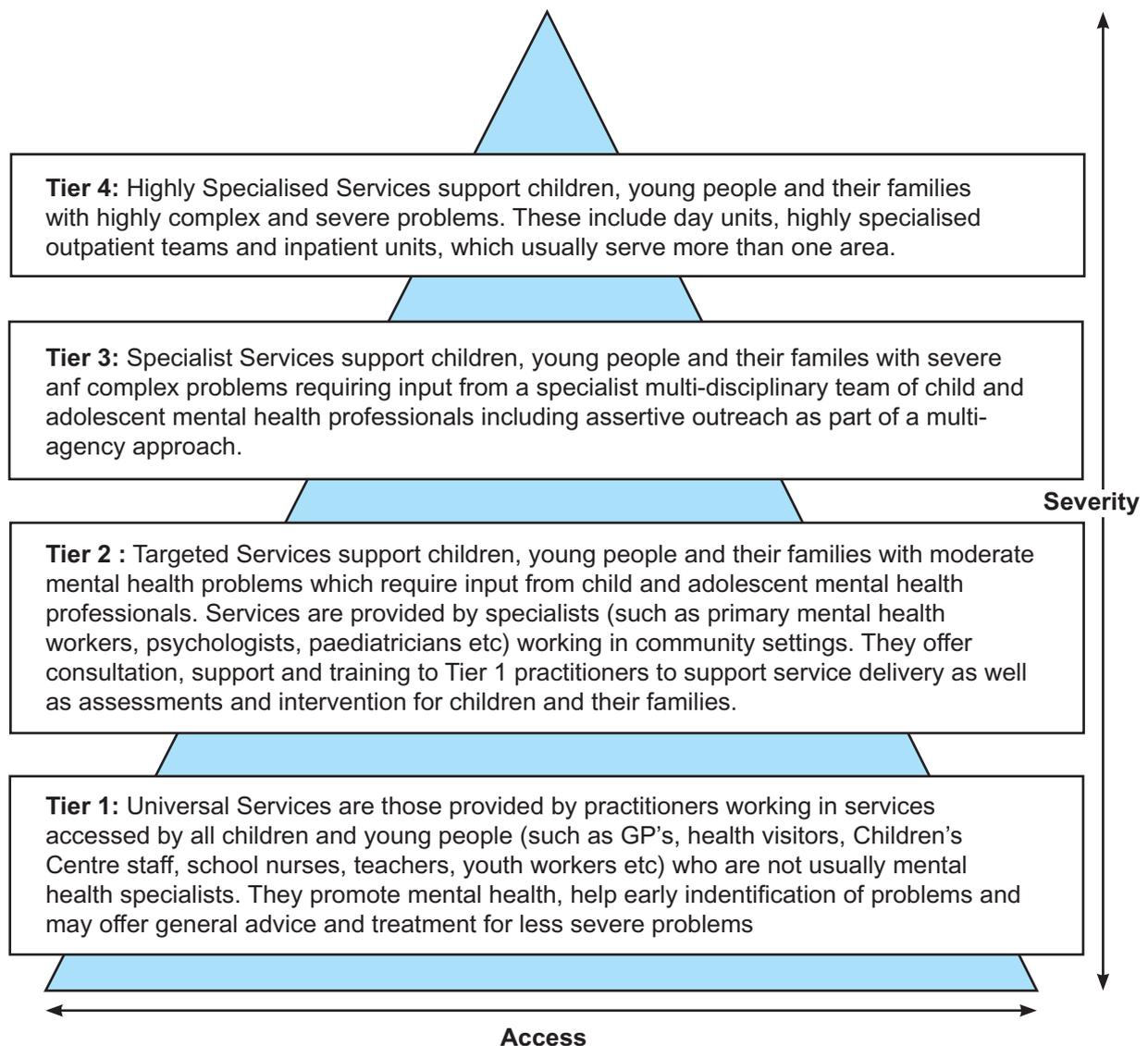
Priority: Promoting Children and Young People’s emotional, health and resilience for learning and life.

What are the key sub headings or priorities within the identified main priority/topic?

The priority is for us to take a whole system approach to delivering services along the emotional, health and well being pathway to ensure:

- Intervention as early as possible along the pathway
- Integrated process so there is a smooth allocation/ transition to the most appropriate service at the right time for the child/young person and their family
- Support for a range of flexible services within a reduced budget.

The overall emotional, health and well being pathway can be classified into four distinct tiers of service delivery:



What are our commissioning/de-commissioning intentions to achieve the priority outcomes?

Commissioning intentions Tier 1 services

- Promote the use of emotional health and wellbeing programmes such as SEAL in primary and secondary schools
- Promote healthy schools and healthy schools plus work around the emotional health and well being pathway with all schools
- Promote physical health and participation in sports with all schools
- Build on the extensive training on emotional health and well being with schools staff in the last 2 years through extended services and targeted mental health in school grants
- Promote and support schools to deliver the Friends project through the University of Bath research project or continued (but reduced) local authority funding
- Commission a general school nursing service, health visiting service and community paediatric service for children and young people to promote emotional health and well being and identify those who need further support.
- The early childhood commissioning strategy will ensure coordinated support to families, promotion of infant mental health, attachment and the early identification of those in need of more support.
- Provide information and advice about services to children, young people parents and carers and sign post them to services if they have additional needs
- Promote the commissioning of Parents Support Advisers by schools
- Support the continued co-ordination of SENCO's to promote emotional health and well being to schools and pupils with additional needs
- Commission midwifery services to support expectant and new parents to promote the emotional health and wellbeing of themselves and their children

Commissioning intentions Tier 2

- Commission a new service to co-ordinate the pathway into tier 3 CAMHS and provide additional capacity for short term interventions at tier 2 including a volunteer counselling service.
- Continue to commission a school nursing service, health visiting service community paediatric service to children and young people to deliver services to children and their families which may include targeted interventions to improve their emotional health and wellbeing.
- The early childhood commissioning strategy will include an emphasis on targeting services to improve the emotional health and well being of young children and providing support to their parents through projects like the Early Relationships Project and targeted family support through Children's Centres.
- To continue commissioning support services for vulnerable young people and their families – dependent on funding – such as services currently provided 117 Newbridge Hill., Mentoring Plus Specialist Child & Family Support Service.117, Compass, Young Carers/ & Parents groups. Reducing budgets may mean some of these services will be commissioned differently in the longer term.
- Continue commissioning a specialist substance misuse service for young people. (Here or under Be healthy?)

Tiers 3 and 4

- Embed and performance manage the new contract with OBMH to deliver a tier 3 specialist CAMHS and tier 4 in patient service. This to include
 - Reduction of the use of in patient beds and more support packages within the community
 - Ensuring that new models of working meet the outcomes for vulnerable groups
 - The development of partnership work along the emotional, health and well being pathway supporting work in tiers 1 and 2
- Continue to commission specialist psychology support as an integral part of the Lifetime package to children with life limiting conditions and/or palliative care needs

What are we looking to change in terms of how services work?

- Consistent use of a universal assessment (CAF) and promote consistent use of agreed referral forms
- The development of the referral pathway to incorporate all services.
- Good partnership working to ensure pathway is streamlined and integrated from family, children and young people's perspective with flexibility of people working up and down the tiers.

What supports are needed to deliver these improvements, in terms of commissioning, workforce planning etc?

- Support in the organisation and administration of training. The new contracts will mean we have staff in tiers 2 and 3 able to deliver training but recent experience has shown that the organisation and administration especially with schools is particularly challenging. Back fill arrangements are particularly challenging and costly for schools.
- Mechanisms need to be considered to keep emotional health and well being on schools agendas particularly Academies. The funding for several well evidenced services ends soon e.g. SEAL (Apr 11), Health Schools /Plus (Dec 2011), Schools Partnership Programme (? Apr 2011). Need to influence schools commissioning.
- Sustaining capacity in procurement teams

How will you incorporate the principals of participation for children and young people and parents/careers?

- Participation requirements included in contracts and commissioning processes
- Children and young people currently contributing to the Emotional Health and Well-being Strategy/group.

Priority: Reducing Health, Education and Social inequalities in specific groups of children and young people and specific geographical areas.

The priority is to remove inequalities through helping schools and settings to support children and young people in specific groups and in specific areas. We will continue to support mechanism that support different groups, e.g. REACH.

Commissioning/de-commissioning interventions:

1. Supporting Parents & Carers

- Provide universal training and support for carers of Looked After Children & Young People.
- Universal promotion of specific programmes (home learning, Every Child a Talker, Personal, Social & Emotional Development, engaging vulnerable groups).
- Promote a total communication strategy for all children whatever their needs.
- Partnership with schools to commission speech and language services to promote early language development.
- Commission a range of short break services to meet requirements of new regulations for April 2011.
- Support parents of disabled children to contribute to service planning and development through financial support and the parent carer Aiming High (PCAH) group.
- Commission services to support BME families with education, processes and issues.
- Promoting the National Year of Communication for all children 0-19 in 2011.

2. Promoting Young Children's Development & Well Being

- Promoting Early Years communication strategy
- Targeting resources to narrow the gap between the 20% lowest achieving children and the rest currently measured through Early Years Foundation stage profile.
- Implement AcE (Accounting early for lifelong learning) in targeted settings monitoring the progress of vulnerable groups.
- Commission EMAS service

3. Educational Provision 5-16 is of good quality

- Awaiting further guidance on implications of the White Paper: **The Importance of Teaching**. School Improvement & Achievement Service will become a commissioner/enabler rather than universal provider.
- Targeted LA Consultant support for schools in challenging circumstances.
- Targeted LA Consultant support and challenge to support narrowing the gap for specific groups of children & young people.
- Universal support for leadership and collaboration through facilitating and developing a Learning Exchange through which Headteachers can provide and receive support in meeting priorities.
- Broker support for schools in implementing innovative and creative curriculum provision.

4. Ensuring all children & young people attend school and that provision is made for those who do not

- Promote universal systems to enable schools to take responsibility for attendance in the light of reduced central resources.
- Implement education White Paper recommendations relating to excluded children & young people.
- Commission support services to include sensory service, ASD and traveller support.

5. Ensuring all children access a range of recreational activities

- Setting and delivering a new commissioning strategy drawing on national and local evidence of effective practice in improving children's outcomes through play.
- Jointly commission outcomes for play to include short break activities for disabled children.

6. Ensuring vulnerable children including those looked after enjoy and achieve

- Continue to develop the Virtual School for Children in Care specifically through:
 - 1) Significantly enhanced data capture and analysis of the progress, attendance and exclusions, PEPs, EP reports of children in care e.g. through purchased software, extra administrative support.
 - 2) Development of projects for children in care designed to raise aspiration and standards (e.g. University visits, Letterbox Scheme, EP support, Learning Support Team support, 1:1 tuition).
 - 3) Extension of PEP process to EYFS and Post 16.
 - 4) Training and support for schools, social workers and carers, including action research projects carried out by teachers.
- Through the Specialist Behaviour Service and the Link Special School develop the traded provision and support for pupils in mainstream settings thus reducing permanent exclusions and ensuring good quality, alternative and special provision.
- Through appropriate Special schools and mainstream provision ensure that young people with learning difficulties and disabilities are helped to enjoy and achieve.

7. Improving the path way for disabled children

- Commission an integrated health social care source for disabled children and young people.
- Review commissioning of occupational therapy and physiotherapy services to ensure a timely and high quality service.
- Review community equipment services to streamline processes and access by disabled children and their families.
- Recommission a wheelchair service when national review completed.
- Improve transition for disabled young people to adult services through the transition champion.
- Develop the continuing healthcare pathway to commission a range of services including hospice and community care.

8. Supporting vulnerable children and young people to contribute to service planning and development.

- Through the participation commission support vulnerable young people to contribute to service plan by In Care Council, Youth Action to gain Access (YAGA) group.

Priority: Providing children and young people with a safe environment, including empowering children and young people to recognise risks.

What are the key sub headings or priorities within the identified main priority/topic?

- Protection from violence, maltreatment, neglect and sexual exploitation – with the intended outcome that children and young people are better protected.
- Children are protected from accidental injury and death – with the intended outcome that fewer children are involved in road traffic accidents and other accidents at home, play and employment.
- That children and young people feel safe from bullying and discrimination – with the intended outcome that children and young people report that they feel safer and incidents of bullying and discrimination are reduced.
- Children and young people feel safer from crime and antisocial behaviour in and out of school – with the intended outcome that fewer children and young people will be victims of crime and antisocial behaviour; there will be safer places to play and hang out; fewer children and young people commit crimes against children.
- Children and young people have security, stability and are cared for – with the intended outcome that the local agencies work together to promote policies and strategies to promote security and stability.
- Establishing an effective LSCB – with the intended outcome that the LSCB works effectively and efficiently as a Board, in its sub groups and lead groups and effectively influences other strategic partnerships to deliver the Staying Safe agenda.
- Training – with the intended outcome of ensuring that all staff serving children in public, private, voluntary, faith and community sectors are sufficiently trained in safeguarding awareness and understand processes such as safer recruitment so they play their part in protecting children from the risk of significant harm.

What are our commissioning/de-commissioning intentions to achieve the priority outcomes?

- The early childhood commissioning strategy will ensure coordinated support to families, promotion of emotional health and wellbeing and the early identification of those in need of more support.
- Provide information and advice about services to children, young people, parents and carers and sign post them to services if they have additional needs.
- Commission midwifery services to support expectant and new parent to promote the health and wellbeing of themselves and their children.
- Continue to commission a school nursing service, health visiting service community paediatric service to children and young people to deliver services to children and their families which may include targeted interventions to promote their safe care and wellbeing.
- The early childhood commissioning strategy will include an emphasis on targeting services

to promote the safe care and wellbeing of young children and providing support to their parents particularly those parents suffering from domestic violence.

- To continue to commission the Community Based Assessment programme for parents and children at risk of significant harm.
- To continue to provide and commission care placements for children and young people who are looked after by the Local Authority.
- To continue to commission Child Safe and Travel Safe.
- To continue to commission multi-agency child protection training.
- To commission CEMACH to provide support to the Child Death Review processes.
- To continue to commission elements of the Avon Safe to reduce accidental injury and death.
- To continue to train and promote integrated processes such as good assessments, team around the child to support good use of resources to improve outcomes.
- To find the synergies there are between commissioning in Children and Adults Safeguarding arrangements.
- To commission the provision of safeguarding awareness training to all Council, School staff and across the CTB workforce.
- To commission independent chairing arrangements for the LSCB.
- To commission the provision of local services within the anti-bullying strategy.

What we are looking to change in terms of how Services work?

- Further improving the quality, and achieving consistency in assessment, planning interventions, review and interagency working to safeguard children and young people, including further involvement of adult services
- Workforce development and training to ensure that the children's workforce have the requisite skills and experience to intervene effectively to safeguard children and promote their safe and appropriate care.
- The recruitment, retention and continuous development of front line staff and first line managers in Children's Social Care, Health and Police.
- Actions to engage the wider community in safeguarding children.
- Increasing the reporting and assessment of children in private fostering arrangements.
- Utilizing the combined resources of the LSCB member agencies to underpin preventative strategies and services in challenging budgetary conditions.
- Maintaining the active engagement of schools and GPs in safeguarding children.
- Raising the profile of the LSCB and its safeguarding agenda through effective communication and media strategies.
- Ensuring that the potential impact on safeguarding and outcomes for children arising from service changes due to challenging budgetary conditions and recession impacts are overviewed by the LSCB, and that agencies share information and cooperate to minimise the short and long term impact of changes in safeguarding children.
- Further improving practice and service delivery at the interface between Children's Social Care and Adult Mental Health Services to ensure that effective support services are being provided to parents and to children in need – and ensuring that there is a clear and sharp focus on safeguarding children at all times.
- Continuing promotion and local implementation of the Think Family strategy.

- The co-ordinated and targeted provision of parenting support programmes.
- Maintaining capacity across partner agencies for preventative and early intervention services in amidst of severe budgetary pressures.
- Ensuring that messages from the Child Death Review process informs local practice and service development.
- Learning the lessons arising from the process of the Munro Review of Child Protection and being ready to implement its recommendations.
- To improve referrals, cross working and coordination of strategies between the Local Safeguarding Children Board and the Local Safeguarding Adults Board.

What supports is needed to deliver these improvements, in terms of commissioning, workforce planning etc?

- Resourcing the LSCB (particularly in terms of staff time) to carry out its functions in line with proposed changes to its structure and strengthening of sub groups.
- Funding the LSCB's activities (particularly training) in difficult budgetary conditions.
- Ensuring the active participation and contributions of all member agencies.
- The retention and development of a skilled and experienced workforce.
- Ensuring the continuing engagement of early year's settings and schools and strengthening the engagement of GP's during a time of radical change for both.
- Ensuring effective working arrangements across Children's Social Care and Adult Mental Health Services to coordinate support to parents and protection of children.
- Anticipating and responding to the impact of actions to address the national budget deficit upon the demand for, and local provision of, services to vulnerable children, young people and families.
- Maintaining capacity for preventative and early intervention services in the midst of severe budgetary pressures.
- Maintaining the crucial role that effective Children's Trust Board arrangements play in safeguarding children and young people given the proposal to remove the statutory basis for CTB's.
- Enabling staff to develop the requisite skills, experience and confidence in child protection work – and ensuring effective support and supervision.
- Evaluating the impact of training upon practice and outcomes for children and families.

How will you incorporate the principles of participation for children and young people, parents/carers?

- Through the Annual LSCB Stakeholders' Event.
- Participation requirements included in contracts and commissioning processes.
- Through obtaining direct feedback from children and young people/parents and carers using key services – e.g. 117, Specialist Child and Family Support Service.
- Through ensuring the voice of the child is heard through assessment processes.

Priority: Supporting all young people to engage in employment, education and training from 16-19.

Priorities:

Minimise the number of young people Not in Employment Education or Training (NEET)

- Work to maintain existing low NEET numbers & achieve stretch NEET target in a more challenging employment environment
- Focus on education, employment and training opportunities for teenage mothers and LDD young people
- Monitor NEET outcomes for young people who pass out of the 16-19 phase (19 and older) to ensure that performance 16-18 is sustainable
- Make sure that the proportion of young people whose EET status is not known achieves a target of < 5%.

Work with Schools and Colleges to maximise the choice and diversity of opportunities for all young people aged 16-19

- Commission & disseminate annual full audit of post 16 provision
- Support providers collaborating to deliver an appropriate and sustainable mix of provision
- Ensure provision on offer is accessible to all young people across the area
- Broker and provide impartial information about the area wide offer
- Work with providers to set indicative targets for an area wide mix and balance of provision
- Develop and support provision, where gaps are identified, and if necessary conduct negotiations to commission new provision

Young People with Learning Difficulties and Disabilities are provided with a range of engaging and appropriate learning opportunities

- Increase the local offer available for LDD learners
- Support sustainable progression pathways
- Secure and increase provision of Foundation Learning and personalised delivery of the offer
- Work to improve sharing of information between collaborating providers

Promote educational opportunities which enable all young people to meet economic and employability needs

- Support and manage education/business partnerships
- Broker employer involvement in planning and delivery of the post 16 curriculum
- Commission, analyse and disseminate relevant economic information to providers
- Support skills learning relevant to current employability needs
- Foster and develop collaborative project based study between schools, colleges, WBL providers and employers

Support consistently high quality provision across the area

- Develop policy in light of the “Importance of Teaching” White Paper and subsequent legislation
- Support improvements in attainment and achievement at 19
- Work to help close the attainment gap
- Use influence to secure appropriate mix and balance of provision
- Targeted improvement activity to identify strong and weak provision and broker peer to peer support
- Ensure IAG standards implemented

Match and support coherent progression pathways

- Map and disseminate information about pathways available for young people to progress from KS4 to KS5 and on to FE/HE or jobs

Commissioning Intentions

Significant developments in relation to the structure and organisation of schools and the future funding of Post 16 education have taken place in the last six months. Namely:

1) Academies

The expansion of Academies from (September 2010 all ‘outstanding’ mainstream schools; November 2010 all ‘good’ schools and from January 2011 all Special Schools.

Academies are funded direct from central government and do not have to be part of locally agreed plans for post 16 provision.

2) The Importance of Teaching - The Schools White paper 2010 – November 25th 2010.

The central thrust of the White paper is to give greater autonomy to schools through the Academies programme. This will mean that Secondary Schools will choose the courses they provide Post 16 and will not be required to be part of locally agreed 16-19 plan. In such a more autonomous school system the Local Authority will act more as a champion for children and parents.

The difference in funding for 16 to 18 year olds between colleges and schools is to be addressed, reducing school funding per student by around £250.

This brings into question the ability of the Local Authority to effectively commission Post 16 provision as a whole.

However Bath and North East Somerset together with our three neighbouring local authorities has delegated responsibility for commissioning provision for learners with learning difficulties and/or disabilities (LLDD) aged 16-19 (and up to 25 where the learner has had a learning difficulty assessment.) to a joint Shared Commissioning Service (SCS). Following the announcement in July 2010 by the Secretary of State to simplify arrangements for general 16-19 funding, the transfer of LLDD funding to local authorities is less clear. The LLDD budget will

transfer across by 2012-13; however, there is a lack of clarity on whether this will be in 2011-12 or part way through 2010/11.

- 3) The Wolf Review Professor Alison Wolf has been commissioned by Michael Gove to carry out an Independent review of 14-19 vocational education. The final report is due in Spring 2011.

What are we looking to change

- Secure provision for 100% of 16-19 year olds in line with raising the “participation age” to 18.
- Improved Foundation Learning for our most vulnerable young people including more local provision for young people with Learning Difficulties and Disabilities.
- Improved use of performance data so that schools and colleges are well informed about their attainment, progression and achievement
- Higher levels of attainment at Level 2 and 3 by age 18
- Provide a wide range of programmes, including diplomas available to all students across the area
- Improved progression pathways

What support is needed in terms of commissioning and workforce planning?

The key changes outlined above will most likely be achieved in the future by helping to co-ordinate school and college provision not by direct commissioning.

Workforce development will continue to be required in areas such as partnership working; community and wider partner engagement; change management. With greater autonomy for schools there will be significant challenges in engaging school staff with such wider skills training.

Principles of participation for Children, Young People, Parents and Carers

To support the ongoing participation of young people in all decisions that affect their lives and in the delivery /commissioning of services.

3.2 Glossary

117 Project	The 117 Project works with young people and their parents and carers to find solutions to difficult problems and conflicts.
ADHD	Attention Deficit Hypersensitivity Disorder
APA	Annual Performance Assessment
Aspergers out of school club	Out of School Club in Bath and North East Somerset for younger and older children with a diagnosis of AS. The clubs enable the children to play together in a safe supportive environment where the needs of young people with AS are fully understood. Group trips to various activity centres and entertainments are arranged.
Barnardos	A UK charity which works with vulnerable children and young people. Provides Midsomer Norton Family Centre in partnership with Bath & North East Somerset Council. Commissioned to provide coordination for Bath & North East Somerset Children's Fund
Better Play Times	A Strategy for improving the quality of play and behaviour in schools
	Behaviour Support Service
BSS	Common Assessment Framework
CAF	Child and Adolescent Mental Health Services
CAMHS	
Children's Society	A UK charity which works with disadvantaged children and young people. Commissioned in Bath & North East Somerset to facilitate the Children's Rights Charter and participation work for the Children's Fund
Children's Centres	Places where children under 5 years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals. Local authorities have been given strategic responsibility for the delivery of children's centres.
Children's Services Liaison Group	Children's Services Liaison Group – led by Directors of Social Services and Education, with representation from senior members of Bath and North East Somerset PCT.
Citizenship Curriculum	A National Curriculum subject in which pupils develop skills of enquiry, communication, participation and responsible action through learning about and becoming informed and interested citizens
Community Play Rangers	Community Play Rangers ensure that children have safe and challenging opportunities to play in their neighbourhoods and help children and young people set up activities that they want to do. They work in parks, schools, open-spaces and play schemes to ensure that all children have access to safe and challenging play opportunities

Compass	A project which aims to steer children aged 8-13 away from crime and anti-social behaviour by offering confidence boosting solutions and access to a range of activities. It is funded in conjunction with the Children's Fund.
Connexions	Connexions is the government's support service for all young people aged 13 to 19 in England. For some young people this may be just for careers advice, for others it may involve more in-depth support to help identify barriers to learning and find solutions brokering access to more specialist support, e.g. drug abuse, sexual health and homelessness.
CPB	Crime Prevention Board
CPSG	Crime Prevention Steering Group
Crime Diversion Partnership	A network of practitioners and managers involved in targeted youth crime prevention and other activities for young people which might be relevant. Meets quarterly to engage in problem solving around specific youth crime concerns, share good practice and explore funding opportunities.
CSCI	Commission for Social Care Inspection
CSDP	Community Safety and Drug Partnership
CTA	Children's Trust Arrangements
CYPP	Children and Young People's Plan
CYPSP	Children and Young People's Strategic Partnership
DAFBY	Democratic Action for B&NES Youth
Duluth Model	Devised by the Duluth Domestic Abuse Intervention Project, in the USA. A 'perpetrator' programme to help men convicted of domestic assault to modify their behaviour away from violence and towards mutual co-operation with others. The programme is intended to be facilitated by a group of peers who use the Duluth Wheel's 'map' to help participants identify their own violent behaviours, who consistently remind participants of their responsibility for reducing violence, and who model alternative behaviours and alternative solutions to conflict.
DfES	Department for Education and Skills
Director of Children's Services	The Children Act 2004 requires every top-tier or unitary local authority in England to appoint a director of children's services (DCS). The DCS will be professionally accountable for the delivery of authorities' education and social services functions for children, and any health functions for children delegated to the authority by an NHS body.
ECM	Every Child Matters

First Steps Children's Centre	A service based on the Children's Centre Principles based in the Sure Start area of Bath.
Foundation Stage	For children aged 3-5, it covers the years they spend from the beginning of nursery or pre-school to the end of reception class in primary school. It was introduced in September 2000 to cover these important years in your child's life.
FRIENDS	An emotional literacy programme delivered in certain primary schools in the Children's Fund area for children in Year 5. The programme is delivered by school nurses.
GCSE's	General Certificate of Secondary Education
Healthy Schools Programme	A government sponsored programme that encourage schools to apply for recognition as a 'healthy school'. National healthy school status requires schools to meet criteria in four core themes. These criteria relate not only to the taught curriculum but also to the emotional, physical and learning environment that the school provides. There are a number of specific actions that schools need to take if they are to be recognised as healthy schools.
ICT	Information and Communication Technology
Inclusion Quality Mark	Self-assessment tool completed by schools, validated by LEA leading to award.
Integrated Project Board	The function of the board is to oversee the development of proposals for the governance, commissioning and management of integrated services across Children's Services, Adult Care Services and Public Health Services on behalf of Bath and North East Somerset Primary Care Trust and Bath and North East Somerset Council, in order to improve services delivery for local people.
KEEPSAFE	An innovative and award winning approach to working with young people whose behaviour is sexually harmful. The model emphasises a multi-agency approach to assessment, intervention and treatment.
Key Stages	The National Curriculum applies to pupils of compulsory school age in most schools. It is organised on the basis of four key stages. The Key Stages cover four age groups. During each Key Stage pupils sit the Standard Assessment Tests to monitor their progress.
LAC	Looked After Children
LAPs	Local Area Partnerships
Lead Member	The LM along with the DCS are responsible for functions of the children's services authority. These include building and sustaining the partnerships on which children's trusts depend.
Learners Charter	The minimum requirements that learners could expect from providers

LOCATE	Dedicated CAMHS service for looked after children.
LP	Lead Professional
LPS	Local Preventative Strategy
LSCB	Local Safeguarding Children Board
Mellow Parenting Programme	Mellow Parenting is an evaluated programme that has been shown to be effective in engaging hard-to-reach families with children under five, and in helping them make changes in their relationships with their children. One year follow-up has shown lasting gains in maternal well being, parent-child interaction, child behaviour and child development.
Mentoring Plus	Mentoring Plus is a youth crime prevention project working with young people who have offended or are at risk of offending. The project provides an intensive mentoring and education support programme structured over one year. Mentoring Plus also manages 'KEY' , a holiday activity programme for young people.
MFL	Modern Foreign Language
National Framework for Learner Performance	Entitlement to post 16 education
Neet	Not in education, employment or training
NSF	National Service Framework for Children and Maternity Services
O&S Panels	Overview and Scrutiny Panels
OfSTED	Office for Standards in Education
OTR	Off The Record
Passport to Health Scheme	A unique and exciting partnership between Bath & North East Somerset Sport & Active Leisure, B&NES Primary Care Trust and Aquaterra Leisure , which will allow healthcare professionals to refer inactive individuals with a range of other health-related risk factors to a supervised activity and lifestyle change programme.
PE	Physical Education
Play Rangers	See 'Community Play Rangers'
Playing for success centre	Out of school hours learning programme to raise standards using sport as motivation
Project 28	Substance Misuse service for children and young people funded by the Drug and Alcohol Team.
PSHE	Personal, Social and Health Education
SAP	School Action Plus

SEAL programme	A resource which aims to provide schools and settings with an explicit structured whole-school curriculum framework for developing all children's social, emotional and behavioural skills.
SEN	Special Education Needs
Shout out	Children's Rights and Advocacy Project commissioned by the Children and Families Service.
Southside	Based in SW Bath an independent organisation commissioned by the Council ,the PCT and Sure Start that provides a range of support services for local families, e.g. counselling, community parenting, family focus project and others.
SPE	Single Point of Entry
SureStart	Sure Start is a Government programme that aims to develop services for children under the age of 5 and their families, to ensure that every child gets the best start in life. It provides, through Local Programmes, integrated services covering early education, childcare, health and family support. Sure Start South West Bath is the only Sure Start Local Programme in Bath and North East Somerset.
Teenagers to Work	A special scheme to encourage young people to have a taste of working life. Teenagers to Work is part of a joint initiative sponsored by the Department of Health and the Local Government Association and is aimed at helping young people looked after by the council to take part in the world of work.
Triple P	The Triple P-Positive Parenting Program is a family intervention programme for the prevention and treatment of behavioural and emotional problems in children and teenagers. The programme's unique multi-level approach tailors information, advice and professional support to the needs of individual families.
Unitary Authority	A system of local government in the UK in which official power is given to one organisation which deals with all matters in a local area instead of to several organisations which each deal with only a few matters.
VCS	Voluntary and Community Sector
YOT	Youth Offending Team
Young Carers Project	A commissioned project run by Off the Record providing support, advice, advocacy and activities for young carers.

Communication Commissioning

Be Healthy

Stay Safe

Enjoy & Achieve

Economic Well-Being

Positive Contribution

EMRAP

SAFE

Maternity

Emotional Behavioural Difficulties

Healthy Life Styles

Adult Learning

Play/Leisure Skills

Finance Security

Integrated Youth Support School Extended Services

Housing Environment

Staff Work Force

Learning

Acute & Chronic illness

CVETEC

Housing Environment

Community

Disabled Children

BATH LAP
NR LAP
KCV LAP
LSCB

Transport

Emotional Resilience

Children In Need LAG & Child Protection

Children Centre Services School Extended Services

Parenting Support

Participation

Quality Improvement

Head Protection
D-TT IAP
TT-18 IAP