



Children and Young People Policy and Performance Board

**Monday, 4 September 2006 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn**

A handwritten signature in black ink, appearing to read 'David W R', is centered on the page.

Chief Executive

BOARD MEMBERSHIP

| | |
|--|-------------------------|
| Councillor Mark Dennett (Chairman) | Labour |
| Councillor Margaret Horabin (Vice-Chairman) | Labour |
| Councillor Frank Fraser | Labour |
| Councillor Robert Gilligan | Labour |
| Councillor Trevor Higginson | Liberal Democrat |
| Councillor David Lewis | Conservative |
| Councillor Kelly Marlow | Liberal Democrat |
| Councillor Stan Parker | Labour |
| Councillor Ged Philbin | Labour |
| Councillor Margaret Ratcliffe | Liberal Democrat |
| Councillor John Stockton | Labour |
| Mr A. Brothers | Co-optee |
| Mr C. Chorley | Co-optee |

Please contact Lynn Derbyshire on 0151 471 7389 or e-mail lynn.derbyshire@halton.gov.uk for further information.

The next meeting of the Board is on Monday, 30 October 2006

**ITEMS TO BE DEALT WITH
IN THE PRESENCE OF THE PRESS AND PUBLIC**

Part I

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| 1. MINUTES | |
| 2. DECLARATION OF INTERESTS (INCLUDING PARTY WHIP DECLARATIONS) | |
| Members are reminded of their responsibility to declare any personal or personal and prejudicial interest which they have in any item of business on the agenda, no later than when that item is reached and (subject to certain exceptions in the Code of Conduct for Members) to leave the meeting prior to discussion and voting on the item. | |
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| Nominations are sought from Members of the Board to sit on the three topic groups identified at the last meeting on 19 June 2006. | |
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In accordance with the Health and Safety at Work Act the Council is required to notify those attending meetings of the fire evacuation procedures. A copy has previously been circulated to Members and instructions are located in all rooms within the Civic block.

APPENDIX 1

Extract of Executive Board and Executive Board Sub Committee Minutes relevant to the Employment, Learning and Skills Policy and Performance Board**EXECUTIVE BOARD MINUTES on 8th JUNE 2006****CHILDREN AND YOUNG PEOPLE PORTFOLIO**

(NB: Councillor Polhill declared a personal interest in the following item due to being a Governor at Brookfields School.)

EXB2 CAPITAL DEVELOPMENT FOR CAVENDISH AND BROOKFIELDS SCHOOL

The Board considered a report of the Strategic Director Children and Young People regarding the request for approval for the capital projects required at Brookfields and Cavendish Schools. The re-designation of Brookfields and Cavendish Schools was approved by the School Organisation Committee on 4th April 2006. It was agreed the age range for Brookfields would be changed from 2-19 years to 2–11 years and that the transition would be phased up to September 2009. For Cavendish it was agreed that the age range would change from 2-19 years to 12-19 years. In effect Brookfields would cater for primary aged pupils and Cavendish secondary aged pupils.

Following a feasibility study at Cavendish and an assessment of the current accommodation, a range of capital works had been identified and would need to be undertaken before September 2009. The capital works proposed included the provision of additional classroom bases and various other improvements.

The proposed capital works required for Brookfields included improvements to the teaching areas to ensure they suited the new age range and adaptations to the toilets.

The estimated costs of each project were £1,685,000 for Cavendish and £517,716 for Brookfields. The total capital costs of both projects was estimated at £2,202,716. It was proposed that the works be phased over three years and completed by September 2009. The funding for the project would be a combination of modernisation funding, schools devolved formula capital and the special schools access allowance. The estimated capital costs required over the next three years were outlined within the report. Both schools would be consulted on the details of the proposed improvements and phasing arrangements.

RESOLVED: That the capital projects for Cavendish and Brookfields

Schools be recommended to Council for agreement.

EXB3 CHILDREN AND YOUNG PEOPLE'S TRANSPORT POLICY

The Board considered a report of the Strategic Director - Children and Young People regarding the Children and Young People Directorate's Transport Policy, proposing that the existing policies listed below be brought together into a single policy to reflect the integration of Children and Young People's Services:

SEN School Transport policy;

- Statutory School Age Transport Policy;
- Transport Policy for Students aged over 16-18 in further education and continuing students aged 19 and over;
- the Children's Social Care Policy for the use of Volunteer Drivers; and
- the Child Development Centre Transport Policy.

The revised policy met the requirements of the Education Act 1996 (s509) and (s509AA) as amended by the Education Act 2002 and discharged the Council's obligations in respect of this legislation.

The revised policy extended eligibility for assistance with transport to children under 3 years who needed to access specialist provision due to their additional needs. There was no statutory duty to provide assisted transport to this group of children but to do so would be within the spirit of legislation in relation to early intervention and preventative services. A gap in this provision had been identified for a small number of families with children under 3 years with additional needs who needed to access specialist provision. Strict eligibility criteria for this provision was outlined within the policy.

Amendments were proposed to the appeal procedure for the allocation of assisted school transport, as outlined in the appendix to the report. The proposals relocated responsibility for appeals from Elected Members to Senior Officers within the Children and Young People's Directorate in consultation with the Portfolio Holder for Children and Young People. This was consistent with the approach in comparator authorities.

The revised policy and appeals procedure would come into effect from September 2007; agreement would be required at this stage to meet the timetable for the preparation of school admissions documentation for September 2007.

RESOLVED: That

- (1) the revised Children and young People Directorate's Transport Policy be endorsed to take effect from 1st September 2007; and

- (2) Full Council be recommended that the revised Appeals Procedure be approved, to take effect from 1st September 2007.

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REPORT TO: Children & Young People PPB

DATE: 4 September 2006

REPORTING OFFICER: Operational Director-Policy & Performance

SUBJECT: Performance Monitoring Reports for the 1st quarter (2006/07)

WARDS: Boroughwide

1. PURPOSE OF REPORT

- 1.1 The 1st quarter monitoring reports for the Council services that come within the remit of this Policy & Performance Board were published last month and are available in both electronic and hard copy formats. These reports enable the Board to scrutinise progress towards achieving the service plan objectives, milestones and performance targets. Therefore, the purpose of this report is to draw attention to particular aspects contained in the full versions of the monitoring reports and to act as a 'signpost' to assist Board Members carry out their performance management function.

2. RECOMMENDED: That the Policy & Performance Board

- 1) Scrutinise service performance and progress towards achieving objectives and targets and raise any questions or points for clarification in respect of the information contained in the quarterly monitoring reports; and**
- 2) Highlight areas of interest and/or concern that require further information or action to be reported at a future meeting of the Policy and Performance Board where appropriate.**

3. SUPPORTING INFORMATION

- 3.1 The performance considerations attached as Appendix 1, highlights some key findings in the quarterly monitoring reports for the services listed below:

Children & Young People Directorate

1. School Support & Advisory Service
2. Student Services & Lifelong Learning
3. Children's Services (Social Care)

4. POLICY IMPLICATIONS

- 4.1 Any policy implications arising from emerging issues or key developments that will impact upon the service or any action required to address performance issues, will be identified in the respective quarterly monitoring report.

5. OTHER IMPLICATIONS

5.1 Any other implications associated with issues connected with the service will be identified in the respective quarterly monitoring report.

6. RISK ANALYSIS

6.1 The risk control measures associated with the service objectives that were initially assessed as having 'HIGH' risks are summarised in the quarterly monitoring reports to monitor their implementation.

7. EQUALITY AND DIVERSITY ISSUES

7.1 The actions identified arising from the Equality impact/needs assessments that are regarded as 'HIGH' priority for each service are in the Equality Action Plans and progress on their implementation is included in the respective quarterly monitoring reports.

8. REASON(S) FOR DECISION

Not applicable

9. ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

Not applicable

10. IMPLEMENTATION DATE

Not applicable

11. LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

| Document | Place of Inspection | Contact Officer |
|--|---|---|
| Quarterly monitoring reports for: | | |
| 1. School Support & Advisory Service | Municipal Building 2 nd floor | Mike Foy – Performance Management Team |
| 2. Student Services & Lifelong Learning | | |
| 3. Children's Services (Social Care) | | |

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PERFORMANCE CONSIDERATIONS

(1st Quarter 2006/07)

SERVICE: Children's Services (Social Care)

Overview

With the majority of objectives and performance targets reported on course to be achieved, the prospects for this service this year look encouraging based on the 1st quarter outturn figures. There are some important developments and future issues highlighted including:

- The establishment of four mini trusts covering CAMHS, Looked after Children, Preventative Services and Children with Disabilities
- The approval of a new directorate structure for Children & Young People and the current consultation with staff and unions.
- The preparations currently underway for the inspection of the Adoption & Fostering Service in August 2006 by OFSTED and CSCI and the Joint Area Review (JAR) planned for 200708

Areas for Further Consideration

- The key objective to provide a range of placement options for Looked after Children by the end of March 2007 is on course but the report comments about the viability of the Therapeutic Fostering element of the scheme due to recruitment difficulties. The degree of risk this poses (if any) to achieving the objective is not clear in the report. However, it has since been clarified that the difficulties and discussions with the DfES relate only to the Treatment Foster scheme and is only one element of the overall Placement Strategy. There have been problems recruiting to this scheme and officers are in discussions with the DfES (who fund the scheme) however, this will not impact significantly on the overall Placement Strategy.
- Performance Indicator % of looked after children under 16 looked after for 2½ years in the same placement has dropped slightly compared to last year. The report refers to a number of actions being developed, factors that will impact on performance and the need for further investigation to identify the reasons for the decline in performance. This PI is also an LPSA target and it is important that the planned actions relate to the findings of the investigation in order to reverse the decline in performance. The LPSA monitoring group will amend the action plan if necessary and therefore, further consideration by the Board to track the success of the action plan would be appropriate.

SERVICE: School Support & Advisory Service

Overview

Because most of the key objectives relate to the Key Stage 1,2,3 & 4 results, which were not available at the time of writing the quarterly monitoring report, an assessment of the overall prospects for the service for his year has not yet been made. However, the quarterly monitoring report highlighted that the non-key objectives were all on course to be achieved and did not flag up any issues of concern or the need for any additional monitoring or scrutiny in respect of them.

Two non-key performance indicators relating to primary school pupils participating in public performance and the number of governor sessions attended are on course to be achieved. Although both these indicators have green traffic lights they are being reported by exception. Therefore, as there appears to be no issues or concerns associated with them, the Board may want to clarify whether the exception reporting needs to continue.

Areas for Further Consideration

- While the report welcomed the switch by the LSC from Greater Merseyside-wide funding to a borough based approach with regards to the Education Business Partnership (EBP), it also referred to a cut in the Learning & Skills Council budget for the Halton EBP that accompanied the move to local planning and decision-making. To ensure the EBP remains viable, it is important that the secondary schools decide to re-invest their Enterprise Learning Grants (now merged with the Dedicated Schools Grant) to secure the EBP programmes in Halton. Clarification will be sought at the meeting of the Halton Association of Secondary School Head teachers in July. Therefore, an update on the position and an outline of the possible risks (if any) still faced by the Halton EBP is advisable.

SERVICE: Student Services & Lifelong Learning

Overview

Overall progress against the key and non-key objectives is positive. However, one key objective relating to securing sufficient childcare and early Education places experienced some slippage with the Childcare Audit although the reasons for this are not reported. Another non-key objective relating to local Children's Centres is also being reported by exception but whether this needs to continue, may need clarifying.

There is also encouraging picture reported regarding overall progress towards achieving the performance indicator targets. Two non-key performance indicators relating to participation in Youth Work and the quality of Early Years & Childcare leadership are reported by exception. The quarterly monitoring report has not highlighted any issues or concerns associated with them and therefore, the need to continue with the exception reporting of these should be confirmed.

Areas for Further Consideration

- The level of absence in secondary schools during the Spring period was an improvement on the same period last year although Halton's year-end figure still looks likely to remain in the bottom group for unitary authorities. It is unclear at this stage whether the performance indicator target for the year and the key objective to improve levels of school attendance particularly in secondary schools will be achieved. The quarterly monitoring report referred to the re-organisation and appointment of new staff at the PCT and the delay this caused with implementing the Priority Action Plan to improve attendance. However, it is not clear in the report whether this still poses a risk with achieving the key objective but if so, how serious a risk it is. Therefore, further clarification maybe appropriate.
- The level of absence in primary schools during the Spring period was worse compared to the same period last year and the prospects for achieving the target are unclear. The reasons for the decline in performance are being investigated and a further report will be made at the next meeting of the PPB. The findings should point to the steps that could be taken to arrest the decline particularly if the worsening trend looks set to continue.
- Reducing the number of 16-18 year olds not in education, employment or training (NEET) is a key objective (*to implement the Priority Action Plan*) and a performance indicator target (*to reduce the number by 2% by 2010*). On both counts they look unlikely to be achieved and the quarterly monitoring report has highlighted several issues of concern:
 - The considerably higher number Runcorn 16-18 year olds not in education, employment or training compared to Widnes.
 - The lack of good quality post 16 provision and employer-linked apprenticeships in the Borough

- The temporary closure for a period of time of the CONNEXIONS Centres due to the relocation of the Runcorn centre and the refurbishment of the Widnes premises.

A series of action/initiatives are in place to tackle the issues including CONNEXIONS reduction strategy and additional resources for Runcorn, the Activity Agreement pilot to provide financial incentives for young people and contracts given to new work-based providers by the LSC. It is important for these initiatives to make a positive difference and therefore, further consideration and scrutiny by the PPB to assess their success is advised.

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REPORT TO: Healthy Health Policy and Performance Board

DATE: 12 September 2006

REPORTING OFFICER: Strategic Director – Health & Community &
Strategic Director - Children & Young People

SUBJECT: Consultation on Royal Liverpool Children's NHS
Trust application for Foundation Status.

WARD(S): Boroughwide

1.0 PURPOSE OF REPORT

1.1 To ratify the process for responding to Royal Liverpool Children's NHS Trust's consultation document.

2.0 RECOMMENDATION: That

**(1) there should be a joint meeting between Healthy Halton PPB and Children & Young PPB to consider these proposals; and
(2) at least three members of this Board be appointed to the Joint PPB.**

3.0 SUPPORTING INFORMATION

3.1 Under Health & Social Care Act 2003 Royal Liverpool Children's NHS Trust has applied to become an NHS Foundation Trust. The consultation period of 12 weeks commenced Monday 31 July 2006 and ends on Monday 23 October 2006.

3.2 When an organisation becomes a Foundation Trust, this means it will:

- Have more autonomy in making decisions about services provided.
- Be accountable to members (staff, patients and local people) rather than directly to the Secretary of State.
- Remain part of the NHS.
- Be accountable to NHS Commissioners through legally binding contracts.
- Be approved by the Independent Regulator 'Monitor' (which authorises and monitors NHS Foundation Trusts).

3.3 A representative of the Executive of Royal Liverpool Children's NHS Trust will present 'Your Alder Hey, Have Your Say' outlining the details of the consultation on their Foundation NHS Trust proposal.

3.4 A link has been provided to the relevant Trust's webpage and to the

consultation document ([Appendix 1](#)).

4.0 POLICY AND OTHER IMPLICATIONS

4.1 None.

5.0 OTHER IMPLICATIONS

5.1 None

6.0 RISK ANALYSIS

6.1 None associated with this report.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None associated with this report.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972.

8.1 Attached Appendices.

REPORT TO: Children & Young People's Policy & Performance Board

DATE: 4 September 2006

REPORTING OFFICER: Strategic Director, Children and Young People

SUBJECT: Gifted and Talented Education

WARDS: Borough Wide

1.0 PURPOSE OF THE REPORT

1.1 To present the findings of the Gifted and Talented Topic Team

2.0 RECOMMENDATION: That

- (1) the PPB considers the report and comment upon the contents and recommendations; and**
- (2) the PPB monitors implementation of agreed actions arising from the Topic report.**

3.0 SUPPORTING INFORMATION

3.1.1 The following Members have been engaged in the scrutiny of this topic since November 2005:

Cllr Eddie Jones
Cllr Stan Parker
Cllr Robert Gilligan
Cllr Kathy Hopkinson
Cllr Trevor Higginson
Cllr Margaret Horabin

In addition all members of the PPB have reviewed a G&T strategy document and make recommendations for further inclusions.

3.2 Scope for the scrutiny:

Within the context of gifted and talented education investigate:

- Strategies for raising the aspirations of young people in Halton
- Strategies for raising the attainment of young people in Halton
- The impact of strategies on stakeholders

3.3 Activities undertaken to investigate the above:

3.3.1. Reviewing documentation:

Purpose: to develop an understanding of the types of staff development opportunities, events and visits arranged to date and the judgements made about the quality of these opportunities.

- **Primary G&T coordinators course training materials and evaluations in January 2006** – 13 G&T primary coordinators have gained accreditation following completion of a 5 day course delivered by the borough coordinator. 4 of these were at Masters Level. In order to achieve this level coordinators have produced an action plan for improving provision for G&T pupils within their schools and evaluated the impact of this work. A further 6 primary coordinators attended the course but chose not to complete the accreditation.

A further 6 primary schools have attended a one day course for Primary G&T coordinators delivered by the borough coordinator in February 2006. Two councillors attended for part of the course. All participants reported the course increased their knowledge and understanding of providing appropriate challenge for more able pupils.

In April 2006 all members of staff from one primary school received a training session about providing for more able pupils, delivered by the borough coordinator. Teaching assistants as well as teaching staff were present for the training. All reported the training to have increased their knowledge and understanding.

Further training will take place for primary coordinators in the academic year 2006 – 07.

- **Minutes from G&T coordinator borough meetings** - Meetings are held with secondary G&T coordinators each term. Within the meetings good practice is shared, joint activities are planned and new developments and their impact are discussed. One councillor has attended a secondary coordinator meeting to witness this practice.
- **School self evaluation documentation from autumn 2004 and 2005** - The self-evaluation documentation produced for the DFES demonstrates that provision is improving in the borough, though there are still areas that need more development in the coming year. These include the academic attainment of more able pupils and the identification and development of talented pupils.

- **Report from Teacher International Professional Development (TIPD) visit to Washington DC** - 6 teachers from 4 secondary schools took part in a visit to Washington DC during the October break of 2004, sponsored by The British Council. The focus of the visit was the provision for Gifted and Talented young people. Outcomes from the visit have been disseminated within participating schools and to the wider school community.

A second visit took place in October 2005 involving 2 primary schools and two secondary schools. The visit was to Rome and the focus was thinking skills. The different approaches used within schools in Rome were noted and these ideas have been disseminated to the wider school community.

- **Evaluations from Oxford University residential event** - 18 gifted year 10 pupils attended a residential visit to Oxford University in 2005, organised by the borough's Aimhigher team. 15 pupils reported the trip made them think differently about their future. Evaluations from pupils include:

"The visit has made me think more positively about university and has made me even more likely to apply."

"It made me realise that people's background does not matter, anyone has the chance to go to university."

Building on this success a second residential visit took place in July 2006 with 40 year 10 pupils visiting Cambridge University. Once again evaluations indicated the positive impact the visit had on pupils' perceptions of their potential.

A similar visit will take place in the academic year 2006 – 07.

- **Strategy Document** - A draft Gifted and Talented strategy document has been developed for the borough in consultation with Gifted and Talented coordinators, Headteachers and the Life Chances and Employment Policy and Performance board. Following recommendations from these groups a revised version of the strategy documentation will be disseminated to all schools in Autumn 2006.

3.3.2. **Discussions with stakeholders:**

Purpose: to develop an understanding of :

- The role of gifted and talented coordinator;
- How teachers differentiate for the more able;
- The opportunities for parents to engage with activities;
- How pupils perceive the opportunities available to them

The following activities have taken place:

- **Shadowing gifted and talented pupils in schools –**
6 secondary and 1 primary schools have been visited by 5 councillors. As part of the visit to schools councillors have also had discussions with G&T coordinators and groups of G&T pupils in order to gather stakeholders' perceptions.

In support of this activity the following documentation was also produced:

- Directory of within school hours and out of school hours activities available for Gifted and Talented pupils, run by schools.
 - Case studies of Gifted and Talented pupils who have received targeted support from schools.
 - Summary of the attainment of more able pupils in primary and secondary schools.
 - The information from each shadowing activity has been summarised for topic team members to review.
- **National Association for Gifted and Talented Youth (NAGTY) parents' event (14th September 2005 at The Grange CLC 6.30pm and 15th September 2005 at Halton Stadium at 6.30pm)**
Approximately 150 parents and pupils attended these two events. Since these events have taken place 270 pupils from secondary schools in Halton have been identified as fitting the criteria for NAGTY membership and have applied. NAGTY is open to the top 5% of gifted young people in England.

3.4 **Summary of recommendations**

| | |
|-----|---|
| 1.1 | <p>The G&T strategy document should include the following:</p> <ul style="list-style-type: none"> • Encouragement for each school to have a named governor who will champion Gifted and Talented education • Strategies to promote the successes of the young people of Halton across the borough and within each school. • Further guidance for communications between schools and parents about the identification of and provision for Gifted and |
|-----|---|

| | |
|-----|---|
| | <p>Talented learners.</p> <ul style="list-style-type: none"> • Further advice and guidance about financial implications of studying at higher education level • Further guidance about encouraging girls in particular to have higher aspirations for higher paid employment |
| 1.2 | <p>Promote and support the development of 'gifted' individuals.</p> <p>The topic team recognise the DFES definition of Gifted and Talented learners and that schools and the local authority are measured against these definitions. However, the topic team recommend an extension to the term to consider those pupils with gifts and talents that are outside curriculum areas, e.g. leadership skills, entrepreneurship</p> |
| 1.3 | <p>Ensure all pupils identified as gifted and/or talented recognise the characteristics that have been highlighted, and are made aware of the support available to them to enhance their skills further.</p> |
| 1.4 | <p>Enhance the publication and celebration of the achievement of young people in Halton, both past and present.</p> |
| 1.5 | <p>Provide further opportunities for young people to experience professional support in developing skills within talent areas.</p> |
| 1.6 | <p>Provide a directory of opportunities available for talented young people across the whole borough, both within and outside of school hours.</p> |
| 1.7 | <p>Identify a coordinator to map/promote gifted and talented related opportunities and take up by young people across all sectors of the borough council, and other groups/organisations working within Halton. (Work will include recommendation 1.5 & 1.6)</p> |

4.0 POLICY IMPLICATIONS

The Gifted & Talented Strategy will inform the work of the School Improvement Service with schools and inform school development planning.

5.0 OTHER IMPLICATIONS

The need to identify additional capacity to meet the requirements of recommendation 1.7 whilst considering the effect of the additional workload on the person's current work commitments.

6.0 RISK ANALYSIS

It is important that appropriate provision is made to stretch and challenge Gifted & Talented pupils to ensure they achieve their potential. The Strategy supports schools in providing a differentiated approach to teaching and learning.

7.0 EQUALITY AND DIVERSITY ISSUES

The emphasis on identification of Gifted and Talented pupils and a differentiated approach to meeting their needs supports good practice on equality and diversity.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

There are no background papers under this act.

REPORT TO: Children and Young People Policy and Performance Board

DATE: 4 September 2006

REPORTING OFFICER: Strategic Director, Corporate and Policy

SUBJECT: Local Area Agreements

WARDS: Boroughwide

1.0 PURPOSE OF REPORT

1.1 A Local Area Agreement (LAA) is a 3-year protocol that sets out the priorities for a local area, agreed between central government and the area itself, as represented by the lead local authority and other key partners through Local Strategic Partnership. Government has stipulated that Halton will be in Round 3 of the programme. This means that an Agreement must be negotiated by next April. The purpose of this report is to update the Board on the process and progress to date.

2.0 RECOMMENDATION: That

(1) the report and the outline of the process be noted; and

(2) comments to Executive Board on the draft Agreement be provided prior to its approval and submission to Government by end of September.

3. SUPPORTING INFORMATION

3.1 LAAs are meant to join up, focus and simplify the administration of neighbourhood renewal activity which utilises external funding. They provide a framework for partnerships to grow and develop and are a tool for driving efficiency. Whilst currently limited in scope, there is every indication that Government would like to extend LAAs in the future to cover elements of mainstream and statutory activity. Normally, LAAs are based upon four blocks established around the shared priorities for Government:

- Enterprise & Economic Development
- Healthier communities, and older people
- Safer and stronger communities
- Children and young people

- 3.2 The concept of an LAA is that it will spell out the priorities and targets for local well being, based on outcomes which reflect local and national priorities. These then form the basis of an agreement between an LSP and government departments that sets out the aims and funding requirements for activities that lie outside mainstream services – the special initiatives. This approach acts as the basis for a negotiated settlement between an LSP and government on the overall level and pattern of ‘additional’ spending in an area over a given timeframe, say three years. Once established, the local area agreement helps to bring vertical alignment between national and local priorities. Overall they reduce the complexity of funding arrangements by allowing more flexibility in the use of government monies and streamlining bureaucracy. As a starting point the Government has set out in its guidance a range of key mandatory outcomes and targets that every LAA must include. It is then for local discretion what other outcomes should be pursued in pursuit of local goals, which should derive from the Community Strategy. Members will be aware that the priorities agreed in the Community Strategy largely mirror the four blocks, with the addition of Urban Renewal. Government allow local flexibility in how LAAs are structured. Therefore, the starting point for the Halton LAA is that it is being framed around our agreed five priorities rather than the four blocks.
- 3.3 There is the opportunity within LAAs to request enabling measures (previously called freedoms & flexibilities). This is where we would wish to remove government-imposed barriers which would get in the way of delivering LAA outcomes and targets. These are not intended to alter legislation, or request central intervention on matters which should be settled locally.
- 3.4 LAAs do not carry with them extra funding, apart from a reward element. However, this is merely a rebranding of the financial rewards of local public service agreements (LPSA 2). Halton has already negotiated its LPSA2 and agreed its targets and arrangements for dividing pump-priming monies. Therefore, the LPSA2 will be incorporated into the LAA.
- 3.5 Government has set out a fairly specific timetable for the process leading to the adoption of an LAA. This is as follows:
- By end September - areas submit first draft LAAs to GONW. These must include outcomes, indicators and indicative targets, funding streams, the business case for Enabling Measures, a draft Statement of Community Involvement, and partnership arrangements.
 - By December, final drafts must be received by GONW. Ministerial sign-off will be during February 2007, with LAAs being implemented from April 2007.
- 3.6 It is clear that we have in place many of the building blocks in Halton that will enable a strong and robust LAA to be put in place. These

include established governance framework for the Halton Strategic Partnership. The Priorities Process, our strategic planning process is complete, and we have a new Community Strategy framed around the LAA structure. The Community Strategy has 54-shared outcomes, which already address the LAA Mandatory Outcomes, as dictated by central government. As already mentioned, we have already successfully negotiated our LPSA 2 and put in place arrangements for sharing out the pump priming monies. The 12 LPSA2 targets have been put in place behind the Community Strategy and will be passported into the LAA. In addition we have a Safer and Stronger Communities Fund Mini-LAA already in place, which will be an important component of our final LAA.

3.7 The LSP has the task of managing the process forward and shaping the agreement. The following key steps and milestones to help trace the path for the rest of the year:

- Draft LAA end of August
- Consideration and comments from PPBs and SSPs
- Halton Strategic Partnership Board Endorse LAA September
- Executive Board Endorse Draft LAA September
- Submit draft LAA to GONW end of September
- Negotiation Process Oct/Nov
- Exec Board/LSP Formal Endorsement to Final LAA (Dec)
- Final Submission – Xmas

3.8 This is obviously only a skeleton of the process and overlays a great deal of activity. There was a major partnership event in July to consider the framework for the agreement. Partners have put in a great deal of work over the summer to draw up the first draft of the LAA. Attached as an Annex to this report is the initial draft of the Agreement. Executive Board will consider this on 21 September prior to its submission to Government Office by the end of the month.

3.9 Members will observe that the Agreement is largely a re-presentation of the agreed Community Strategy and is based on the outcomes and funding embedded in existing plans and strategies. In considering their comment, in particular members may wish to focus on the outcome framework within the document that relates to their portfolio, and how it could help the Council to achieve its key objectives.

3.10 Underpinning the outcomes framework is an attempt to “prioritise the priorities” by articulating a small number of transformational issues that demonstrate the crosscutting and joined up approach to achieving the Halton vision. These four issues – liveability, anti-social behaviour, alcohol harm, and employment and skills – are largely self selecting based on expressed community needs, the State of halton Report and the recent LSP review. By focussing on these many of the overall outcomes and targets would be achieved. The LAA would look to

provide a greater focus on these areas, particularly given the impact they have across all priorities. For each area we need to look at:

- What we are doing?
- What are the barriers to progress?
- What could we do as a Partnership to address those issues that we aren't already doing? e.g. shared targets, pooled budgets, co-location,
- What could the Government do to help us?

3.11 On the latter point, the agreement identifies a number of enabling measures that we would like Government to consider to remove barriers to our progress. The overall objective would be to push harder in those issues that we know will have a positive impact across the priorities in the Community Strategy.

4.0 POLICY IMPLICATIONS

4.1 A Local Area Agreement (LAA) is a 3-year agreement that sets out the priorities for a local area, agreed between central government and the area, represented by the lead local authority and other key partners through Local Strategic Partnership. The LAA provides a service improvement tool for helping to implement Halton's adopted Community Strategy.

5.0 OTHER IMPLICATIONS

5.1 None.

6.0 RISK ANALYSIS

6.1 The LAA includes proposals for a robust risk management process. This will focus attention and resources on critical areas, provide more robust action plans and better-informed decision-making. It is intended to carry this forward through a partner seminar examining risk management of the Agreement in October.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 The LAA will be based on the same values that underpin the Community Strategy and the Council's Corporate Plan, of which a commitment to equality and diversity is paramount. The LAA reinforces this value-driven system of partnership working.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1 There are no background documents under the meaning of this Act.

Halton Local Area Agreement:

Introduction

A Local Area Agreement (LAA) is three-year agreement, based on local Community Strategies that set out the priorities for a local area agreed between Central Government (represented by Government Office North West - GONW) and a local area, represented by its Local Strategic Partnership (LSP) – in our case the Halton Strategic Partnership. LAAs relax central government constraints and allow better decision-making at the local level. Greater freedoms provide the opportunity to think innovatively, and develop new solutions to local priorities.

To be effective our LAA must reflect local circumstances and needs. It should act as a vehicle to:

- engage and involve local communities;
- involve active participation of all stakeholders in Halton;
- be prepared and implemented by a broad 'local strategic partnership', through which the local authority can work with other local bodies;
- be based on a proper assessment of needs and the availability of resources.

This LAA has been prepared in accordance with these principles. The Community Strategy is key, and provides an overarching framework through which the corporate, strategic and operational plans of all the partners can contribute. The LAA provides a mechanism by which key elements of the strategy can be delivered over the next three years.

Background

Halton has inherited more than its share of issues, many rooted in the area's industrial past. Making the borough a better place to live and work presents some major challenges and opportunities for us all. This LAA sets out the steps we need to take together to bring about real improvements that will change lives for the better. In particular, we need to achieve real progress on five strategic themes that are set out clearly in the Community Strategy and mirrored in this LAA:

- A Healthy Halton
- Halton's Urban Renewal
- Halton's Children and Young People
- Employment, Learning and Skills in Halton
- A Safer Halton

These priorities have been derived from what local people feel is important, and from the facts and figures about conditions in Halton.

Halton is a largely urban area of 118,900 people. Its two biggest settlements are Widnes and Runcorn that face each other across the River Mersey, 10 miles upstream from Liverpool. The population of Halton was decline for over

a decade, but has recently started to increase. Between 1991 and 2002 the estimated Borough population decreased by 6,500 people from 124,800 to 118,300 in 2002. However, in 2003 there was a small increase in the population and between 2003 and 2004 the estimated population increased 500 people.

As a result of its industrial legacy, particularly from the chemical industries, Halton has inherited a number of physical, environmental and social problems. The Council has been working hard to resolve these issues ever since the Borough was formed in 1974. Gaining unitary status in 1998 has helped to co-ordinate more activity over a wider front and increased the resources the Council, and its strategic partners, have been able to invest in Halton. However, there still remains much to be done.

Halton shares many of the social and economic problems more associated with its urban neighbours on Merseyside. The latest Index of Multiple of Deprivation (IMD) for 2004, not only contains some of the latest data available, but also is one of the most comprehensive sources of deprivation indicators, as some 37 different indicators are used. It shows for example that overall, Halton is ranked 21st nationally (a ranking of 1 indicates that an area is the most deprived), but this is 3rd highest on Merseyside, behind Knowsley and Liverpool, and 5th highest in the North West. St Helens (36th), Wirral (48th) and Sefton (78th,) are way down the table compared to Halton.

The Index of Multiple of Deprivation for 2004 suggests that Deprivation has improved in the Borough. In 2004 the IMD ranked Halton as 21st most deprived Authority in England for rank of average score compared to a rank of 16th in the 2000 Index. The proportion of Halton's population in the top category (i.e. the top 10% of wards in 2000 and the top 20% of super output areas in 2004) has also decreased from 54% in 2000 to 50% in 2004. However, there is still room for improvement. Halton's concentration of deprivation has gone up from 38th position in 2000 to 20th worse in England in 2004. Concentration is a key way of identifying hot spots of deprivation within an area. Within Halton there are 6 super output areas in the top 975 Super Output Areas in England, i.e. within England's top 3% most deprived. The highest neighbourhood is ranked 193rd out of 32,482 and is situated in southern Widnes. Clearly there remains much to do.

- Claimant unemployment in the Borough has fallen from 5.0% in January 2000 to 3.1% in November 2005. However, Halton still had the 5th highest claimant count rate in the North West in November 2005. The claimant count rate only includes those people who are eligible for Jobseekers allowance and therefore underestimates the true number of people who are unemployed. The Annual population Survey for April 2004-March 2005 estimates that the unemployment rate in Halton was 7.3% compared to an England average of 4.7%
- The employment rate, i.e. the proportion of the potential workforce actually working at 68.5% in the 2004- 2005 Annual Population Survey Halton is in the bottom 6 of 43 Local Authority districts in the North West. The Borough rate is also significantly lower than the England average of 74.7%.
- Life expectancy in the Borough has increased in the past decade. Between 1992-1994 and 2002-2004 Female life expectancy in the Borough increased from 77.8 years to 78.1 years. Life expectancy at birth for men in Halton also increased

over the same time period from 72.7 in 1992-1994 to 74.1 in 2002-2004. However, despite the increase in Life expectancy Halton has not kept pace with other Authorities. Over a decade Halton has fallen from a rank of 382 for females to 424 out of 432 authorities with 432 being the lowest rank. For men the ranking has fallen from 352 to 397.

- Standardised Mortality Rates for all causes, all ages, ranks Halton 4th highest out of 354 English Local Authorities for 2001/02 . At 124 it is 24% above the national average.
- GCSE passes in the Borough are improving between 1997 and 2005 the percentage of pupils achieving 5+ A*-C increased by 16.5 percentage points to 49.3%. The difference with the national rate has reduced to 8%. Pupils gaining no GCSE passes (or equivalent) was 4% in 2005 compared to 2.6 % nationally. Skills among the workforce remain low, with a quarter of all workers lacking any qualifications.

Bespoke research to get a better picture of life in Halton was commissioned in 2005. The Local Futures Group produced a 'State of the Borough' Audit of economic, social and environmental conditions. This is a timely and necessary assessment of the challenges and issues that face Halton. Performance is assessed according to how well the borough scores on a range of carefully selected benchmark indicators of economic, social and environmental well-being. It provides a perspective on the state of Halton by looking at how it compares with other districts, how it rates within the North West region, and also how it performs compared to the country as a whole.

The Audit demonstrates that the borough is performing well in terms of its current economic performance and structure. However, the level of human capital and trends in economic growth may present problems for the future. This is particularly so given the district's poor performance in terms of social and environmental indicators, which may create difficulties attracting the best qualified people to the borough. Halton's performance on education and skills, and low levels of home ownership points to problems of inclusiveness, with groups of residents not sharing in the current levels of economic prosperity.

Moving Forward

This local area agreement sets out a clear vision of making changes across many issues that will make a big difference to life in Halton. It aims to give people opportunities and choice. We want to build people's aspirations and abilities so they can exercise greater control and choice in their lives. Having done so we want to ensure we provide the quality of life and opportunities locally so that people choose to live and work here. The following table sets out the strategic framework proposed for the Halton LAA:

| | |
|---------------|--|
| <p>Vision</p> | <p>Halton will be a thriving and vibrant borough where people can learn and develop their skills, enjoy a good quality of life with good health; a high quality, modern urban environment; the opportunity for all to fulfil their potential; greater wealth and equality; sustained by a thriving business community; and within safer, stronger and more</p> |
|---------------|--|

| | |
|------------|--|
| | attractive neighbourhood. |
| Priorities | <p>A Healthy Halton - To create a healthier community and work to promote well being - a positive experience of life with good health</p> <p>Halton's Urban Renewal - To transform the urban fabric and infrastructure, to develop exciting places and spaces and to create a vibrant and accessible borough</p> <p>Halton's Children and Young People - To ensure that in Halton children and young people are safeguarded, healthy and happy</p> <p>Employment, Learning and Skills in Halton - To create an economically prosperous borough that encourages investment, entrepreneurship, enterprise and business growth</p> <p>A Safer Halton - To ensure pleasant safe and secure neighbourhood environments where people can enjoy life.</p> |
| Approach | <p>Closing the gap between the most deprived communities in the borough and in Halton overall.</p> <p>Tackling inequality and promoting community cohesion, so that no community is disadvantaged.</p> <p>Making what we do sustainable so that our quality of life is protected and enhanced for the benefit of current and future generations.</p> <p>Investing in preventative activity that stops problems occurring rather than paying for actions to fix things that are going wrong. We need to invest more in success, rather than in failure.</p> |
| Principles | <p>Leadership – the Partnership's role is to give clear strategic leadership to the borough and enable people to make the necessary contribution to make a difference.</p> <p>Fair and inclusive – promoting equal access to opportunities and facilities. This includes the need to positively target activity at the most deprived geographical areas or particular groups of people.</p> <p>Good value – being economical, efficient and effective in delivering 'Best Value' for the public.</p> <p>Collaborative – this is about collective responsibility for making things better and embedding partnership approaches in everything that we do.</p> <p>Evidence-based – ensuring we learn from best practice elsewhere and make good use of research about what works in addressing the borough's priorities.</p> |

This vision and approach arises directly out of the newly agreed community strategy: *Making It Happen In Halton – A Community Strategy For A Sustainable Halton*. The LAA takes this as its the starting point.

Approach

The Halton LAA is framed around the five priorities agreed in the Community Strategy and set out above. These encompass the four blocks suggested by Government but take a wider view of what the priorities are for Halton. The urban renewal agenda is included because revitalising the physical fabric of the borough underpins our regeneration agenda.

Also relevant are the cross cutting themes that Halton has adopted which are pertinent to each of our five blocks. We want to shift our focus to prevention measures, to promoting positive lifestyles and the many excellent aspects of life in Halton, and to more timely interventions to help people at the times when they most need support. Our ways of working will focus on:

- Poverty and material deprivation
- Choice and quality in neighbourhoods and housing
- Equality of opportunity for everyone and ending discrimination.
- Policies and programmes that look forward and help to achieve sustainable development

We want to sharpen up service delivery and focus on the things that will make the most difference. The key measure of whether service delivery is transformed is how far and how fast we can narrow the gap in outcomes for the most disadvantaged in Halton, as measured by comparison with both Halton and national averages. The Halton Strategic Partnership will be accountable for achieving the outcomes set out in the agreement.

The LAA has developed out of the established partnership structure and strategic planning process. It is important that it adds value to the established landscape of partnership plans and activity. It can do this by helping to refocus current activity and drive concerted actions on key challenges, neighbourhoods and target beneficiaries. Using evidence and intelligence we intend to close the gap between the most deprived people and places and national norms.

Transformational Issues

The question that the Halton Strategic Partnership has been addressing is: What added value can be brought by an LAA to existing partnership frameworks and activity? The partnership believes that the answer lies in using the LAA to focus in on a small number of issues which, if we were successful at addressing, would make a significant improvement to the quality of life in the Borough. These transformational issues have been identified on the basis of two criteria:

- those where progress has not been as significant as we would have liked – identified from statistics, public perception and concern, areas for focus in recent LSP reviews.

- those which would have a positive impact across a range of our objectives and targets.

We want the LAA to bring a greater concerted effort to those key issues. We want the LAA to focus on our most intractable problems, and in doing so make a significant impact upon them. These issues need to be supported by the partnership and it has been agreed that the following four areas best fit the two criteria outlined above - Employment & Skills; Alcohol Harm reduction; Anti-Social Behaviour; and, Liveability

In addressing these through the LAA we will address the following questions:

- What are the barriers to progress?
- What is it we could be doing but are not?
- What does best practice elsewhere suggest we could be doing?
- What freedoms and flexibilities would we need to make greater progress?
- Are we using all our resources as effectively as we could?

We intend to use the “energy” and focus an LAA brings to make measurable progress in those intractable areas. Our intention is to use these as a means to exemplify the joined up nature of how the Halton Strategic Partnership addresses key issues which cut across all five blocks of the LAA. The following table gives a summary of the current position on the four transformational issues

Alcohol Harm

Why is this an issue?

Alcohol misuse can be a source of considerable harm. The National Alcohol Harm Reduction Strategy identifies certain critical harms connected to alcohol misuse:

- Health – up to 22,000 premature deaths per year
- Crime and antisocial behaviour – 1.2 million associated violent incidents per year
- Loss of productivity and profitability – calculated at £6.4bn. per year
- Harms to family and society – between 780,000 and 1.3 million children are affected by parental alcohol problems

Halton itself suffers from more than its fair share of alcohol related issues. The table below taken from a recent study on alcohol misuse in the North West conducted by the North West Public Health Observatory, highlights Halton’s position against some of the key indicators for alcohol. On all indicator Halton ranks in the worst 5 districts (out of 43 areas)

During 2005 an alcohol survey of year 10 and 11 pupils in Halton was carried out. These were a few of the results:

- A higher than average proportion of 15-16 year olds are drinking alcohol in Halton – 92%. (North West 88% and 93% across Cheshire).
- 40% of teenagers surveyed claim to drink in pubs.
- 50% of teenagers surveyed claim to get their alcohol from their parents.

How will we work to address this issue across the LAA?

The cost of alcohol misuse, both social and economical provides serious cause for concern in Halton, particularly given the latest statistics. We know that if we can reduce alcohol harm across the borough we will make an impact on improving a range of associated issues. For example, these would include health, crime and community safety, employment, liveability, regeneration and educational attainment.

How will we work differently?

No single partnership or agency can act alone on such a complex issue. In order to meet the significant challenge of reducing the harm caused by alcohol the different components of the partnership structure in Halton must recognise the relevance of alcohol to their core business and must include it as a cross-cutting issue.

A multi-agency task group has been established and a comprehensive Alcohol Harm Reduction Strategy developed. An Alcohol Intervention officer is about to be appointed, whose primary purpose will be to ensure the delivery and implementation of the Strategy and Action Plan.

How do we propose to deliver on this area?

In order to deliver on this area of the LAA we intend to focus on 5 key priorities, which bring together the strategic priority areas identified in Halton's Alcohol Harm Reduction Strategy. These are **Health, Crime and Licensing, Children and Young People, Workplace and Communities and Regeneration**. Under each area we have picked the key outcomes and targets that we feel the LAA can help us to achieve. This action plan will be monitored and delivered by the Alcohol Task Group and will sit alongside the main Alcohol Harm Reduction Strategy and action plan. Relevant SSPs will also need to take responsibility for outcomes relating to their priority area.

Employment & Skills

Anti-Social Behaviour

Why is this an issue?

The government has made a commitment to tackle anti-social behaviour. In March 2003, the Home Secretary announced new powers to deal with anti-social behaviour. Amongst these provisions are powers to close premises connected with drug abuse, new powers for Registered Social Landlords and Local authorities to deal with troublesome tenants, a new range of orders to address the behaviour of perpetrators of anti-social behaviour and in some cases, address parental responsibility, and extended use of the Fixed Penalty procedure for cases of anti-social behaviour including litter and graffiti.

Social responsibility, respect for others and appropriate community behaviour are fundamental requirements of a thriving and successful community. The majority of our communities recognise this and contribute positively to community life, however, a minority do not. The conduct of this minority adversely affects the ability of people to enjoy the communities and facilities where they live, work and visit. This is not acceptable. This behaviour is often termed anti-social behaviour. Anti-social behaviour is not welcome in Halton and will not be tolerated.

How will we work to address this issue across the LAA?

The LAA mirrors the strategic priorities of the Community Strategy. These strategic

priorities were arrived at through public consultation as to what our communities consider important and the careful analysis of research data that provides an indication of prevailing conditions in the Borough. The Anti-social Behaviour Strategy, whilst perhaps centred within the strategic priority of 'Ensuring safe and attractive neighbourhoods', relies for its success on the commitment and complementary working practices of a number of partner agencies within and outside of Halton Borough Council. It is therefore an overarching strategy embracing all 5 strategic priorities in achieving the strategic vision.

How will we work differently?

Survey data provides information in four key areas:-

- Misuse of Public Space
- Disregard for community / personal well-being
- Acts directed at people
- Environmental damage

These are robust categories that encompass the experiences of people living, visiting and working in Halton. The LAA will develop a rounded response to ASB through:

- Integration of the strategy into the statutory framework for joint agency co-operation set out in the Crime and Disorder Act 1998, s17 "*It shall be the duty of each authority to which this section applies, to exercise its various functions with due regard to the likely effect of the exercise of those functions on and the need to do all that it reasonably can to prevent crime and disorder.*"
- Accessing partnership resources to maximise service provision
- Seeking and ensuring commitment to a Borough-wide response to Anti-social Behaviour
- Facilitating the flow of appropriate information to enable effective interventions. The law allows for information sharing for any legitimate purpose where this has a legal basis. *Data Protection Act. 1998*
- Recommending the realignment of mainstream resources to improve multi-agency service delivery and response to Anti-social Behaviour
- Providing the structure for continuous improvement of the multi-agency response by developing common protocols and assessment pathways
- Identifying and addressing the capacity, knowledge and skill requirements of key staff

How do we propose to deliver on this area?

Prevent & Deter

- Identifying those perpetrators of A.S.B. or those at risk of becoming perpetrators of A.S.B. and intervening at an early stage to bring about behavioural change.
- Identifying appropriate routes to divert the focus of groups and individuals, towards positive pro-social activity.
- Minimising the opportunity for anti-social behaviour by addressing the factors that support it. These may be physical e.g. 'uncared for' environment, or social e.g. influenced by alcohol or substance misuse.

Protect And Punish

- Use of civil and criminal legal remedies where appropriate:
- Harassment Notices and Orders, Anti-social Behaviour Orders, Injunctions, Housing Related Measures (demoted tenancies, possession proceedings etc.), Crack House Closures. Fixed Penalty Notices for Disorder and Litter etc.
- Providing support to the vulnerable and support to the vulnerable and ensuring that complainants and witnesses are supported and informed throughout the process.

Rehabilitation

- The ASB Task Group is committed to ensuring that there are a range of activities within Halton aimed at encouraging and reinforcing positive citizenship and pro-social behaviour. These will include activities aimed at wide groups e.g. community projects and citizenship programmes within schools as well as other activities targeted at groups who are at risk of social inclusion.
- In addition it is recognised that A.S.B. is not age restricted and adult education is equally important in shifting attitudes.
- The need to take this work to the street or neighbourhood level, a factor recognised by the national 'Respect' agenda, will be crucial in making this strategy work

Liveability

Why is this an issue for Halton?

The visual quality of an area, namely the way an area looks, including levels of litter and rubbish, scruffiness of gardens and the prevalence of high rise flats or open space, is of crucial importance in determining quality of life in a local area.

A recent Mori poll which asked people what most needs improving in their own local area, found liveability issues are still top of the public priority list, well ahead of health and education. In Halton, the opinions of 2,500 local residents were surveyed in 2005. Removing rubbish, and cleaning the streets and verges was felt to be the biggest environmental improvement, which could be made. In the 2005 LSP consultation, residents thought that one of the most effective factors in improving the environment was to 'improve local parks and make them safer and tidier'.

How will we work to address the issue across the LAA?

The quality of the local environment impacts on people's health, their fear of crime, and the social and economic vibrancy of the area. Poor quality spaces are visible indicators of decline and disadvantage. Graffiti, street litter, abandoned vehicles, dog fouling drag down a local area and there is evidence that their presence signals a spiral of decline, which can undermine communities. It is only through partners working together to tackle these issues and their causes, that we are to bring about improvements in the liveability agenda and quality of life for local residents.

How will we work differently?

Working in partnership delivering joint initiatives has proven to particularly effective and this approach will be developed across partner agencies, and in particular through the Safer Halton Partnership. The recent police drug raids, were supported by other partners, who following the raids, successfully helped to deliver local environment improvements, and re-assure the local community.

Three of the more deprived areas of the Borough have been selected for the neighbourhood management pilot. A neighbourhood management board has been established and neighbourhood boards will soon follow. By tailoring services to meet the needs of local communities across the LAA, it is hoped that we can make a significant difference to their quality of life. Neighbourhood management is seen as an opportunity for partners to work more closely together and pilot new ways of working, which if successful can be rolled out across the Borough.

How do we propose to deliver on this area?

The recently revised Safer and Stronger Communities Fund Agreement, sets out a number of liveability targets across the Borough and more specific targets for the

neighbourhood management pilots areas. The SSCF Agreement will be monitored by the performance management group, of the Safer Halton Partnership (SHP) and the SHP, engagement and liveability task group, which will take the lead in delivering on the liveability agenda

Obviously, this is merely a very short summary position. At Annex G is a more considered position paper on each of these topics.

Funding

Halton partners have noted the funding arrangements for LAAs. The mandatory pooling by Government of a number of external funding streams is welcomed. It is felt that this will simplify the performance management arrangements, reduce the transaction costs of programme management and lead to efficiencies.

The Halton Strategic Partnership does not propose to pool any other funding streams within the LAA in Year 1. Some local and specific pooling of funding by partners will take place, as indeed it does now. However, we do not seek to embed these pooling arrangements within the auspices of the Agreement. Instead Partners intend to concentrate their efforts on wider moves to align appropriate budgets behind the Agreement. This position will be reviewed for Years 2 and 3 of the Agreement and we will seek to pool additional funding in years 2 and 3 of the agreement where this is helpful in achieving the outcomes agreed.

Partners are committed where appropriate to align the use of resources (including funds, personnel, buildings and land use) to support the aims of the LAA. Annex A outlines our current thinking on aligning and pooling funding in the LAA. Our approach has been mainly to align funding in this first year.

Enabling Measures

Halton takes a pragmatic view of the opportunity offered to negotiate freedoms and flexibilities. The development process has identified a number of key enabling measures, which would benefit the LAA in its operation. These potential freedoms and flexibilities are set out in Annex C of the Agreement, and will be the subject of negotiation with GONW.

Sustainability

The focus in Halton is to build a sustainable community that balances and integrates social, economic and environmental progress; that meets current expectations and prepares for future needs; and that respects the diversity of the place and people. Sustainability is about linking cohesion into the mainstream of service delivery and ensuring that our vision can be delivered over time and in the face of conflicting demands and diminishing resources. It involves more than changing plans and policies as it involves changing hearts and minds. This is one of our greatest challenges. What is important is that foundations are properly and securely laid at the outset for enabling any project or initiative to make an impact into the future. The LAA has been developed by adopting this approach.

The vision for the future is of a Halton that has sustained itself. This is a place where people want to live and work. It is somewhere that provides a high quality living environment, sensitive to a range of needs, and recognises the diversity of its residents. This Strategy is all about giving people opportunities and choice. We want to build people's aspirations and abilities so they can exercise greater control and choice in their lives. Having done so we want to ensure we provide the quality of life and opportunities locally so that people choose to live and work here.

In short, we want to build a sustainable community that balances and integrates social, economic and environmental progress; that meets current expectations and prepares for future needs; and that respects the diversity of the place and people. The Partnership has identified the following components as being crucial to success.

- (a) *Respect and Enjoyment*
- (b) *Thriving Places*
- (c) *Well Planned*
- (d) *Accessibility*
- (e) *Well Served*
- (f) *Well Run*

Developing the LAA

The process to develop the LAA was important. It was vital that the process was inclusive. Many people and groups were involved so we could build a clear picture on what was important and how we should go forward. From the outset the Halton Strategic Partnership Board has been engaged in leading the development of the LAA. We have ensured wide involvement across agencies and sectors. This process of engagement with people and partners was vital. It is only if there is a shared view of the challenges that Halton faces, and a broad sense of ownership of the resulting strategy, that there will be any chance of its ambitions being realised.

Halton established a Lead Officer Group to lead the development of the LAA. This is made up of key leaders from all partners, including the VCS. This cross agency corporate steering group - has met regularly to co-ordinate the development of the LAA and ensures a consistent and holistic approach. In addition, a wide variety of organisations, teams and individuals have been involved in developing the detail for each of the blocks. This process has been actioned through the SSPs – our well-established thematic working groups. Wherever possible we have ensured that the work has been integrated into existing cross-agency structures, e.g. the Older Peoples Local Implementation Team. Within each block various methods have been used to engage people – workshops, mini-conferences etc. Regular activities have involved monthly LOG meetings to discuss the focus and content of the LAA, backed up by regular meetings with GONW to test this; thematic partnership meetings to discuss the detail, agree outcomes, map resources and relationships, and identify enabling measures; all partner seminars and workshops to develop coherence and consensus around the overall agreement; and a micro-website for as part of an overall communication effort to keep all partners in touch with progress (already set up on www.haltonpartnership.net).

Key milestones in the process include:

- An early decision to align our Community Strategy with the LAA blocks. We were also able to use the consultation that had been done on the Community Strategy to inform the LAA.

- Extensive briefing across sectors; putting in place the appropriate project management structures and disciplines; identifying lead officers and forming working groups and teams;
- Across agencies and across the 5 blocks stimulating thinking to clarify our ambitions and develop them into a cohesive statement, together with identifying the key challenges to Government and ourselves;
- 14 July – an all-partners conference at Halton Stadium to agree the ambitions and the challenges;
- July/August – cross agency teams for each block focused on developing the outcomes framework for the block; identifying appropriate indicators, and proposals for pooled funding and freedoms and flexibilities.
- September – meetings of the Halton Strategic Partnership Board and the Council’s Executive Board Cabinet to endorse the LAA.

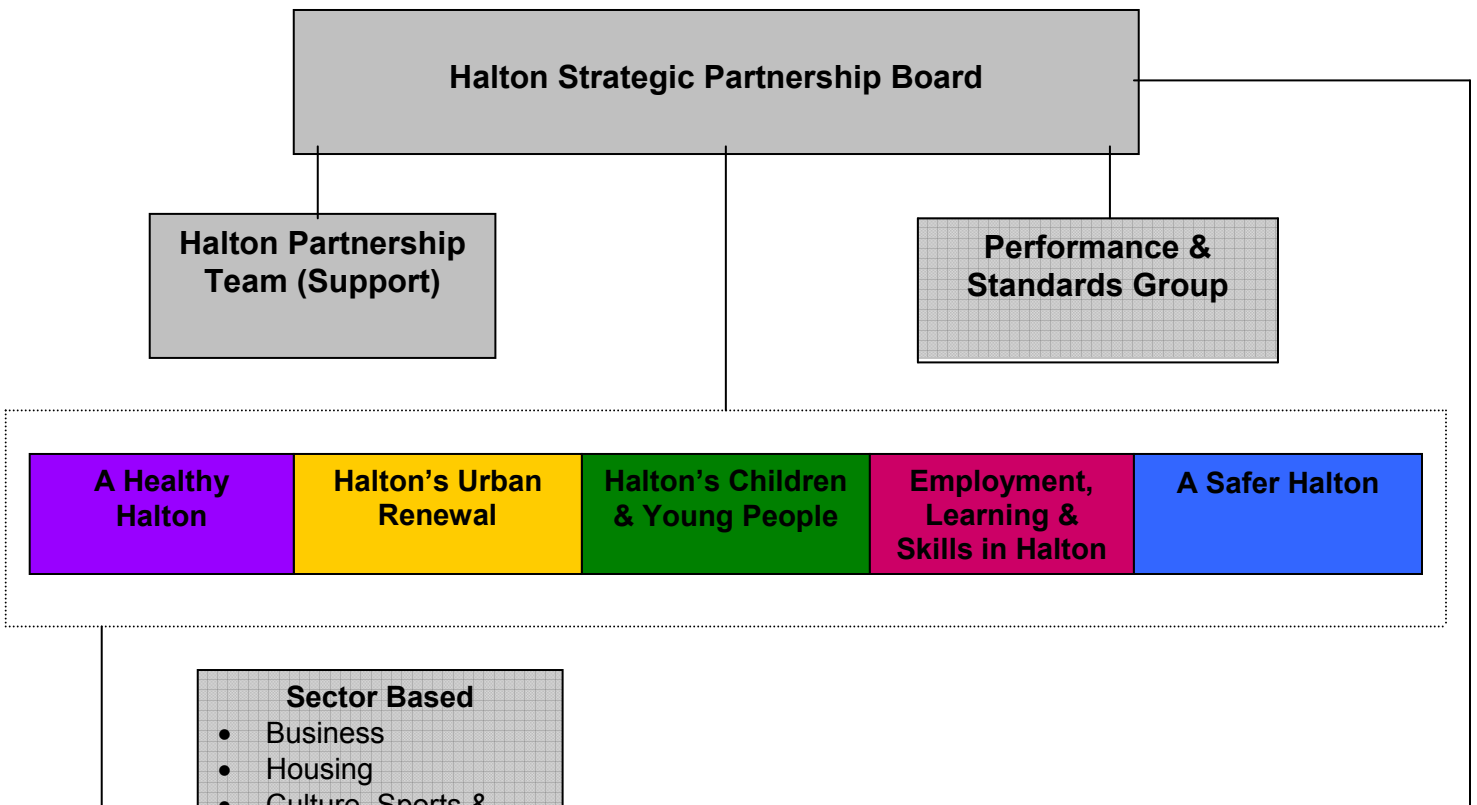
Governance

Halton already has in place well established and robust partnership arrangements. These are based on a Strategic Board supported by five thematic partnerships, a performance management group and a number of specialist subsidiary partnerships. This includes representation at all levels by all stakeholders including significant representation from the voluntary and community sectors. The structure has been recently reviewed, refreshed and rationalised through an overhaul of governance arrangements supported by Manchester Business School. The current governance structure is considered wholly fit for purpose, and can be represented as follow



Halton Strategic **PARTNERSHIP**

The Virtual Organisation



The Halton Strategic Partnership Board (HSPB) brings together representatives from all sectors of life in the borough. It is the strategic level Board and a key part of the broad-based Halton Partnership. It serves the function of a 'local strategic partnership' (LSP) for the area.

The Halton Strategic Partnership Board, the Community Strategy, and the LAA provide a common sense of direction for the community and an overarching framework within which different partnerships, organisations and groups can co-operate together, committed to common goals and dedicated to improving life for people in the Borough. Taking action is one thing, but unless it is focused on the right things it is unlikely to yield the right results. This is why the Partnership invested a good deal of time and resources sounding out public opinion and gathering the facts and figures needed to identify the overall priorities for the borough. All of this is reflected in the LAA.

In 2005 the State of Halton report was researched and published, highlighting a range of challenges and opportunities facing Halton. Its findings have been checked and challenged by the Partnership and tested against public opinion. This led to the identification of a number of priorities for the borough over the medium term which, in combination, addresses the overall aim of making it a better place to live and work.

The Partnership also works to improve the quality of life at a neighbourhood level. It does this by working through the seven geographical Area Forums established by the Council and supported by the partners. A Local Neighbourhood Renewal Strategy has been produced for each area, highlighting the concerns of local people and outlining actions to be taken to tackle issues at a local level. Many of those actions build on and link with the five Specialist Strategic Partnerships' plans, while others

are unique to their particular area. Each plan has devolved resources to draw on to help deliver these actions.

Halton is enthusiastic about extending neighbourhood management as a means to engage and empower local communities. This will address problems in deprived neighbourhoods by managing and co-ordinating resources and services to achieve a greater combined impact. A sound neighbourhood approach will lay the foundations for delivery of improvements to liveability and public services, transforming neighbourhoods and empowering local people. Halton already has many front line services organised on a neighbourhood basis. Community Support Officers, policing, community development workers, housing management, street-scene teams and youth workers are organised on an area basis. Children's Centres will also co-ordinate service delivery at a local level. A neighbourhood focus will provide management and co-ordination mechanisms for joining these, and other services such as health and social care up on a local basis. This Community Strategy provides a framework through which these arrangements can be brokered.

Strategic Priorities

The vision for Halton as set out in the Community Strategy, and mirrored in this LAA is:

Halton will be a thriving and vibrant borough where people can learn and develop their skills, enjoy a good quality of life with good health; a high quality, modern urban environment; the opportunity for all to fulfil their potential; greater wealth and equality; sustained by a thriving business community; and within safer, stronger and more attractive neighbourhood.

The key challenge is how best to frame the response to the challenges that Halton faces through the LAA. To do this challenges have been grouped into the five key themes, which are in the Community Strategy itself: These are

- A Healthy Halton
- Halton's Urban Renewal
- Halton's Children and Young People
- Employment, Learning and Skills in Halton
- A Safer Halton

We intend to focus heavily on these key issues and through the LAA to channel extra resources year on year into efforts to achieve challenging targets in each chosen priority area. If we succeed in this enterprise, we will realise our Vision for Halton. It is worth restating our overall aspirations for each of these five blocks of activity.

A HEALTHY HALTON

Our overall aim

To create a healthier community and work to promote well being - a positive experience of life with good health (not simply an absence of disease), and offer opportunities for people to take responsibility for their health with the necessary support available.

Why health?

Statistics show that health standards in Halton are amongst the worst in the country and single it out as the aspect of life in the borough in most urgent need of improvement. The population is ageing which could put even greater demands on the health and social care services. At the same time lifestyle choices in the borough, especially among the young, in terms of diet, smoking, alcohol, exercise and other factors continue to give cause for concern for the future.

Key Objectives

- A To understand fully the causes of ill health in Halton and act together to improve the overall health and well-being of local people**
- B To lay firm foundations for a healthy start in life and support those most in need in the community by maximising and promoting autonomy.**
- C To promote a healthy living environment and lifestyles to protect the health of the public, sustain individual good health and well-being, and help prevent and efficiently manage illness**
- D To reduce the burden of disease in Halton by concentrating on lowering the rates of cancer and heart disease, mental ill health and diabetes and addressing the health needs of older people**
- E To remove the barriers that disable people and contribute to poor health through ensuring that people have ready access to a wide range of social, community and housing services, and cultural and sporting activities that enhance their quality of life**

HALTON'S URBAN RENEWAL

Our overall aim

To transform the urban fabric and infrastructure, to develop exciting places and spaces and to create a vibrant and accessible borough that makes Halton a place where people are proud to live and see a promising future for themselves and their families.

Why urban renewal?

Modern day Halton has inherited an exceptional legacy of obsolete and poor quality land, buildings and physical infrastructure that undermine the development potential and attractiveness of the area. Putting this right is a key to greater prosperity and boosting the image of the borough.

Key Objectives

- A To create and sustain a twenty first century business environment with the required variety and quality of sites, premises and infrastructure that**

can support high levels of investment and economic growth and increase Halton's competitiveness

- B To revitalise the town centres to create dynamic, well-designed high quality commercial areas that can continue to meet the needs of local people, investors, businesses and visitors**
- C To support and sustain thriving neighbourhoods and open spaces that meet peoples expectations and add to their enjoyment of life**
- D To ensure Halton designs in and maintains high levels of accessibility to places and spaces so that opportunity and need are matched, and provides excellent connectivity to the wider world through transport and ICT links.**
- E To enhance, promote and celebrate the quality of the built and natural environment in Halton, including tackling the legacy of contamination and dereliction, to further improve the borough's image**

CHILDREN & YOUNG PEOPLE IN HALTON

Our overall aim

To ensure that in Halton children and young people are safeguarded, healthy and happy, and receive their entitlement of high quality services that are sensitive to need, inclusive and accessible to all.

Why children and young people?

Children and young people are the future of Halton. In time they will become the adults that take responsibility for all aspects of life in the borough. Therefore, it is vital that we should invest in Halton's future by investing in them. This will make sure they have the best possible start in life, have places to go and things to do that are positive and life enhancing, and the opportunity to fulfill their potential and succeed.

Key Objectives

- A. To ensure all children and young people in Halton enjoy a healthy lifestyle that helps them to achieve physical and emotional well being**
- B. To ensure all children and young people in Halton grow up and thrive in safe environments, communities, homes and families**
- C. To ensure all children and young people in Halton participate and enjoy, learning to develop socially and achieving their full potential**
- D. To ensure all children and young people in Halton engage in enterprising behaviour, are confident and make positive decisions about their lives and their communities**
- E. To ensure all children and young people in Halton have positive futures after school by embracing life long learning, employment opportunities and enjoying a positive standard of living**

EMPLOYMENT LEARNING & SKILLS IN HALTON

Our overall aim

To create an economically prosperous borough that encourages investment, entrepreneurship, enterprise and business growth, and improves the education, skills and employment prospects of our residents and workforce so they can share in the all the opportunities Halton affords.

Why employment, learning and skills?

A strong economy provides the key foundation for any prosperous and successful place. It provides jobs, opportunities, wealth and aspirations for local people. There is a sustained mismatch between the needs of local business and the skills of local people. This means that opportunity and need are out of balance and contribute to the widespread deprivation in Halton. Sustainable economic growth and prosperity requires a commitment to encourage and support a vibrant business sector and a commitment to employment, learning and skills to satisfy all stakeholders in Halton.

Key Objectives

- A To foster a culture of enterprise and entrepreneurship and make Halton an ideal place to start and grow economic activity**
- B To develop a culture where learning is valued and raise skill levels throughout the adult population and in the local workforce**
- C To promote and increase the employability of local people and remove any barriers to employment to get more people into work**
- D To develop a strong, diverse, competitive and sustainable knowledge-based local economy**

A SAFER HALTON

Our overall aim

To ensure pleasant safe and secure neighbourhood environments, with attractive, safe surroundings, good quality local amenities, and the ability of people to enjoy life where they live.

Why a Safer Halton?

Crime and the fear of crime affect everybody's lives. It is a major concern according to every survey of Halton residents. These surveys also show that cleaner, tidier neighbourhoods would make the biggest difference to improving life for people in their local area. We want Halton to be a clean, green, safe and attractive place to live. People should tolerate, value and respect each other, their property and the places where they live.

Key Objectives

- A To investigate and tackle the underlying causes of crime and disorder and respond effectively to public concern by reducing crime levels**
- B To improve the understanding of alcohol and drug/substance misuse problems, their impact in Halton, and reduce the harm they cause**
- C To create and sustain better neighbourhoods that are well designed, well built, well maintained, safe and valued by the people who live in them, reflecting the priorities of residents**
- D To understand and tackle the problem of domestic abuse in all its forms**

Cross Cutting Issues

This LAA is concerned with addressing social exclusion. This is about what happens when people face a multitude of problems such as poor housing, high crime, poor health, worklessness, discrimination and poor relationships. These problems link and reinforce each other creating a vicious circle for people. Often they are clustered in specific neighbourhoods. However, this strategy tries to take a positive view of the future. Past approaches have very much concentrated on dealing with Halton's failings and problems. Significant change is unlikely if we continue to focus in this way. It will be better to shift our focus to prevention measures, to promoting positive lifestyles and the many excellent aspects of life in Halton, and to more timely interventions to help people at the times when they most need support.

Overall poverty, unemployment and material deprivation are diminishing in crude terms. However, Halton continues to display high rates of benefit dependency. At the same time many people are still not claiming their full entitlements which would allow them to enjoy a minimum standard of living. Therefore, information, advice, guidance and advocacy are crucial in allowing people to access the help they need to navigate an extraordinarily complicated benefits system. This is not only beneficial for the

recipients themselves but also for the local economy as research shows that most transfer payments are spent locally. High levels of personal debt also characterise Halton, with up to 10% of households struggling to support debt levels. This in turn impacts on people's health and well being and the positive contribution they can make to the local economy. Therefore, debt advice and innovative community finance initiatives are a continuing need.

Whilst the population of Halton has stabilised in recent years, its most prominent future feature will be the rate at which it ages. The next ten years will see a reduction in teenagers by 20% and a dramatic rise in the over 60s (27%) and over 75s (19%). This presents new risks for social exclusion and shifting demands for services. Single person households will rise, and single parenthood will become even more common. One result is likely to be a marked increase in social isolation which will have profound effects on people's health and involvement in their communities.

There is already growing pressure on housing in Halton. The underpinning reasons for homelessness – including family breakdown and mental health problems – are still with us. Choice and quality in housing will be key across all tenures and in all parts of Halton. This is essential if we are to mitigate the housing element of social exclusion and concentrate on preventing homelessness and the damage it does, especially to children.

Halton is committed to equality of opportunity for disabled people and to ending discrimination. The passing of the Disability Discrimination Act in 1995 has given a new focus to our commitment to disabled people. Underlying this Community Strategy is a commitment to turn policy into practice. We want to identify and support all family carers and cared for people with disabilities in Halton by striving to improve their quality of life and life chances. We want disabled people living and working in Halton to be able to realise their full potential. We will make progress towards this by removing barriers and changing the attitudes which prevent disabled people from gaining access to employment and to the services provided by partners. Disability is a social issue and impairment becomes a disability because of the social and physical barriers that the individual faces. . For example using a wheel chair only becomes disabling if the bus cannot accommodate a wheelchair or kerbs are too high. Our efforts will be focussed on removing these barriers

The Halton Strategic Partnership want to develop policies and programmes which leave a lasting and positive effect on future generations of people in Halton. We also want to look forward and help to achieve sustainable development both locally and more widely to promote regional, national and global aims.

Given its dependence on the chemical industry, Halton has always been sensitive to the need to improve and protect the environment. Halton's ambitious Local Agenda 21 was one of the most comprehensive in the UK. It sets out Halton's contribution to meeting national and international commitments, and to tackling worldwide environmental issues such as climate change. It looks at ways we can manage our resources better, and avoid the many local problems that adversely affect our quality of life. It also considers practical ways in which we can all contribute to making Halton more sustainable. This Community Strategy sets out clearly our ambitions for a sustainable future for Halton. Underpinning all of the proposed actions is the belief that changes in our behaviour are needed to make a significant impact on long term sustainability.

The people of Halton, and a focus on responding to their full range of needs, is the key cross cutting theme that underpins this strategy. The needs analysis allows us to

anticipate likely changes and plan accordingly. We want to sustain progress and increasingly provide a much greater range of opportunities, and the ability to take advantage of them. We want to sharpen up service delivery and focus on the things that will make the most difference. The key measure of whether service delivery is transformed is how far and how fast we can narrow the gap in outcomes for the most disadvantaged in Halton, as measured by comparison with both Halton and national averages.

Resources Management

All the objectives and targets outlined here are achievable. How well and how quickly this happens depends crucially on the availability of resources and how smartly they are used. That means money, people, physical resources, proper intelligence and information, allied with the strength of will to use them in the best way. A key purpose of this Strategy is to ensure that the resources available are targeted and used effectively to bring about improvements in the borough. This means:

- Being clear and agreeing about what we need to achieve so we are all pulling in the same direction
- Maximising the funding we can generate or draw in to benefit Halton and developing our own resources and the capacity to help ourselves
- Co-operating to be more effective, cutting out duplication and waste, and pooling the budgets, knowledge and efforts of different organisations and groups where this makes sense
- Listening and responding to what matters most to people locally
- Targeting what we do to where it can make most difference
- Doing the kind of things that experience has shown will really work and be successful
- Checking on progress, letting people know how we are doing, and adjusting where necessary to keep on track

Without the tools and the will to do the job, the improvements set out in this Strategy will not happen.

The LAA runs for three years. It is an important step, but only a step, in a much longer journey to build a better future for people in Halton. If we succeed in achieving our targets they will translate into real improvements for local people. This is why it is important to know how we are doing and what progress we are making in meeting the improvement targets we have set ourselves. By monitoring progress closely we can identify and build on successes, provide necessary assistance or support where progress has not met expectations, and adjust our efforts and resources to adapt to changing circumstances.

The forward programme of the Partnership in pursuit of the LAA will be reviewed and updated to ensure it responds to changing circumstances. As well as the high level scorecard, each Specialist Strategic Partnership will have a more detailed action plan. This will contain a richer hierarchy of outcomes, outputs, targets and milestones. Each Partnership will be accountable for its own performance and the Board will seek qualitative monitoring reports on how work is progressing. One of the key features of the LAA is the understanding of how each of the themes are linked and impact on each other. The LAA establishes the importance of a number of key crosscutting themes – especially the transformational issues - that are common across all Partnership activity. A Performance and Standards Group reporting directly

to the Board has been established. This group takes responsibility for all aspects of performance management and ensure proper oversight, scrutiny and accountability of all activities that take place under the auspices of the Partnership and this LAA.

Without proper information, and making it easily accessible to people, we are working in the dark in trying to bring about improvement in Halton. This covers information about local needs and conditions, and what people think is most important for their communities. It is about the information we need to understand what is likely to work well in achieving our targets for Halton. It's about keeping people – local people and partner organisations – in the picture about the progress we are making together.

The Partnership has made a big commitment to improving the way information is gathered, used and shared. Of particular note are:

- a) A data observatory has been set up to hold key statistical information on all aspects of living conditions in Halton. This will keep data at a variety of spatial levels – super output area, ward, neighbourhood and district level – and allow for comparison with our neighbours and regional and national averages. It will greatly help people to understand the geography and nature of disadvantage in Halton. It will be especially useful in informing the spatial targeting of activity under this LAA.
- b) The Partnership is setting up a database of consultation and community engagement in Halton. This will enable people to access a rich source of attitudinal data on a range of issues. It will also help people to plan and execute better community engagement in the borough. This is a key underpinning of this LAA.

Managing Risk

The Partnership recognises the scale of its ambition and is realistic in its expectations of what can be achieved given the scale of resources being deployed. It also recognises that risk management must be an integral part of the performance management framework and business planning process. This will increase the probability of success (and reduce the likelihood of failure) by identifying, evaluating and controlling the risks associated with the achievement of its objectives.

The risk management process focuses attention and resources on critical areas, provides more robust action plans and better informed decision-making. It also fosters a culture where uncertainty does not slow progress or stifle innovation and ensures the commitment and resources of the Partnership to produce positive outcomes.

As part of implementing this LAA the Partnership will use its agreed Risk Management Strategy and establish a Strategic Risk Register. This will set out the risk management objectives, the role and responsibilities for risk management of the Board and individual SSPs, and will the categorise risks and the approach to risk management action plans.

The risk management objectives include the;

- Adoption of Risk Management as a key part of the LAA
- Identification, evaluation and economic control of strategic and operational risks

- Promotion of ownership through increased levels of awareness and skills development

The Partnership's risks can be broadly categorised as either "strategic" or "operational". Strategic risks cover those threats or opportunities which could impact upon the achievement of medium and long-term goals. The review of strategic risks will be carried out in October/November 2006 when the LAA has been adopted. This will be followed up by an assessment of operational risks through each of the SSPs as part of their Action Planning of the LAA implementation process.

Equality & Diversity

The Partnership is determined to deliver its vision of a better future for Halton's people. We are committed to equality for everyone regardless of age, sex, caring responsibilities, race, religion, sexuality, or disability. We are leaders of the community and will not accept discrimination, victimisation or harassment. This commitment to equity and social justice is clearly stated in the adopted equal opportunities policy of the Partnership. This states that the Partnership:

- is committed to promoting equal opportunities in Halton
- values diversity and encourages fairness and justice
- wants equal chances for everyone in Halton to work, learn and live free from discrimination and victimisation
- will combat discrimination and will use its position of influence in the borough, wherever possible, to help overcome discriminatory barriers

As well as accepting our legal responsibilities, we are committed to broad principles of social justice. The Partnership is opposed to any form of discrimination and oppression. Our policies will apply to all of those who come into contact with us. This includes current users of directly provided services, users of services provided on our behalf, potential users of services, other agencies and professionals, employees and job applicants, and the general public.

The Partnership wants to create a culture where people of all backgrounds and experience feel appreciated and valued. Discrimination on the grounds of race, nationality, ethnic or national origin, religion or belief, gender, marital status, sexuality, disability, age or any other unjustifiable reason will not be tolerated. As a Partnership we are committed to a programme of action to make this policy fully effective.

Partners will work collaboratively to develop effective procedures and policies to combat all forms of unlawful discrimination and to share good practice. They will ensure that all services are provided fairly and without discrimination. Reasonable adjustments will be made so that services are accessible to everyone who needs them. People's cultural and language needs will be recognised and services will be provided which are appropriate to these needs. Partners will monitor the take up of services from different sections of the population. The information collected will be used to inform service planning and delivery. Equality Impact Assessments will also be carried out on Partnership policies and services to assess how policies and services impact on different sections of the community. The results of the Equality Impact Assessments will highlight areas for improvement, which will be dealt with through the Partnership Improvement Plan.

Involving the Voluntary and Community Sector

The voluntary and community sector (VCS) are an integral part of the structure and activities of the Halton Strategic Partnership, and have been since its inception. A Compact governing relationships between the public sector and VCS has been in place for several years. A protocol governing these relationships within the LSP structure was agreed in 2005. In addition, the Partnership has spent a considerable time over the last year in developing a radical new approach to community engagement in the borough. The VCS plays a powerful role in developing the LAA, and will do so in its implementation. The HSP Board has already agreed that compact-plus principles will underpin the governance and operation of the LAA. HVA Together (the CEN) has taken the responsibility of working with partners to develop the Statement of Community Involvement that maps out the principles of this relationship in the LAA.

To develop our ambitions and priorities we have drawn on the consultation for the Community Strategy and analysis of all consultation exercises over the last year. Over the last 12 months the Halton Strategic Partnership has developed and agreed its Protocol with the voluntary sector. This build on the previous work to develop and implement Compact arrangement in Halton. We have worked closely with HVA Together (our Community Empowerment Network) to involve the voluntary and community sectors in the development of the LAA. At the outset there were briefings with the Halton Together Executive. In September, Halton Together organised a series of Forum meetings which focused on developing the LAA and the involvement of groups and individuals. Representatives of groups and networks have been involved both in the Lead Officers Group and the SSPs developing each block.

In response to developing the LAA and the subsequent challenge to deliver and achieve the outcomes, Halton Together has established its forums, corresponding to the blocks. This enables it to select its nominees to the SSPs and also provides a forum for them to debate issues and give feedback.

Within the agreement we have outcomes and indicators to show the growth and vibrancy of the sector and its capacity to contribute to the delivery of the LAA. Extensive consultation and engagement has taken place with the Voluntary and Community Sector on this. Annex E includes our Compulsory Statement of Community Involvement, and contains the detailed descriptions of the following:

- The governance arrangements for involving the Voluntary and Community Sector in the development of the Local Area Agreement;
- Summaries of the key issues arising from feedback from four major consultation events carried out on a Block-by-Block basis with the Voluntary and Community Sector;
- An explanation of how Voluntary and Community Sector will be critical to the delivery of the Agreement, together with key examples of Key Innovations and targets which demonstrate how community engagement is embedded within the Agreement

Priority Areas

In order to focus on “closing the gaps” we needed to identify a coherent set of priority geographic areas. In the past, available analysis has largely been at ward level. We now have excellent information available at the ward level of around 25,000 people

and are developing information at the “Super Output Area” level of around 3,000 people

The following wards have been selected as those for which “closing the gap” targets across the LAA will be monitored. The wards were identified on the basis of census and IMD data:

- A
- B
- C
- D
- E
- F

Progress in outcomes will be monitored to evidence “closing the gap” between these wards and Halton average outcomes. These wards have amongst the highest Multiple Deprivation Index scores in Halton and in England. In all of the priority wards, over xx% of the ward population are in Super Output Areas (SOA’s) that are amongst the 10% most deprived in England. All six wards have unemployment rates above the Halton average of 3.5%. All priority wards have Long Term Limiting Illness rates above the national.

For some targets, there are additional parts of Halton with poor outcomes in particular areas. In these cases the individual target specifies which additional areas are involved. During the first year of the Agreement, we will refine this analysis to look at smaller Super Output Areas to identify patches of poor outcomes within wards across Halton, and looking at neighbourhoods which “make sense” to local people.

Detailed maps of the key target outcomes across Halton, down to “Super Output Area” level, are being developed as part of the Halton Data Observatory development. These will enable very targeted approaches to achieving improvements in these outcomes. Some of our neighbourhoods face particularly widespread and deep difficulties. Areas of Halton have already benefited from local initiatives such as SRB. We will use a new government grant (the Neighbourhood Element) to co-ordinate local services and support community engagement, starting in neighbourhoods in the six eligible LAA priority wards. It will employ innovative neighbourhood management practices and models to deliver sustainable change. This will include the reconfiguration of local public services so that they better meet the needs of local people, and thereby help to close the gap by reducing a number of deprivation differentials, which exist between the area and more affluent parts of Halton.

Performance management arrangements

The LAA sets out clear targets for outcomes in the five thematic block areas and on key cross-cutting transformational issues. The Halton Strategic Partnership Board (HSPB) has delegated responsibility for developing and monitoring delivery of the annual LAA Action plan to the Performance and Standards Group (PSG). The PSG will review delivery of the LAA targets and operational plan actions on a six-monthly basis, with lighter-touch intermediate quarterly reviews of financial performance. The HSPB and PSG are supported by a dedicated performance management capacity from the Halton Strategic Partnership Team. They will continue to be supported by the Council’s Corporate Policy and Performance Team. The existing performance

management framework of the Partnership has been updated and revised to take account of the needs of LAA management. This is attached at Annex D.

The performance management framework will be comprehensive, strategic and operational. It will test the vision and approach of the LAA, including its preventative, sustainable and targeted aspects, and the priorities. This will include taking account of existing and emerging borough wide, regional and national frameworks and initiatives that provide useful information and intelligence about the performance of Halton. It is designed to plan, monitor and review in a timely manner and will include targeted and LAA-wide evaluations. During the first year of LAA we will develop an annual trajectory for each of the three years of the Agreement, building on the trajectory analysis produced for the LSP review in 2006.

Our thematic partnerships – the SSPs - will be responsible for the delivery of the relevant “block” outcomes of the LAA. SSPs will review their arrangements to ensure these are “fit for purpose” to ensure delivery of the LAA. Responsibility for individual targets in the LAA will be clearly designated in the action plan to be developed before the spring, with particular lead partners with named lead officers. Each partner’s normal accountability and corporate governance procedures apply to the initiatives they take responsibility for.

The role of the PSG is to:

- Prepare an annual LAA action plan for Board approval
- Review, and where necessary challenge, the annual action plans prepared by thematic partnerships (SSPs) and recommend their approval to the BSP Board
- Monitor performance against LAA targets twice a year and monitor financial performance quarterly
- Ensure effective arrangements are in place to collect and analyse information to support the development, monitoring and delivery of the LAA
- Undertake performance management action as outlined below

The Halton Partnership team supports the PSG. It is advising on the development and maintenance of information systems and analysis to support the LAA and its implementation. The Team will help join-up the performance management arrangements across all partnerships and help to ensure that action is effectively coordinated

The SSPs - thematic partnerships - are responsible for the overall delivery of the relevant block outcomes. They are primarily accountable for delivery against the LAA. Their role is to:

- Prepare an annual action plan for the block for submission to the PSG
- Monitor performance against LAA targets twice a year and monitor financial performance quarterly
- Undertake performance management action as outlined below.

SSPs are reviewing their arrangements to ensure that they are adequate for managing delivery of the relevant LAA outcomes. They will agree how responsibility for individual targets in the LAA is allocated to a lead partner and named lead officer. All agencies contributing to the delivery of a target will be expected, as part of their normal accountability and governance arrangements, to ensure:

- Appropriate delivery plans are in place

- Robust data on performance against target is collected and reported in accordance with overall arrangements for monitoring the LAA
- Under-performance against agreed targets and outcomes can be promptly addressed.

All action plans will include appropriate tracking of performance at six-monthly or more frequent interval (except where outcome data is only available annually – for example, for school examination results). A "monitoring level" will also be set for targets: this will be the level that triggers performance management action. The PSG will agree all targets and "monitoring levels" through its oversight of annual action plans.

Ladder of intervention

Our annual planning cycle is designed to fit with the established budgetary and project management cycles of partners in Halton. In summary, the planning cycle for the LAA is as follows:

| Timing | Activity | Outputs |
|------------|---|--|
| July- Sept | Annual review of progress against LAA outcome targets and delivery of previous year's action plan | Report to HSP Board Annual report. Financial report. |
| Aug – Oct | Draft action plans submitted by SSPs (covering proposed activities, outcomes and funding arrangements). PSG to challenge prioritization and plausibility. | Feedback to SSPs. Report to HSP Board on draft plans, including recommendations for changes. Financial report. |
| Nov | Mid-year (Apr-Sept) update on spending and activities (against action plan) from SSPs. | Exception / summary report to HSP Board. Performance report. GONW Monitoring Meeting |
| Dec | Finalised action plans submitted by SSPs. PSG challenge as appropriate. | Final proposed operational plan to HSP Board. Financial report. |
| Feb/March | Quarter 3 (Oct-Dec) update on spending and activities (against action plan) from SSPs | Exception / summary report to HSP Board. Financial report. |
| May | End of year update on spending and activities (against action plan) from SSPs | Exception / summary report to HSP Board. Performance report. |

Tackling under-performance will be the greatest challenge for the performance management regime in the wider LAA context. A three-stage process is proposed for

the LAA. This ladder of intervention will be reviewed over time. However, from the outset we intend to put in place systems which provide clear monitoring and reporting and make available a mutually accountable and supportive approach to enable partners to improve performance. This reporting would result in a clear picture of performance against the LAA in our annual report and then provides the basis for future planning as LAA implementation rolls forward.

For specific funding streams, performance management action could be triggered when performance against a particular target fails to achieve the agreed "monitoring level".

- Stage 1 If a six monthly monitoring report shows that performance against the action plan or a particular target has failed to achieve the agreed "monitoring level", the lead partner will be expected to take appropriate action, working as appropriate with other agencies. It will be asked to report on progress to the relevant SSP within three months.
- Stage 2. If a six monthly monitoring report shows that performance against the action plan or target has failed to achieve the agreed monitoring level for two consecutive six monthly periods, the SSP will be expected to agree with the relevant agencies a plan to tackle the under-performance. It will be asked to report on progress to the PSG within three months.
- Stage 3. If performance continues to fall below expected levels despite action by the SSP, the PSG will nominate one of its members to agree a revised plan to tackle under-performance, details of which will be reported to the PSG within three months.

The PSG will retain the right, in consultation with the relevant SSP, to trigger performance management action at either Stage 1, 2 or 3 in other circumstances where there is evidence of under-performance against target. The PSG will report every six months to the Board on all performance management actions at Stages 2 and 3. These arrangements will be implemented and tested during the first year of the LAA 2006/7.

Partnership Strategies and Plans

Delivering on the LAA also means ensuring that all our strategies and plans together. The main strategies and plans which underpin our priorities are:

- Local Development Framework.
- Integrated Equality & Diversity Policies.
- Economic Development & Tourism Strategy.
- Town Centre Strategies.
- Local Transport Plan.
- Crime and Disorder Reduction Plan
- Education Development Plan.
- Children & Young People's Plan.
- Health Strategy.
- Sport Strategy.
- Joint Commissioning Strategy for Older People.
- Air Quality Action Plan.
- Climate Protection and Sustainable Energy Strategy.

- Household Waste Management Strategy.
- Halton Community Strategy.
- Crime and Drugs Strategy.
- Housing Strategy.
- The National Service Framework for Children, Young People and Maternity Services
- Healthy Schools Standards and Plan
- Local Safeguarding Children Board Plan
- Looked After Children Strategy
- Building Bridges Strategy for Children with Disabilities
- Halton and Warrington Youth Justice Plan
- The Local Delivery Plans of the Health Trusts
- Cheshire Fire Service Plan
- Cheshire Constabulary Plan
- Cheshire Probation Plan
- Cheshire Criminal Justice Board Plan
- Safer Halton Partnership Plan

The LAA is linked to this whole range of other plans, strategies and reports. These fit together as a system designed to achieve progress on Halton's key strategic priorities and to deliver improvement for local people.

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Halton Local Area Agreement – Initial Outcomes Framework

Children & Young People

| Children & Young Peoples LAA Block | | | | | | | |
|---|---|--|--|--|--|--|---------------------|
| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
| Raise standards in English, maths, and science in secondary education | By 2008 all schools to ensure that at least 50% of pupils achieve level five or above in each of English, maths and science at KS3 | CYPP outcome 3 Aim 5 Community Strategy C&YP KS3 Target Floor Target 3 Worklessness Attainment Priority | 87.5% (1 school did not achieve target) | 100% of schools achieve target | 100% of schools achieve target | 100% of schools achieve target | |
| Raise standards in English, maths, and science in secondary education | By 2007, 85% of 14 year olds achieve level 5 or above in English, math's and ICT (80% in science) nationally, with this level of performance sustained to 2008. | Community Strategy C&YP KS3 Target Floor Target 3 Worklessness Attainment Priority | English 72% Maths 71% ICT 69% Science 66% | English 85% Maths 85% ICT 85% Science 80% | English 85% Maths 85% ICT 85% Science 80% | English 85% Maths 85% ICT 85% Science 80% | |
| Raise standards in English and maths | by 2006, 85% of 11 year olds achieve level 4 or above in English and Maths, with this level of performance sustained to 2008 | CYPP Outcome 3 Aim 3 Community Strategy C&YP KS2 Target Floor Target 2 Worklessness Attainment Priority | English 78% Maths 73% | English 85% Maths 85% | English 85% Maths 85% | English 85% Maths 85% | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|--|---|--|--|--|--|--|---------------------|
| Raise standards in English and maths | by 2008, the number of schools in which fewer than 65% of pupils achieve level 4 or above in English and Maths is reduced by 40%. | Community Strategy C&YP KS2 Target Floor Target 2 Worklessness Attainment Priority | 16.3% English 26.5% Maths | 9.8% English 15.9% Maths | 8.2% English 14.3% Maths | 6.1% English 12.2% Maths | |
| Help achieve economic well-being | Reduce Percentage of 16-18 year olds not in education, employment or training to fewer than 7% | CYPP Outcome 5 Aim 1 Community Strategy C&YP Engaged target Worklessness NEET Priority | 10.5% | 7.3% | 7% | 6.8% | |
| Ensure children have a healthy start in life | To increase to at least 85% the percentage of children fully immunised by their second birthday | CYPP Outcome 1 Aim 1 Community Strategy C&YP Health target No link to 4 intractables | 80.1% | 82% | 83.5% | 85% | |
| Tackle the underlying determinants of ill health and health inequalities | By reducing the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health (1998 Baseline) | CYPP Outcome 1 Aim 3 Community Strategy C&YP Health target No link to 4 intractables TP Priority Floor Target 5 | -7.0% (2004 data) | -15% | -30% | -50% | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|---|---|--|--|--|--|--|---------------------|
| Ensure children are protected from accidental death and injury. | To reduce the number of children killed or seriously injured in road accidents to 13 per year (or below) | CYPP Outcome 2 Aim 2 Community Strategy C&YP Safety target Floor target 6 No link to 4 intractables | 16 | 15 | 14 | 13 | |
| Help children develop healthy lifestyles | To stabilise the growth in obesity rates in the under 11's | CYPP Outcome 1 Aim 4 Community Strategy C&YP Obesity target No link to 4 intractables | 7.7% Under 3 Baseline and targets to be agreed during 2006-07 | | | | |
| Make sure children are ready for school | To increase to 60% the percentage of children whose personal, social and emotional development is assessed as "good" at the end of the Foundation Stage | Community Strategy C&YP Foundation target Floor Target 1 Worklessness | 50% | 53% | 57% | 60% | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|---|--|---|--|--|--|--|---------------------|
| To help children attend and enjoy school | To reduce unauthorised absence towards the national average in both primary and secondary schools by 6% and 10% respectively | CYPP Outcome 3 Aim 2 Community Strategy C&YP Attendance target Worklessness Attendance Priority | Primary 5.65 Secondary 9.52 | Primary 5.54 Secondary 9.20 | Primary 5.43 Secondary 8.88 | Primary 5.31 Secondary 8.56 | |
| Achieve stretching standards in education | To increase the number of pupils achieving 5+ GCSEs at Grades A*-C to at least 60% by 2008 | CYPP Outcome 3 Aim 5 Community Strategy C&YP Attainment target LPSA2 Target Floor Target 4 Worklessness Attainment Priority | 49.2% | 60% | 62.5% | 65% | |
| Achieve stretching standards in education | By 2008, in all schools at least 30% of pupils aged 16 to achieve the equivalent of 5 GCSEs at grades A* – C by 2008. | Community Strategy C&YP Attainment target LPSA2 Target Floor Target 4 Worklessness Attainment Priority | 87.5% <i>(1 school did not achieve target)</i> | 100% of schools achieve target | 100% of schools achieve target | 100% of schools achieve target | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|---|--|---|--|--|--|--|---------------------|
| Ensure children are safe from crime and anti-social behaviour | To increase the reported perception of safety after dark by at least 15% by 2008 | CYPP Outcome 2 Aim 4 Community Strategy C&YP Protect target Anti-Social Behaviour | 75% | 86.25% | 89% | 92% | |
| Prepare young people for employment | To increase the number of 19 year olds with Level 2 qualifications by at least 30% | CYPP Outcome 5 Aim 2 Community Strategy C&YP Employability target Worklessness | 55% | 60% | 65.5% | 71.5% | |
| Give young people the chance to make a positive contribution | To increase to 25% the number of 13-19 year olds that are reached by the youth service, and who have a youth centre or project open at least one night each week within a mile of their home | CYPP Outcome 4 Aim 1 Community Strategy C&YP Accessibility target Anti-Social Behaviour | 19.3% | 21.5% | 23% | 25% | |
| Living in households free from low income | To reduce the proportion of children living in homes with a relatively low income by at least 40% | Community Strategy C&YP Equity target Worklessness | 27.5% | 23.5% | 20% | 16.5% | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|---|--|---|--|--|--|--|---------------------|
| Ensure young people live in decent homes and a sustainable community. | To reduce the number of care leavers who live in temporary accommodation to at least 15% | CYPP Outcome 5 Aim 3 Community Strategy C&YP Care target No link to 4 intractables | 32% | 26% | 21% | 15% | |
| Achieve stretching educational standards inclusively | To reduce the proportion of pupils with statements of special education needs to 2.8%. | CYPP Outcome 3 Aim 5 Community Strategy C&YP Statements target SEN Priority Worklessness | 3.0% | 2.95% | 2.9% | 2.8% | |
| Engage in law abiding and positive behaviour | To reduce year on year the number of first time entrants to the youth justice system | CYPP Outcome 4 Aim 2 Community Strategy C&YP Crime target Anti-Social Behaviour | 369 | 362 | 354 | 347 | |
| <u>OTHER POTENTIAL TARGETS</u> | (FOR CONSISTENCY RE ENABLING MEASURES) | | | | | | |

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|--|--|----------------------|---|--|--|--|--|
| Have security, stability and are cared for | Number of LAC adopted during the year as % of those looked after for 6 months or more | CYPP Outcome 1 Aim 2 | 9.5% | | | | |
| Have security, stability and are cared for | Reduce ratio of children looked after per 10,000 child population | CYPP Outcome 2 Aim 5 | Baseline and targets to be completed once information available | | | | |
| Choose not to take illegal drugs | Young people with a substance misuse problem choose to have treatment and this increases to 60% from the current baseline by 2008 | CYPP Outcome 1 Aim 5 | Baseline and targets to be completed once information available | | | | |
| Have security, stability and are cared for | Children with disabilities will have improved security, stability and care within their home environment by all eligible families being offered a carers' assessment by 2009 | CYPP Outcome 2 Aim 5 | Baseline and targets to be established in 2006-07 | | | | |
| Develop self-confidence and successfully deal with significant life changes and challenges | 100% of young people with disabilities progress into further education, work or other positive destinations each year | CYPP Outcome 4 Aim 4 | Baseline and targets to be established in 2006-07 | | | | |

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|---------------------------------------|--|---|---|--|--|--|--|
| Safe from bullying and discrimination | More children feel safer from bullying and discrimination within schools by the continued implementation of anti-bullying policies, the establishment of good local baseline information and systems for self-reporting which are monitored and reviewed by 2009 | CYPP Outcome 2 Aim 3 | Baseline and targets to be established in 2006-07 | | | | |
| Be Healthy | Modal share in travel to school (need to put performance indicator in here) | CYPP Outcome 1 aim 4 LAA Mandatory Target Community Strategy C and YP obesity target | Baseline information and targets to be agreed based on findings of school census January 2007 | | | | |
| Be healthy | Healthy Schools Target | CYPP Outcome 1 Aim 2 CYPP Outcome 1 Aim 4 Community Strategy C and YP obesity target | Baseline and targets to be completed once information available | | | | |

| <u>LPSA2</u> | | | | | | | |
|---|---|---|------------------------------|----------------------------|----------------------------|----------------------------|---------------------|
| Improved opportunities and levels of participation in ETE Looked after Children | | | | | | | |
| | <i>Indicators</i> | <i>Links</i> | <i>Baselines 2006/07</i> | <i>Targets 2007/08</i> | <i>Targets 2008/09</i> | <i>Targets 2009/10</i> | <i>Lead partner</i> |
| Target 1 | Increase the % school attendance of children who have been looked after for at least 12 months | No Direct Link Worklessness LAC Priority | 89.6% | 91% | 92.6% | 93.5% | |
| Target 2 | Increase % of LAC under 16, looked after for more than 2.5 years, that have been in their current placement for at least 2 years (LAC 24) | No Direct Link Worklessness | 77% | 81.5% | 83% | 85% | |
| <u>Improve educational attainment at Key Stage 4</u> | | | | | | | |
| | <i>Indicators</i> | <i>Links</i> | <i>Baselines 2006/07</i> | <i>Targets 2007/08</i> | <i>Targets 2008/09</i> | <i>Targets 2009/10</i> | <i>Lead partner</i> |
| Target 1 | The percentage of year 11 pupils gaining 5 GCSEs at grades A*-C or DfES agreed equivalents, including English and Maths | Community Strategy C&YP Attainment target Floor Target 4 Attainment Priority | 32.5% | 36.5% | 40.5% | 42.5% | |

BLOCK - Healthier Communities and Older People

| Outcomes | Indicators | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including stretch targets, and their annual unstretched targets) | Targets 2008/09(including stretch targets, and their annual unstretched targets) | Targets 2009/10 (including stretch targets, and their annual unstretched targets) | Lead partner |
|---|---|---|---|--|---|---|
| Improved Health and reduced health inequalities: | Reduce health inequalities between Halton and the England population by narrowing the gap in all-age, all-cause mortality by at least 10% by 2010 (2009-11) | 2002-2004 Data Period England: 650.3 Halton: 809.4 Gap: 24.4% | 2003-2005 Data Period Gap: 24.1% | 2004-2006 Data Gap: 23.8% | 2005-2007 Data Gap: 23.4% | Notes: Calculated using 3 yr all cause mortality rates for 2002-04, and projections for England to 2009-11. Calculated assuming gap by 2009-11 is 22% (10% reduction) |
| Reduce premature mortality rates and reduce inequalities in premature mortality rates between wards/neighbourhoods with a particular focus on reducing the risk factors for heart disease, stroke and related diseases (CVD) (smoking, diet and physical activity) | <p>Reduce premature mortality rates from heart disease and stroke and related diseases so that the absolute gap between the national rate and the rate for the district is reduced by X% by 2010 [x to be agreed as part of the contribution to the reduction in the gap between the Spearhead Group and the England average (national PSA target)]:</p> <p>Reduce the death rates from All Circulatory Diseases (in under 75s) by 53% by 2010 (2009-11)</p> <p>Reduce the death rate from all cancers (in under 75s) by 26% by 2010 (2009-11)</p> <p>Reduce health inequalities within Halton, by narrowing the gap in all-age, all-cause mortality between the 20% of wards experiencing the highest rate and the Halton average by at least 25%</p> <p>Reduce adult smoking rates to under 22%. With</p> | <p>2003-2005 Data Period 112.0 per 100,000</p> <p>2003-2005 Data Period 168.2 per 100,000</p> <p>2003-2005 Data Period Halton: 803.7 Highest wards: 1368.4 Gap: 70.3%</p> <p>2004 estimate: 34%</p> | <p>2004-2006 Data Period 107.6 per 100,000</p> <p>2004-2006 Data Period 163.1 per 100,000</p> <p>2004-2006 Data Period</p> <p>Gap: 67.3%</p> <p>2005: 33%</p> <p>10</p> | <p>2005-2007 Data Period 103.2 per 100,000</p> <p>2005-2007 Data Period 158.0 per 100,000</p> <p>2005-2007 Data</p> <p>Gap: 64.4%</p> <p>2006: 32%</p> | <p>2006-2008 Data Period 98.8 per 100,000</p> <p>2006-2008 Data Period 152.9 per 100,000</p> <p>2006-2008 Data</p> <p>Gap: 61.5%</p> <p>2007: 31%</p> | <p>Calculated using 3 yr all cause mortality rates for 2003-05, and target reduction required by to 2009-11. Interim years assuming linear trend to target.</p> <p>Calculated using local death files and pop'n estimates. Annual trajectory figures based on linear progression to target of gap of 52% (i.e. 25% reduction) by 2010 (2009-11)</p> <p>Baseline taken from HDA's modelled estimates (2004). <i>Note</i> this is not routinely updated on an annual basis, and is not a survey. Local lifestyle survey results due autumn 2006 – figures could be updated then Reduction in prevalence based on approximately 1,000 successful quitters per year. Prevalence of 22% very ambitious based on HDA estimates.</p> |

| BLOCK - Healthier Communities and Older People | | | | | | |
|---|---|--|--|--|--|---|
| Outcomes | Indicators | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including stretch targets, and their annual unstretched targets) | Targets 2008/09 (including stretch targets, and their annual unstretched targets) | Targets 2009/10 (including stretch targets, and their annual unstretched targets) | Lead partner |
| Provide customer focus in service delivery | Improve public satisfaction with the quality of health and social care services year on year | | | | | |
| Lay firm foundations for future good health | Reduce the proportion of low birth weight babies by 10% | 2004 Births: 8.4% | 2005: 8.3% | 2006: 8.1% | 2007: 7.9% | Based on 10% reduction by 2010 (from 2004) with linear progression to target. |
| Improve sexual health of young people | Reduce the rate among girls under 18 by 55% | 2004 Data: 43.8 per 1,000 | 2005: 39.7 per 1,000 | 2006: 35.7 per 1,000 | 2007: 39.7 per 1,000 | Calculations based on 55% reduction being met by 2010 based on 1998 baseline. Trajectory plans for gradual decrease to 2008 – then steeper reduction once impact of programmes is fully established |
| Enhance the well being of Halton people | Increase take up of cultural and sporting activities by adults by 5% | | | | | |
| Improve the living environment to support healthy living | All social housing to have affordable heating systems and insulation levels that exceed the national minimum guidelines | SAP rating of all RSL Stock 2004 is 66 | SAP rating 66 | SAP rating 69 | SAP rating 74 | |
| The outcomes framework for Supporting People is being developed within the Supporting People Strategy | | | | | | |

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| by ODPM will be ready in the early summer | | | | | | |
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Employment Learning & Skills Block

| Indicators | Baselines 2006/07 | Targets 2006/07 (including stretch targets, and their annual unstretched targets) | Targets 2007/08 (including stretch targets, and their annual unstretched targets) | Targets 2008/09 (including stretch targets, and their annual unstretched targets) | Targets 2009/10 (including stretch targets, and their annual unstretched targets) | Targets 2010/11 | Community Strategy (Five Year Total) | Lead partne r |
|---|--|--|--|--|--|--------------------|---|---------------------|
| An improvement by 2007/8 of at least one percentage point in the overall employment rate for those living in the wards in Halton with the worst labour market position. | Where do we find employment rate data by ward? | | | | | | | |
| Ensure unemployment rate in any ward is less than 20% above the borough average | 3.5% borough average 4.2 = 120% | 20 | 30 | 60 | 76 | 76 | 262 people in specific wards | |
| Increase headline employment rate in Halton by 2% | 68.5% (2005) | 200 | 240 | 280 | 340 | 70.5% 370 | 1,430 extra people | |

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|---|------------------------------------|--------------------|--------------------|--------------------|----------------------|--------------|---------------------------------|--|
| Reduce economic inactivity rate by 10% | 26.1% (04-05) | 100 | 200 | 300 | 500 | 23.5% 800 | 1,900 extra | |
| Increase number of adults qualified to 4/5 by 15% | 11,400 (03-04) | 50 | 50 | 200 | 600 | 810 | 1,710 extra | |
| Increase number of adults qualified to Level 3 by 25% | 12,700 (03-04) | 125 366 college | 250 377 college | 600 377 college | 1,000 377 college | 1,200 | 3,175 extra 1497 college | |
| Increase number of adults qualified to Level 2 by 15% | 30,000 (04-05) | 100 896 college | 300 966 college | 600 986 college | 1200 1006 college | 2400 | 4,500 extra 3854 college | |
| Reduce number of adults with no qualifications by 15% | 18,000 economically active (04-05) | 100 345 college | 200 366 college | 500 371 college | 700 376 college | 1200 | 2,700 reduction 1458 college | |
| Increase rate of self-employment by 20% | 3,900 (04-05) | 30 | 100 | 150 | 200 | 300 | 780 extra | |
| Increase number of VAT registrations by 15% | 235 p.a. (2004) | 235 | 240 | 250 | 260 | 270 | 270 p.a. | |

| Urban Renewal LAA Block | | | | | | | |
|---|-------------------|--------------|--|--|--|--|---------------------|
| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
| Sustain levels of Gross Value Added (GVA)/capita at or above the regional norm. | | | | | | | |
| increase the numbers of jobs in Halton by 10% | . | | 58,000 (2004) | | | 5800 extra | |
| Increase prime rents on commercial property by 15% | | | | | | | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|--|-------------------|--------------|--|--|--|--|---------------------|
| Bring 50ha of derelict land back into beneficial use | | | 10 | 10 | 10 | 10 | HBC |
| Facilitate bringing to market of at least 100,00 sq. m. of new and replacement commercial floorspace | | | 40,000 | 20,000 | 20,000 | | |
| Increase footfall in town centres by 25% across the borough | | | | | | | |
| Ensure the decency standard is met by all social housing | | | - | | | | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|--|-------------------|--------------|--|--|--|--|---------------------|
| Ensure 50% of all new housing is built on brownfield sites | | | | | | | |
| Increase proportion of buses starting route on time to 98% . | | | | | | | |
| Ensure 40% of municipal waste is recycled or composted | | | | | | | |

| Outcomes | Indicators | Links | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including any stretch targets, and their annual unstretched targets) | Targets 2008/09 (including any stretch targets, and their annual unstretched targets) | Targets 2009/10 (including any stretch targets, and their annual unstretched targets) | Lead partner |
|---|-------------------|--------------|--|--|--|--|---------------------|
| Improve the satisfaction rate of residents on quality of the built and natural environment by 10% | | | | | | | |

| BLOCK - SAFER AND STRONGER COMMUNITIES | | | | | | |
|--|--|---|---|---|---|-----------------|
| Outcomes | Indicators | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including stretch targets, and their annual unstretched targets) | Targets 2008/09 (including stretch targets, and their annual unstretched targets) | Targets 2009/10 (including stretch targets, and their annual unstretched targets) | Lead partners |
| Reduce overall crime in line with Halton's Crime and Disorder Reduction Partnership targets and narrow the gap between the worst performing wards/neighbour hoods and other area across Halton (Source ((PSA I) SSCF Agreement)) | Reduction in overall British Crime Survey comparator recorded crime by 17.5 (PSA1) | Baseline 03104 79.7 offences per 1000 population Expect 12% reduction by 2006/7 | 17.5% | 7% | 15% | Cheshire Police |
| | Reduce violent crime rates from serious woundings and common assault | Baseline 03/04 2,133 | 07/08 1,913 | 4% | 8% | Cheshire Police |
| | Reduce criminal damage by 20% | 03/04 baseline 36.8 offences per 1000 population 14% reduction expected 06/07 | 20% | 5% | 10% | Cheshire Police |
| | Reduce burglary from dwellings by 40% | Baseline 5 offences per 1,000 population 2003/04 | 25% reduction by 2007 from 2003/04 baseline. 40% reduction by 2008 | 6% | 12% | Cheshire Police |
| | Reduce the number of thefts of vehicles (source LPSA2) | 03/04 baseline 753 | 07/08 588 17% by 2008 | 7% | 15% | Cheshire Police |

| | | | | | | |
|---|---|---|--------------------------|----|-----|---------------------|
| | Reduce the number of thefts from vehicles (source SSCF Agreement) | 03/04 baseline 1108 12% by 2007 | 07/08 749 17% by 2008 | 7% | 15% | Cheshire Police |
| | Increase the perception of safety after dark (source SSCF Agreement) | 2003 baseline 50% | Increase by 15% | | | Cheshire Police/HBC |
| | Reduce the proportion of adult and young offenders, and prolific and other priority offenders who re-offend: | | | | | |
| | POPO | | 79% POPO | | | |
| | overall | | 8% by 2007 | | | |
| | young people (under 18) Source SSCF Agreement) | | 5% by 2007 | 7% | | |
| Reassure the public, reducing the fear of crime | <u>Indicators to be agreed in negotiations</u> Reduce levels of expressed fear of crime and anti-social behaviour by 25% | Not in SSCF Agreement but is one to reduce perception and reports of asb being an issue of concern to residents by 7% | | | | |

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|---|--|----------------------|-----|-----|--------------------------------|-----|
| Reduce the harm caused by illegal drugs | Increase the total numbers of individuals in treatment (Source LPSA2) | 2004/05 baseline 604 | 665 | 790 | 810 (based on current funding) | DAT |
| | Increase the retention rate in treatment for 12 weeks (LPSA2) | 04/05 baseline 80% | 85% | 88% | 89% (based on current funding) | DAT |
| | Increase number of young people with a substance misuse problem choosing to have treatment | Baseline37 | 59 | 94 | 150 | DAT |
| | Increase number of young people and their families accessing specialist support services | Baseline 7 in 2005 | 20 | 40 | 60 | DAT |
| | Reduce public perception of local drug dealing or drug use as a problem (SSCF Mandatory) | Establish baseline | | | | |
| | To arrest five offenders for supplying class A drugs per month | | | | | |

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| Build Respect in communities and reduce anti-social behaviour | The following indicators should draw on data in the Local Government User Satisfaction Survey | | | | | |
| | Increase in percentage of people who feel informed about what is being done to tackle anti-social behaviour in their local area | Not in SSCF Agreement are we proposing to add these? | | | | |
| | Increased percentage of people who feel that parents in their local area are made to take responsibility for the behaviour of their children | | | | | |
| | Increased percentage of people who feel that people in their area treat them with respect and consideration | | | | | |

| | | | | | | |
|---|--|---|------------|--|--|--|
| | <p>Reduce the perception and reports of anti-social behaviour being an issue of concern to residents (SSCF Mnandatory)</p> <p>Reduction in the number of incidents of anti-social behaviour recorded by the police, classified as drunkenness and criminal damage to public and private property</p> | <p>Baseline 2005 33.6%</p> <p>7% reduction by end of 06/07 from baseline</p> | 2007/8 27% | | | |
| <p>Empower local people to have a greater choice and influence over local decision making and a greater role in public service delivery</p> | <p>Increase Percentage of residents who feel they can influence decisions affecting their local area (SSCF Mandatory)</p> <p>Maintain the capacity of the local VCS in the borough as measured by volume of public service delivery CSSCF Mandatory)</p> <p>Growth of the local VCS by 1% per year</p> | <p>2005 baseline 30% (Consulting Communities in Halton Survey)</p> <p>2005/06 baseline 1.3%</p> | 33% | | | |

| | | | | | | |
|--|---|---|-------------------------------|--|--|--|
| | Increase number of people who feel that their local area is a place where people from get on well together by 4% CSSCF Mandatory) | 2005 baseline 80% (consulting Communities in Halton survey) | 84% | | | |
| | Increase the number of people recorded as or reporting that they have engaged in formal volunteering on an average of at least two hours per week over the past year by 10% | Baseline 2005 26% (Consulting Communities of Halton Survey) | 2007/08 29% | | | |
| Cleaner, greener and safer public spaces | Improve environmental quality, as measured by BVPI 199 and 89 in combination, which measure perceptions of Cleanliness | 2004 baseline 57.9% (very or fairly satisfied) | Increase by 10% 2004 baseline | | | |
| | Increase the number of parks and green spaces with Green Flag Award Increase the number of residents satisfied with local parks and open spaces (BV119e) | 2006 baseline 5 03/04 baseline 71% 06/07 target 74% | 2007 7 | | | |
| | A An increase in the percentage of abandoned vehicles removed within 24 hours from the point where the local authority is legally entitled to remove the | <u>NOT IN SSCF AGREEMENT but proposed by Phil Watts</u> | | | | |

| | | | | | | |
|--|---|-------------------------|----------|--|--|--|
| | vehicle (BVPI 1218b) | | | | | |
| Improve the quality of the local environment by reducing the gap in aspects of liveability between the worst wards/neighbourhoods and the district as a whole, with a particular focus on reducing levels of litter and detritus | Reduce detritus and litter density to 16% (BVPI 100(a)) | Baseline 03/04 22.3% | 19% 2007 | | | |
| Improved quality of life for people in the most disadvantaged neighbourhoods; service providers more responsive to neighbourhood needs; and improved service delivery | <p>Percentage of residents in Halton's NM Pilot areas reporting an increase in satisfaction with their neighbourhoods</p> <p>Implement a local management scheme in all neighbourhoods in Halton by 2011</p> <p>Raise satisfaction levels with the neighbourhood area where people live to above 63%</p> <p>Increase the rate of people involved in community activities by 30%</p> | | | | | |
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|--|---|--|-----------------------|--|--|--|
| Road Safety | Reduce the number of people killed or seriously injured in road collisions | Baseline (1994 – 1998 average) 157 KS1 | 34% reduction by 2007 | | | |
| | Reduce the number of children killed or seriously injured in road collisions by 46% | Baseline (1994 – 1998 average) 33 KS1 | 41% reduction by 2007 | | | |
| Increase domestic fire safety and reduce arson | Reduce deliberate number of incidents of vehicle arson to non-derelect vehicles (LPSA2) | 200 (Jan – Dec 05) baseline | 140 | | | |
| | Reduce fly tipping (flycapture) (LSPA2) | Baseline April 05/Feb 06 2,100 | 1890 | | | |
| | Reduce nuisance fires | | 8% 2007 10% 2008 | | | |

| BLOCK - SAFER AND STRONGER COMMUNITIES | | | | | | |
|--|--|---|---|---|---|----------------------|
| Outcomes | Indicators | Baselines 2006/07 (Unless otherwise stated) | Targets 2007/08 (including stretch targets, and their annual unstretched targets) | Targets 2008/09 (including stretch targets, and their annual unstretched targets) | Targets 2009/10 (including stretch targets, and their annual unstretched targets) | Lead partner |
| Implement a strategic approach to reduce the harm caused by domestic abuse | Increase awareness of domestic abuse throughout the community | | | | | |
| | To ensure that within the local authority area a minimum of 1 refuge place per 10,000 population is available (BVPI 225) | | | | | |
| | Reduce the percentage of cases accepted as homeless due to domestic abuse that had previously been rehoused in the last two years by that local authority as a result of domestic abuse (BVPI 225) | 05/06 7% | -8% | -8.5% | | Halton Housing Trust |
| | Reduce the number of violent crimes (common assault and other wounding) which are domestic abuse related | Baseline data needed | Reduce by 2% from baseline by 2007/08 | | | Cheshire Police |
| | Increase the number of victims of domestic abuse accessing support by 20% | 05/06 270 | 324 | | | Relationship Centre |
| | Increase by 5% the | | | | | |

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|--|--|---------------------|------------|--|--|-----------------|
| | number of victims being referred onto a support service (LCJB) | 36 per month | 38 | | | Cheshire Police |
| | Increase by 5% arrest and charge of perpetrators where a crime has been committed (LCJB) | Baseline | | | | |
| | Reduce by 10% the occurrence of prosecutors not offering evidence at trial (LCJB) | 8 | 7 | | | Cheshire Police |
| | Reduce the attrition rate by 50% (LCJB) | 41 | 20.5 | | | Cheshire Police |
| | Provision and effectiveness of services to help victims and prevent domestic abuse | | | | | |
| | To deliver a programme of multi-agency training covering front line and managerial staff from within housing, social services, education health and police (BUPI225) | | | | | |
| | To increase the number of incidents of domestic abuse reported to the police (directly or through a third party) by 10% (LPSA2) | Baseline 04/05 1613 | 07/08 1774 | | | Cheshire Police |
| | Increase by 5% the proportion of incidents of domestic abuse, | Baseline 273 | 287 | | | Cheshire Police |

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|--|---|--------------------|--------------------------|--|--|-----------------|
| | <p>which result in sanctioned detections from a baseline in 2005/06 (LPSA2)</p> <p>To reduce the proportion of the total number of domestic abuse reported annually to the police (directly or through a third party) in the same period who are repeat victims (LPSA2)</p> | Baseline 03/04 23% | 18% (actual 05/06 12.7%) | | | Cheshire Police |
| Develop a strategic approach to address the harm caused by alcohol | the Alcohol Task Group will develop a set of key indicators from which targets will be set | | | | | |

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Enabling Measures – C&YP Block

| Request | LAA Outcome or target to which the request relates | The problem or obstacles that the request seeks to overcome | How the request would remove the obstacle or alleviate the problem | How will this help to meet outcome/target | What other options may be available to achieve this |
|--|---|--|--|--|--|
| <p>Mini Trust – carry over a reasonable (agreed with GOL) level of unspent resources from pooled funding from one financial year to another.</p> | <p>All targets which will sit within the Strategies and Action Plans of the mini-trusts:</p> <ul style="list-style-type: none"> • Reduction in the under-18 conception rate by 50% by 2010 (Preventative mini-trust) • Reduce percentage of 16-18 year olds not in employment, education or training to fewer than 7% (Preventative mini-trust) • Increase to 60% percentage of children whose personal, social and emotional development is assessed as “good” at the end of the foundation stage (CAMHS mini-trust) • Reduce the number of care leavers who live in temporary accommodation to 15% (LAC mini-trust) • Increase the school attendance of children who have been looked after for at least 12 months (LAC mini-trust) • Increase the % of LAC under 16 that have been in their current placement for at least 2 years (LAC mini-trust) • Children with disabilities will have improved security, stability and care within their home environment by all eligible families being offered a carers’ assessment by 2009 (CwD mini-trust) • 100% of young people with disabilities progress into further | <p>The mini-trusts are at different stages of development. This means that initiatives developed under the mini-trust action plans may not be fully actioned or operational until later in any financial year. Inability to carry forward reasonable levels of pooled funding would impede the planning, development and commissioning services to improve these outcomes.</p> | <p>Carry-over of resources for the mini trusts would enable effective service development and commissioning, including commissioning regarding cross-cutting issues.</p> | <p>Lifting year-on-year restrictions would improve outcomes by offering the ability to redesign service delivery and increase portfolios of support available.</p> | <p>This could not be achieved without the facility to carry over unspent resources from one financial year to another.</p> |

| Request | LAA Outcome or target to which the request relates | The problem or obstacles that the request seeks to overcome | How the request would remove the obstacle or alleviate the problem | How will this help to meet outcome/target | What other options may be available to achieve this |
|--|---|--|---|--|---|
| | education, work or other positive destinations each year (CwD mini-trust) | | | | |
| Request to report overall spend only and not spend against blocks or individual outcomes | <ul style="list-style-type: none"> All targets | <ul style="list-style-type: none"> Reporting spending against blocks and/or individual outcomes causes duplication of work and lack of clarity, particularly where there are cross-cutting targets and initiatives. | <ul style="list-style-type: none"> Being able to report only overall spend, whilst continuing to report performance against individual blocks and outcomes, would increase efficiency and enable resources to be targeted towards service delivery. | <ul style="list-style-type: none"> The flexibility to target resources more efficiently would enable investment in services, including the development of cross-cutting initiatives which would improve outcomes across a number of targets and themes. | <ul style="list-style-type: none"> Without the relaxation of reporting requirements an increasing amount of resources will need to be spent reporting, reducing the resources available for service planning and development. |
| Freedom to extend the age range for Connexions interventions from 13-19 to 11-19 | <ul style="list-style-type: none"> Reduce percentage of 16-18 year olds not in employment, education or training to fewer than 7% Increase the number of 19 year olds with level 2 qualifications by at least 30%. Reduce the proportion of children living in households with a relatively low income by at least 40% | The current age range restricts the ability to provide early interventions for those young people identified as needing additional support early in their secondary school career. | Extending the age range to 11-19 would enable targeted support to be provided for young people identified as at risk of becoming NEET using recognised early indicators. The early intervention would complement other support, including earlier vocational experience, and be in keeping with a growing preventative focus. | <ul style="list-style-type: none"> The provision of targeted early support for those young people identified as being at risk of becoming NEET would help reduce the risk and therefore improve the long-term outcomes. | <ul style="list-style-type: none"> Current school support services could be extended to include employment outcomes. However, it would be preferable for Connexions services to be extended as it would avoid duplication and utilise Connexions specialist knowledge. |

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| <p>To be released from the requirement to create new childcare places in every children's centre where need is already adequately met, and for flexibility in the models of childcare provision at different centres.</p> | <p>No targets in CYPP or Community Plan relate to childcare or children's centres, apart from "100% of all children attending nurseries and other early years settings are safe, well cared for and take part in learning activities"</p> | <ul style="list-style-type: none"> The requirement prevents flexibility regarding the development of children's centres offering services to older children, and could lead to a duplication of services in some areas and a surplus of childcare places. This reduces the capacity to develop services based on analysis of local need. | <ul style="list-style-type: none"> Halton's children's centre developments are based on a clear analysis of local need, which identified a gap in services for older children (in the 5+ age group, particularly those over 10) This enabling measure would help target resources towards meeting locally identified need and reduce the risk of having to resource surplus childcare places. | <p>Need target here</p> | <ul style="list-style-type: none"> Services for older children would need to be developed on a smaller scale. If childcare places continue to be provided at every children's centre regardless of local need, parents could be requested to access childcare at a children's centre with surplus places rather than their nearest centre. |
| <p>Flexibility on CF/YPSM/TP – Pool budget and single finance and performance reporting</p> | <ul style="list-style-type: none"> Reduction in the under-18 conception rate by 50% by 2010 Young people with a substance misuse problem choose to have treatment and this increases to 60% from the current baseline by 2008 More children feel safer from bullying and discrimination within schools by the continued implementation of anti-bullying policies, the establishment of good local baseline information and systems for self-reporting which are monitored and reviewed by 2009 | <ul style="list-style-type: none"> The preventative mini-trust has responsibility for monitoring and improving outcomes regarding these three areas. Administering and reporting on each of the 3 funding streams individually does not achieve best value from the resources. Separate budgets for each funding stream restricts flexibility in developing | <ul style="list-style-type: none"> Shared finance and performance reporting would enable best use to be made of resources, enabling the targeting of resources into commissioning services which would contribute to improved outcomes. Pooled budget would enable flexibility, and the commissioning of services across the preventative agenda. | <ul style="list-style-type: none"> There is a recognition that joint commissioning using the Commissioning Framework is an effective way of identifying and improving shared and cross-cutting outcomes. | <ul style="list-style-type: none"> Without the flexibility to pool these preventative budgets and streamline reporting mechanisms the preventative mini-trust would need to use more resources for administrative processes rather than commissioning services. It would also prevent joint commissioning being progressed. |

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| | | <p>preventative services, particularly regarding cross-cutting issues.</p> <ul style="list-style-type: none"> • There is currently no consistency between the three relevant reporting mechanisms, leading to duplication of work and difficulty in reporting against cross-cutting themes. | | | |
| <p>Flexibility on benefits –</p> <ul style="list-style-type: none"> • Residence Order Allowance • Special Guardianship Allowance • Adoption Order Allowance | <ul style="list-style-type: none"> • Increase the percentage of LAC who have been looked after for more than 2.5 years that have been in their current placement for at least 2 years <p>NB this will actually have a negative rather than positive impact on this measure. It is suggested that the following indicators are used:</p> <ul style="list-style-type: none"> • Number of LAC adopted during the year as % of those looked after for 6 months or more • Reduce ratio of children looked after per 10,000 child population | <ul style="list-style-type: none"> • Families on Income Support currently gain little or no benefit from allowances paid to them to help financially support children they are looking after. The allowances are counted as income for benefits purposes, and allowances paid by the local authority are therefore deducted from benefit payments. | <ul style="list-style-type: none"> • Full benefit of the allowances would be gained by all families, rather than those on benefits being disadvantaged. | <ul style="list-style-type: none"> • It is acknowledged that children and young people who are cared for away from home thrive best in stable, long term placements with minimum statutory intervention. The relaxation of these restrictions would enable more children and young people to move out of the care system. | <ul style="list-style-type: none"> • There are no other options to achieve additional financial support to people caring for children and young people, other than to increase the rate of allowance paid by the Local Authority to those carers in receipt of benefits. This would result in an inconsistent approach and would divert resources from other support services for looked after children and young people. |

| Request | LAA Outcome or target to which the request relates | The problem or obstacles that the request seeks to overcome | How the request would remove the obstacle or alleviate the problem | How will this help to meet outcome/target | What other options may be available to achieve this |
|---|--|---|--|---|---|
| <p>Incapacity Benefit - Reward the Halton LSP for a reduction in IB recipients. Savings could be counted if the individual did not go through Pathways to Work, and would be 50% of the saving. This could then be that allocated to the LSP, or added onto Deprived Area Funding or somehow related to city employment strategies.</p> <p>Incapacity Benefit - Ability to provide financial incentives for IB stock who are non-</p> | | | | | |

Pathways to Work eligible. However, there are questions as to where this money would come from.

Permitted Work Rules -

Ability to dis-apply the earnings disregard rules in targeted areas (NB – Gill is checking if this is needed)

Data Sharing -

There is a need to give greater freedom around data sharing protocols, ie in the case of seconded JCP staff where they lose access to data, particularly around individuals . Data should be able to be shared if it stays within the JCP 'family'

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FUNDING : LOCAL AREA AGREEMENTS**CHILDREN AND YOUNG PEOPLE**

| Category | Funding Stream | Halton In Receipt (Year) | Value in 2006/07 | Timescale | Comments |
|----------------------------------|--|---|--|--|---|
| Centrally Pooled (Mandatory) | Children's Services Grant Kerbcraft Key Stage 3 – Behaviour and Attendance Key Stage 3 – Central Co-ordination Neighbourhood Renewal Fund Neighbourhood Road Safety Initiative Neighbourhood Support Fund Positive Activi5tes for Young People Primary Strategy Central Co-ordinator School Travel Advisers School Development Grant (Local Authority retained element only) | Many of these grants have been in place for a number of years. In all cases where budget figures have been provided the grants will be in place in 2006/2007 and 2007/2008. Future levels of funding cannot be provided beyond this period. | £462,000 £30,000 £68,300 £332,835 £802,500 - - - £326,486 £17,000 £1,131,667 | Due to the comprehensive spending review and the review of national review of school funding most funding sources are only guaranteed until 31 st March 2008. For Standards Fund grants the period of eligible expenditure is 31 st August 2008. | Funding for Kerbcraft up to 31 st March 2007 |
| Centrally Pooled (Discretionary) | Connexions Extended Schools (Standards Fund) Teenage Pregnancy Grant Children's Fund School Improvement Partners | | £1.4 million £253,576 £106,000 £483,453 £22,695 | | Connexions Funding given relates to 2006/2007 |
| Aligned * | 14-19 Funding and Organisational Pilots Big Lottery Funding Building Schools for the Future Change Up Direct Schools' Funding | | £280,000 - N/A - £83,600,034 | The estimated | Relates to GMLSC Grant for 2006/2007 – |

| | | | | | |
|--|--------------------------|--|----------|-------------------------------|--------------------|
| | Community Champions Fund | | (gross) | figure for | |
| | LAA Pump Priming Grant | | - | (£87,361,297 | |
| | LAA Reward | | - | (gross) for | |
| | LEA Music Services | | - | 2007/2008 | |
| | Millennium Volunteers | | 143,176 | These budgets are | |
| | School Meals | | N/A | only available until | |
| | Youth Opportunity Fund | | £162,631 | 31 st August 2008 | In addition to the |
| | | | £34,000 | for School Meals | revenue there is |
| | | | | and Music | £62,000 capital |
| | | | | Services and 31 st | |
| | | | | March for Youth | |
| | | | | Opportunity Fund | |

* Local partners can choose to align the above funding streams that they receive. In some cases these cannot be pooled centrally because they are mainstream or other public funding streams that are given to local authorities, Non Departmental Public Bodies (NDPBs) or other bodies with few if any restrictions on how it is to be spent. This means that the decision to align this funding is for these bodies to make. That said, central government strongly encourages them to do so. In other cases it is because departments have specific reasons that they do not at present want these grants pooled within LAAs. For locally aligned funding, grants retains their existing terms and conditions and reporting arrangements.

REPORT TO: Children & Young People's Policy & Performance Board

DATE: 4 September 2006

REPORTING OFFICER: Strategic Director, Children and Young People

SUBJECT: Secondary School Attendance

WARDS: Borough Wide

1.0 PURPOSE OF THE REPORT

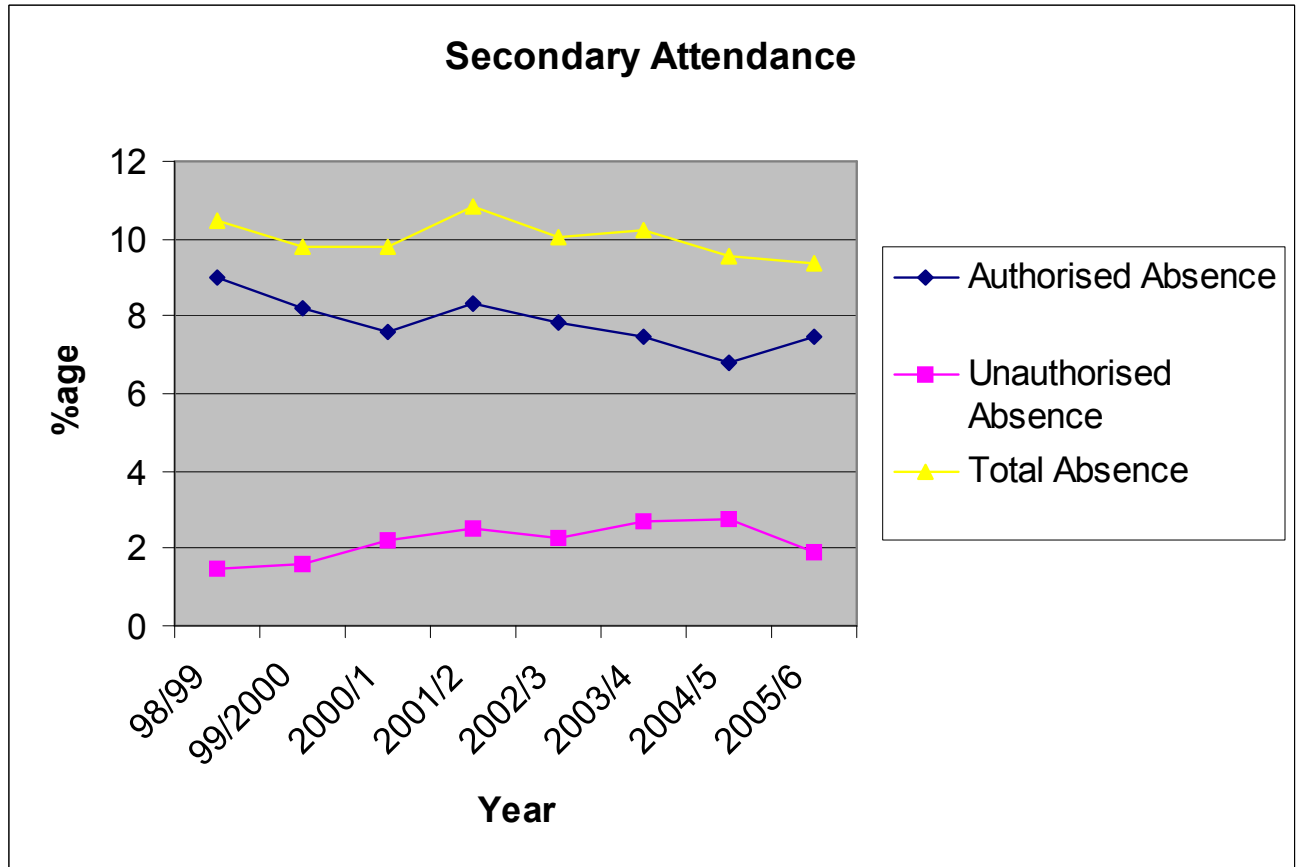
1.1 To Review Action on Secondary School Attendance

2.0 RECOMMENDATION: That

- (1) the PPB acknowledges that the issues which have led to poor secondary school attendance are long standing and systemic both in the local authority and some of the secondary schools;**
- (2) actions to improve school attendance in Halton continue to be addressed through the implementation of the attendance action plan;**
- (3) a member's seminar on school attendance will be held on 14th September 2006 and that this is brought to the attention of all members; and**
- (4) as a major employer within the borough, the Council explore the steps that the authority can take to publicise the need for improving school attendance amongst our employees, who are parents of school aged children and young people.**

3.0 SUPPORTING INFORMATION

3.1



The above chart shows Secondary school absence in Halton since Halton became a unitary authority. As can be seen this year's provisional figures are the best since Halton became a unitary authority and represent the second consecutive year that secondary attendance has improved. The improvement in the levels of unauthorised absence fits well with the DfES' current agenda to target authorities and schools with high levels of unauthorised absence. Prior to unitary status the absence rate in Widnes and Runcorn schools was masked by inclusion within the overall Cheshire figure.

3.2 Relative to other LA's Halton has historically performed poorly on secondary absence. The absence figures 2004/5 place Halton secondary school attendance as 142nd out of 148 LA's with secondary school responsibilities. This is the same position as 2003/4 as the national trend on Secondary attendance is improving.

- 3.3 Since the current government came to power in 1997 numerous national targets for improving school attendance have been established and then not met.
- 3.4 When the 2004/5 national attendance statistics were released the figures showed the best secondary school attendance since reliable records have been available, but also showed a 10% increase in unauthorised absence nationally. Perhaps inevitably the press response to this was to concentrate on the 10% increase in “truancy” rather than the best ever school attendance figures. This situation was mirrored at a local level which shows overall attendance improving but at the cost of more unauthorised absence. People who work in the school attendance field would expect this relationship, as schools become more rigorous about reasons for absence the unauthorised absence will increase but so will overall school attendance.
- 3.5 It would appear that as a response to this, the DfES wrote to local authorities asking the Directorate to carry out intensive work with a group of named schools that they identified from the school’s published attendance data, as having high levels of “persistent truancy”. Five Halton secondary schools are part of this group. The criteria for the inclusion in this group of schools were:-
- In the top 10% of schools with the most school days lost to unauthorised absence in both 02/03 and 03/04
 - Have pupils with at least one unauthorised absence, on average, missed more than 7½ days (the national average) due to unauthorised absence
 - For 2004/05, at least one of the above criteria holds (i.e. large numbers of UA days or high average UA per pupil)

Initially the schools targeted were Halton High, The Heath, and The Grange. In December Fairfield and Sts Peter and Paul’s were added to this list. On the above criteria The Bankfield should also be included as a target school.

- 3.6 This means that 5 of 8 of Halton’s secondary schools are schools that have been identified by the DfES as having high numbers of pupils with unauthorised absence. Not surprisingly this means that Halton has a higher proportion of its secondary schools identified than any other Authority.

Analysis

- 3.7 The issues around poor secondary school attendance in Halton are long standing and entrenched. The following is an analysis of the issues that have led to this and that are now being addressed through the Attendance Action Plan:

3.7.1 An insufficient focus on school attendance within the Local Authority.
This is evident from the limited awareness previously of the Local Authority's performance and the under resourcing (bottom quartile expenditure compared to other LA's nationally) previously given to services to address school attendance.

3.7.2 The focus of the services that existed previously was individual casework rather than seeking to strategically influence school systems. The adoption of a social casework model to the exclusion of the LA's legal enforcement role had impacted on the credibility of the service.

3.7.3 The lack of systematic approaches to managing attendance in a proportion of secondary schools
It is difficult to generalise when looking at the effectiveness of Halton's schools in managing attendance, as some schools were successfully managing attendance. However, some were not. The following points apply in varying degrees to these schools and needed to be addressed:

- The need for attendance to be owned by the schools and for them to recognise that the most effective measures to address attendance are nearly always school based;
- That school attendance links directly with standards and is not a side issue;
- That managing school attendance requires resources and needs to be linked into school higher level planning:
 - The staff involved need the time to carry out the necessary tasks many of which are labour intensive.
 - That where sufficient resources exist these need to be effectively deployed and managed.
- That managing attendance needs leadership from the school senior management team and the work of all staff at all levels on school attendance needs a route to feedback into the decision making process within the school;
- That to successfully address attendance requires a policy framework within which all members of the school community are clear of their role and that produces consistency across the school in handling absence;
- Where inconsistencies exist, these need to be addressed, including that staff are following the agreed systems;
- That there is a need for clear data on attendance to be produced, and analysed by the school to inform action and policy rather than working on assumptions;

- That schools are effectively communicating their expectations around attendance to pupils and parents/carers and have graduated responses when these expectations are not being met.

3.7.4 The Current Situation

The Local Authority's duties and responsibilities are now being addressed.

- The Authority is fully aware of its performance relative to other LA's
- Additional resources have been deployed by the Authority within the Education Welfare Service (2 FTE posts). These are enabling a consistent delivery of service to all schools. This is supported by funding from NRF to provide 3 community support workers in the Education Welfare Service. Feedback from schools about the Education Welfare Service is now predominantly positive;
- The Education Welfare Service is working within a strategic framework with the objective of improving school attendance. This includes using legal sanctions within a tighter case management system, which is aimed at producing specific outcomes, and is time limited;
- An overall strategy on school attendance exists and has been communicated to stakeholders.

3.7.5 Currently Sue Graham (Acting Principal EWO) and Jonathan Potter (Divisional Manager) are working with target schools to help them shape their internal systems to more effectively address attendance. This work has been helped by the DfES identification of target schools and the support received from the Secondary Strategy Regional Advisor and includes the following:

- Working with the Headteachers, a senior management lead on attendance has been established in those schools where none existed;
- These leads now operate in a network, which meets two monthly to look at aspects of improving school attendance. This group is open to all staff working on attendance issues but the Children and Young Peoples Directorate are maintaining that senior managers are needed from each school. After three meetings this group is facilitating a good deal of interchange between schools and has the useful side effect of enabling the weaker schools to see what is going on in schools who are successfully managing attendance issues;

- The majority of the target schools are rewriting their attendance policies and reviewing the resources available to deal with attendance issues. This work is being supported by Sue Graham, David Dixon (Secondary Behaviour & Attendance Consultant) and Jonathan Potter (Divisional Manager).

4.0 POLICY IMPLICATIONS

Improving school attendance plays a part in creating a skilled and motivated workforce within the borough

5.0 OTHER IMPLICATIONS

5.1 None.

6.0 RISK ANALYSIS

6.1 Poor performance in this area could impact negatively on the authorities Joint Annual Review and through this our CPA

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 None.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

8.1 None.

Halton School Attendance Strategy

The establishment of a clear cross authority approach to improving secondary attendance

| Detailed Actions | Responsible Officer | When | Monitoring Arrangements | Measure |
|---|--|------------------|-------------------------|--|
| Development of an Attendance Strategy | JP/SMT | Jan 05 | SMT | A CYP Directorate policy clearly subscribed to by all partners |
| <p>Consultation with Headteachers and key staff within schools</p> <p>This process to be incorporated into a face to face discussion in each school in the authority looking at current practice within the school and the school's support needs. This process will culminate in a clear and agreed, evidence based, Service Level Agreement between every school and the Education Welfare Service. This SLA will clarify the expectations school staff and the EWS and be specific about respective roles. This to be reviewed annually using the available attendance data</p> | LM/SG – Secondary All EWO's - Primary | Sept – Nov 05 | SMT | <p>Consultation taken place with every school and their views incorporated into policy</p> <p>Service Level Agreements in place for every school</p> <p>That this becomes an annual process</p> |

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|--|----------------------------------|-----------------------------|-------------------|---|
| <p>Consultation with other key agencies Discussion with other agencies that work directly with young people to establish their role in supporting young people's school attendance Connexions/Youth Service Health CYP Directorate Divisions</p> | <p>JP</p> | <p>Sept - Dec 05</p> | <p>SMT</p> | <p>Consultation taken place through a series of meetings with key agencies</p> |
| <p>The development of joint working with the health sector to enhance the management of chronic health issues that effect attendance</p> | <p>JP/SIT/Halton High</p> | <p>Dec 05</p> | <p>SMT</p> | <p>Closer working around medical reasons for absence</p> |
| <p>The development of an Education Welfare Service that is able to take the lead in addressing attendance in the authority</p> | | | | |
| <p>The development of the Education Welfare Service to one is able to deliver consistent and effective support to schools</p> <ul style="list-style-type: none"> - Schools know their link EWO and relationships between key staff are built over time - EWO's know the schools and the communities they are working in. - Schools can expect a consistent, uniform service from the Education Welfare Service - The allocation to schools is proportionate to the needs of schools and this allocation is carried out in a transparent way | <p>JP/LM/SG</p> | <p>Dec 05</p> | <p>SMT</p> | <p>Lower staff turnover and all schools having a link EWO Schools clearly understand their role and the role of the EWO All schools expect a consistant level of support differentiated in inverse proportion to success</p> |

| | | | | |
|---|----------|------------------------------|-----|---|
| <p>The development of a clear enforcement strategy that will determine the use of the full range of legal sanctions as part of a range of planned interventions, evenhandedly applied.</p> <ul style="list-style-type: none"> - the review of existing statutory and non statutory measures and the establishment of the appropriate mechanisms for their use within the authority - the review of the resources needed to ensure that the full range of measures are available - Establish an authority policy on publicity for prosecutions | JP/LM/SG | <p>Oct 05</p> <p>July 06</p> | SMT | <p>Consistent enforcement of statutory school attendance and the use of the full range of statutory measures appropriate to the circumstances of each case</p> |
| <p>Increased Liaison with Magistrates to ensure that they are aware of their full range of sentencing powers and the rational for the directorates actions</p> | JP/LM/SG | Jan-March 06 | SMT | <p>Magistrates are aware of powers and fully understand the importance of the messages that they give</p> |
| <p>Ensure that EWO's have access to appropriate professional development including nationally recognized accreditation linked to ECM workforce development</p> <ul style="list-style-type: none"> - explore the Learning Development Schools Support NVQ 3/4 route that is being adopted by other authorities in the North West - review the implications of this for the grading of EWS staff | JP | Sept – April 06 | SMT | <p>Training available</p> |

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| <p>The further development of an Education Welfare Case management process taking account of the development of the Common Assessment Framework</p> | <p>LM/SG</p> | <p>Sept – Dec 05</p> | <p>SMT</p> | <p>New casework process established</p> |
| <p>Develop an In Service training programme for existing staff.</p> <ul style="list-style-type: none"> - with particular emphasis on the use and analysis of data | <p>JP/LM/SG</p> | <p>Dec- July 05</p> | <p>SMT</p> | <p>Training taking place</p> |
| <p>The establishment of an attendance staff network</p> | | | | |
| <p>The establishment of a school attendance leaders network comprising of members of school SMT's with attendance responsibilities</p> <ul style="list-style-type: none"> - to facilitate communication between the directorate and schools on attendance issues - to act as a reference group for the EWS - to share good practice between schools - to act as the basis for the development of a wider group open to all staff with an attendance brief | <p>JP/LM/SG</p> | <p>Dec 05</p> | <p>SMT</p> | <p>Network established and being attended by the appropriate staff</p> |

| | | | | |
|---|--|--------------------------------------|-------------------|---|
| <p>The development of the National Programme for Specialist Leaders in Behaviour and Attendance</p> <ul style="list-style-type: none"> - giving EWS a role in training the schools attendance workforce within an accredited framework in conjunction with other staff within the department - EWS staff will complete the course alongside school staff - Will address the dual attendance/behaviour role that many school based staff have. | <p>JP/LM/SG Behaviour Staff</p> | <p>Jan- July 06</p> | <p>SMT</p> | <p>NPSLA available</p> |
| <p>The development of a publicity strategy to raise the public awareness of the impact of poor attendance in the borough</p> | | | | |
| <p>Explore with colleagues within the authority a concerted publicity campaign to raise awareness of the impact of poor school attendance differentiated to parents and young people</p> <ul style="list-style-type: none"> - This would provide an early focus for the attendance leaders group and ensure that schools are fully involved | <p>JP/LM/SG/ Media Section Attendance Leaders Group</p> | <p>Jan – March 06</p> | <p>SMT</p> | <p>Strategy established</p> |
| <p>Review the materials and campaigns employed by other North West authorities</p> | <p>JP/LM/SG Media Section Attendance leaders Group</p> | <p>Jan- March 06</p> | <p>SMT</p> | <p>Materials available</p> |
| <p>Establish a resource base to carry out this work</p> | <p>JP/SMT</p> | <p>April 06</p> | <p>SMT</p> | <p>Necessary Resources Available</p> |
| <p>An authority wide attendance conference in Summer/Autumn 06</p> | | | | |
| <p>Locate a national keynote speaker</p> | <p>JP</p> | <p>Spring 06</p> | <p>SMT</p> | <p>Speaker located</p> |

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|---|----------------|-------------------|-----|---|
| Conference logistics | JP/LM/SG | July-September 06 | SMT | Conference organised and publicised |
| Further develop the use of data on attendance | | | | |
| Develop a standard school attendance profile that gets beyond headline figures and can be shared with schools regularly <ul style="list-style-type: none"> - task carried out with School Attendance Leaders to establish a common standard for data analysis that CYPD can support | JP/LM/SG/PR/HC | March 06 | SMT | Common Framework for data analysis established and schools are supported in interpreting attendance data to inform strategy |
| Explore the possibility of a joint EWS/School annual attendance report to governors for all secondary schools | | | | |
| Explore a report on the previous years school attendance being a standing item on the autumn governing body meeting for all secondary schools alongside attendance target setting <ul style="list-style-type: none"> - this report would be produced jointly by EWS and key school staff - It may be necessary to explore this with primary schools that are under their targets - The development of a format for this report is a task for the attendance leaders network in conjunction with EWS | JP/WF/SG | Sept 06 | SMT | Reporting in place |

REPORT TO: Children & Young People's Policy & Performance Board

DATE: 4 September 2006

REPORTING OFFICER: Strategic Director, Children & Young People

SUBJECT: SEN Review – Progress Update

WARDS: Boroughwide

1.0 PURPOSE OF REPORT:

1.1 The report aims to provide a progress update on the Special Educational Needs Review.

2.0 RECOMMENDED: That the report be noted.

3.0 SUPPORTING INFORMATION

3.1 Members will be aware that the Council has had a long-standing commitment to implement a review of special education needs provision within the Borough.

3.2 The OFSTED inspection of the LEA in January 2004 identified the following in relation to SEN:

Strengths:

- Strategic direction for SEN is well aligned to corporate and national priorities
- Collaboration work between the LEA and SEN Regional partnerships

Areas for development:

- Review of early years SEN
- Establishing an effective strategy for alignment of SEN within the proposed CYPD restructure.

3.3 Key areas for action therefore are:

- Implementation of Strategy for SEN:
- To reduce the number of young people requiring Statements of SEN and in particular, placed within segregated provision.

- Improve targeting of resources on SEN;
- 3.4 Key success criteria identified within the Post OFSTED Action Plan to address these areas included:
- improve the LEA's ability to meet its statutory obligations by issuing a higher proportion of new statements within 18 weeks
 - reduced number of pupils with SEN being taught in special schools;
 - reduction in the number of pupils with statements of SEN;
 - value for money for SEN's secured;
 - improved targeting of resources on SEN;
 - perform in the top 25 of LEA's in the issuing of statements within 18 weeks within 3 years.
 - Educational Psychology Service consistently staffed to establishment
- 3.5 With the integration of Children's Services following the Children Act 2004, SEN became one of the 9 priorities for action agreed with Government Office NW and Inspectors. The SEN Post Ofsted Action Plan subsequently was reviewed and updated and became the Priority Action Plan. A copy of this is attached (Appendix 1).
- 3.6 Progress to date on the Action Plan includes the following:
- The development of Chesnut Lodge as a fully extended school.
 - Redesignation of Ashley and Chesnut Lodge Special Schools.
 - Agreed reorganisation of Brookfields and Cavendish Special Schools on a primary and secondary basis respectively, to take effect from September 2009.
 - The review of the Learning Support Services has been undertaken and the Report "The Establishment of the Halton Special Education Needs (SEN) Service" was published. Following consideration by Executive Board in February 06, approval was granted for the re-direction of the existing budget to fund the proposed Halton SEN Service and its associated functions agreed. As a consequence the current Service will be disestablished December 31 2006 and the newly structured Halton Service established Jan 1 2007.
 - This new Service will enable the Authority to perform key SEN functions and secure value for money through providing support and challenge to School Self Review (SEF) of SEN policy and practice.
 - Service SENCO networks that facilitate school to school support and challenge arrangements on SEN.
 - Provide expert advice and support for children and young people with "low incidence, high support" SEN. Monitor the use of SEN resources that are delegated to schools in order to secure better value for money.
 - Provide high quality training opportunities for teachers, classroom assistants, Governors and others working with and on behalf of, learners with SEN.

- Staff recruitment for the new Halton SEN Service is underway with the first wave of interviews held in July of this year. All permanent staff have been offered positions either within the new service or within appropriate vacancies within the Borough. There are further vacancies to be filled within the Autumn Term.
- Finally, the review of the range and type of SEN Units attached to mainstream schools is underway. The report "Developing Resourced Mainstream Provision in Halton" has been circulated for consultation as a preliminary stage to drawing up specific proposals concerning SEN Units attached to named schools. When specific proposals have been drawn up wider consultation will take place in accordance with SOC requirements.

3.7 Further progress has also been made in the following areas:

- Continued reduction in the number of statutory assessments being undertaken from 133 in 2003/4 to 105 in 2004/5 and 96 in 2006/7.
- The successful recruitment of a Principal Educational Psychologist. Two vacancies within the service currently exist through staff re-locating with their families.
- A continued improvement in the Council's duties to fulfill its statutory obligations, through the completion of statutory assessments within 18 weeks with returns of 100% in the last quartile.
- Reduction in numbers of Statements held by the Authority from January 2004 – 1014, January 2005 – 987, January 2006 – 984. The current figure at August 2006 stands at 836, this represents the lowest recorded figure for Halton and it is anticipated that from January 2007 Halton will cease to have the highest percentage of pupils in the country with SEN.

3.8 Key areas of outstanding activity includes:

- The review of the funding formula for mainstream schools; and
- The review of the funding formula for special schools. Sub-groups of the School's Forum are being established to undertake this work;
- Completion of the 2 SEN Handbooks the second, to be launched with the new Halton SEN Service. Both Handbooks will be available on the SEN Website as well as in hard copy and CD format,

4.0 POLICY IMPLICATIONS

4.1 None at this stage.

5.0 OTHER IMPLICATIONS

5.1 None at this stage.

6.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

| Document | Place of Inspection | Contact Officer |
|---|----------------------------|------------------------|
| OFSTED Inspection of LEA – January 2004 | Grosvenor House | Lorraine Butcher |
| Post OFSTED Action Plan – Sept 2004 | Grosvenor House | Lorraine Butcher |
| Strategy for the Inclusion of Pupils with SEN – 2003 | Grosvenor House | Lorraine Butcher |

PERFORMANCE ACTION PLAN: Priority No 3 – To reduce the number of children/young people requiring Statement of SEN and, in particular, in segregated provision i.e. Special Schools.

CURRENT PERFORMANCE

| % of pupils with Statements of SEN (0-19 population) | | | % of Children placed in Special Schools (5-15 population) | | | Reduce the % of Statements of SEN, measured by requests for Statutory Assessment | | | % of Statements completed within 18 weeks (without exceptions) BVPI43a | | | % of Statements completed within 18 weeks (with exceptions – BVPI43b) | | |
|--|---------------|-------------------|---|---------------|-------------------|--|---------------|-------------------|--|---------------|-------------------|---|---------------|-------------------|
| 2003/4 Actual | 2004/5 Actual | 2005/6 Projection | 2003/4 Actual | 2004/5 Actual | 2005/6 Projection | 2003/4 Actual | 2004/5 Actual | 2005/6 Projection | 2003/4 Actual | 2004/5 Actual | 2005/6 Projection | 2003/4 Actual | 2004/5 Actual | 2005/6 Projection |
| 3.15% | 3.15% | 3.06% | 1.59% | 1.69% | 1.60% | 133 | 105 | 96 | 56.0% | 70% | 100% | 43.6% | 51% | 90% |

BACKGROUND & EVALUATION

While the LEA's strategy for SEN was considered to be satisfactory in the most recent OFSTED inspection (2004), it was recognized that the LEA had been slow to act on the findings of the previous inspection report. Key recommendations therefore included:

- Implementation of Strategy for SEN;
- Improve targeting of resources on SEN

In addition the LEA's ability to secure value for money for SEN was considered. The LEA's strategic objectives for promoting the inclusion of pupils with SEN are: -

1. To seek to improve levels of educational achievement and attainment for all pupils with SEN
2. To improve opportunities for pupils with SEN to be educated in mainstream schools
3. To reduce the number of pupils requiring Statements of SEN through effective earlier identification of SEN
4. To ensure that SEN resources are targeted fairly, consistently and efficiently to identified need.

5. To maximize the delegation of SEN resources to schools with clarity over respective school and LEA responsibilities for making provision.
6. To work in partnership with parents and carers
7. To work with partner agencies in ensuring pupils with the most complex SEN have access to appropriate specialist provision.

PERFORMANCE OBJECTIVE

- Reduced number of pupils with SEN being taught in Special Schools;
- Reduction in the number of pupils with statements for SEN; and
- Value for money for meeting SEN is secured

ISSUES

- High number of pupils with statements – England 2.10% - Halton 3.11%
- High number of pupils in Special Schools – England 1.21% - Halton 1.69%
- Value for money in SEN not secured (OFSTED 2004)
- Performance of pupils with SEN (School Action, School Action Plus and with statements in Special Schools, significantly higher than peers in authorities which are statistical neighbours. Raises query of low threshold into SEN area in Halton Schools.

| STRATEGIC OBJECTIVE 1: To seek to improve levels of educational achievement and attainment for all pupils with SEN | | | | | |
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| Detailed Actions | Responsible Officer | When | Monitoring Arrangements | Measure | Progress to Date |
| 1. Develop the use of P Scales/PIVATS in tracking and monitoring the progression of pupils performing well below age-related expectations, EDP Action Plan. KJ 3.3 KJ 3.4 KJ 3.8 HP 3.2 NSF 8 Add JAR 3.8 a) d) i) Add JAR 3.8 a) b) l) Add JAR 3.3 d) e) Add JAR 3.8 a) b) | P Cook L Crick K Vanner J Jones | Annually July 06 | <ul style="list-style-type: none"> • Termly monitoring of Post-OFSTED Action Plan to PPB • DM Meetings with Heads of Service • Monthly OD/Dm meetings | <ul style="list-style-type: none"> • Collection and analysis of P. Scales data • Brokered access to appropriate training for all SENCOs and key personnel in Special Schools <p>Training delivered on the use of data and self evaluation – 100% of Secondary SENCOs and 70% of Primary SENCOs.</p> <p>PASS completed in 100% of Secondary Schools and all primary schools within BIP - by July 2006</p> <p>Training delivered on Leading on Inclusion to 70% of primary SENCOs Training delivered on 'Maximising Progress' to 100% of Secondary SENCOs</p> <p>75% of Annual Reviews report progress in agreed standardized measures.</p> | <ul style="list-style-type: none"> • Collection and analysis of P.Scale data – Q&D Division, in partnership with Foundations Software Solutions (FSSL) is developing the systems required to report P.Scales into the Halton Pupil Database. Reporting on P.Scales is complex and will require close working with the Advisory Service. • Advisory Service – Support Teachers (0.4 FTE) seconded to support schools in using P.Scales/PIVATS according to EDP Audits and need. • Agreement regarding school's use of PIVATS data linked to LSS and EPS advice. Action in EPS Service plan. • PIVATS data now a requirement for STAMP documentation. • All new Statements of special educational need have written into Part 3 subsection c, (Monitoring), a directive for the school to undertake a baseline assessment using P-Scales, PIVATS or N.C. sublevels as appropriate. • New Annual Review documents call for progress to be reported, measured against this baseline <p>75% of secondary schools and 52% primary schools are reporting progress using agreed measures in Annual Review documents</p> |

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| <p>Add JAR 3.3 a) c) e) Add JAR 3.4 c)</p> | | <p>Aug 06</p> | | <p>100% Secondary SENCOS to have induction: Training delivered Sept 05</p> <p>70% of Primary SENCOS to have induction.</p> | <ul style="list-style-type: none"> Secondary SENCOS have had induction relating to aiding SEN team's effective monitoring and processing of Annual Review documents <p>Good progress in this area, Amber progressing well to Green</p> |
| <p>2. To develop data analysis of pupil outcomes to inform critical self review of each school's SEN policy, practice and effective deployment of resources</p> <p>KJ 3.3 3. KJ 3.4 KJ 3.8 KJ 4.2 KJ 4.7 HP 3.2 Add JAR 3.8 a) d) h) l)</p> <p>Add JAR 3.3 a) b) c) d) e) LSS objectives 1,5</p> <p>4. KJ 3.7 KJ 3.8 KJ 4.7</p> | <p>J John LSS Review L Crick P Cook Jenny Jones</p> | <p>Dec 05</p> | <p>As above</p> | <ul style="list-style-type: none"> Best value for money in SEN provision secured evidenced by effective deployment of SEN resources and pupil progress <p>100% Secondary SENCOS 70% Primary by July 2006</p> | <ul style="list-style-type: none"> Regional Benchmarking continues to indicate that SEN thresholds in Halton are too low. Current project being developed by Quality & Data to match performance outcomes on 2003/04 KS1 and KS2 data – together with KS1 to KS2 2004 progression analysis linked to SEN costings. Launch of Key Stage 3 Strategy November 06 plus ongoing training of secondary SENCOS in place to develop capacity to select and interrogate appropriate Data. Work on going with Advisory Service. <p>Training to all Secondary SENCOS delivered.</p> <p>Two sessions delivered to Secondary SENCOS – SEF Data collection IEPs</p> <p>As from September 05 schools report progress of statemented pupils within each key stage in terms of NC sub levels and attainment scores and specify where they direct the additional funding provided by the statement of SEN. SEN team collect and collate this information to report through the schools update process. Regular updating of provision specification in statements.</p> <p>Satisfactory progress in this area</p> |

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| <p>3. Rolling programme promoting the critical self review of each school's SEN policy piloted with volunteer schools in the first instance.</p> <p>KJ 3.3 KJ 3.4 KJ 3.8 KJ 4.2 KJ 4.7 HP 3.2 Add JAR 3.8 h) i) Add JAR 3.3 a) e) LSS objective 4</p> | <p>Review of LSS Review to inform this development</p> | <p>Annually</p> | <p>As above</p> | <ul style="list-style-type: none"> • SEN monitoring/self-review policy being implanted • Review of LSS to inform | <ul style="list-style-type: none"> • SEN Monitoring /self-review policy being implemented Volunteer schools identified – secondary and special Joint visits being scheduled – January onwards • Proposed New Service remit: Reference Group proposals for the support and challenge role of the new SEN Service. Discussed 4.11.05 with proposals to be submitted to SMT and wider consultation including Teaching Unions in readiness for implementation September 2006. <p style="text-align: center;"><i>Good progress in this Area</i></p> |
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| <p>4. To develop opportunities for pupils with complex SEN to extend their learning through the use of ICT To develop capacity at Chesnut Lodge to undertake specialist ICT assessments for individual pupils, both in mainstream and special school settings</p> <p>KJ 3.3 KJ 3.8 HP 3.2 CF2 Add JAR 3.3 c) e) Add JAR 3.4 c) e) LSS objective 4</p> | <p>L Crick/ S Lancaster (NRF funding development)</p> | <p>Sep 2005 Aug 2005</p> | <p>As above</p> | <ul style="list-style-type: none"> • Pupils have access to specialist ICT where appropriate. • Provision available in Halton to undertake ICT assessments • Referral protocols to be agreed January 2006. <p>20% of LSS times identified for assessment and training input.</p> | <ul style="list-style-type: none"> • Provision available in Chesnut Lodge and ready to undertake ICT assessments • Building work completed. • Assessment materials ordered. • Clerical Assistant appointed. • Computers in place <ul style="list-style-type: none"> • LSS time identified for assessment and training input. • Specialist Assessments commenced Sept 2005 supported by LSS. <p>Training needs identified for school based colleagues. Leaflet developed and distributed to mainstream schools. Process trialled with colleagues in Sp & L and O.T Proformas for Referral and Assessment Reports agreed and in the process of being printed Four pupils identified for Assessment 75% Primary and 50% secondary schools attended SENCo Conference 'Meeting Diversity in the Classroom' held June 06 Good progress in this area</p> |
| <p>5. Integrate the SEN and Pupil Database to secure improved tracking of the progress of pupils with SEN</p> <p>Add JAR 3.8 i</p> | <p>P Richmond J John</p> | <p>Dec 2004</p> | <p>As above</p> | <ul style="list-style-type: none"> • Improved tracking of the achievement of pupils with SEN secured. Integration of database achieved. | <ul style="list-style-type: none"> • Integration of database implemented – SEN data merged with Halton Pupil Database on 22/11/04. Data imported termly with weekly updates. • EPS have met with Advisers to discuss use of data and self evaluation review and are using this to support SENCOs in schools' self evaluation review around SEN |

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| <p>Add JAR 3.8 b) e) Add JAR 3.3 a) b) Add JAR 3.4 c) d)</p> | | | | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • In BIP schools the Matrix of Vulnerability has been compiled. Pupils' Attitudes to Self and School (PASS) has contributed to this process. With one of its functions pupil tracking. • Improved tracking of the achievement of pupils with SEN secured. Work with Regional Authorities in progress to facilitate benchmarking. • SENCOs have begun around 'Maximizing Progress': ensuring the attainment of pupils with SEN (KS 3 strategy) – data handling and pupil profiling. All secondary SENCOs attended first session 17/10/05. <p>Training completed.</p> |
| <p>Add JAR 3.8 h) l) Add JAR 3.3 a) b) c) d) e)</p> | | | | <ul style="list-style-type: none"> • 100 % Secondary SENCOs • 70% Primary SENCOs | <ul style="list-style-type: none"> • Training of secondary SENCOs in collaboration with EPS, LSS and Advisory planning training on Leading on Inclusion Primary Strategy. <p>Completed</p> <ul style="list-style-type: none"> • Performance of pupils with SEN being submitted by Pupil Support Function Group for analysis. <p><i>Good progress in this area</i></p> |

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| <p>6. To develop a handbook for schools on SEN policy and practices, covering LEA/school responsibilities/monitoring, resourcing etc.</p> <p>KJ 3.3 KJ 3.8 HP 3.2 Add JAR 3.8 a) b) c) d) e) h) i) Add JAR 3.3 a) c) d) e)</p> <p>JAR 3.2 a) c) e) f) LSS objective 4</p> <p>JAR 3.3 a) e)</p> | <p>J John/ A Parkinson/ L Crick/P Cook</p> <p>JJohn</p> | <p>Sept 06</p> | <p>As above</p> | <ul style="list-style-type: none"> • Early Years SEN/Pupil Handbook <p>SEN Handbook available to 100% of primary schools</p> <p>LC PC and JT finalised format in preparation for publication.</p> <p>Further editing and formatting required before publication.</p> <p>Launch of SEN Primary Handbook in January 2007 to coincide with launch of new SEN Service.</p> | <ul style="list-style-type: none"> • In place and under review • Primary SEN Handbook in development – revised target date for completion January 2006. <p>Draft completed (December 05)</p> <ul style="list-style-type: none"> • Samples of Handbooks from other Local Authorities collected and being evaluated, Personnel co-opted onto Working Group. Date to be set for distribution of tasks and agreement of structure and contents of Handbook. • Write section on the annual review process for pupils with statements of SEN. • Contribute experience of writing Early Years Handbook and ensure consistent approaches. • Partner agencies agreed contribution, to support both high and low incidence SEN <p>Draft hard copy sections completed early Dec 05. Electronic copy available for review, formatting and proofreading July 06.</p> <p><i>Completion end of August 06. Order placed with publishers July 2006, design and creative work in progress, expected completion Sept 06. J John</i></p> |
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| 7. Proceed with the reorganisation of the LEA's special schools and through appropriate consultation secure the redesignation of: - Ashley School, Chesnut Lodge, Brookfield School and Cavendish School | L Butcher | Aug 2005 | As above | <ul style="list-style-type: none"> Implementation of redesignation from Sept 06. Implementation of transition to redesignated status commences Sept 2006-Sept 2008 | <ul style="list-style-type: none"> Redesignation of Ashley and Chesnut Lodge complete Re-organisation of Brookfields and Cavendish confirmed by SOC. <p><i>Re-organisation to take effect from September 2009</i></p> |
| Detailed Actions | Responsible Officer | When | Monitoring Arrangements | Measure | Progress to Date |
| 8. Subject to (7) above, identify and schedule the capital requirements of Cavendish and Brookfield Schools to accommodate a changed age profile of pupils | L Butcher | Dec 2005 | As above | <ul style="list-style-type: none"> Capital Programme to support the changed age profile of the schools planned, and capital resources secured | <ul style="list-style-type: none"> Pupils with Statements of SEN for complex needs linked with emotional vulnerability are now being placed at Ashley School CPD is being facilitated to support this. <p><i>Report submitted to Executive Board on capital investment to the 2 schools</i></p> |
| 9. Subject to (7) above and in consultation with each of the Special Schools, formulate and broker access for staff to a comprehensive CPD Programme for teaching and support staff to enable them to effectively support the SEN of their pupils | L Butcher | Sep 2005 | As above | <ul style="list-style-type: none"> Rolling programme of CPD in place LSS Review | <ul style="list-style-type: none"> Training Needs identified through SEF. Development supported through SIP. Authority Advisory Service Partners identified and SIP Partner training in progress. Underway, supported by external consultant, with new Service due to be launched in September 2006. Consultation completed with final report for Executive Board March 06 <p><i>Satisfactory progress in this area</i></p> |

| <p>10. Subject to (7) above, ensure that each individual special school in partnership with the LEA incorporates within its School Development Plan development issues arising from redesignation</p> | <p>L Butcher</p> | <p>Sep 2005</p> | <p>As above</p> | <ul style="list-style-type: none"> • School Development Plans align with LEA's Strategy for reorganization of Special Schools • Each Special School has a Development Plan drawn up with the LEA detailing key milestone activities progressing towards implementation of its redesignated role | <ul style="list-style-type: none"> • Identified through SEF and supported through SIP. • Identified through SEF and supported through SIP <p>Satisfactory progress in this area.</p> |
|---|-----------------------------------|-------------------------|---------------------------------------|---|--|
| <p>Detailed Actions</p> | <p>Responsible Officer</p> | <p>When</p> | <p>Monitoring Arrangements</p> | <p>Measure</p> | <p>Progress to Date</p> |
| <p>11. Subject to (7) above, and in consultation with school based staff, parents, governors and partner agencies, effectively plan the process for phasing the transfer of pupils to their age appropriate setting</p> | <p>L Butcher</p> | <p>Autumn Term 2005</p> | <p>As above</p> | <ul style="list-style-type: none"> • Plans for phasing the transfer of pupils in place | <ul style="list-style-type: none"> • Consultation in progress. • Action planning meeting held mid June 2006 <p>Action in EPS plan</p> <p>Satisfactory Progress in this Area</p> |
| <p>12. With partner agencies review the requirements of multi-agency services into each of the Special Schools</p> <p>KJ 3.8 KJ 3.2 a)</p> | <p>L Butcher/ J John</p> | <p>Autumn Term 2006</p> | <p>As above</p> | <ul style="list-style-type: none"> • Discussions with partner agencies undertaken and review complete • 25% of staff trained. | <ul style="list-style-type: none"> • Discussion underway with SPALT in order to Review SLA. • Training of staff in special schools in Early Years key working • Train representative staff in all 4 special schools before November 2007. <p>Ongoing progress in this area</p> |

| STRATEGIC OBJECTIVE 2: To improve opportunities for pupils with SEN to be educated in Mainstream Schools | | | | | |
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| Detailed Actions | Responsible Officer | When | Monitoring Arrangements | Measure | Progress to Date |
| <p>1. Through the Implementation of the SEN Review improve the capacity of mainstream schools to meet the needs of pupils with SEN by:</p> <ul style="list-style-type: none"> Broadening the role of special schools to work collaboratively with mainstream settings Promoting the dissemination and exchange of best practice in meeting the needs of pupils with SEN Brokered access to appropriate CPD The use of dual placements Further delegation of central SEN resources Collaborative working established between Chesnut Lodge and mainstream settings to support the inclusion of pupils in mainstream schools with physical disabilities and/or medical needs | <p>J John</p> <p>J John D Tweddle</p> <p>J John</p> <p>J John</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Dec 2005 Ongoing Aug 2006</p> <p>Ongoing</p> <p>Ongoing</p> | <p>As above</p> | <ul style="list-style-type: none"> 5% reduction in number of requests for statutory assessment 1% increase in stated pupils accessing mainstream education. Decrease in the numbers of pupils attending special schools <p>Add JAR 3.8 a) d) l)</p> <ul style="list-style-type: none"> Comprehensive CPD programme in place for improving the level of specialist skills in mainstream schools, including arrangements through Procurement Strategy <p>Add JAR 3.3 b) c) d) e)</p> | <ul style="list-style-type: none"> Annual reduction of requests for Statutory Assessment. <p>Target met for 2005/6</p> <ul style="list-style-type: none"> Training provided to ensure schools have staff with a qualification in SPLD within their school. (Dyslexia Friendly School Strategy Group established) Review of Learning Support Service and SEN Units currently in place <p><i>Second piece of research on perceptions and experiences of integration completed</i></p> <p>Action to date:</p> <ul style="list-style-type: none"> (3) Pupils moved from special schools to mainstream 2005. Increased evidence of pupils accessing some dual placement LSS providing advice/training to Special Schools on different aspects of SEN e.g. Sensory Impairment, Specific Learning Difficulties Advice provided on strategies to mainstream colleagues in order to meet the SEN of pupils transferring from special school or accessing the mainstream curriculum as part of a transition package. |

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| | | | | | <ul style="list-style-type: none"> <i>Inclusion plans helping to place early years children in mainstream settings in place from May 2006.</i> |
| <ul style="list-style-type: none"> Cessation of practice of withdrawing pupils with specific learning difficulties from mainstream settings to access teaching groups outside their school <p>KJ 3.3 KJ 3.4 KJ 3.8 HP3.2 Add JAR 3.4 c) d) LSS objective 2,3,4</p> | L Crick P Cook | Apr 2006 | | <ul style="list-style-type: none"> Schools become mature purchasers of SEN support/advice to meet identified and targeted need in school Spring Term 06. 15 Support Assistants undertaking SpLD course. <p><i>NQT training on Behaviour and SEN delivered. Training offered to all NQT's. Taken up by 30% of NQT's Training delivered by EPS on SEN and BESD</i></p> | <p>May need to revisit the original Action and change to: Ensuring pupils with Dyslexia access support without recourse to a Statement of SEN.</p> <p><i>85% reduction in the number of SPLD pupils being statemented in order to access centrally funded specialist provision at Hallwood Park during 2005-6</i></p> |
| <ul style="list-style-type: none"> All schools supported in ensuring that they have a member of staff within a qualification in SPLD within their school. (LC). <p>KJ 3.3 KJ 3.4 KJ 3.8 HP3.2 Add JAR 3.8 a) b) d) h) i) Add JAR 3.3 a) b) c) d) e) LSS objective 3,4</p> <p>Add JAR 3.4 c) d)</p> | | | | <ul style="list-style-type: none"> Training accessed by staff from 50% of schools | <p>Training available:</p> <ul style="list-style-type: none"> Visual Impairment Early Maths Intervention Specific Learning Difficulties Dyspraxia Speech and Language Difficulties (Joint LSS/SALT) <p><i>To date the following number of schools and staff have accessed training:</i></p> <ul style="list-style-type: none"> Early Maths Intervention – 35 schools including 1 special school and a total of 45 staff. <p><i>Early Maths Intervention completed by 10 schools.</i></p> |

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| | | | | <ul style="list-style-type: none"> • Talking Partners – 29 schools including 3 special schools and a total of 58 staff. • Specific Learning Difficulties (Teachers) – 20 schools including 1 special school and a total of 29 staff. <p><i>19 staff completed training in SPLD and are awaiting accreditation for Man Metro Univ. Sept 06 courses oversubscribed.</i></p> |
| | | | | <ul style="list-style-type: none"> • Specific Learning Difficulties (Support Assistants) 25 school including 1 special school and 35 staff • Speech and Language 'I Can' course – 15 schools and a total of 17 staff. • NRF Project on complex speech and language needs. First quartile targets met in terms of training colleagues and resources. • Visual Impairment course – 21 schools including all 4 special schools and a total of 38 staff. • Training undertaken since Sept. <i>Further schools have accessed training in Dyslexia Schools have taken part in the Early Maths Intervention Programme. Training planned on Self Evaluation and mapping provision in collaboration with Advisory Service.</i> <p><i>13 school accessing SPLD training including three high schools in Spring Term 06</i></p> |

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| <ul style="list-style-type: none"> All schools supported in ensuring that training and advice on ADHD for LSA's and Learning Mentors working with secondary aged young people is regularly available <p> KJ1.4 KJ 3.1 KJ 3.8 CF 2 CF 3 CF 4 Add JAR 3.1 ADD JAR 3.8 a) b) c) d) e) h) l) Add JAR 3.1 Add Jar 3.4 c) d) LSS objective 4 </p> | <p>P Cook</p> | | | <p>Draft Pathway completed.</p> <p>Pathway completed – shared with Multi Agency Teams.</p> <p>Pilot schools can use pathway appropriately and are satisfied with outcomes.</p> <p>Parents satisfied with intervention plans.</p> <p>Clear process for collecting data from schools and for deciding on educational intervention agreed. Parents and pupils contributing to decision making process.</p> | <ul style="list-style-type: none"> Mainstream high schools and PACE team have attended training on ADHD during 2005-06. <p><i>48 staff across the secondary sector have attended training. Evaluation indicated that the training was of a high standard and well received.</i></p> <ul style="list-style-type: none"> EPS and LSS involved in the setting up of a school age pathway for Autism including both assessment/diagnosis and support and interventions (Early Years pathway already in place) Draft Primary Pathway under discussion. Pilot proposed for September 06 Pilot review Sept 07. EPS supporting the medical pathway for ADHD, linking with schools and leading to support/interventions. ADHD pathway being trialled in BIP areas AP writing Social & Communication Difficulties course for Early Years settings. Joint training planned with SALT on Autism following. initial training by LSS and EPS. |
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| <p>KJ 3.3 KJ3.8 Add JAR 3.8 h) l) Add JAR 3.3 e)</p> | <p>P Cook</p> | <p>July 06</p> | | <p>Research paper published and distributed.</p> <p>Strategy paper published and distributed.</p> <p>Information on outreach included in Handbook Staff from all four special schools access training.</p> | <ul style="list-style-type: none"> • Project/research work in all four special schools using Assistant EP. Initial report completed January 2006. Second report completed June 2006 • This will inform future strategy, explore successful transition arrangements, explore opportunities for inclusion through links with mainstream settings and look at the development of a policy for dual placements. • EP for Chesnut Lodge will be involved in the development of more collaborative working with mainstream schools • Consultancy skills course being organized by EPS and LSS to support staff taking on more outreach work |
| | | | | <p>Special schools to have active partnerships with named schools. Pupils transferred to mainstream supported, other pupils supported on outreach or via dual placements.</p> <p>Partnership set up. Increase in number of pupils in mainstream supported by special schools (numbers established so that progress can be monitored).</p> | |

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| <p>KJ 1.4 KJ 2.8 KJ 3.1 KJ 3.3 KJ 3.4 KJ 3.7 KJ 3.8 KJ 4.1 KJ 4.2 KJ 4.3 KJ 4.4 HP 2.1 HP 3.2 CF 1 CF 2 CF 3 CF 4 CF 5</p> <p>Add JAR 3.1 Add JAR 3.8 a) c) d) e) h) l) Add JAR 3.3 a) c) d) e) Add JAR 3.4 c) d)</p> | <p>P Cook</p> | <p>July 06</p> | | <p>80% of pupils on School Action Plus with EP involvement do not progress to statutory assessment.</p> <p>20% of time allocation used for development work in 80% of schools.</p> <p><i>New monitoring system to be developed – ref EPS Action Plan</i></p> | <p>• Time allocated to schools. The majority of individual casework undertaken is either within School Action Plus or with children whose statement is under review (increasing capacity of school to meet the needs of more children with more complex needs and be more inclusive their practice).</p> <p>In place</p> <ul style="list-style-type: none"> • Data gathered by EPS about balance of work delivered. • The consultancy approach adopted by EPS allows class teachers to have more direct access to EP advice and therefore meet the needs of children with more complex needs. <p>In place</p> <p>EPS allocation to schools – at least 20% of the school’s allocation must now be devoted to work at the systemic level aimed at increasing capacity of school to meet needs of all children. In place – schools requesting more development work and some schools clustering to make more effective use of EP time</p> <p>Good ongoing progress in these areas.</p> |
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| <p>2. To increase opportunities for pupils to access learning and social opportunities through the use of dual placement where appropriate</p> <p>KJ 3.3 KJ 3.4 KJ 3.8</p> <p>Add JAR 3.8 a) b) d) e) h) l) Add JAR 3.3 a) b) c) d) e)</p> <p>Add JAR 3.4 c) d) LSS objective 2, 3, 4</p> | <p>J John/EPS/LSS/Link advisers.</p> | <p>Annually</p> | <p>As above</p> | <ul style="list-style-type: none"> • Raise levels of inclusion • Raised levels of pupil attainment • Reduction in % of pupils attending special schools on a full time basis. <p>Training organized for Spring term. First session delivered January 2006.</p> | <ul style="list-style-type: none"> • Launch of Primary Key Stage 3 Strategies. Leading on Inclusion. <p>Conference successful.</p> <ul style="list-style-type: none"> • Further dates identified for the Spring term on Mapping Provision and Self Evaluation • LSS to train a member of the team in order to implement “Every Child a Reader” Project as part of the National Strategy currently being piloted in some LAs • Conference being organized for the summer term on Effective interventions. <p>Progress beginning in this area</p> |
| <p>3. To increase the number of regular opportunities for pupils in special schools to be included in learning and social opportunities in mainstream settings according to their individual needs and abilities</p> | <p>J John/ LB/A.M</p> | <p>September 2006</p> | <p>As above</p> | <ul style="list-style-type: none"> • Protocol developed between Headteachers of special and mainstream schools facilitating the development of inclusive placements | <ul style="list-style-type: none"> • Development of Dual Placement policy, that will include proposed funding formula, to enable support for pupils in both settings. <p>Process ongoing</p> |
| <p>Detailed Actions</p> | <p>Responsible Officer</p> | <p>When</p> | <p>Monitoring Arrangements</p> | <p>Measure</p> | <p>Progress to Date</p> |
| <p>4. Review the current deployment of SEN Units</p> | <p>D Risk / (Consultant) J John</p> | <p>Apr 2005</p> | <p>As above</p> | <ul style="list-style-type: none"> • Evidence of value added to pupils learning by designated units • Reduction in the numbers of pupils requiring placement in specialist provision out of borough • Reduction in the number of places required in special schools in Halton | <ul style="list-style-type: none"> • Review of SEN Units currently underway in conjunction with an external consultant. • Head teachers and SENCOs of schools with Units participating in the process. • Submission of report to SOC in Autumn 2006 <p>Good progress in this area</p> |
| <p>5. Review the commissioning and</p> | <p>D Risk/</p> | <p>Apr 2006</p> | <p>As above</p> | <ul style="list-style-type: none"> • Evidence of value | <ul style="list-style-type: none"> • Review of SEN Units currently |

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| <p>resourcing of places in SEN units against the identified needs and performance of pupils within the units.</p> <p>KJ 3.3 KJ 3.4 KJ 3.8 HP 3.2 Add JAR 3.8 I) Add JAR 3.3 a) b) c) d) e)</p> | <p>J John/ EPS</p> | | | <p>added to pupils learning by designated units</p> <ul style="list-style-type: none"> • Reduction in the numbers of pupils requiring placement in specialist provision out of borough • Reduction in the number of places required in special schools in Halton. <p>SEN Unit review completed. Actions detailed.</p> | <p>underway. In conjunction with an external consultant.</p> <ul style="list-style-type: none"> • Head teachers and SENCOs of schools with Units participating in the process • EPS will be involved in supporting proposed changes leading to more inclusive practice. • New SEN Service will support proposed changes. <p><i>Good progress in this area</i></p> |
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| <p>6. Ensure the effectiveness of annual review for pupils accessing specialist provision to identify pupils suitable for re-integration to mainstream placements. Establish a culture of celebration and reward for those pupils who successfully reintegrate into mainstream schools</p> <p>KJ 3.1 KJ 3.3 KJ 3.4 KJ 3.7 KJ 3.8 HP 3.2 CF 5 Add JAR 3.1 Add JAR 3.8 c) e) l) h) Add JAR 3.3a) b) c) d) e) Add JAR 3.4 c) d)</p> | <p>J John/ J Jones/ C Sherriff</p> | <p>Annually</p> | <p>As above</p> | <p>Increase in the numbers of pupils transferring from special school to mainstream settings. Report on St Chad's project with pupil feedback completed. Staff from 50% of schools access some training delivered by EPS.</p> <p>To develop system for identifying pupils who need updated assessment prior to review. Ref action in EPS plan</p> <p>Efficient use of EP time:</p> <ul style="list-style-type: none"> ▪ To identify when attendance is necessary. ▪ To identify when assessment or consultation is required. | <ul style="list-style-type: none"> • Significant Reviews e.g. Yr 2 and Yr 5 to be attended by LEA officer and or Educational Psychologist and named LSS personnel. <p><i>In place</i></p> <p><i>Satisfactory progress in this area.</i></p> |
| <p>7. To review the role of STAMP in determining statement provision</p> | <p>LB</p> | <p>Dec 04</p> | <p>As above</p> | <ul style="list-style-type: none"> • The role of STAMP refined to consider only requests for statutory assessment <p>KJ 3.7 KJ 3.4</p> | <ul style="list-style-type: none"> • Health, Social Care and Advisory Service representation on STAMP panel • Early Years Stamp documentation revised to help ensure graduated approach. <p>Completed</p> <p><i>Good progress in this area</i></p> |

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| <p>8. To keep under review the LEA's Accessibility Strategy to ensure that barriers to access and inclusion in mainstream settings are removed wherever possible.</p> | <p>J John/ A McIntyre</p> | <p>Annually</p> | <p>As above</p> | <ul style="list-style-type: none"> • Accessibility Strategy reviewed and being implemented | <ul style="list-style-type: none"> • Paper on proposing changes to budget. Revised funding formula under discussion in preparation to presentation to Schools Forum <p><i>Ongoing progress in this area</i></p> |
| <p>9. Participate in the LEA Inclusion Project facilitated by the Merseyside SEN Regional Partnership and the University of Manchester</p> | <p>LB</p> | <p>Dec 2004</p> | <p>As above</p> | <ul style="list-style-type: none"> • The role of LEA staff and colleagues in partner agencies are self critically reviewed against identified working principles to promote inclusive practice. | <p><i>Ongoing progress in this area</i></p> |

| STRATEGIC OBJECTIVE 3 To reduce the number of pupils requiring statements of SEN through effective and earlier identification of SEN | | | | | |
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| <p>1. With partner agencies develop a coherent strategy for identifying and meeting the needs of pre-school pupils with SEN (0-4) across the voluntary, maintained and non-maintained sectors.</p> <p>KJ3.4 KJ3.7 Add JAR 3.1 Add JAR 3.8 a) b) c) d) e) f) h) l) j) Add JAR 3.2 d) e) f) g) Add JAR 3.4 c) d)</p> | <p>J John</p> | <p>Ongoing</p> | <p>As above</p> | <ul style="list-style-type: none"> • An Early Years SEN Strategy in place and approved by the Early Years Development and Childcare Partnership and Disability Partnership Board. Multi agency day held. Key actions arising to be implemented. • CPD programme for staff in settings available and area SENCO forums in place • Resourcing Strategy identified maximising access for pupils with SEN to services delivered through emerging Children's Centres, Sure Start, local programmes etc. • Portage Service in place • The work of professionals supporting pre-school children with SEN is effectively co-ordinated under the guidance of an Educational Psychologist • Specialist nursery provision at Chesnut Lodge is working in partnership with pre-school settings to offer informed assessments for pre-school pupils with complex SEN • The role of Chesnut Lodge is developed as a Sure Start Extended School providing training services to private and voluntary pre-school provision in areas. | <ul style="list-style-type: none"> • EPS support via consultation, • Close working links with EY SENCO and Portage. • Establishment of working links between all relevant Early Years Services – • Co-ordination developing with Early Support programme taking on board integrated services agenda • EP to work closely with Chesnut Lodge to embed new links into established practice • Establishment of policy for dual placement/dual registration planned • Establishment of guidelines for outreach support under discussion • Early Years Strategy Group recently re-established. Operational Group planned • Early Years Forum – link to Children's Centres to be considered (tracking of young children with most complex needs) • SENCO action plan and Early Support Managers plan |

| Detailed Actions | Responsible Officer | When | Monitoring Arrangements | Measure | Progress to Date |
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| <p> KJ 3.1 KJ 3.2 KJ 3.3 KJ 3.8 KJ 4.1 KJ 4.2 HP 3.2 CF 2 CF 4 Add JAR 3.1 Add JAR 3.8 a) b) c) d) e) f) h) l) j) Add JAR 3.2 d) e) f) g) Add JAR 3.4 c) d) </p> | | <p>Apr 06</p> | | <p>Performance Indicators</p> <p>Early Years Centre open. Specialist Early Years EP will set up consultation, group supervision sessions, helpline, consultation sessions for Children's Centres and a system for tracking and monitoring all early years children likely to have SEN. To be set up in the Spring term.</p> | <ul style="list-style-type: none"> • Early Years Development & Childcare Partnership (due to be re-launched as C&YP Forum) • Early Years EP involved in both Early Years Conferences • AP has organized training for Private & Voluntary (P&V) Sector. WP helpline for P&V settings in place. • Early Years EP offers consultation to different groups – Portage, CDC Nursery, Area SENCOs, Chesnut Lodge Nursery and is involved in ESP. <p>Achieved, subject to regular review.</p> <ul style="list-style-type: none"> • Work in progress with assessment group on refining standard assessments to better indicate progress of Early Years children with SEN. |

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| <p>NP1-317 NP3.41 NSF 8 Add JAR 3.8 a) b) c) d) e) f) h) l)</p> <p>KJ 3.2 KJ 3.3 KJ 3.4 KJ 3.6 KJ 3.7 KJ 3.8 Add JAR 3.2 e) f) g)</p> | | | | <p>80% of applicants to STAMP to show appropriate evidence by Autumn 2006. 95% by Mar 2007.</p> <p>Professional development courses for SENCOs established with local targets in place. 70% SENCOs attend 2 professional development courses by Mar 2007. 90% by Nov 2007.</p> <p>System developed. Pre-school settings to access new assessment proforma: Pilot established, to be reviewed Jan 2007. Meetings established, process ongoing.</p> | <ul style="list-style-type: none"> • Children in Early Years private and voluntary sector have appropriate and timely support to meet their needs through a graduated approach. • Guidance and proforma for SENCOs to support the graduated approach in place. • To develop and deliver SENCO courses re Area SENCO Plan 2005-06. • To develop a recorded referral system: • Children's needs are met by multi-agency work at strategic level: • 2 further cohorts of Early Years SENCOs in P&V sector trained July 2006. • SENCo role to be incorporated into QTS role based in Children's Centres, Sept 06. Agreement to ongoing training established. • Good ongoing progress in this area |
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| Detailed Actions | Responsible Officer | When | Monitoring Arrangements | Measure | Progress to Date |
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| <p>2. Participate in the Early Support Pilot Programmed (Phase 3) and with partner agencies trial new models of multi-agency support to families with disabled children</p> <p>Add JAR 3.2 d) e)</p> | J John / A Parkinson | Ongoing | As above | Four colleagues within the LSS and Special Schools to train as Key workers in order to move the pilot forward. | <ul style="list-style-type: none"> Implementation of ESP being used to explore potential for multi-agency working and to link with CAF. Early Support Managers plan in place. <p>Good ongoing progress in this area</p> |
| <p>3. Develop effective systems for supporting the transition of pre-school children with SEN into schools</p> <p>Add JAR 3.8 d) e) l) Add JAR 3.3 c) d) e) Add JAR 3.4 d)</p> | A Parkinson | Aug 2006 | As above | <ul style="list-style-type: none"> Schools are fully informed and have support mechanisms in place when pupils with SEN are admitted into their setting. | <ul style="list-style-type: none"> Addressed within ESP and Early Years Strategy Group Area SENCOs, EPS and LSS support transition process for children at Early Support Action + passports and visits EPS & LSS contribute via assessment, advice and monitoring role. Transition meeting conducted on pre-school and Foundation 2. Summer term 2006 <p>Good ongoing progress in this area</p> |

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| <p>4. Through pupil data systems track the progression of pupils at School Action and School Action Plus transferring to high schools</p> <p>KJ 3.1 KJ 3.3 KJ 3.4 KJ 3.8 KJ 4.1 KJ 4.2 CF 5 HP 3.2 Add JAR 3.1 Add JAR 3.8 d) e) l) Add JAR 3.3 a) c) d) e) LSS objective 2</p> | <p>L Crick /P. Cook</p> | <p>Aug 2006</p> | <p>As above</p> | <ul style="list-style-type: none"> • High Schools fully informed of the levels of need of pupils transferring from primary schools with appropriate support mechanism in place • Reduction in the number of pupils undergoing statutory assessment in high schools. | <ul style="list-style-type: none"> • EPS piloting transition approaches to support emotional issues at transfer • PASS is contributing to this process • LSS contribute to transition inform for pupils at SA + transferring to high school via meetings written advice/reports <p><i>Good ongoing progress in this area</i></p> |
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| <p>5. To improve the ability of schools to meet the needs of pupils with SEN earlier and without recourse to a Statement of SEN through: -</p> <ul style="list-style-type: none"> • Brokered access to CPD programmes for teaching and support in place • A revised formula for delegating and targeting SEN resource to school is in place <p>KJ3.3 KJ 3.8 KJ 4.1 KJ 4.7 HP3.2 Add JAR 3.8 d) h) l) Add JAR 3.3 a) b) c) d) e) Add JAR 3.2 d) e) f) g)</p> <p>Add JAR 3.8 a) b) c) d) e) h) l) Add JAR 3.4 c) d) LSS objective 2,3,4</p> | <p>L Crick L Butcher/ A McIntyre C Sherriff</p> | <p>Dec 2005 Apr 2006</p> | <p>As above</p> | <ul style="list-style-type: none"> • Reduction in number of pupils with statements • LB/AM to commence work Apr 05 and report to Schools Forum (and inform base budget review in Autumn). <p>In place – schools requesting more development work and some schools clustering to make more effective use of EP time</p> <ul style="list-style-type: none"> • Monitoring system to be developed <p>PSP guidelines ready for re-launch.</p> <ul style="list-style-type: none"> ▪ Monitoring arrangements identified. | <ul style="list-style-type: none"> • EPS supporting this through some modification to time allocation system – ring-fencing 20% of sessions allocated to schools for systems work /capacity building. The service already reserves 20% of total time for development work. • EPS are taking on responsibility this year for monitoring of IBP’s and PSPs in all schools (as part of regular visits). <p>Ongoing Ongoing –</p> <ul style="list-style-type: none"> • Development work i.e. EPS is currently working with other colleagues to re-launch the use of PS Ps in high schools. <p>All High Schools visited to relaunch PSP and disseminate a new proforma for documentation.</p> <ul style="list-style-type: none"> ▪ Need for <p>Good on going progress in this area.</p> |
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| <p>6. To ensure schools have access to specialist advice and support upon which to build school based practice and capacity through access to: -</p> <ul style="list-style-type: none"> • A recruitment and retention strategy in place for the Educational Psychology Service • A fully staffed Educational Psychology Service in place • Access to specialist learning support teachers on a buy back basis. <p>KJ 3.2 KJ 3.3 KJ 3.4 KJ 3.8 KJ 4.1 KJ.4.2 HP 3.2 LSS objective 1,6</p> | <p>LSS Review (LC/DTW)</p> <p>L Butcher</p> <p>L Butcher</p> | <p>Aug 2005</p> <p>Dec 2004</p> <p>Aug 2005</p> | <p>As above</p> <p>Achieved</p> <p>As above</p> | <ul style="list-style-type: none"> • Reduction in the number of pupils with statements • Achieved • Achieved • LSS Review – changed model <p>New PEP appointed. Team will now be fully staffed.</p> | <ul style="list-style-type: none"> • Recruitment and Retention Strategy implemented. Full complement of Educational Psychologists in place (4 out of 5 team members in post – locum work also in place to ensure cover for school based work) <p>Ongoing policy development in this area.</p> <ul style="list-style-type: none"> • Principal Education Psychologist in post. <p>Achieved</p> |
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| STRATEGIC OBJECTIVE 4 | | | | | |
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| To ensure that SEN Resources are targeted fairly and consistently to identified need and that value for money in SEN is achieved | | | | | |
| 1. To review process for allocating additional resources to schools for pupils with Statements | L Butcher | Dec 2004 | | <ul style="list-style-type: none"> The role of STAMP in determining statement provision is reviewed. | Achieved |
| 2. To monitor the use and deployment of delegated and non-delegated SEN resources to ensure that the needs of pupils with SEN are met KJ3.3 KJ 3.4 KJ 3.7 KJ 3.8 KJ 4.1 KJ 4.2 KJ 4.7 KJ 5.7 HP 3.2 Add JAR 3.8 a) b) d) h) l) Add JAR 3.3 a) b) c) d) e) LSS objective 1,6 | LSS Review to inform | Apr 2006 Annually | As above | <ul style="list-style-type: none"> Implementation of Revised SEN Monitoring Policy Annual review of places required /available in specialist provision Review of take up of places in Special Units being undertaken to inform consultation on the future deployment of Unit provision to be undertaken in Spring Term 2005. | <ul style="list-style-type: none"> System in place for allocating and monitoring additional funding for pupils with complex medical needs for whom a statement is not issued. An LEA officer will attend a transition review for all Year 9 pupils with statements of special educational needs. A transition plan is produced and reviewed annually until the pupil leaves full time education. A designated officer liaises with Learning Skills Council and Connexions to ensure that young people receive the advice and support they need for education and training post 16. <p>Good progress in these areas</p> |
| 3. To review the funding formula for special schools | L Butcher/ A McIntyre | Dec 2005 | As above | <ul style="list-style-type: none"> Funding formula for special schools revised and schedule for implementation April 2006. | <ul style="list-style-type: none"> Proposal written. <p>Good progress</p> |

| STRATEGIC OBJECTIVE 5: To maximize the delegation of SEN Resources to schools with clarity over respective school and LEA responsibilities for making provision | | | | | |
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| 1 To implement revised formula for delegating SEN resources to schools | L Butcher/ A McIntyre | Phase 1 in Apr 05 Phase 2 In Apr 06 | As above | <ul style="list-style-type: none"> Revised formula in place | <ul style="list-style-type: none"> Proposals under discussion |
| 2. To establish an agreement with schools detailing school based responsibilities for meeting SEN from their delegated resources | J John | Apr 2006 | As above | <ul style="list-style-type: none"> Agreements in place with all schools Reduction in the number of pupils requiring statements of SEN in mainstream schools Revised criteria in place for statutory assessments in the light of increased delegation of SEN resources to schools | <ul style="list-style-type: none"> Paper written Paper written <p>Achieved</p> <p>Good progress in these areas.</p> |
| 3. To establish an agreement with schools concerning the LEAs responsibilities for meeting SEN from non-delegated resources | J John | Aug 2005 | As above | <ul style="list-style-type: none"> A commitment to schools and pupils statement in place regarding LEA responsibilities and targets An improvement in timescales for completing statutory assessments | <ul style="list-style-type: none"> Paper in place due for consultation in Dec. Ref 5% of schools budget for SEN identified on Section 52. <p>Good progress in this area</p> <ul style="list-style-type: none"> Achieved 100% in last 2 quartiles <p>Good progress in this area</p> |

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| <p>4. Maximise opportunities to delegate centrally held SEN Resources</p> <p>a. Learning Support Service</p> <p>b. Review the work of the sensory teachers within Learning Support Service and explore delegation to an identified school(s)</p> <p>KJ 3.3 KJ 3.4 KJ 3.8 KJ 4.1 KJ 4.2 HP 3.2 CF 2 CF 4 Add JAR 3.8 a) b) d) h) l) Add JAR 3.3 a) b) c) d) e) Add JAR 3.4 c) d)</p> | <p>L Butcher / J John</p> | <p>Apr 2006</p> <p>Aug 2005</p> | <p>As above</p> | <ul style="list-style-type: none"> Schools become mature purchasers of SEN support/advice to meet identified and targeted need within school Consider recommendations of the review | <ul style="list-style-type: none"> LSS/ SEN UNIT PROVISION. Review well underway and due to report to SOC in Autumn 2006. Consultation on new Support Service completed prior to report for Executive Board in March 06. LSS Service disestablished May 2006. Appointment to new service underway June/July 2006. Further resources purchased, catalogued and loaned by the Early Support Team –Summer 2006. <p><i>Good progress in these areas</i></p> |
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| STRATEGIC OBJECTIVE 6 To work in partnership with parents and carers and young people | | | | | |
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| <p>1. To establish a parents/carers forum to enable ongoing consultation on developments in SEN policy.</p> <p>KJ 3.7 KJ 3.8 KJ 4.7</p> | <p>J John / Parent Partnership/ Jenny Jones</p> | <p>Sept 2006</p> | <p>As above</p> | <ul style="list-style-type: none"> • Parents/carers forum in place <p>80% of Yr 5 pupils attend at least part of review meeting</p> <p>Interventions recorded and delivered in 10% of schools administering PASS</p> | <ul style="list-style-type: none"> • Proposal of work with Parent partnership. • Regular meetings between SEN Assessment Team Leader and Parent Partnership with training available • Training to staff in other agencies around the SEN Process • Improved communication between SEN Team and parents to avoid misunderstanding leading to tribunals. • Training sessions provided for foster carers on SEN graduated response and nature and purpose of statement. • Early Support Team presented to both Governors and CYPD seminar on their work to raise awareness. <p><i>Progress in this area.</i></p> |
| <p>2. To review the effectiveness of the Parent Partnership Service and Disagreement Resolution Service</p> | <p>J John/ Parent partnership Jenny Jones</p> | <p>Apr 2006</p> | <p>As above</p> | <ul style="list-style-type: none"> • Outcomes from regional benchmarking of Parent Partnership Services considered to inform future service provision • Annual service evaluation in place | <ul style="list-style-type: none"> • Discussions on going • Service regularly reviewed for effectiveness <p>Good progress in this area</p> |

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| <p>3. Increase pupil participation in discussion and decision making</p> <p>KJ 3.7 KJ 3.8 KJ 4.7</p> <p>Add JAR 3.8 a) d) e) l)</p> | <p>J John / J Jones</p> | <p>Annually</p> | <p>As above</p> | <ul style="list-style-type: none"> Evidence of all pupils participating in annual review process. | <ul style="list-style-type: none"> Pupil presence/ written contribution at his/her review, recorded on Annual Review Report forms (AR4). Tallies now being undertaken-Sept 05. <p>Good progress in this area</p> <ul style="list-style-type: none"> Form AR6 collects pupils' views. Simplified booklet introduced by EP's piloted in primary schools since Spring 2005 Amended statements on secondary transfer specify that pupil must be present at review and be involved in target setting process. Section on pupil voice included in SENCO Handbook as stand alone section. <p>Good progress in this area</p> |
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| STRATEGIC OBJECTIVE 7 To work with Partner Agencies in ensuring pupils with the most complex SEN have access to appropriate highly specialist provision where necessary | | | | | |
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| <p>1. Through representation on the Disability Partnership Board establish protocol and forum for agreeing the provision and funding of support for those pupils with the most complex needs</p> | <p>L Butcher</p> | <p>Dec 2005</p> | <p>As above ``</p> | <ul style="list-style-type: none"> • Resourcing practices in place for the pooling of resources and the funding of specialist placements and/or commissioning of services Further discussions underway on joint and tripartite funding agreement. • Monthly form in place with representation from partner agencies notably, Health, Social Services and Education | <ul style="list-style-type: none"> • Paper presented for consultation. <p><i>Good progress in this area.</i></p> |
| <p>2. To review the working practices of the centrally employed teachers supporting sensory impaired pupils</p> <p>KJ3.2 KJ 3.3 KJ 3.4 KJ 3.8 HP3.2 Add JAR 3.8 b) h) Add JAR 3.2 a) d) e) f) g) Add JAR 3.3 c) d) e) Add JAR 3.4 c) d) LSS objective 6</p> | <p>L Butcher / J John / L Crick</p> | <p>Dec 2005</p> | <p>As above</p> | <ul style="list-style-type: none"> • Service is reviewed and a future model work working is established in partnership with schools | <ul style="list-style-type: none"> • Review in place as part of Review of LSS. • As comments regarding consultation on the new SEN Service <p><i>Good progress in this area due for wider consultation in December 2005</i></p> |

RESOURCE IMPLICATIONS

Approximately £10m is spent on meeting the needs of Halton pupils with SEN. The Local Authority is taking steps to ensure that those resources are being targeted effectively to meet identified needs. Through the review of SEN a commitment has been given to schools that:

- The strategy for the Inclusion of Pupils with SEN and implementation of the SEN Review is not driven by budget savings;
- The review is seeking to target SEN resources more effectively to identified need;
- Savings made as a result of the Review and implementation of this Action Plan will be re-directed to schools to assist them in the earlier identification and targeting of needs.

OUTCOME PERFORMANCE

| % of pupils with Statements of SEN (0-19 population) | | | % of Children placed in Special Schools (5-15 resident population) | | | Reduce the % of Statements of SEN, measured by requests for Statutory Assessment | | | % of Statements completed within 18 weeks (without exceptions) BVPI43a | | | % of Statements completed within 18 weeks (with exceptions – BVPI43b) | | |
|--|-------------------|-------------------|--|-------------------|-------------------|--|-------------------|-------------------|--|-------------------|-------------------|---|-------------------|-------------------|
| 2005/6 Projection | 2006/7 Projection | 2007/8 Projection | 2005/6 Projection | 2006/7 Projection | 2007/8 Projection | 2005/6 Projection | 2006/7 Projection | 2007/8 Projection | 2005/6 Projection | 2006/7 Projection | 2007/8 Projection | 2005/6 Projection | 2006/7 Projection | 2007/8 Projection |
| 3.10% | 3.0% | 2.95% | 1.60% | 1.50% | 1.45% | 100 | 95 | 90 | 75% | 80% | 85% | 55% | 60% | 65% |
| 2005/6 Provisional /Outturn | | | 2005/6 Provisional /Outturn | | | 2005/6 Provisional /Actual | | | 2005/6 Provisional /Actual | | | 2005/6 Provisional /Actual | | |
| 3.06% | | | 1.72% | | | 96 | | | 100% | | | 90% | | |

REPORT TO: Children and Young People Policy and Performance Board

DATE: 4 September 2006

REPORTING OFFICER: Strategic Director, Children & Young People Directorate

SUBJECT: Every Child Matters in Schools - the Secondary School Perspective

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To provide information to the Board on action taken to progress the Barriers to Learning agenda in secondary schools.

2.0 RECOMMENDATIONS: That

(1) progress outlined in the Action Plan be noted.

(2) a further report and update is prepared for the Policy and Performance Board in February 2007.

3.0 BACKGROUND

3.1 At the Excellence in Halton – Secondary Partnership Meeting held in June 2005 it was agreed that to deliver the “Every Child Matters” in Halton agenda it was vital that the new Children and Young People Directorate continues to be pro-active in supporting schools to raise standards and that the benefits of the new structures are maximised to facilitate a wider range of support to schools and to children and young people in order to secure improved outcomes.

3.2 Consequently During the Autumn Term 2005, each Secondary School pulled together a small group of key staff (both teachers and pastoral support staff) to meet with representatives of the Directorate to discuss school-based perspectives on the Every Child Matters in Schools agenda in Halton.

3.3 Meetings were held with each of the eight secondary schools in Halton, between 22nd September 2005 and 9th November 2005 and meetings were attended by the Operational Director (Integration), Divisional Manager (Vulnerable Pupils) and the relevant Link Advisor for the school.

- 3.4 Each session comprised information sharing on the key issues within the 'Every Child Matters' agenda and discussion about the key themes within the individual school. Through discussion opportunities for collaboration with the Directorate and/or between schools were identified.
- 3.5 In each of the eight visits to the Secondary Schools the grouping of staff identified to be involved in the process differed in role, grade and numbers. However each brought a valuable perspective to the process.
- 3.6 Through these discussions a number of key themes were identified that were common to the majority of secondary schools in Halton. These themes are outlined in the attached Action Plan (Appendix 1). Also outlined are the opportunities which were identified for addressing these issues under the new integration arrangements, and the progress to date.
- 3.7 It should be noted that some of the actions are ongoing and continue to be addressed.

4.0 **POLICY IMPLICATIONS**

- 4.1 None at this stage.

5.0 **OTHER IMPLICATIONS**

- 5.1 None.

6.0 **RISK ANALYSIS**

- 6.1 Improving outcomes for children is central to the Governments integration agenda and implementation of the Action Plan will improve life chances for all school children.

7.0 **EQUALITY AND DIVERSITY ISSUES**

- 7.1 By improving opportunities for all school children equality and diversity issues are being addressed.

Action Plan – Every Child Matters in Schools – The Secondary Schools Perspective

| <u>Theme</u> | <u>Opportunities identified</u> | <u>Progress August 2006</u> |
|--------------------------|---|---|
| Parental Attitude | Collaboration between schools and C+YP | Excellent collaboration re MYP elections, polling booths in all secondary schools. Work with youth councils especially through Healthy Schools is progressing well |
| | Directorate to develop and deliver parenting groups. | Branches moving to a wholly parenting support role |
| | Engagement of parents through Extended Schools opportunities. | Parents becoming engaged with schools through extended service provision. Accessing parenting support programmes and adult learning opportunities. This is ongoing. |
| | Better information (leaflets and facts sheets) on support services. | Ongoing |

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| | Secondary schools developing links with Children's Centres | St Chads and Grange have forged links with Halton Lodge CC especially re first day exclusions and continuing strong relationship with Halton High, however contact with other 5 high schools is inconsistent. The development of Children & Young People Area Networks will strengthen the links between schools and children's centres. |
| Links with Police | Relationship of Children & Young Peoples Directorate and schools with Police via Children & Young Peoples Strategic Planning Arrangements. | Superintendent sits on Alliance Board. Deputy Chair of C&YP Commissioning Partnership |
| | Children & Young Peoples Directorate to support, negotiate on behalf of schools with Police, Community Safety Team. | Initial meeting taken place between Headteachers reps, police and the directorate. Exploring CSO's in schools. Schools linkages and access to community safety structures. Schools input to police tasking meetings |
| | Opportunities in Youth Matters Agenda to engage young people and impact 'Gang Culture' issues. | Successful Invest to Save Bid led by Cheshire Fire Service contributing to the creation of a youth engagement team to target youth nuisance and arson hot spots |
| Drugs / Smoking / Alcohol | Development of Preventative Alliance Council's pro-active approach to develop an Alcohol Strategy. | Work started through Anne Batterbee on this and Jenny Owen is part of council Alcohol Strategy working group. |

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| | Transfer of Young Peoples Substance Misuse into the Children & Young Peoples Directorate | Completed |
| | Focus on 'Be Healthy' within the Every Child Matters Agenda | Preventative Alliance work on Teenage Pregnancy, etc has increased investment in this as has the setting of specific outcomes in SLA with Personal Social and Health Education including Sex and Relationship Education and drug education (including alcohol, tobacco and volatile substance abuse) Core theme 1 of National Healthy Schools Status |
| | Police role in Children & Young Peoples Alliance arrangements | Superintendent Bertenshaw Cheshire Police is a part of Alliance Board and Community Safety Manager Cheshire Police is a member of the Specialist/Targeted Task group |
| Attendance | Opportunities via Extended Schools developments | Extended schools multi agency teams working in collaboration with EWO service to establish early intervention additional family support to families at risk of poor school attendance. Collaborative programmes of support developed between CYPD and schools to support young people excluded from school. |

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| | Opportunities as Attendance is identified as a priority for Children's Services | This has led to more resources in this area. All schools now have an identified EWO. School based staff engaging in professional development in this area and EWS now regarded positively by schools. |
| | The development of an authority wide strategic approach to attendance. | Other agencies also identifying how they can contribute to improving attendance |
| | Opportunities for schools to work together and share good practice | Attendance network meetings taking place so that all secondary schools and the authority are sharing good practice and working collaboratively |
| Special Needs | The development of better cross phase working and the development of the primary behaviour strand | The creation of an authority wide behaviour for learning team being planned |
| Access to CAMH's | Opportunities for collaboration across High Schools to develop tier 2 services such as Counselling and Grief Therapy | Ongoing exploration with schools |

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| | Opportunities in the roll out of B.I.P and the Secondary Strategy emotionally healthy school agenda. | Halton Healthy Schools and BIP will continue to promote positive emotional health and well-being to help pupils to understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn. [National Healthy Schools Status Core theme 4] |
| Looked After Children (other LA's) | Opportunity to consider distribution | The local providers forum is currently on hold. |
| | Opportunities through the provider forum that has been established. | The forum is due to be re established in September to incorporate the preventative services providers. However, work is currently under way with Mersey region authorities to establish an agreed protocol. The protocol will be shared with local providers when agreed. Profile of education to be raised within commissioning and contracting process |
| | Opportunities through LAC Education Support Service | Service already involved in providing advice and liaison function to schools. LAC Education Support Service to take responsibility for co-ordination of other LA's LAC and their needs when protocol agreed |
| Alternative Provision | Option for one school to develop provision on behalf of all. | Ongoing exploration with schools |

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| | Opportunities for collaboration in employing monitoring and quality assurance capacity. | Alternative provision identified as a possible focus for a secondary Behaviour and Attendance collaboration must be in place for September 07. |
| | Ongoing opportunity for schools & Children & Young Peoples Directorate to work with providers to raise standards ensure that provision still leads to accreditation | Ongoing exploration with schools |
| Access to other Services | Development of Help4Me service directory as part of ISA developments within the council. | Directory making good progress with further development taking place with schools. |
| | Opportunity as CAF developments roll out across the borough. | Plenty of engagement with schools through training and Halton High as part of first phase implementation, however schools are still struggling with the concept of CAF. Recently agreed extra investment |
| | Linking schools with key staff in the directorate who can act as a guide to services for school based staff. | This will be an integral part of the development of CYPAN's across the borough |
| Communication with C+YP Directorate | Directorate to explore with Headteachers more effective methods and mechanisms of communication both with and within schools. | <ul style="list-style-type: none"> • Revised e-bulletin to schools • Networks established for a range of non-teaching professionals in schools eg. Attendance leads • Termly meetings with DCS |

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