

Public Document Pack



Children and Young People Policy and Performance Board

Monday, 26 February 2007 at 6.30 p.m.
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink, appearing to read 'David W R', positioned above a faint rectangular stamp.

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

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 Date Not Specified

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

Part I

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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.

REPORT TO: Children and Young People Policy and Performance Board

DATE: 26th February 2007

REPORTING OFFICER: Strategic Director, Corporate and Policy

SUBJECT: Public Question Time

WARD(s): Borough-wide

1.0 PURPOSE OF REPORT

- 1.1 To consider any questions submitted by the Public in accordance with Standing Order 33(5).
- 1.2 Details of any questions received will be circulated at the meeting.

2.0 RECOMMENDED: That any questions received be dealt with.

3.0 SUPPORTING INFORMATION

- 3.1 Standing Order 34(11) states that Public Questions shall be dealt with as follows:-
- (i) A total of 30 minutes will be allocated for members of the public who are residents of the Borough, to ask questions at meetings of the Policy and Performance Boards.
 - (ii) Members of the public can ask questions on any matter relating to the agenda.
 - (iii) Members of the public can ask questions. Written notice of questions must be submitted by 4.00 pm on the day prior to the meeting. At any meeting no person/organisation may submit more than one question.
 - (iv) One supplementary question (relating to the original question) may be asked by the questioner, which may or may not be answered at the meeting.
 - (v) The Chair or proper officer may reject a question if it:-
 - Is not about a matter for which the local authority has a responsibility or which affects the Borough;
 - Is defamatory, frivolous, offensive, abusive or racist;
 - Is substantially the same as a question which has been put at a meeting of the Council in the past six months; or
 - Requires the disclosure of confidential or exempt information.

- (vi) In the interests of natural justice, public questions cannot relate to a planning or licensing application or to any matter, which is not dealt with in the public part of a meeting.
- (vii) The Chairperson will ask for people to indicate that they wish to ask a question.
- (viii) **PLEASE NOTE** that the maximum amount of time each questioner will be allowed is 3 minutes.
- (ix) If you do not receive a response at the meeting, a Council Officer will ask for your name and address and make sure that you receive a written response.

Please bear in mind that public question time lasts for a maximum of 30 minutes. To help in making the most of this opportunity to speak:-

- Please keep questions as concise as possible.
- Please do not repeat or make statements on earlier questions as this reduces the time available for other issues to be raised.
- Please note that public question time is not intended for debate – issues raised will be responded to either at the meeting or in writing at a later date.

4.0 POLICY IMPLICATIONS

None.

5.0 OTHER IMPLICATIONS

None.

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

There are no background papers under the meaning of the Act.

REPORT TO: Children and Young People Policy and Performance Board

DATE: 26th February 2007

REPORTING OFFICER: Chief Executive

SUBJECT: Executive Board Minutes

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

- 1.1 The Minutes relating to the Children and Young People Policy and Performance Board which have been considered by the Executive Board and Executive Board Sub since the last meeting are attached at Appendix 1 for information.
- 1.2 The Minutes are submitted to inform the Policy and Performance Board of decisions taken in their area.

2.0 RECOMMENDATION: That the Minutes be noted.

3.0 POLICY IMPLICATIONS

None.

5.0 OTHER IMPLICATIONS

None.

6.0 RISK ANALYSIS

None.

7.0 EQUALITY AND DIVERSITY ISSUES

None.

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

There are no background papers under the meaning of the Act.

APPENDIX 1

Extract of Executive Board Minutes Relevant to the Children and Young People's Policy and Performance Board

EXECUTIVE BOARD MEETING HELD ON 21ST DECEMBER 2006

CHILDREN AND YOUNG PEOPLE'S PORTFOLIO

EXB70 BUILDING SCHOOLS FOR THE FUTURE

The Board considered a report of the Strategic Director – Children and Young People regarding Building Schools for the Future (BSF). It was noted that BSF aimed, through substantial capital investment, to transform secondary educational standards by providing 21st century learning environments.

The Council was advised on 15th December that it had been selected to join the programme in Wave 6. A reorganisation of the Authority's secondary provision would need to be completed by January 2008 to start the programme. The aim of any proposal would be to reform and redesign the pattern of secondary education, its curricula and schools' infrastructure to best serve the Borough's communities for decades to come.

The funding arrangements, together with information about factors to be considered and the process to be undertaken, were outlined for the Board's consideration. It was noted that a further report would be submitted to a future meeting of the Board.

EXECUTIVE BOARD MEETING HELD ON 25TH JANUARY 2007

EXB76 CAPITAL PROGRAMME 2007/2008

The Board considered a report of the Acting Strategic Director – Children and Young People providing a summary of the funding available for the Schools Capital Programme 2007/08. The report outlined the process for prioritisation for Capital Repairs together with the proposed programme.

It was noted that the main source of funding for the Schools Capital Programme was the DfES Capital Allocation. For 2007/08 capital funding available totalled £1,938,007 and current commitments were outlined for information. Following an annual short survey of all schools, as well as a more detailed survey for one quarter of Halton Schools each year, the key capital repairs requirements had been prioritised through the use of a condition score matrix attached as Appendix 3 to the report.

The Board was advised that the Capital Programme identified would allow the Council to continue to meet its requirement to enhance the learning environment through capital projects allocated in accordance with the priorities identified in the Asset Management Plan.

RESOLVED: That full Council be recommended to approve the Capital Programme identified in Appendix 1 to the report for 2007/08.

REPORT TO: Children & Young People PPB

DATE: 26 February 2007

REPORTING OFFICER: Operational Director-Policy & Performance

SUBJECT: Performance Monitoring Reports for the 3rd quarter (2006/07)

WARDS: Boroughwide

1. PURPOSE OF REPORT

- 1.1 The departmental service plans set out what the services are planning to achieve and demonstrate how they contribute to the Council's strategic priorities. The service plans are central to the Council's performance management arrangements and the Policy and Performance Board has a key role in monitoring performance and strengthening accountability.
- 1.2 The 3rd quarter monitoring reports for the services that come within the remit of this Policy & Performance Board are available in both electronic and hard copy formats. These reports enable Board Members to scrutinise progress towards achieving the service objectives, milestones and performance targets contained in the 2006/07 service plans for the following:

Children & Young People Directorate

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

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 A performance briefing paper is enclosed to highlight aspects contained in the full versions of the monitoring reports that Members might wish to consider further. (See appendix 1)

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	Richard Rout- Performance Management Officer
2. Student Services & Lifelong Learning		
3. Children's Services (Social Care)		

PERFORMANCE CONSIDERATIONS

(3rd Quarter 2006/07)

SERVICE: Children's Services (Social Care)

Overview

All the service objectives and the vast majority of the performance targets are on course to be achieved and therefore, the prospects for the service delivering on its commitments appear to be good. The monitoring report is detailed and sets out the progress across a wide range of initiatives currently underway. A key issue for the service and indeed the Council as a whole is the Joint Area Review (JAR), which will be held in March/April 2008. A JAR Steering Group has been formed to ensure the preparations and foundations are in place for a successful inspection.

Areas for Further Consideration

- The ratio of employment, education and training for care leavers (*BVPI 161*) has remained low for the third quarter running. The report refers to a particularly challenging cohort group and a number of actions are being taken to try and improve performance. However, it would be useful to have some examples of the sort of actions being taken and an indication of how successful they have been or are likely to be.
- The % of looked after children under 16 looked after for 2½ years and in the same placement for 2 years, has remained unchanged at 66.3%. This and the previous quarter reports referred to a number of factors that have impacted on performance and the need for further investigation to identify the reasons for the decline in performance and what can be done to reverse matters. This PI is also an LPSA target and the LPSA monitoring group is developing an action plan to improve performance to ensure the 2008 target of 81.5% is achieved. If it is achieved, the Council will be eligible to claim the full LPSA Reward Grant of around £92,000.

SERVICE: School Support & Advisory Service

Overview

With all the service objectives reported as being on course to be achieved the prospects for the year in this respect are positive. However, 6 of the 10 key performance targets relating to A*-G GCSEs and some of the KS2 (*Maths & English*) and KS3 (*English, Science & ICT Assessment*) that link to the objectives will not be met although half of them have improved on the previous year's results. On balance with all 7 non-key performance targets on course to be achieved the majority of the targets will be met but there is still significant scope for further improvement.

Areas for Further Consideration

- The national Learning & Skills Council (LSC) review has proposed to end the 'preferred supplier' status for Education/Business Partnerships (EBPs), which will pose a serious threat to the £50k funding the Council currently, receives from the LSC. This money is used to coordinate and support work experience however, if it is lost, the future consequences and alternatives (if any) for this area of work will need highlighting.

- There is concern about the fall in the % of pupils achieving Level 5 or above in KS3 results-English (*BV 181a*) because this performance indicator is closely linked to the LPSA targets for the % of children achieving 5 or more A*-C GCSEs inc English and Maths for 2008. This is the same cohort group that will provide the LPSA outturn, which if achieved, will enable the Council to claim the full LPSA Reward Grant of around £300,000. A number of actions are being identified to tackle this issue and it is important for the action plan that emerges to be successful and monitored accordingly. However, it would be helpful if there were an outline of what the action plan was likely to contain.

SERVICE: Student Services & Lifelong Learning

Overview

Overall progress against the service objectives and performance targets are on course and therefore, the outlook for the service appears to be good. The report details a number of positives including the recent Youth Service inspection judgement and the designation of 4 more Children's Centres. However, the report also highlights some aspects e.g. school attendance that might benefit from further consideration by the PPB

Areas for Further Consideration

- A new set of standardised attendance codes are in place to ensure consistency in methods of registration and attendance reporting for all schools. An analysis of attendance data has been undertaken to determine the impact of these measures. Therefore, it will be helpful to know what the analysis revealed and what the implications will be for all or some schools in Halton.
- The Prime Minister's Delivery Unit is proposing to visit Halton as part of a review of pupil behaviour. Although the number of pupils permanently excluded in 2005/06 was a significant improvement on the previous year, the speculation is that Halton was selected because it excluded 0.24% of its pupils in 2004/05, which was the 5th highest in the country. Therefore, it will be helpful to know if the scheduled date of the visit by the Delivery Unit has been confirmed.
- It is reported that Halton's secondary school attendance showed the second largest improvement of the 22 northwest local authorities. To set this in context, it would be helpful to know the extent of the improvement and what the improvement target is for the key objective to increase the level of school attendance particularly in secondary schools.
- A mid-term review of the Priority Action Plan to reduce the number of 16-18 year olds not in education, employment or training took place in October. However, although the report indicates that significant progress has been made in some of areas included in the plan, no specific details are given.
- As part of a Childcare audit/needs analysis to secure sufficient childcare and early education places, a consultation process with parents/carers, children and young people was undertaken. However, it is not clear in the monitoring report what has been learned from the audit/consultation.

Report to: Children & Young people PPB

Date: 26th February 2007

Reporting Officer: Acting Strategic Director – Children and Young People

Subject: Improvement plan following the findings of the independent review of the Youth Service undertaken by the National Youth Agency in September 2006

1.0 PURPOSE OF REPORT

- 1.1 To provide information on the detail of the improvement plan following the Youth Service Inspection building upon the information presented at the last PPB

2.0 RECOMMENDATIONS

- 2.1 That the information be noted and the improvement plan agreed

3.0 BACKGROUND

- 3.1 The Youth Service was inspected by OfSTED in March 2004 and found to be a poor service offering poor value for money. The report highlighted 10 areas for service improvement. The service was re inspected against the 10 latter recommendations in March 2005 and found to have made limited progress in all areas. This result meant the service had not made “reasonable progress” or “good progress” and therefore was not signed off as “adequate” or “satisfactory” by inspectors and Government Office at that point.
- 3.2 Earlier in the year the National Youth Agency (NYA) agreed to undertake a full internal inspection of the service against the Ofsted framework for the inspection of local authority youth services in September 2006. This would represent a half-way point between the re inspection in March 2005 and the JAR in March 2008.
- 3.3 The Inspection took place from 25th to 29th September and the resulting review document was presented to the local authority and Connexions Partnership on Tuesday 7th November by the lead inspector Harriet Gore

4.0 Main Findings of the Review

- 4.1 Effectiveness and Value for Money
Halton Borough Council provides a good service, which provides good value for money. Young people, at risk of exclusion achieve well and make good progress. The resources available to the service are sufficient and are used efficiently. Partnership arrangements are generally good and support young people to achieve high standards. Elected members and senior managers in the council and the Connexions Partnership provide good

support and strategic direction and have good knowledge about the quality and performance of the service. The service acknowledges the need to build on improvements that have been secured during the past two years.

4.2 Strengths

- Young people from priority groups make good progress
- Good structures for involving young people in decision making at area and borough levels
- Strong strategic and operational leadership and management
- A broad based, well co-ordinated curriculum and good quality assurance arrangements secure continuous improvement
- Partnership work enhances the achievement and support of young people

4.3 Areas for Development

- Improve the quality of young people's involvement in planning, implementation and evaluation of youth work programmes
- Planning, evaluating and recording young people's learning and achievement requires further development
- Young people are insufficiently involved in negotiating challenging learning outcomes and experiences
- Issues of equality and diversity are insufficiently addressed within the curriculum and youth work programmes

4.4 The improvement plan attached represents the detailed developments needed to address identified issues

Fifth Draft

Halton Youth Service Improvement Plan; October 2006 – March 2008

This improvement plan has been developed with support from the NYA following the review of the service in September 2006 by the NYA against the OfSTED framework. This plan also takes into account the findings of the service internal audit in February 2006 against the Merseyside Youth Services Quality Standards, and an internal Joint Area Review Youth Service Self Assessment undertaken in May 2006.

The recommendations covered are to improve;

1. the quality of young people's involvement in planning, implementation and evaluation of youth work programmes
2. and further develop the planning, evaluating and recording of young people's learning and achievement
3. the involvement of young people in negotiating challenging learning outcomes and experiences
4. the issues of equality and diversity within the curriculum and youth work programmes
5. and further develop the service partnership with the voluntary sector
6. how the service demonstrates the impact of its contribution to the Every Child Matters outcomes for children.

In addition the following developments have been required by the Chief Officers Management Team and will be added into the forthcoming annual service delivery plan for the period April 2007 to March 2008. To improve;

7. intergenerational social cohesion within the borough and particularly how adults can be engaged to become less intolerant of young people
8. linkage to, and support of, the anti-social behaviour agenda

Area of Development	Who	Action	When: by end of	Traffic Light	Comments/Progress
1.1 Developing members/users groups for unit planning	SC SC	Pilot in East Runcorn Area Team to; <ul style="list-style-type: none">• Train young people in group in the understanding & use of NAOMIE• involve this group in producing this team's	March 07		

	SC SC SC	<p>Q4 plan, ongoing monitoring of the plan, and evaluation to the plan's objectives</p> <p>[Target: 6 YP involved]</p> <p>Roll out learning throughout service;</p> <ul style="list-style-type: none"> • A member/user group in all 5 area teams • NAOMIE accredited training for young people completed • 5 groups involved in producing Q2 plans <p>[Target: 20 YP involved]</p> <p>[Evidence: EYS]</p>	Sept 07		
1.2 Young people's Mystery Shopper and Young Inspector's schemes	SC SC SC	<p>Young people involved in inspecting the service</p> <ul style="list-style-type: none"> • Pilot group of young people from Widnes self selected and trained • This group undertake mystery shopper inspection in Runcorn project and project put improvement plan in place as a result • Project evaluated & rolled out throughout service as part of the Service Plan 07/08 <p>[Target: 10 YP trained up]</p> <p>[Evidence: EYS]</p>	March 07		
1.3 Leadership Senior Member Training	DWr	<p>Young people become senior leaders within the service</p> <ul style="list-style-type: none"> • Training programme developed and accredited including a residential element with Senior Members who regularly attend service provision 	Sept 07		

	DWr DWr	<ul style="list-style-type: none"> This group acts as a pilot group to undergo programme & evaluate it This reviewed programme will become an annual opportunity for young people as part of the service delivery plan [Target: 8 YP involved] [Evidence: EYS]			
1.4 More youth led programmes where young people interact with their communities	Area YW	Young people involved in their communities <ul style="list-style-type: none"> Programmes negotiated with young people through "Speak Outs!" and at least one takes place within each Community Panel Area during the year. [Target: 6 programmes planned & 40 YP involved] [Evidence: EYS]	Sept 07		
1.5 "Young people and adults share decision making" – (Ladder of Participation; Roger Hart)	SCa SCa	Young people help direct & manage the service <ul style="list-style-type: none"> Service undertakes a Hear by Right Audit as one of the 8 CYPA pilots Hear by Right Improvement Plan in place & being implemented [Target: 30 YP involved in the audit & developing the Hear by Right improvement plan] [Evidence: EYS]	April 07		
2.1 Develop the educational		Building on the NAOMIE staff training by revisiting how to use activity and reflection to	Dec 07		

nature of youth work within the service	DW DWr	achieve personal & social education learning outcomes <ul style="list-style-type: none"> • Best practice presentations in each monthly full time team meetings (+ see 2.2) • Training session on reinforcing young people's learning by using Kolb's "experience to learning cycle" delivered in AYW team meeting & cascaded in all Area Teams [Target: 9 presentations completed & 40 staff trained] [Evidence: Team mins, training logs]			
2.2 Strengthen Recorded Outcomes	SC SC SC TW SMT	YP learning & achievement is recognised through good quality recorded outcomes <ul style="list-style-type: none"> • Review "file of success & achievement" to reflect NAOMIE systematic planning processes & re-launch to staff • Guidance document produced for staff around recorded outcomes • Awareness raising session for Staff measuring & evidencing distance travelled towards soft outcomes • Briefing session; recording progress of young people towards achieving soft outcomes on EYS. (FT staff) • Quality and appropriateness of recorded outcomes monitored monthly by snapshot quality testing of EYS recordings & 	Sept 07		

	DW	<p>resulting achievement certificates of young people</p> <ul style="list-style-type: none"> • Best Practice presentations at full time team meetings in 2.1 to include resulting Recorded Outcomes & evidence base in EYS <p>[Target: 40 staff trained, 90% of snapshot quality tests are above minimum standards] [Evidence: Training logs, EYS]</p>			
2.3 Improve poor youth work settings	TW TW TW	<p>Youth work takes place in good quality settings</p> <ul style="list-style-type: none"> • Produce an assessment process to measure the quality of youth work settings ensure continuous improvement; for “brighter & better Youth Centres” • Area staff team to analyse the necessary changes to Chapelfields Community Centre to ensure it is fit for good youth work practice. • Improvement plan for Chapelfields to be discussed with the Centre Management Committee and implemented. <p>[Target: 85% of YP say they are happy with the buildings where youth work takes place] [Evidence: YP survey]</p>	April 07		
2.4 Session, curriculum project & quarterly	DW	<p>Youth work is planed & evaluated using a systematic approach</p> <ul style="list-style-type: none"> • Basic training for all staff at January Staff Conference Day (1/2 day) 	May 07		

planning for learning using NAOMIE	TW TW TW	<ul style="list-style-type: none"> • Further training for full time staff managing youth work programmes (1/2 day) • NAOMIE planning using EYS training for full time staff (1/2 day) • Sessional planning using NAOMIE to be undertaken & monitored in management supervision of Area Youth Workers & Team Leaders <p>[Target: 40 staff trained, All 7 team plans meet NAOMIE standard] [Evidence: Training logs, Supervision notes & Team Annual Plans]</p>			
3.1 Consistent challenging of YP to succeed	DW DW TW	<p>Youth work programmes raise the confidence & aspirations of YP</p> <ul style="list-style-type: none"> • Challenge as a “need” within NAOMIE. Delivered as part of NAOMIE input at Staff Conference Day • Challenge by choosing “methods” of delivery within NAOMIE that stretch young people and demand their best. Delivered as part of management supervision with full time staff. • Staff Visit Programme to centres in other Merseyside Youth Services which are seen as beacons of best practice in this area. Staff involved to cascade learning throughout service <p>[Target: 40 staff trained, 6 staff visit “best practice</p>	Dec 07		

		centres”] [Evidence: training logs: 6 staff presentations in Team meeting notes]			
3.2 Staff skills in managing the challenging youth centre environment	DWr SMT DW	Staff are able to safely manage very challenging & disruptive YP in open (drop-in) provision <ul style="list-style-type: none"> • Development programme for improving teamwork skills of Area Teams by Area Youth Workers • “Buddying” up as required to share good practice strategies in managing the open youth centre environment eg yellow/red card system, behavioural contracting, token economy/reward structures etc • Buddy’s share good practice in monthly full time team meetings [Target: Open provision early closures down by 30%, 7 teams undergo team development training, 9 “best practice” presentations complete] [Evidence: YS Openings records, training logs, Team meeting notes]	Dec 07		
3.3 Negotiating YP out of recreation & into learning through the YW relationship	DW	Good relationships with young people enable them to try challenging new experiences from which they learn <ul style="list-style-type: none"> • Best Practice presentations at full time team meetings in 2.1 to include how to build on the relationships made with young people by challenging them and negotiating with them so they try out new experiences. 	July 07		

	TW	<ul style="list-style-type: none"> Creating a section of curriculum that specifically offers exciting, challenging “taster” resources for young people <p>[Target: 85% of YP say their involvement has led to trying new exciting things, 30 new “taster” resources available in the curriculum resource centre] [Evidence: YP survey, Curriculum resource centre library]</p>			
3.4 Team Leader Development for confidence & risk taking	TW TW DW + VA	<p>Team leaders are innovative and try new things</p> <ul style="list-style-type: none"> In-Service training developed Team Leaders produce personal action plans around their practice & these are monitored in supervision All Team Leaders attend a leadership weekend to develop self confidence when outside their “comfort zone” <p>[Target: 85% of YP say their involvement has led to them trying new exciting things, 5 team leaders attend the weekend leadership course & one other piece of relevant in-service training for this area] [Evidence: YP survey, Staff training logs]</p>	June 07		
3.5 Improve Staff performance management	TW	<p>Staff have & value management supervision as an entitlement, support and challenging experience</p> <ul style="list-style-type: none"> Implement new CNX management supervision system & focus on NOS for 	June 07		

	SMT	<p>youth work, training needs, monitoring results of annual PDR,.</p> <ul style="list-style-type: none"> • Improve skills of managers conducting supervision. Fishbowl role play in a full time team meeting <p>[Target: All staff have quality supervision at least every 6 weeks, 40 staff undergo the Supervision “fishbowl role play” training exercise] [Evidence: Management Supervision records, Personal Development Reviews, staff training logs]</p>			
4.1 Equality & Diversity curriculum planning and roll out	DW JL DW SCa TW	<p>YP learn about equality & diversity and value all people</p> <ul style="list-style-type: none"> • Review the Service Equal Opportunities Policy Statement • CNX Equality & Diversity Policy in place • Service Implementation Plan out for consultation with staff & young people then acted on. The plan will include increased curriculum resources, and Equality & Diversity planning at unit level • The Welcome Audits within this year’s annual plan to take place as indicated • Equality & Diversity planning at unit level undertaken as “Curriculum Projects” within EYS – staff briefed <p>[Target: Each YS unit will complete 2 pieces of work on this agenda, 150 YP will be involved] [Evidence: EYS]</p>	June 07		

4.2 Celebrating diversity strategy	SCa SMT	<p>YP learn about different cultures and value all people</p> <ul style="list-style-type: none"> • Equality & Diversity development plans to include additional religious/celebrating cultural events like Eidd, Black History Month, LGBT History Month at service level • All Area Teams to include celebrations events within each quarter plan <p>[Target: 20 area events to take place involving 100 YP] [Evidence: EYS]</p>	July 07		
5.1 Vol Sector & HYS joint strategy	DW TW DW RW	<p>Voluntary & statutory youth services work together to produce better outcomes for YP</p> <ul style="list-style-type: none"> • Voluntary Sector Commissioning document to fill service gaps in provision out • SLA with Youth Federation for CWFD for PVI monitored • Voluntary Sector Quality Standards rolled out • Community Youth Groups Initiative rolled out. <p>[Target: Open youth service project within 1 mile of every YPs home, 3 new community Youth Groups run solely by volunteer residents, 10 more voluntary youth groups achieve the “being safe” quality standard] [Evidence: YS MI, EYS, Vol Sector QS logs]</p>	April 07		
6.1 Linking Merseyside		All Youth Work contributes and is seen to contribute to the ECM outcomes for children	March 07		




Youth Services Curriculum with the ECM outcomes	DW TW	<p>and young people</p> <ul style="list-style-type: none"> • Matrix agreed across all 6 Merseyside Youth Services • Full time staff trained to use the matrix in planning work so it contributes to the ECM outcomes and the needs of YP and all staff familiarised <p>[Target: 12 staff trained, 40 staff familiarised] [Evidence: Matrix, staff training logs.]</p>			
6.2 Measuring the Impact of youth work	SMT	<p>Staff and young people understand the impact youth work has on the lives of young people</p> <ul style="list-style-type: none"> • Definition of “Impact” clear across the service and the role of our measured “Outcomes” in contributing to these “Impacts”.- Area Team Briefs by SMT <p>[Target: 40 staff briefed] [Evidence: Area Team meeting notes, EYS recordings of outcomes for young people]</p>	April 07		
7.1 Increasing Intergenerational social cohesion	SCa Area	<p>Young people and adults work together to improve their community</p> <ul style="list-style-type: none"> • YP from the UKYP Youth Cabinet are involved in., can affect policy , and can bring their concerns to the Children & Young People’s PPB via attendance and video presentation • YP are involved in community democratic 	Sept 07		

	<p>YW</p> <p>RW</p> <p>Area YW</p>	<p>processes through the area, borough and UKYP youth forums. This includes young representatives attending Community Area Forums.</p> <ul style="list-style-type: none"> • Community Youth Groups putting together and supporting young people and local residents to form neighbourhood youth projects. • Social Cohesion projects in each Area where young people and adults work together on a project of benefit to their community or meet to resolve community conflict. eg 'Halton Brook Together' <p>[Target: 6 active Area Youth Forums & the borough Youth Cabinet in place involving 80 YP, 3 new Community Youth Groups in place involving 15 adults & 40 young people, Youth Cabinet affect PPB decision making, 6 social cohesion projects take place] [Evidence: EYS, PPB minutes]</p>			
7.2 Celebrating & valuing our young people and their achievements	<p>SCa</p> <p>Area YW +</p>	<p>Young People and concerned adults challenge the image of young people as “a problem” and as not contributing to their communities</p> <ul style="list-style-type: none"> • The involvement of YP in the UK Youth Parliament democratic process is further enhanced and more YP involved. • Systematic collection and publicising the achievements of young people involved in 	Mar 08		

	RW JH DW	<p>youth service activity</p> <ul style="list-style-type: none"> Supporting the development of a strategy for collecting this information from across all organisations involved with children & young people, discussing its use with the Borough Youth Cabinet, and publicising it. Assisting those involved in the Anti-Social Behaviour agenda to avoid demonising young people and help them challenge those who believe or portray all young people are perpetrators of anti-social behaviour <p>[Target: 5% more YP involved in UKYP election (5750), YS publicity campaign in March, table a proposal for a CYPAB +ve publicity strategy, table the same at the ASB SOG] [Evidence: HBC Election team records, Black Cab publicity campaign, CYPAB proposal, ASB SOG proposal]</p>			
8.1 Supporting and encouraging pro-social behaviour	SCa	<p>Youth Service staff at all levels work with others to engage young people at risk of creating youth nuisance as a contribution towards the “prevent & deter” strand of the boroughs anti-social behaviour strategy</p> <ul style="list-style-type: none"> Coordinating the multi agency “Friday night at the park” developments whereby young people who could move into anti-social behaviour are engaged in positive worthwhile activity 	June 07		

	SCa	<ul style="list-style-type: none"> The new HYS On The Streets Team pilot focussed on medium term engagement of young people in areas where youth nuisance and fire starter activity is embedded, into local constructive activity and community forums. Delivered with PCSOs and fire-fighters 			
	TW	<ul style="list-style-type: none"> Number of young people attending HYS SPLASH activities in “hot spot” areas each holiday period increases 			
	DW	<ul style="list-style-type: none"> A specific Youth Service manager attends the ASB SOG, T&C, and MAMs group, to represent the service 			
	DW	<ul style="list-style-type: none"> Coordinating organisations & agencies to produce a process whereby positive activities for young people can be publicised in a way that makes them accessible to young people 			
	RW	<ul style="list-style-type: none"> YP give grants and commission services for other young people through the Youth Bank increasing the “Places to Go & Things to Do” for all young people especially those in deprived areas and at risk of engaging in anti-social behaviour <p>[Target: YS register the involvement of 500 young people “at risk” of anti-social activity in these constructive activities, Positive Activities Publicity Strategy in place by July]</p> <p>[Evidence: EYS, PAPS strategy]</p>			

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 <p>Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.</p>	Indicates that the <u>target is on course to be achieved</u> .
<u>Amber</u>	 <p>Indicates that it is <u>unclear</u> at this stage, due to a lack of information or a key milestone date being missed, <u>whether the objective will be achieved</u> within the appropriate timeframe.</p>	Indicates that it is either <u>unclear</u> at this stage or too early to state whether the target is on course to be achieved.
<u>Red</u>	 <p>Indicates that it is <u>highly likely or certain that the objective will not be achieved</u> within the appropriate timeframe.</p>	Indicates that the <u>target will not be achieved</u> unless there is an intervention or remedial action taken.

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

DATE: 26th February 2007

REPORTING OFFICER: Acting Strategic Director – Children and Young People

SUBJECT: Question and Answer Session

WARDS: Borough wide

1.0 PURPOSE OF REPORT

The Board will be invited to participate in a question and answer session with Councillor McInerney, Portfolio Holder, Children and Young People.

2.0 RECOMMENDED: That the report be noted.

REPORT:	Children and Young People Policy and Performance Board
DATE:	26 th February 2007
REPORTING OFFICER:	Acting Strategic Director – Children and Young People
SUBJECT:	Scrutiny Topic Action Plans
WARDS:	Boroughwide

1.0 PURPOSE OF THE REPORT

- 1.1 To provide an update to the Board on two previous scrutiny topics with particular reference to the impact of the specific Action Plans on outcomes for Children and Young People. The two scrutiny topics are Barriers to Learning (Excluded Pupils) and Healthy Eating.
- 1.2 To propose future action in relation to any outstanding areas of concern.

2.0 RECOMMENDATION

- 2.1 That the Board receive the two presentations outlining the updated position in relation to the Action Plans and the impact of the Action Plans on outcomes for Children and Young People.
- 2.2 That the Board propose areas for future action arising out of these scrutiny topics.

3.0 SUPPORTING INFORMATION

- 3.1 The final report and action plan in relation to Barriers to Learning (Excluded Pupils) was presented to the Children and Young People PPB in June 2006. A copy of the report and action plan is attached as appendices 1 and 2.
- 3.2 The Healthy Eating topic has previously reported to the Healthy Halton PPB and the Life Chances PPB in March 2006. The report attached as Appendix 3 contains a summary of recommendations in paragraph 5 and this in effect constitutes the Action Plan.

4.0 POLICY IMPLICATIONS

- 4.1 None at this stage.

5.0 OTHER IMPLICATIONS

5.1 None.

6.0 RISK ANALYSIS

6.1 The Action Plans in relation to the two scrutiny topics contain risk control measures designed to reduce social exclusion and improve the health of Children and Young People.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 By addressing the issues in relation to these scrutiny topics outcomes for the most disadvantaged and vulnerable children are likely to improve.

8.0 List of Background Papers under Section 100 of the Local Government Act 1972.

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

DATE: 19 June 2006

REPORTING OFFICER: Strategic Director, Children and Young People

SUBJECT: Barriers to Learning – Action Plan

WARD: Boroughwide

1.0 PURPOSE OF REPORT

1.1 To consider the Action Plan and Priorities for Action identified as a result of the scrutiny by the Topic Tem of Barriers to Learning.

2.0 RECOMMENDATIONS: Tha t the Children & Young People PPB accept the Action Plan attached at Appendix 1.

3.0 SUPPORTING INFORMATION

3.1 In September 2004, PPB endorsed the work programme for 2004/5 which included "Barriers to Learning" and which had a particular focus upon pupils excluded from school, incorporating the Pupil Referral Unit.

3.2 Early within the schedule of meeting Members considered the need to broaden the topic brief to explore Barriers to Learning in their broadest sense, going beyond the examination of issues resulting in young people being excluded from school.

3.3 The Topic Team comprised the following Members:

- Cllr E Jones
- Cllr M Horabin
- Cllr H Hodgkinson
- Cllr R Gilligan

3.4 Members of the group met with Ken Hughes, Teacher in Charge, KS4 Pupil Referral Unit (PRU): Elizabeth Rene and Joan Connor, respectively Head of Outreach and Therapeutic Service and Outreach Coordinator of the Clifford Holroyde Centre of Expertise, Liverpool: Jessica Williams (Chief Sure Start Dietician c/o Halton Hospital) and Sally Goddard Blythe of the Institute of Neuro-Physiological Psychology, Chester. Topic Team members also read relevant articles and reports e.g. "A guide to promising

approaches” and sought the opinions of Halton Head Teachers and groups of young people on barriers to learning. We are grateful to those who gave freely of their time and shared their expertise with us.

4.0 POLICY IMPLICATIONS

4.1 The recommendations strengthen implementation of identified priority areas of learning, SEN and behaviour improvement.

5.0 OTHER IMPLICATIONS

5.1 There have been some cost implications as a result of this report. Where possible, resources have been targeted specifically in the area of improving behaviour. More broadly the recommendations seek to reinforce intervention strategies that are preventative in nature resulting in the longer term in a reduction in the more costly reactive measures currently employed.

6.0 RISK ANALYSIS

6.1 The risk associated with not implementing some or all of the recommendations is that costly reactive measures continue to be required and increase resulting in increasing costs and poor outcomes for children.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 Removal of barriers to learning will enable children and young people at risk of social exclusion to participate in learning opportunities on an equal basis to their peers that might otherwise have been denied to them.

8.0 REASON(S) FOR DECISION

Not applicable

9.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

Not applicable

10.0 IMPLEMENTATION DATE

To be determined within the Implementation Plan

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

PERFORMANCE ACTION PLAN BARRIERS TO LEARNING

Recommendations	Responsible Officer	When	Detailed Actions	Monitoring Arrangements
<p>a) BEHAVIOUR</p> <p>Support the efforts of senior officers to secure some dedicated funding to establish a central Behaviour Improvement Team to build capacity in schools for dealing with pupils with difficult behaviour.</p>	L Butcher	31.05.06	Additional resources secured. Next steps to recruit Behaviour Specialist for Autumn term.	Termly monitoring through Priority Action Plan for Behaviour
<p>Recognise the value of the work of the PRUs while urging officers to monitor the performance of every pupil leaving the PRU.</p>	K Hughes	Nov 06 Mar 07 and annually thereafter	<ul style="list-style-type: none"> • Connexions to forward “destinations” to PRU Head in November and March of the following academic year. • Collaboration between Teacher in Charge and associated agencies post 16 such as YOT, Connexions (NEET, HYA), in order to exchange information to allow a more effective service provision for the young people. KH to track through multi agency referrals. 	PRU Management Committee

<p>Support officers in their efforts to challenge and support schools to improve management of behaviour in order to reduce the numbers of pupils excluded and redirect this funding to early identification and support of pupils within mainstream schools at an earlier stage.</p>	<p>J Potter</p>	<p>May 06 – Sept 06</p>	<ul style="list-style-type: none"> • Establishment of an authority behaviour for learning team • Establishment of PRU preventative outreach 	<p>Termly monitoring of Priority Action Plan - DMT.</p>
<p>Keep under review with the strategy for the inclusion of pupils with SEN, the deployment of resources for supporting pupils with SEBD in Out of Borough placements.</p>	<p>J John EPS Service SEN Assessment Team Monitoring & Assessment officer</p>	<p>Aug.2006 May 2006 On going Qtrly update of Priorities Action Plan for SEN</p>	<ul style="list-style-type: none"> • Review of Strategy completed • Placement advice/discussion group established consisting of senior officers of SEN & Vulnerable Children Divisions meeting on a fortnightly basis. • LA officer attendance at Annual Reviews of all pupils placed in out of Borough provision, in order monitor quality of provision and appropriateness of placement • Development officer to Report ongoing placement costs and invoices on a quarterly basis 	<p>Termly monitoring of Priority Action Plan – DM</p> <p>Quarterly Budget Monitoring</p>

<p>Provide training and support, particularly for all newly qualified teachers as part of their induction programme, in the management of disruptive behaviour and include Lead Behaviour Professionals in schools in developing the programme.</p>	<p>J Potter/W Farrell</p>	<p>Jan 07</p>	<ul style="list-style-type: none"> • NQTs – Training programme in Autumn term for Primary NQTs. • Secondary NQTs receive money through Secondary Strategy Behaviour Consultant • 1-day training for Primary NQTs on Behaviour in Autumn Term Training Programme. • Training to develop pupil's Social and Emotional Aspects of Learning (SEAL) continues to be delivered to schools, including follow up support from Primary Strategy Consultant, Education Psychologist and BIP Team personnel. 	<p>Monitoring of Behaviour Priority Action Plan – DMT</p> <p>Termly meeting of 'SEAL' Planning Team</p> <p>Termly review and evaluation (KO3 Primary Leader – G Bennett)</p>
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<p>b) SPECIAL NEEDS</p> <p>Request an annual report to the Life Chances PPB on steps taken to improve the capacity of mainstream schools to identify and assess needs of children at the earliest opportunity, and to receive feedback, via schools surveys (or other appropriate means) on the quality of support provided by central services.</p>	<p>J John</p>	<p>January 2007 July 2007</p> <p>Quarterly basis through PAP Annually</p>	<ul style="list-style-type: none"> • Establish Halton SEN Service • Review with Schools, through the SEN Review Toolkit & SEF information • To provide details of training required • Provide details of training opportunities developed. • Provide details of training accessed • Provide details of outcomes for children <p>Report on outcome of audit Commission Survey on SEN support.</p>	<p>Termly monitoring of Priority Action Plan on SEN</p>
<p>Take steps to develop the capacity of schools to manage pupils with difficult behaviour and commission training from an appropriate provider in techniques based on research by the Institute of Neuro-Physiological Psychology, and to invite some primary schools to pilot these specific interventions. Subject to successful outcomes from the pilot to ensure training is rolled out more broadly.</p>	<p>J Potter</p>	<p>Oct 06</p>	<ul style="list-style-type: none"> • Seek interested schools • Pilot • Evaluate • Roll out as appropriate • Include recommendation in revision of Priority Action Plan for Behaviour 	<p>Termly monitoring of Priority Action Plan for Behaviour</p>

<p>Strongly encourage relevant partners to review the scheduling of developmental health checks for young children and the potential for integrating screening for retained primitive reflexes associated with a higher risk of school failure.</p>	<p>L Butcher</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Review of screening/development checks undertaken by PCT – report to Universal Task Group as part of C&YP monitoring. 	<p>Report to Universal Task Group as part of C&YP monitoring</p>
<p>Through the application of school based processes for identifying and reassessing the needs of pupils with SEN, ensure that sufficient rigour is applied to ensure the earliest screening for hearing impairment, dyslexia and dyspraxia and other associated SEN.</p>	<p>J John Head of LSS Advisers/ Primary & Key Stage 3 Strategy EPS</p>	<p>January 2006 July 2007</p> <p>June 2006</p> <p>July 2007</p> <p>July 2008</p>	<ul style="list-style-type: none"> • To pilot `Graduated Response` In Early Years mainstream and Private & Voluntary Settings. • Provide Training on the use & purpose of the Approach and documentation. • To Review Pilot • Promote use of the Response in Primary Sector through Training via Primary Strategy • Promote Use of Response in Secondary Sector through Training via Key Stage 3 Strategy • Pilot & Review • Primary National Strategy training has 	<p>Termly monitoring through Priority Action Plan for SEN</p>

			<p>been delivered on 'Leading on Inclusion' providing strategic direction for SEN coordinators, inclusion 'provision mapping'.</p> <ul style="list-style-type: none"> • Procedures for identifying and pinpointing targeted intervention for pupils with additional needs. • The LA is working towards achieving 'Dyslexia Friendly Status' – Steering Group identified and programme of meetings in place. 	<p>Training evaluations</p> <p>Link Advisers (Termly School Evaluation Summary)</p>
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<p>c) CURRICULUM & TEACHING</p> <p>Establish a pilot programme in a number of primary schools to assess the preferred learning style(s) of children failing to make good progress at the end of the Foundation Stage.</p>	<p>W Farrell/J Kirk</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • A review has however been undertaken of the transition document (Foundation Stage 1 to Foundation Stage 2). This work will be piloted in the Autumn term. A highly successful DfES funded Early Years ICT project has improved links between 6 settings and 6 schools. • Intensifying Support Programme (ISP) is a Primary National Strategy programme targeted at raising attainment in schools below floor target (65%) • Primary National Strategies – teaching and learning resources. The Primary Strategy Teaching and Learning materials follow on from the original Excellence and Enjoyment resources. They include a suite of 	<p>Termly monitoring of ISP by ISP Consultant, schools and adviser. Subsequent termly reporting to ISP Regional Adviser Assessment analysis of summative data annually.</p>
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			resources to support staff training and professional development. There are materials to support the development of 'assessment for learning' including a focus on teaching and learning styles.	
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<p>Provide training support and monitoring for all teachers involved in the pilot, on teaching styles appropriate to pupils' preferred learning style(s).</p>	<p>W Farrell</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Primary National Strategy Consultants continue to provide support for schools in the development of strategies to Support Assessment for Learning (AFL). This includes the identification and planning for, a range of teaching and learning styles. • PQM – 11 schools have PQM status. 1 school is currently working towards it. PQM is an external accreditation awarded by the Basic Skills Agency. Schools are assessed against 10 elements, focused upon the school's provision for basic skills (literacy and numeracy) throughout the school. Halton has accredited assessors within the Advisory Team. • Support for schools working towards Secondary Quality 	<ul style="list-style-type: none"> • Maintaining and evaluation: by PNS Consultants (School contracts, SIPAP, Termly update meetings). • Link Adviser visits to school – Self review and evaluation (Termly) • Lesson observations (Consultants and Link Advisers) • Advisers will carry out school monitoring visits as part of the accreditation process for PQM and SQM • Reporting documentation completed and recommendation made.
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			Mark.	
Support schools in securing the delivery of extended services as required by the DfES, including the delivery of richer extra-curricular activities at the end of the school day.	T Crane	Sept 06	<ul style="list-style-type: none"> • Implement Extended schools action plan • Monitored through the Extended Schools strategy group • 	
Report annually (to the Life Chances & Employment PPB) on the effectiveness of LA strategies to address the needs of the lowest performing 20% of pupils in the Borough.	K Vanner / P Richmond	Ongoing	<ul style="list-style-type: none"> • 8 schools, including those with the lowest performing pupils, are engaged in the Primary National Strategy. • Intensifying Support Programme (ISP). The focus on pupil tracking and curricular target setting has been effective in moving under-achieving pupils towards age-related expectations. • Identify the pupils with PR (Q&D). • Itemise the intervention strategies deployed. • Report output/performance/value added. • The introduction of curriculum materials to support the 	<p>Termly monitoring of ISP by ISP Consultant and subsequent termly reporting to ISP Regional Adviser</p> <p>Termly meeting of 'SEAL' Planning Team</p>

			development of the Social & Emotional Aspects of Learning (SEAL) continues to focus on the importance of raised self-esteem and the development of positive attitudes to learning.	Termly review and evaluation (KO3 Primary Leader – G Bennett)
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<p>d) COMMUNICATION</p> <p>Under information sharing protocols, identify with partner agencies processes for identifying “at risk” pupils and instigate a referral via the Common Assessment Framework.</p>	<p>T Crane</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Implement the Common Assessment Framework in Halton • Monitored by Common Processes Task group 	<p>Regular monitoring by Common Process Task Group</p>
<p>The LA with partner agencies, including schools, should be encouraged to make use of the information from the “Communities that Care Audit” in developing the Children & Young People’s Plan and school based strategies.</p>	<p>K O’Dwyer/ W Farrell</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • A detailed Needs Analysis was commissioned in Jan 2006, which formed the basis for the Children & Young Peoples Plan published on 1st April 2006. The ‘Communities that Care Audit’ provided a wide range of valuable information, which was incorporated into this, needs analysis. The Children & Young Peoples Plan will form the basis of commissioning activity across children’s services, both within the council and across the agencies. 	<p>Monitoring through Specialist Task Groups</p>

REPORT TO Life Chances and Employment Policy and Performance Board

DATE 6th March 2006

FROM Healthy Eating Topic Team

SUBJECT Healthy Eating

WARDS All

1 Purpose

The purpose of this report is to present the findings of the Healthy Eating Topic Team and to seek adoption of and action upon its recommendations by:

- the Council's Executive Board and other relevant decision-makers, and
- relevant service providers.

2 Recommendations

- i) **That the Health Specialist Strategic Partnership consider, adopt and initiate action on the recommendations summarised in section five and taken from the attached report of the healthy eating Topic Team report which are designed to promote healthy eating and thereby the health and wellbeing of people in Halton.**
- ii) **That an action plan be prepared on the basis of the recommendations agreed and that progress with implementing this plan and its impact be monitored periodically by the Health PPB.**

3 Supporting Information

3.1 The remainder of the report comprises:

- A short description of the Topic Team and other contributors/sources of evidence
- An outline of the Topic (Appendix 2 – the Topic Brief), its context and the approach taken
- A list of recommendations
- The full report of the healthy eating Topic Team

3.2 The Topic Team was jointly chaired by Councillors A Gerrard (from Health PPB) and E Jones (from Life Chances PPB) to reflect importance of this issue to both boards. The team comprised Councillors Gerrard, Jones, Horabin, Inch, Swift, Parker, lead officer Peter Barron (Operational Director, Older People), and supported by Alex Villiers (Chief Scrutiny Advisor) and Diane Lloyd, and met between November 2004 and October 2005 on 7 occasions. A signing off and reviewing recommendations and findings meeting was held 30th January 2006.

3.3 A list of contributors who attended evidence-gathering 'enquiry panel' sessions is included as Appendix 1. The Topic Team is grateful to all those who gave up their

time, provided information or otherwise shared their expertise with us to support its work.

4. The Healthy Eating Topic

4.1 Topic outline

4.2 The original brief setting out the intended scope and approach of this Topic is included as Appendix 1. In essence, the aim of the Topic work is to explore and make recommendations on how healthy eating can be promoted in Halton to help reduce illness rates and obesity and contribute generally to improving the health and well-being of people in Halton.

4.3 Early in the process, and not unexpectedly, the Topic Team recognised that the subject of Healthy Eating was very large and that it would be necessary to focus on agreed priorities. Drawing on evidence and advice from experts consulted by the Team it was decided to concentrate on children and their families, and as a special case to include young people about to set up their own home for the first time. There were several reasons for this choice, but chief amongst them were that these groups, and the unique opportunity for sustained contact provided by the school years, were deemed to offer most scope for influencing life-long eating habits for the better.

4.4 Although the findings of this report can be expected to have an impact on long term health, such obesity and the incidence of diabetes, these are not directly addressed here. Similarly, recent research has identified that some 40% of older people may be malnourished and that besides the effects of this on their health and wellbeing, it is estimated to be costing the country £2.8 billion p.a. to deal with the consequences (e.g. in terms of ill health and hospitalisation). The Health PPB is encouraged to look seriously at these issues as possible subjects for future Topic work.

4.5 Context

4.6 The decision to examine this Topic was prompted by a number of important factors:

- increasing concern about diet and obesity and its actual and potential impact on health (e.g. the expected diabetes epidemic)
- the ever-strengthening evidence on how important healthy eating is in preventing ill health (alongside taking exercise, stopping smoking etc.)
- improving health is Halton Borough Council's top priority and one of the Halton Partnership's 5 strategic priorities, so the issue of healthy eating is tightly aligned to the Borough's key objectives.

4.7 Moreover, the Topic Team took the view that the Council and key partners cannot ignore the need to promote something so fundamental to human health and well-being as healthy eating.

4.8 To quote the Annual Report of Halton's Director of Public Health:

"Scientists estimate that a quarter of deaths from heart disease and a third of deaths from cancer could be prevented by changing the food we eat.... Besides

preventing heart disease and cancer, healthier eating will control weight, preventing diabetes, arthritis and mobility problems.”

yet

“In Halton, (only) 1 one 10 men eat the recommended five daily pieces of fruit or vegetables. Women do slightly better, with 3 out of 20....”

4.9 With the need and scope for more healthy eating so obvious and the evidence of the associated benefits well recognised, the Topic team did not spend much time rehearsing this already well-trodden ground. Its attention focussed instead on:

- identifying the main issues and barriers to healthy eating in Halton
- exploring how these might be overcome and what to prioritise, and
- developing a set of sound recommendations for improvement in the prioritised areas, based on the evidence gathered.

4.10 Approach taken

4.11 The Topic Team gathered evidence from desk research, from reporters or witnesses at Enquiry Panel sessions and from supplementary meetings with people involved in promoting healthy eating.

4.12 This evidence was assembled and analysed according to 6 key themes:

- Policy and Co-ordination
- Performance Standards
- Finance and resources
- Communication and participation
- School Meals Service
- Nutrition and its effects on learning

4.13 A set of recommendations was then developed from the findings and the rationale underpinning each of these recommendations is outlined in the attached report to provide an audit trail.

4.14 Although there was a very significant amount of information made available to the panel it became clear that there is no one overview or perspective on the current state of healthy eating in Halton. Many agencies, individuals and groups are involved in work to improve the diet of the borough, particularly in relation to young people. However no one group appears to have the whole picture. That has meant that what should have been fairly easy questions to formulate answers too often proved more complex.

5. Summary of recommendations from healthy eating scrutiny report

Policy and Co-ordination	
1.1	A new strategic food partnership to be developed to improve co-ordination of thinking and activity in relation to healthy eating.
1.2	The partnership will need to establish a clear set of coherent and mutually

	<p>supporting policies in relation to healthy eating that, amongst other things:</p> <ul style="list-style-type: none"> • Identify and address any significant gaps in coverage for high need areas/groups • Ensures consistency and continuity through various key transitional stages (e.g. from SureStart to school) so that the benefits of good work on healthy eating are not lost but are sustained and developed. • Ensure initiatives are evaluated and that evidence influences policy. • Value for money
1.3	A senior lead officer and/or lead member to be identified as a lead for healthy eating (suggest operational director level) and chairs the strategic healthy eating group.
1.4	Officer support to the strategic group should be identified from corporate policy team to support lead member/officer.
1.5	The strategic food group needs to operate within a clear governance framework so that it is able to influence and advise partner agencies.
1.6	The operational implementation of strategy should be separated out from the strategic role. A separate operational group should be formed and report to the strategic group to agreed standards.
Performance Standards	
2.1	A clear performance framework is needed for the new groups, based on agreeing measurable outcomes and clear, SMART targets so the current position and changes in it can be monitored.
2.2	The Halton Health Schools Standard – Healthy Eating theme should be updated (and reviewed annually) to include current evidence and good practice.
2.3	Within the new HSS clear definitions of the exact meaning of terms is needed.
2.4	A consistent approach to changing eating behaviour is needed and should form part of the work programme of the strategic group.
2.5	The need for and role of the food co-operative needs to be evaluated
2.6	Standards for food need to refer not only to quality of ingredients but also the eating environment and the presentation of food. Minimum standards in terms of proper meal times (to support proper digestion), 'sit down' meals with laid tables are also required. Teachers should also be encouraged to eat with the children.
2.7	Leadership and policy setting need to develop ways of more closely involving parents, schools, councillors and governors to achieve an overall agreed approach that best serves future interests of children.

2.8	Schools need to evaluate the dining space available and consider within school priorities capital bid submissions / development bids to improve the facilities.
2.9	Greater evaluation and evidence of impact is needed for food initiatives. This evidence needs to be considered by the strategic body leading food policy.
2.10	A healthy aging strategy should be developed for Halton Borough that incorporates food and nutrition as a key dimension.
Finance and resources	
3.1	A system wide financial strategy should be developed
3.2	Additional funds that are passported through to SMS must go to improving the food 'on the plate'.
3.3	Future investment of NRF should be based on some match from funding organisations.
3.4	The strategic group are to undertake that mapping to feed back to the healthy eating scrutiny group in 6/9 months.
3.5	In order for mapping to make changes the Partnership should also establish the current funding and resource baseline for Halton.
Communication and participation	
4.1	A marketing and information strategy should to be developed identifying the groups who need to be reached, the information they need to have and effective ways of disseminating that information.
4.2	The marketing and information strategy needs to be owned by stakeholders and the strategic body that leads food strategy.
School Meals Service	
5.1	The SMS should continue to provide meals for schools. However it should be properly commissioned and accountable to strategic food partnership and schools for delivering an agreed menu. An annual business case should be presented to the strategic group.
5.2	The mission of the SMS should be 'to promote the health of children'.
Nutrition and its effects on learning	
6.1	A number of primary schools should be invited to volunteer to pilot the nutritional recommendations which are designed to improve concentration and behaviour, and the impact of these measures on behaviour, health, pupil achievement etc. should be properly evaluated.

6.2	Subject to the outcome and learning from the pilots, the recommended practice should be shared/rolled out across primary schools in the Borough where they are not already in place.
6.3	So far as is practicable and with the support of parents and governors, schools should adopt a robust approach to eliminating 'junk' and highly processed ingredients / products from food and drink consumed at school (e.g. items from vending machines, tuck shops and from packed lunches such as sugary drinks, biscuits/cake, crisps, reconstituted protein and other products high in preservatives and additives).
6.4	Schools should support and implement emerging Government proposals for pupils to be weighed and measured annually, and advice on diet, exercise etc. should be offered where appropriate and shared with parents.
6.5	A nutritious breakfast should be made available for children where this is not provided at home (i.e. breakfast clubs).
6.6	Water should be readily available for children at school and they should be encouraged to drink enough to remain properly hydrated throughout the day.
6.7	Pupils' intake of Omega 3 fatty acids should be enhanced to recommended levels either through approved supplements or otherwise through changes to the diet.
6.8	Pupils' intake of iron (in combination with vitamin C to enable effective absorption) should be enhanced to recommended levels either through approved supplements or otherwise via an iron-fortified diet.
6.9	A healthy mid-morning/break time snack should be made available for primary school children (typically wholemeal bread/toast, milk and fruit).
6.10	Plan to promote take up of the Healthy Start initiative when it reaches Halton.

There are obviously quite a number of recommendations. The seven in bold print (1.1, 1.3, 1.4, 2.2, 2.7, 3.2 and 6.1) are recommended as the short term priorities for developing healthy eating in Halton.

6. Policy Implications

- 6.1 The recommendations set out above are intended to influence policy and result in a number of improvements, including:
- Improvement in the health and development of children in Halton
 - Reduction in a range of barriers to learning intended, amongst other things, to improve behaviour, concentration and ability to access learning and school achievement, and particularly amongst children with social, emotional and behavioural difficulties and with special educational needs.
 - Greater expertise and capacity to support schools and other relevant establishments in managing and ameliorating the barriers outlined in the report.

7. Other Implications

- 7.1 Adoption and implementation of the recommendations set out in the report is likely to have direct cost implications, although further work by the proposed strategic group is needed to consider existing resource deployment. However, the recommendations are largely preventative and well grounded in research, and it is anticipated that their implementation will avoid the requirement to fund much more costly support and remedial measures that would otherwise be needed for numbers of children in the Borough. In short, the recommendations should at least be self-financing if 'savings' that accrue are recycled.

8. Risk Analysis

- 8.1 The Council is quite routinely fielding the risks and costs associated with situations/individuals where things 'go wrong' and where barriers to learning contribute to one or more problems (e.g. learning, emotional and/or behavioural difficulties, exclusion from school) that require intervention/ support on the part of the Council or other public services. The service budgets involved tend to be demand driven and can be significant in terms of both size and volatility. Most of the recommendations in this report can be seen as 'risk control measures' in respect of these existing risks facing the Council.
- 8.2 With respect to the risks associated with the recommendations themselves, the often complex and multi-faceted nature of the problems arising from barriers to learning, plus other e.g. family/social factors, mean that there can be no guarantees that the recommendations will 'cure' the problems experienced or completely remove the barriers to learning identified. The Topic Team has, however, taken a number of steps to control risks:
- Recommendations are largely founded on research evidence and good practice, or else reflect the advice of expert witnesses or Topic Team members
 - The recommendations are not big ticket items in themselves but have the potential to impact positively on some fairly major Council budgets. The financial downside is therefore limited.
 - It is also recommended that the implementation and impact of the actions proposed is systematically monitored and evaluated so that success or failure of measures taken can be readily identified and appropriate follow-up action taken promptly.

9. Equality and Diversity Issues

- 9.1 The nature of the recommendations is such that the greatest benefits are likely to accrue to those who are most disadvantaged by barriers to learning and at greatest risk of exclusion/alienation, school failure etc.. In consequence, the net effect of the recommendations should be to promote equality of opportunity and improve the life chances of some of Halton's most disadvantaged people.

Witnesses:

Ella Coakley – Marketing & Health Promotions Officer School Meals Service (SMS)

Chris Patino – Head of Service, Catering, Cleansing and Stadium

Kim Ellor – School Meals Manager

Paula Thorpe – Healthy Living Centre - HLC

Anna Nygaard – Healthy Living Centre Programme Manager

Jessica Williams – Chief Sure Start Dietician

Pauline Sinnott – Community Development Officer

Daniel Seddon – Director of Public Health

Ifeoma Omyia – Specialist Registrar in Public Health

Pam Worrall – Healthy Schools Standard

Anu Brown – 5-a-Day Nutrition Coordinator (Food Health Advisor)

Graeme Crewe – Food Co-op Project/Development Manager

TERMS OF REFERENCE
HEALTH SCRUTINY
HEALTHY EATING (REDUCING OBESITY AND IMPROVING HEALTH)

- **BACKGROUND**

Following detailed national and international research into the benefits of eating fruit and vegetables, the Department of Health decided to introduce targets for Public Health services to reduce illness rates, reduce obesity and improve health generally. In particular the research highlighted how eating fruit and vegetables on a daily basis reduced heart disease, cancer rates and, with a more balanced diet, reduced obesity.

This analysis was added to the National Service Frameworks for both heart disease and cancer and the Public Health service, though Primary Care Trusts and Local Councils are responsible for implementing the Government targets.

- **TARGETS**

A number of national targets were agreed, but the main area was to increase the number of adults and children eating five portions of fruit and vegetables per day. Local Councils have been asked to set targets, particularly in schools years 3 and 4 and by working with local shopkeepers.

- **TERMS OF REFERENCE**

- To examine the effectiveness of the local plan to increase the take up of eating fruit and vegetables.
- Consider the approach taken by the Primary Care Trust and Local Council to tackling heart disease and analyse the evidence that is available which highlights improvements to diet and the reduction of obesity.
- Clarify the funding mechanisms and budget allocated to support local programmes.
- Identify research that is being utilised to reduce obesity and improve health.

Elected Members: Cllr Ann Gerrard (joint chair)
 Cllr Eddie Jones (joint chair)
 Cllr Diana Inch
 Cllr Margaret Horrabin
 Cllr Stan Parker
 Cllr Geoffrey Swift

Lead Chief Officer: Peter Barron

Supporting Officers: Alex Villiers and Diane Cleary

[APPENDIX 3 \(Link\)](#)

REPORT TO: Children and Young People Policy and Performance Board

DATE: 26th February 2007

REPORTING OFFICER: Acting Strategic Director – Children and Young People

SUBJECT: Health Of Looked After Children Scrutiny Topic

WARD(s): Boroughwide

1.0 PURPOSE OF REPORT

1.1 To present an update on the progress of the action plan

2.0 RECOMMENDATIONS:

2.1 The progress of the action plan is noted

2.2 That continued progress of the Action Plan be monitored by the Healthy Halton Policy and Performance Board.

3.0 BACKGROUND

In March 2006 the Health Policy and Performance board was presented with the findings of the health of looked after children scrutiny group. An in depth audit of 90 LAC case files was carried out resulting in the action plan.

3.1 The board agreed that the action plan be adopted and its implementation to be monitored by the board. It is notes Halton's performance in relation to the completion of health assessments is 91.2% compared to 77.3% national average which continues to be excellent performance.

4.0 POLICY IMPLICATIONS

4.1 None.

5.0 OTHER IMPLICATIONS

5.1 None.

6.0 RISK ANALYSIS

6.1 Improving the health and well being of Looked after Children is central to the government's integration agenda and implementation of the action plan and subsequent monitoring will ensure that the council and health partners are addressing the requirements of the legislation.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 Equality and diversity issues are fully addressed in the implementation of this plan.

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

8.1

<u>Document</u>	<u>Place of Inspection</u>	<u>Contract Officer</u>
Children Act 2004	Ria Bannigan's Office, Grosvenor House	Ria Bannigan
Every Child Matters Change for Children	Ria Bannigan's Office, Grosvenor House	Ria Bannigan
Promoting the Health of Looked After Children	Ria Bannigan's Office, Grosvenor House	Ria Bannigan
Healthy Care Programme Handbook	Ria Bannigan's Office, Grosvenor House	Ria Bannigan

LAC Health Audit Action Plan

Recommendations and Actions

Recommendation	Action	Lead Responsibility	By When	Progress
1. Primary Care Trust to inform the Safeguarding unit (SGU) of the dates Health Assessments have been arranged and that a system is established within the Unit for informing the child's Social Worker also to check weekly whether they have taken place. Safeguarding unit will then establish reasons why Assessments have not taken place.	System set up to inform SGU of Health Assessment dates SGU to establish reasons why Assessments have not happened and report quarterly to Divisional Management team.	Primary Care Trust- Dr Bhattacharya Safeguarding unit	April '06 Ongoing	Systems now in place
2. The date the Assessment document arrives in the Safeguarding unit should also be logged and timescales for implementation of the planned actions to start from that date. Social workers to ensure there is no drift in actions identified.	SGU to log date Assessment document arrives. Social Worker to manage actions identified in Assessment Plan.	Safeguarding unit DM LAC/ DM CIN	Ongoing Ongoing	System in place to log and report on in SGU quarterly reports Social work reports for children's review have been revised to include identified health need person responsible and timescale to meet need.
3. Primary Care Trust to ensure Annexe forms (pen picture of child completed by carer) are sent to SGU with the completed Health Assessment.	All annexe forms completed are sent to SGU with the Health Assessment	Primary Care Trust	Ongoing	System in place.

Recommendation	Action	Lead Responsibility	By When	Progress
4. Supervising Social Worker to be notified by SGU and follow up with Carers when Annex form is not completed prior to Health Assessment.	System to be set up for notifying Supervising Social Worker Supervising social worker to follow up with Carers if Annexe form not completed	Safeguarding unit Adoption & Fostering Service	April '06 Ongoing	There is a system in place
5. Adoption & Fostering Service to undertake training with Carers promoting the health of LAC and covering their responsibilities in ensuring the health needs of the children placed with them are met.	Training for Carers to be developed by AFS Training delivered to Carers on a regular basis	Adoption & Fostering Service- principal manager Adoption & Fostering Service- Principal manager	Dec 06 Ongoing from Oct '06	Training officer has been appointed to progress this. LAC Nurse will make links with training officer to co ordinate training
6. All Health Assessments documents for Looked After Children to be typed.	All Health Assessments typed	Primary Care Trust- Dr B	October '06	PCT are unable to agree to health assessments being typed. All doctors have been advised to print clearly. Training regarding record keeping is to be delivered to doctors
7. All Health Assessments should be thorough, complete and identify Lead Professionals and Timescales.	PCT to ensure all Health Assessments are complete SGU set up system to monitor	Primary Care Trust- Dr B Safeguarding unit -Paula St.Aubyn	Ongoing April '06	This will be monitored via care planning and review meetings any

				issues to feed back via Paula St Aubyn to DR B who in turn will raise with the individual doctor.
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Recommendation	Action	Lead Responsibility	By When	Progress
8. A Summary Sheet is designed for the child's file identifying and tracking the progress of specialist health services which are involved in providing services to the child.	Design template to go on Child's File Complete and keep up to date information on file	Safeguarding unit DM LAC/ DM CIN	Completed Going 'live' on electronic form Jan 2007	This has been incorporated into a revised care plan and Lac review doc which social workers complete.
9. PCT to review arrangements for speech therapy services.	Speech therapy service to be reviewed.	PCT-Dr B	October 2006	This service will offer LAC an initial assessment within 1 month and if therapy is required this is offered within 3 months.
10. Primary Care Trust in conjunction with the Nurse Specialist for Looked After Children to ensure that Health Reports are returned to the Safeguarding unit prior to the Review.	PCT to ensure Health Reports returned to SGU Set up system to monitor the completion of reports	Primary Care Trust LAC Nurse Specialist	Ongoing April '06	System in place and this is reported on in SGU quarterly report.
11. Social Worker to inform relevant Health professionals of additional health needs identified during the care planning process or the course of the child/young person's LAC Review.	System developed for SW to feedback issues to Health	DM LAC/ DM CIN	June '06	Completed Social workers must record in updated care plans and review documents Overseen by line manager who chairs the care-planning meeting.
12. A system is established for ensuring that the Safeguarding unit	System developed to track young people opting out	Safeguarding unit	April '06	System now in place

identifies all young people who have chosen to opt out of a Health Assessment. This will ensure that they are all offered alternative Health Assessments.	All opt-outs to be offered alternative assessment	LAC Nurse Specialist	Ongoing	
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Recommendation	Action	Lead Responsibility	By When	Progress
13. The Child's Social Worker to ensure that young people sign the "opt out" form when they choose not to attend a Health Assessment	All opt out forms to be signed and on child's file Copies to be sent by s/w to SGU and LAC nurse who will copy to DR B	DM LAC/ DM CIN	Completed	Completed Monitored by reviewing managers at LAC review.
14. All health assessments for secondary school aged children should include a confidential discussion without the carer present to give the opportunity to raise personal or sensitive issues with the person completing the assessment.	Assessment to include confidential discussion without carer parent	Primary Care Trust- Dr B	October '06	Doctors unable to see child on their own as policy of pct for child to be accompanied by an adult. School health nurses will be able to offer a confidential discussion
15. The venue for health assessments is carefully considered and the views of the child/ young person taken into account when deciding on a venue.	Child's views to be taken into account when setting a venue for Health Assessment	Primary Care Trust	Ongoing	Young people are asked where they wish to meet when having alternative health assessment
16. Whenever possible Health Assessment and Review should be held outside school hours.	Health Assessments outside school hours	Primary Care Trust	Ongoing	Issues re capacity of school health nurses (do not work during school hols or outside school hours).

Recommendation	Action	Lead Responsibility	By When	Progress
18. Health professionals completing the assessment or review should write a brief summary in the child/young person's Personal Health Record.	Summary of Health Assessment to be written in Personal Health Record Booklet held by carer	Primary Care Trust AFS training officer	DEC '06 then ongoing	In training with foster carers this must be emphasised. LAC nurse will liaise with training officer to co ordinate training.
19. Personal invitations to be sent to children and young people with a tear off slip to return in a pre-paid enveloped on which they can list issues they wish to discuss during the assessment. This will be linked to the proposed one-to-one discussions in Recommendation 17.	Standard letter devised with tear off slip to be sent personally to child/young person Issues raised to be discussed in confidential part of Health Assessment	School health nurse team leader Primary Care Trust	October '06 October '06	Completed by School health nurse team leader. Responsibility of school health nurses to send letter.
20. Children's Rights Service to encourage children and young people to contribute articles to the newsletter dealing with health issues.	Articles by young people dealing with health issues to be included in newsletter	Childrens Rights Service	Ongoing	Regular features re health in Lac newsletter Drawing competition during August 2006 to design a poster 'what makes me healthy'
21. Children's Rights service to consult more widely with Looked After Young People regarding health information available in schools.	Wider consultation with Looked After Children	Children's Rights Service	June 2006	This is taken forward on a wider basis for all children in schools by use of Healthy Information points based in schools

Recommendation	Action	Lead Responsibility	By When	Progress
22. School Nurses are now expected to complete all Health Assessments after the initial assessment, resources in this area need to be reviewed to ensure there is no slippage in timescales for completion of Assessments.	Review of School Health Nurse resource to meet requirement to complete Health Assessment	Primary Care Trust	October '06	Divisional manager has met with health colleagues to emphasise timescales must be adhered to. PCT have agreed Doctors will complete health assessments if required during school holidays.
23. Social Worker should scrutinise the progress of all actions identified as part of the Health Assessment and ensure there is no drift in their implementation.	Social Worker to oversee the progress of all identified actions	DM LAC/ DM CIN	Ongoing	Independently reviewed and monitored at child's statutory review.
24. to Improve the mental health of LAC To ensure 100% of LAC entering the system have a mental health assessment	To consider appropriate tools for this baseline assessment	CAMHS EDUCATIONAL PSYCHOLOGIST	Jan 07	Ongoing
25. To have clarity regarding delegated consent	S/W to ensure those with p/r have signed delegated consent on appropriate form.	DM LAC DM CIN	Sept 06	Monitored via SGU when requests made for health assessments
26. When consent unobtainable from those with parental responsibility, timely delegated consent required with a clear process.	Pro forma devised to evidence why consent unobtainable.	Marie Fairbrother	Oct 06	Pro forma form agreed and to be briefed to social workers with implementation Oct 06

27. LAC to have timely access to Preventative Dental Service.	Preventative Dental Service to agree a fast tracking system.	Preventative Dental Service	Completed	All LAC children now have access to timely dental services.
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