

# Public Document Pack



## Children and Young People Policy and Performance Board

Monday, 7 January 2008 at 6.30 p.m.  
Civic Suite, Town Hall, Runcorn

A handwritten signature in black ink that reads 'David W R'.

**Chief Executive**

### **BOARD MEMBERSHIP**

<b>Councillor Mark Dennett (Chairman)</b>	<b>Labour</b>
<b>Councillor Philip Drakeley</b>	<b>Conservative</b>
<b>Councillor Margaret Horabin (Vice-Chairman)</b>	<b>Labour</b>
<b>Councillor Frank Fraser</b>	<b>Labour</b>
<b>Councillor Robert Gilligan</b>	<b>Labour</b>
<b>Councillor Trevor Higginson</b>	<b>Liberal Democrat</b>
<b>Councillor Diane Inch</b>	<b>Liberal Democrat</b>
<b>Councillor Joan Lowe</b>	<b>Labour</b>
<b>Councillor Stan Parker</b>	<b>Labour</b>
<b>Councillor Margaret Ratcliffe</b>	<b>Liberal Democrat</b>
<b>Councillor John Stockton</b>	<b>Labour</b>

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*The next meeting of the Board is on Monday, 25 February 2008*

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

**Part I**

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<b>1. MINUTES</b>	
<b>2. DECLARATIONS OF INTEREST (INCLUDING PARTY WHIP DECLARATIONS)</b>	
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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*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:** 7<sup>th</sup> January 2008

**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:** 7 January 2008

**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-Committee 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 its 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 and Executive Board Sub Committee Minutes Relevant to the Children and Young People's Policy and Performance Board**

**EXECUTIVE BOARD MEETING HELD ON 15 DECEMBER 2007**

**CHILDREN AND YOUNG PEOPLE PORTFOLIO**

**53. A Participation Strategy for Children and Young People: "Hear By Right" Update**

The Board received a report of the Strategic Director, Children and Young People which provided information on the involvement and VOICE of children and young people within organisations, schools and council services and how this linked into the drivers for Children and Young People's Services.

A Participation Strategy had been accepted by the Children and Young People's Alliance Board in July 2006 which agreed the development of the involvement of children, young people and parents/carers using the Hear by Rights standards. A pilot led by the Cross Alliance Consultation, Participation & Engagement Group, and supported by consultants from the Regional Youth Work Unit took place from October 2006 to March 2007, it involved 8 organisations across sectors and ages and offered a set of recommendations for the development and roll out of a Halton-specific set of Hear by Rights standards.

The Board was advised of the principal findings of the pilots and of the principal recommendations from the pilot, which were detailed in the report.

The Board was further advised of the progress made since the pilot, in particular that:

- the Hear by Right standards had been reviewed and the format for a Halton specific version completed together with year one floor targets across all 7 Hear by Right areas, as detailed within the appendix to the report;
- The 1<sup>st</sup> draft of the Hear by Right Plan had been written and would deliver the full framework over a three year period;

- The “Shared Values” within the 2006-2009 C&YP Plan vision stated that “All providers of services were accountable to the children and young people they serve”. This remained the foundation stone of the development of the participation of children & young people agenda. This shared value would be enshrined in a proposed **Hear by Right Pledge** which organisations and departments/services would be asked to sign up to as part of the 3 year plan;
- The 2<sup>nd</sup> draft of Job Role document for the Elected Member Champion had been developed along with ones for Chief Officers and was detailed within the appendix to the report;
- The Consultation, Engagement and Participation Group (CPE) organised a multi agency planning workshop which took place on 20<sup>th</sup> June 2007 and developed the framework and timelines for the 3 year Hear by Right plan detailed within the report;
- Arrangements had been made for the workforce development pilots to embed Hear by Right workforce requirements in their planning;
- An Under 11s Participation worker was in the process of being seconded for 12 months from Brookvale Children’s Centre to the Youth Service Participation Team via Barnados. This would bring capacity to support organisations working with under 11s to develop the Hear by Right standards within their organisations. The post was joint funded by the borough’s Children’s Fund and Barnados; and
- In July 2007 the Youth Cabinet, supported by the Youth Bank and Area Youth Fora, launched the Integrated Youth Support Services. 120 young people attended the all day conference where all workshops were facilitated by young people for young people. Young people looked at their needs, preferred outcomes, and their experiences of services. The full conference feedback was awaited, which would inform workforce development pilots, and the structure of future Integrated Youth Support Services. One resounding piece of immediate feedback was their demand to be involved in decisions that affect them now and would affect them in the future. Two examples were given: Building Schools for the Future programme and the proposed second crossing.

RESOLVED: That the three year ‘Hear by Right’ Delivery Plan is approved.

#### **54. Youth Opportunity and Youth Capital Funds; Youth Bank Update**

The Board received a report of the Strategic Director, Children and Young People in relation to the progress of the Youth Bank in appropriately distributing the Youth Opportunity Fund (YOF) and Youth Capital Fund (YCF) and of the Government's decision to continue these funding streams to at least 2011.

The Board was advised that in March 2006 the DfES announced the roll out of the Youth Opportunity Fund and Youth Capital Fund which had been described in the Youth Matters green paper published in July 2005. In Halton the combined fund totals £179, 914pa for two years. The main purpose of the funds was to *"...give a voice and influence to young people, particularly disadvantaged young people, in relation to things to do and places to go and to convey a powerful message to young people that their needs and aspirations were important"*. (DfES guidance notes P3).

In July 2006 the Executive Members Board adopted the following statement:

'Halton was committed to the continuing development of the voice and influence of young people on services, youth activities, and the structures within which decisions about communities were made. As a part of this commitment the Borough welcomed the introduction of the Youth Opportunity & Youth Capital fund and intended to ring fence these monies so that young people could make the key decisions around which places to go and things to do they wish to fund and have developed. This new initiative would involve the development of a Halton Youth Bank run for young people by young people. It would build on, and link into, the Boroughs recent success in supporting the introduction of the UK Youth Parliament, Borough Youth Forum Cabinet, and area based Youth Forums.'

The Board was further advised that the Borough Youth Cabinet recruited young people to the Youth Bank through a publicity campaign in the media, in all schools and by talking to groups of young people throughout the Borough including in the more deprived areas. These young people went through a selection and training process assisted by their Youth Worker and trained through Youth Banks UK. By September 2006 the Youth Bank was established and registered with Youth Banks UK as an accredited Youth Bank.

In addition the Board was updated on the activities of the Halton Youth Bank between September 2006 and October 2007. In this respect, the Board received a presentation from Miss E. Davidson, Miss E. Klieve and Miss J. Pickering of Halton Youth Bank.



The Chairman thanked the Halton Youth Bank Members for attending the meeting and giving an informative presentation.

RESOLVED: That

- (1) the report be accepted and its contents noted;
- (2) the presentation on 15<sup>th</sup> November 2007 from the young people operating the Youth Bank about their work and achievements be accepted;
- (3) the government's intention to continue these funding streams and resolve they should continue to be administered by the Youth Bank be noted; and
- (4) the appropriateness of other funding focussed on delivering positive activities for young people being channelled through the Youth Bank be considered.

## **EXECUTIVE BOARD MEETING HELD ON 29 NOVEMBER 2007**

### **61. School Travel Pathfinder Bid and Sustainable School Transport Policy**

#### **Minutes:**

The Board considered a report of the Strategic Director - Environment, and Strategic Director - Children and Young People, seeking approval to enhance the Sustainable School Travel Policy for 2008/9 and subsequent academic years in line with statutory requirements, and seeking approval for the submission of a bid to the Department of Children, Schools and Families for new funding under the School Travel Pathfinder initiative.

Members noted that, from September 2008, under the Education and Inspections Act 2006, the Council would be required to provide free travel for pupils from low income households attending one of the three nearest qualifying schools, provided the school they attended was between 2 and 6 miles away. The Council would also be obliged to provide free travel arrangements for secondary school aged pupils from low income families to their nearest preferred school on the grounds of "religion and belief" where the school was between 2 and 15 miles from their home.

The Government had invited bids from local authorities for funding under the School Travel Pathfinder initiative with the aim of enabling local authorities to offer on a trial basis extended support for home to school travel beyond the thresholds set by the Education and Inspections Act 2006. The aim of Halton's

bid for £803,370 was to provide greater travel choices and support for children and young people when travelling to a range of education and training facilities across the Borough. There was a strong emphasis within the bid on improving participation rates and attainment levels by children and young people living in the most deprived communities within Halton by providing free, readily accessible and easy to use transport choices.

Further details of the bid were outlined in the report for the Board's consideration. The Government had indicated that it may approve up to 20 Pathfinder schemes, with the first projects starting in September 2009. It was anticipated that, if successful, funding would be made available until the end of July 2012.

RESOLVED: That

- (1) the statutorily required enhancements to the Sustainable School Transport Policy, which allows for the provision of assistance with transport for families on low incomes, be approved; and
- (2) the submission of a bid by Halton Borough Council to the Department of Children, Schools and Families for School Travel Pathfinder funding at the end of November 2007 be confirmed.

## **EXECUTIVE BOARD MEETING HELD ON 12 DECEMBER 2007**

### **67. Secondary School Re-organisation - KEY DECISION**

The Board considered a report of the Strategic Director – Children & Young People providing a summary of the process undertaken for the second round of pre-statutory consultation on the reorganisation of secondary schools and secondary special school provision. A summary of the responses received at the time that the report was produced was provided and key issues outlined

In addition, a further update on the outcome of the consultation, along with recommended proposals for the next stage of consultation, were tabled for consideration. This information had not been available previously as the consultation period had only concluded on 7<sup>th</sup> December 2007: the Cross Party Members' Advisory Working Group had subsequently met on 10<sup>th</sup> December 2007.

A number of key issues had arisen from the consultation process and these were considered by the Board in detail as follows:

#### Zone Lines

It was advised that the local authority had to go through an Admissions Forum Process each year and any movement of the proposed zone line would be part of that process. It was possible that the zone line could move location; however, this would be for specific reasons, for example if there was a major build in the area and the school could no longer cope with the number of pupils coming through.

Should the school apply for Trust Status at some time in the future, it would be responsible for its own Admissions criteria; however, any changes to the admission arrangements would have to be agreed with the local authority. If the local authority did not agree with the proposed changes, and could not come to a compromise with the school governing body, the matter would be taken to the School Adjudicator. Discussions had been held with the Department for Children, Schools and Families (DCSF) and, although it could not be guaranteed, it was anticipated that the school would be expected to follow the policies that the Council had set out.

### School Size

Concerns had been raised about the potential size of some schools and whether they would be too big. It was considered that, if managed correctly, schools could be successful regardless of their size. This was evidenced by the schools currently within the Borough, which showed no correlation between size and performance.

There was a consensus that 750 should be the lowest number and officers had been advised that, if a school was kept open despite falling rolls, the Authority would be seriously challenged about its use of resources as, due to the funding formula, there was a negative impact on a school's budget should the numbers on roll fall.

### Pupil Numbers

It was advised that Building Schools for the Future (BSF) required that the Authority forecast pupil numbers for the period 2007-2017 using National Statistics Data, which had been done. However, as this data was not broken down across Runcorn and Widnes, further forecasting had been carried out using the numbers already in the Borough's primary schools, together with Primary Care Trust data based on live births within the Borough. A number of various scenarios had been examined using these figures and it had been determined that, even allowing for anticipated growth, both communities could be accommodated with there still being a surplus of places. Members were advised that only a certain level of surplus could be planned for as the DCSF would only agree to figures that were evidence based.

In addition, consideration was given to the proposal that all young people between 16 and 19 remain in employment or schooling. It was advised that 78% of young people nationally were already in either training or education. Therefore, the impact of this announcement was relatively low.

### Choice

It was advised that the numbers currently in Year 7 of Fairfield High School had not been influenced by the re-organisation proposals as parents had expressed preferences for schools prior to the start of the BSF process. It was further advised that the Government used the term 'choice' to outline how it expected all parents and pupils to have access to high standards in whichever school they attended and that, so far as was possible, parental preference should be met in terms of the school their child attended.

### Consultation Process

Comments were raised in respect of the consultation process. It was noted that this had been wide-ranging although concerns had been raised in certain areas about the timing of the information. The Portfolio Holder confirmed that there had been some issues raised during the first round: in the second round of consultation, letters were sent home with pupils due to the postal strike that had been ongoing at that time. However, so far as he was aware, these issues had been resolved in the second stage of consultation. It was confirmed that every endeavour would be made to ensure that any further consultations would be carried out as fully as possible.

### Alternative Proposal

Members were advised that Fairfield High School had submitted a further alternative proposal at the end of the consultation procedure that the school remain open as a "small school by design" in accordance with recently announced government proposals. However, there was uncertainty regarding a number of elements around this proposal and so Members were advised that, at the current time, the proposal be rejected as incomplete and flawed. However, Fairfield High had the opportunity to consider the questions raised by the Working Group in terms of revisiting the proposal as part of the formal statutory consultation process. The questions were listed under item 3 of the report.

### Hard Federation

Consideration was given to the hard federation process, which it was hoped would make the transition clear for everyone, providing certainty for the pupils of both schools. It was advised that, throughout this process, Ofsted would still be monitoring the provision from both schools, which was a further safeguard against any deterioration in standards whilst changes were ongoing.

### Halton High School

It was confirmed that the Board was currently only being requested to consider the principle of whether or not Halton High School should be replaced by an Academy. It was noted that no “closure” would take place until an Academy was built. Only when the funding and sponsor was in place would the issue of where the school should be sited be considered. The Working Group had requested that, at this time, Members be granted an opportunity to consider this in further detail.

The Board requested that a form of words be provided in the resolution regarding Halton High School to make it clear that the term “closure” was purely technical: in practice, there would be no loss of provision.

### Workforce Strategy

Members were advised that a joint workforce working group had been established, agreeing its terms of reference, frequency of meetings and a communication strategy. Outcomes from these meetings had been produced on a laminated poster for all schools outlining the names and contact details of the group’s members, and its aims. In addition, a range of personnel one-to-one meetings had been held, which had been utilised by a number of staff: more were subsequently to be provided.

The process so far had identified a number of key concerns, which would be used to develop actions and strategies. In addition, proposals had been shared with the Trade Union with a request for a steer on areas to be prioritised, for example “At Risk” and “Redundancy Policies”. The BSF TUPE Staffing Protocol Policy had been circulated and a number of policies were now nearly in their final stages.

In moving the resolution, the Members involved in the Cross Party Advisory Working Group were thanked, and Fairfield High School was commended on its input in the process to date.

### Reason for Decision

Secondary provision must be reorganised prior to entry into the BSF programme.

### Alternative Options Considered and Rejected

The initial options along with the alternative options were all assessed and considered against the Government criteria.

### Implementation Date

The next phase of consultation was to commence in January 2008.

RESOLVED: That

- (1) the Building Schools for the Future proposals be agreed, as set out below, as the basis for Statutory Consultation;
- (2) Council be invited to support the Building Schools for the Future proposals as set out in the said report; and
- (3) the Executive Board receive a report at its next meeting on any views expressed by Council in respect of the Building Schools for the Future proposals.

### **PROPOSALS AGREED**

#### **RUNCORN**

##### **1. The Grange Comprehensive**

**A change of the Lower Age Range Limit for the Grange Comprehensive.**

**This will require a Statutory Notice issued in June 2008.**

##### **2. The Heath – A Specialist Technology College**

**The Heath – A Specialist Technology College to expand to 1200 pupils using capital investment from BSF Funding.**

**A Statutory Notice will not be required.**

##### **3. Halton High**

**The closure of Halton High and develop a new Specialist Academy with provision for 11-19 year olds.**

**Further work to be carried out on securing a sponsor.**

**Exploration of 3 site options for location.**

**To provide up to 1,050 places for pupils aged 11 – 16 plus 100 places for Post 16's.**

**A Statutory Notice will be required and issued in 2008 at a date to be agreed once a sponsor has been secured.**

*Note:* No closure will be effected until all the relevant outstanding matters in respect of the Academy have been resolved. The Academy will be in place before Halton High is physically closed.

**4. Cavendish Special School**

**No change to the designation of Cavendish agreed by the School Organisation Committee in April 2006.**

**5. St. Chad's Catholic College**

No recommendation.

**WIDNES**

**6. The Bankfield and Chestnut Lodge**

**The Bankfield to expand to 1,050.**

**The re-building and co-location of Chestnut Lodge onto the Bankfield Site through Capital Investment from BSF.**

**A Statutory Notice will not be required.**

**7. Fairfield High**

**Close Fairfield High.**

**This will require a Statutory Notice.**

**The Notice will be issued in January 2008 proposing the closure of Fairfield High School and listing Federation as a transitional safeguarding arrangement.**

**A hard federation will be encouraged and facilitated by the Local Authority with a view to it commencing as soon as is practicable.**

**A hard federation would need to be agreed by the two schools. It would have one governing body, a strong leadership team with an Executive HeadTeacher and an associate Headteacher, a common set of goals and could continue to operate across split sites. Both schools would retain their separate identity, receive individual school budgets and Ofsted Inspections and report separately on performance.**

**If a Federation cannot be agreed, an alternative transitional safeguarding arrangement will need to be implemented.**

**8. Wade Deacon**

The expansion of Wade Deacon High from 1125 to 1500 places for 11 –16 year olds funded through BSF capital investment.

A Statutory Notice will be required and this will be issued in February 2008.

The Notice will propose a planned admission number of 300 from September 2010.

From this date, Wade Deacon will operate across two sites; the current site and Fairfield site until the building work on Wade Deacon is complete.

All Fairfield pupils at the time of the closure will become pupils attending at Wade Deacon.

**9. Ashley School**

The co-location and rebuilding of Ashley School onto the Wade Deacon Site.

A Statutory Notice will not be required.

**10. Introducing Zoning Admission**

The introduction of Zoning Admission Criteria in Widnes.

Consultation on the admission criteria will be undertaken as part of the annual consultation on Admission Arrangements.

**11. Saints Peter and Paul Catholic College**

No recommendation.



**REPORT TO:** Children and Young People Policy and Performance Board

**DATE:** 7<sup>th</sup> January 2008

**REPORTING OFFICER:** 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 Wright, Community Portfolio Holder.

## **2.0 RECOMMENDED: That the report be noted.**

**REPORT TO:** Children & Young People PPB

**DATE:** 7<sup>th</sup> January 2008

**REPORTING OFFICER:** Strategic Director, Children & Young People

**SUBJECT:** Halton Safeguarding Children's Board

**WARDS:** Boroughwide

### **1.0 PURPOSE OF THE REPORT**

1.1 To provide the PPB with an overview of the role and work of the Local Safeguarding Children's Board in Halton (HSCB).

### **2.0 RECOMMENDATION: That**

(i) The Board note the work of the Halton Safeguarding Children's Board and the progress it has made in implementing government requirement and delivering agreed priorities.

### **3.0 SUPPORTING INFORMATION**

3.1 Following the death of Victoria Climbe and the publication of the Children's Act 2004 and Working Together to Safeguard Children, the local authority is responsible for establishing a Local Safeguarding Children's Board.

3.2 The role of the Board is to establish new structures to more effectively safeguard children and promote their welfare.

3.3 The attached executive summary sets out:

- The structure of the Board in Halton
- The links the Board has with other planning and commissioning agencies
- The key responsibilities of the Board
- Key areas of activity
- The performance reporting process
- The Board's achievements

### **4.0 POLICY IMPLICATIONS**

The Halton Safeguarding Children's Board is the statutory body responsible for promoting the safety and welfare of children and young people in the borough.

### **5.0 OTHER IMPLICATIONS**

None.

## **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **6.1 Children and Young People in Halton**

The Halton Safeguarding Children's Board provides the mechanism to support partnership working with regard to the well being to children and young people.

- 6.2 The scrutiny process provides the challenge needed to support local priority setting and service delivery.

## **7.0 RISK ANALYSIS**

The Halton Safeguarding Children's Board provides a clear statutory mechanism to support partnership working in relation to vulnerable children and young people.

It provides a mechanism to tackle inequalities and safety issues in the whole borough. To realise the opportunity strategic leadership is required. This is now in place.

## **8.0 EQUALITY AND DIVERSITY ISSUES**

- 8.1 The Board is responsible for narrowing the gap in outcomes for children and young people in vulnerable groups.

## **9.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972**

See appendix A.

## **EXECUTIVE SUMMARY**

The Halton Safeguarding Children Board (HSCB) has a very clear vision that places safeguarding at the centre of the Borough's overall commitment to supporting and valuing the community it serves:

*"All children and young people in Halton will grow up and thrive in safe environments, communities, homes and families. Where children are harmed, or at risk of harm, all agencies will actively cooperate to promote their welfare".*

The transition from the previous Area Child Protection Committee to the new Halton Safeguarding Children Board (HSCB) has been part of a great change in the way services for children and young people are being organised and delivered in this country. Significant new demands are being made of all agencies that work with children and families, and this Annual Report describes how the Safeguarding Children Board in Halton has risen to its own challenges in the first year of its operation.

This Report outlines the new structures that have been put in place to meet the ambitious targets that the Board set for itself in its first year, and details the progress that has been made in achieving these aims, and the ongoing Key Objectives that have been identified in the next Business Plan for 2007-2009.

### **1. Establishing the Board**

The creation of the HSCB has been a result of new legislation passed by the government in the wake of Lord Laming's 2003 inquiry into the circumstances surrounding the death of Victoria Climbié. The basis of this legislation is a new programme, called Every Child Matters.

The Children Act 2004, and the revised 2006 edition of 'Working Together to Safeguard Children', set out how each local authority must establish new structures to more effectively safeguard children and promote their welfare. This legislation also introduced 5 new outcomes for all children and young people in their area. One of these outcomes – Staying Safe – is the primary responsibility of the new HSCB.

### **2. The Structure of the Board in Halton**

The agency membership, and the structure of the HSCB, is described in Section 3.

The day-to-day work is driven by an Executive Board and delivered through 4 Sub-groups. The terms of reference for the main Board itself, and the Executive and Sub-groups, are laid out in Appendix 2, and these set out the overall vision for the Board, its aims, core objectives, and key areas of activity.

The HSCB also has a dedicated staff team to take forward its programme of work, and this is funded by partner agencies. Details on the team are provided in Section 3, and a breakdown of the overall budget for 2006-2007 can be found in Section 9.

### **3. Linking with other planning and commissioning structures in Halton**

The HSCB is now the key body in Halton, which ensures that the various strategic plans for children and young people, and the services that are provided for them, embrace effective safeguarding practice.

While the HSCB contributes to the wider goals of improving all five Every Child Matters outcomes for children and young people, it is the lead body that is now driving the Stay Safe outcome in particular. It has, therefore, built links with key strategic and other planning and development structures in Halton, and is a major contributor to the development and implementation of the Halton Children and Young People's Plan. Details of these developments are provided in Section 4.

The HSCB reports directly to the Halton Children and Young People Alliance Board, and the HSCB Executive Board has assumed the function of the Partnership Board for the Halton Children in Need Mini Trust.

### **4. The Key Responsibilities**

The responsibilities of the HSCB are very different from the preceding ACPC, and the Board has successfully integrated them within its overall vision for children and young people in the borough.

Section 2 describes how the Board has worked to safeguard and promote the welfare of children and young people in 3 main ways:

- identifying and preventing harm in respect of all the children in the borough
- working pro-actively to target particular groups who are potentially more vulnerable than the general child population, but who are not the subject of formal child protection enquiries
- working responsively to protect those children in respect of whom there are actual concerns, including children abused and neglected within their families

### **5. Areas of activity during 2006-2007 - the 16 Key Performance Aims**

In prioritising its work, the HSCB'S Business Plan for 2006-2007 set out 16 'Key Performance Aims', and Section 5 details how these are on target, with none being behind schedule. Section 6 describes how the four Sub-groups have contributed to this achievement.

These 16 Key Performance Aims cover the following main areas of activity:

- developing new multi-agency policies and procedures, including the management of child protection concerns, and the provision of services to Children in Need
- making sure that these policies and procedures are followed, through self-assessment audits of the work of partner agencies, and the in-depth scrutiny of individual cases
- promoting awareness among adults and children in the borough about safeguarding issues, through the development of a Communications Strategy, including the production and distribution of publicity materials
- promoting safe recruitment and safe working practices in all agencies working with children, and ensuring the efficient management of allegations against professionals who are already employed
- safeguarding and promoting the welfare of particularly vulnerable children, through focussing on issues such as domestic abuse, parental substance misuse, and abuse by other children and young people, but also targeting children living away from home (e.g. looked after or privately fostered), and children with disabilities
- monitoring the deaths of all children in the borough, and reviewing individual cases in depth where children have died, or been seriously harmed, and where abuse or neglect is suspected
- commissioning and organising multi-agency training and development programmes
- involving children, young people, and families in the work of the HSCB

### **6. Performance information and child protection activity**

The HSCB has been keen to measure the impact and effectiveness of its work, and has been developing local multi-agency performance indicators with partners across the borough. This is allowing the Board to monitor strategic outcomes associated with its aims and priorities.

Detailed performance indicators have been developed which relate to 5 key aims that the Board have identified within the Staying Safe outcome. These key aims are for children and young people to:

- be safe from maltreatment, neglect, violence and exploitation
- be safe from accidental death and injury
- be safe from bullying and discrimination
- be safe from crime and anti-social behaviour in and out of school
- have security and stability, and be cared for

Details of the many performance indicators that are being used, as they relate to these key aims, are provided in Section 8. Significant attention has been given to the first aim – safe from maltreatment, – as this focuses on ‘child protection’ issues, and on domestic abuse and substance misuse within families in particular. In relation to domestic abuse, the Board has committed itself to:

- increase the numbers of victims of domestic abuse accessing support from 270 to 324 in 2007/08
- to increase the numbers of incidents of domestic abuse reported to the police (directly or through a third party) from 1613 to 1774 in 2007/08
- to reduce the number of repeat victims of domestic abuse reported annually to the police (directly or through a third party) in the same period who are repeat victims from 163 to 154 in 2007/08

In relation to substance misusing families, the aims include:

- 80% of families where substance misuse has been identified as a key issue within child protection or child in need services to be referred by Children's Social Care into drug and alcohol services
- DAAT to provide advice, information, consultation and training to Children's Social Care staff and other professionals working with children of substance misusing parents. The target is to provide 4 briefing sessions per year with a minimum of 15 delegates per session.

Also within the key aim for children to be 'safe from maltreatment, neglect, violence and exploitation' is the Board's concern to enhance the reporting, assessing, and monitoring of private fostering arrangements, the aims include:

- to increase by 150% the number of private fostering arrangements completed on time

Section 8 also provides statistical information and analysis of child protection activity in the borough over the year. This includes data on child protection conferences and the registration of children, and investigations into allegations of abuse by professional carers.

## **7. The achievements of partner agencies within the HSCB**

Section 7 provides reports from partner agencies on their achievements over the year relating to safeguarding practice, and some of the challenges they have faced.

Colleagues in Health have enjoyed a particularly active year:

- the **5 Boroughs Partnership** has established child protection lead officers and Children's Champions, and has prioritised the training and development of staff, and the enhancement of supervision processes
- the **North Cheshire Hospitals** have implemented new safeguarding policies and procedures, and have, similarly, developed new staff training initiatives
- the **St Helens & Knowsley Hospitals Trust** has worked to enhance its safeguarding practice, both internally and across organisational

boundaries, and has done much to ensure that its staff are equipped and confident to work with vulnerable populations

- and the **Halton and St Helens PCT** has concentrated on enhancing its contribution to multi-agency child protection processes, developing its services to the looked after children population, and developing the safeguarding skills of all its staff

Other statutory partners to the HSCB also report in Section 7 on their achievements over the year:

- **Cheshire Probation** has continued to work collaboratively with other agencies to contribute to the protection of children, and this has included the development and implementation of joint risk management plans. In cases of domestic abuse, the work of the Probation Service has extended to the provision of direct support to victims in addition to the supervision of offenders.
- **Halton Council's Health and Community (Adult Services)** has undertaken a comprehensive Training Needs Analysis regarding safeguarding practice, and this has allowed for a planned and structured approach to the learning needs of staff. A range of safeguarding courses have resulted, and these are highlighted in Section 7.6
- **Cheshire Police** has created dedicated Referral Units within the Public Protection Units, and these have significantly improved the quality and levels of service to partner agencies. A new force policy on child protection investigations has been implemented, and this ensures that children receive the same protection in law, and the same level of service, from the police as adults
- **Halton's schools** have been active in auditing safe recruitment practices, and ensuring that the Every Child Matters agenda is incorporated not only in the curriculum, but also identified in School Improvement Plans
- the **Halton and Warrington Youth Offending service** have implemented a new risk-based allocation procedure to ensure that the highest risk young people receive the most intensive and appropriate interventions, and are managed by the most experienced staff
- the **Drug Action Team** has worked to ensure that their responses to the needs of the children of drug using parents are coordinated and safeguarding-focused

Our partners in the voluntary sector also report in Section 7 on a busy year:

- the **Voluntary, Community, and Faith sector** has established a forum for otherwise isolated groups and organisations to share safeguarding practice and ensure that commissioned services are safe and legal



- the **NSPCC** has put much effort and resources into raising awareness about the issues of domestic abuse – a key issue for the HSCB - targeting women as well as children in their publicity materials
- the specialist **Domestic Abuse Project** has also supplemented this work with the distribution of their own guidance to every school in the borough, providing staff with the essential tools to enable them to identify and support children who may be living in households where domestic abuse is taking place. The project has also been active in the provision of training for professionals on the effects of such abuse on children, and how to respond to it

#### **8. Key Objectives and the Business Plan for 2007-2009**

Much has been done over the first year of the HSCB to consolidate and develop its objectives, and, to take this work forward, a Business Plan for 2007-2009 has been agreed by the Board.

Section 10 details 57 Key Objectives, with timescales, for the forthcoming 2 years, and allocates responsibilities for achieving these very clearly to the Executive Board and the 4 Sub-groups. The scale of these Key Objectives demonstrates the breadth and scope of the HSCB's ongoing ambitions for the children and young people of Halton.

**REPORT TO:** Children & Young People PPB

**DATE:** 7<sup>th</sup> January 2008

**REPORTING OFFICER:** Strategic Director, Children & Young People

**SUBJECT:** Children & Young People Priorities

**WARDS:** Boroughwide

## **1.0 PURPOSE OF THE REPORT**

1.1 To provide information on the priorities for children and young people services in Halton agreed with Government Office North West.

## **2.0 RECOMMENDATION: That**

- (1) The Board support and scrutinise progress against the identified priorities.
- (2) Reports to the Board are considered in the context of the agreed priorities and Members of the Board familiarise themselves with the priorities

## **3.0 SUPPORTING INFORMATION**

There is a formal process for setting priorities for Children's Services at the Autumn Strategic Engagement Meeting with Government Office North West (GONW) and their field force. This meeting was held on the 26<sup>th</sup> November 2007 and agreed eight priorities to focus the work of the Children and Young People Alliance Board for the next year. In addition support from GONW to achieve the priorities was identified and agreed.

A number of priorities had already been agreed as part of the refresh of the Children and Young People's Plan (CYPP) completed in June. They were formulated from a wide evidence base including a strategic needs analysis, the views of children and young people, performance information, and feedback from external inspection and assessment. The CYPP priorities covered the five Every Child Matters outcomes and cross-cutting service management themes.

In preparation for the meeting a long list of priorities was drawn up using all the available information and these were distilled down to the eight priorities put forward for negotiation at the meeting. The agreed priorities are a subset of the CYPP priorities and the process is in effect prioritising the priorities for additional scrutiny from GONW. They are partnership priorities and considered critical in improving outcomes for children and young people in Halton.

The agreed priorities are;

- CYPP BH1: Reducing health inequalities
- CYPP BH2: Improve sexual health
- CYPP BH3: Enhance emotional and psychological well-being
- CYPP SS4: Improve quality of care for Children in Care
- CYPP EA1: Improve educational outcomes for all children
- CYPP EA2: Improve attendance at school of all children
- CYPP EA3: Narrow the gap in educational outcomes for vulnerable children
- CYPP AEW1: Improved learning opportunities 14-19 and participation post 16

As part of the process of agreeing the priorities significant enablers and risks were identified for each priority. Cross-cutting service management themes such as workforce, finance and commissioning were not identified as priorities in their own right but were highlighted as enablers and risks. The priorities template listing the priorities mapped against the performance measures from the National Indicator Set and the risks and enablers is attached as Appendix 1. The full set of CYPP priorities is attached as Appendix 2.

#### **4.0 POLICY IMPLICATIONS**

The agreed priorities provide the foundation for the Children's Services input to the development of the new Local Area Agreement (LAA). Halton's LAA is to be agreed with GONW and signed off by June 2008 and will include 35 negotiated targets covering all local authority services and an additional 16 statutory targets for Children's Services taken from the new National Indicator Set.

The agreed priorities have been mapped against the national indicator set and will form the basis of discussions for inclusion in the LAA. The new LAA and the National Indicator Set have been introduced as a result of the 'Strong and Prosperous Communities' white paper, which has streamlined the central scrutiny of performance for all local government services.

#### **5.0 OTHER IMPLICATIONS**

No other implications have been identified.

#### **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### **6.1 Children and Young People in Halton**

The agreed priorities provide a valuable framework for monitoring progress against the overall council priority of improving outcomes for children and young people. External scrutiny of progress against the priorities will be provided by GONW and additional support given to assist in achieving improvements that will impact on overall outcomes for children.

##### **6.2 Employment, Learning and Skills in Halton**

Not applicable.

**6.3 A Healthy Halton**

Not applicable.

**6.4 A Safer Halton**

Not applicable.

**6.5 Halton's Urban Renewal**

Not applicable.

**7.0 RISK ANALYSIS**

A risk analysis has been completed against each of the priority areas with the associate risks outlined in Appendix 1.

**8.0 EQUALITY AND DIVERSITY ISSUES**

The priorities identified are targeted at reducing inequalities and ensuring the best outcomes for all children and young people in Halton with a particular focus on vulnerable groups.

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

None.

## HALTON CHILDREN & YOUNG PEOPLE DIRECTORATE PRIORITIES MEETING - NOVEMBER 26<sup>TH</sup> 2007

Priority	National Indicators	Significant Enablers	Significant Delivery Risks	H / M / L for External Support and which support team or field force would contribute
<p>Improve physical health and increase opportunities to lead healthy lifestyles (CYPP BH1)</p>	<p><b>NI 52</b> Take up of school lunches (EC)  <b>NI 53</b> Breastfeeding at 6-8 weeks (MB)  <b>NI 55</b> Obesity rate in reception year (MB)  <b>NI 56</b> Obesity rate in year 6 (MB)  <b>NI 57</b> Participation in PE/Sport (GM)  <b>NI 115</b> Substance misuse by young people (LC)</p>	<ul style="list-style-type: none"> <li>• Targeting funding at vulnerable groups</li> <li>• Effective promotion and marketing of nutritional school meals.</li> <li>• Simplifying system for take up of free school meals</li> <li>• Recruitment of infant feeding co-ordinator and pilot of get closer campaign in Widnes</li> <li>• Development of care pathways for management of obesity</li> <li>• Health Promotion Strategy and impact of healthy schools programme and Early Years Standards</li> <li>• Oral Health Commissioning Strategy</li> <li>• Enhanced dental services targeted at vulnerable groups</li> <li>• Extended services development and improved facilities through school reorganisation</li> <li>• Substance misuse services developed without the restrictions of tiered intervention model (HAS 1999)</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability of services due to potential grant fallout and challenging financial settlements</li> <li>• Integration of information systems across the partnership for reporting and monitoring of performance</li> <li>• Workforce development and risks of recruitment difficulties of specialist staff</li> <li>• Take up affected by the price of the school meal families who are unable to claim free school meals.</li> <li>• Low take up may impact on the viability of school meals service.</li> <li>• Attitudes and beliefs about infant feeding in the community</li> <li>• Health Promotion raising awareness of public before services developed to manage the demand for intervention</li> <li>• Proposal to the PCT board for consultation on water fluoridation during 2008</li> </ul>	<p>High - Substance Misuse Alcohol</p>

Priority	National Indicators	Significant Enablers	Significant Delivery Risks	H / M / L for External Support and which support team or field force would contribute
		<ul style="list-style-type: none"> <li>Treatment encompasses a range of interventions with a focus on young peoples alcohol use</li> <li>Intelligent data is used to inform commissioning of services.</li> </ul>		
<p>Improve sexual health (CYPP BH2)</p>	<p><b>NI 112</b> Under 18 conception rate (AB)  <b>NI 113</b> Chlamydia rate in under 20's (AB)</p>	<ul style="list-style-type: none"> <li>Partnership working through ongoing development of the Preventative Services Mini-Trust</li> <li>Strategic Needs Analysis completed to inform commissioning of services.</li> <li>Developing locally accessible services to meet identified needs of young people</li> </ul>	<ul style="list-style-type: none"> <li>Time lag in reporting teenage pregnancy rates and availability of local data for performance management.</li> <li>Sustainability of services due to potential grant fallout and no core funding for services</li> <li>Workforce development and risks of recruitment difficulties of specialist staff</li> <li>Non statutory status of SRE in schools</li> </ul>	<p>High: Teenage conceptions</p>
<p>Enhance emotional, psychological and physical wellbeing (CYPP BH3)</p>	<p><b>NI 50</b> Emotional health of Children (NM)  <b>NI 51</b> Effectiveness of CAMHS services (NM)  <b>NI 58</b> Emotional and behavioural health of Children in Care (NM)</p>	<ul style="list-style-type: none"> <li>Partnership working through ongoing development of the Emotional Health and Well Being Mini-Trust</li> <li>Establishment of clear and effective pathways</li> <li>Workforce issues in developing Tier1/2 services'</li> <li>Screening of new CiC using Strengths and Difficulties Questionnaires</li> <li>Successful pilot of Secondary SEAL programme to be rolled out</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability of services due to potential grant fallout and no core funding for services</li> <li>Integration of information systems across the partnership for reporting and monitoring of performance</li> <li>Workforce development and risks of recruitment difficulties of specialist staff</li> <li>Capacity to deliver targeted programmes such as Secondary SEAL</li> </ul>	<p>High: support for development of 5 Borough Alliance for Children</p>

Priority	National Indicators	Significant Enablers	Significant Delivery Risks	H / M / L for External Support and which support team or field force would contribute
		<ul style="list-style-type: none"> <li>• Transition Strategy agreed for implementation</li> <li>• CiC contract with CAMHS to deliver support, advice and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging specialist CAMHS services within an appropriate timescale</li> </ul>	
<p>Improve placement choice and quality of care for Children in Care (CYPP SS4)</p>	<p><b>NI 61</b> Stability of LAC adopted (CT)  <b>NI 62</b> Stability of placement (3+ moves)(CT)  <b>NI 63</b> Stability of placement (length) (CT)  <b>NI 64</b> LAC reviewed within timescales(CT)  <b>NI 71</b> Children who have run away from home or care overnight(CT/LC)</p>	<ul style="list-style-type: none"> <li>• Implementation of Care Matters</li> <li>• Partnership working through ongoing development of the CiC Mini Trust</li> <li>• Improving quality of care through training and review of foster carers</li> <li>• Range of support available via co-located services</li> <li>• Enhancement of the adoption service including adoption support services</li> <li>• Scrutiny of quality of care at independent reviews and robust contract monitoring systems</li> <li>• Development of targeted support for Vulnerable Children</li> <li>• Protocol in place for reporting on children who have run away from home or care</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability of services due to potential grant fallout and challenging financial settlements</li> <li>• Supply and range of placements limited by difficulty in recruiting carers and limited supply of quality residential placements</li> <li>• Currently no data source identified for Children who run away from home</li> <li>• Workforce development and risks of recruitment difficulties of specialist staff</li> </ul>	<p>Medium: Support from Linda Richardson/ Brian Boyle</p>
<p>Improve educational outcomes for all children (CYPP EA1)</p>	<p><b>NI 72</b> 78+ points at Foundation Stage  <b>NI 73</b> Level 4+ in English &amp; KS2  <b>NI 74</b> Level 5+ in English &amp; Maths KS 3</p>	<ul style="list-style-type: none"> <li>• Ongoing rollout of Children’s Centres and Extended Services across Halton</li> <li>• Collaboration of schools including sharing of good practice from schools identified as good or better by OfSTED</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability of services due to potential grant fallout and challenging financial settlements</li> <li>• Workforce development and risks of recruitment difficulties of specialist staff</li> </ul>	<p>Medium</p>

Priority	National Indicators	Significant Enablers	Significant Delivery Risks	H / M / L for External Support and which support team or field force would contribute
	<p><b>NI 75</b> 5+ GCSE A*-C including English &amp; Maths</p> <p><b>NI 76, NI77 and NI 78 (as above)</b></p> <p><b>NI 83</b> Level 5+ in Science at KS3</p> <p><b>NI 84</b> 2+ Science GCSE at A*-C</p> <p><b>NI 86</b> Secondaries judged good or better</p> <p><b>NI 88</b> Number of extended schools(GD)</p> <p><b>NI 89</b> Schools in special measures</p> <p><b>NI 109</b>Number of Children's Centres(GD)</p>	<ul style="list-style-type: none"> <li>• Continue to use power of intervention to impact on schools causing concern</li> <li>• Strength of partnership working with schools and partner agencies</li> <li>• Service delivery based on identified need through effective commissioning processes.</li> <li>• Implementation of a multi-agency Workforce Strategy</li> <li>• SIP programme to ensure rigorous challenge and support to schools</li> <li>• Well developed system to track pupil progress enabling early intervention</li> <li>• Co-ordinated approach to CPD with a single point of contact for Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of information systems across the partnership for reporting and monitoring of performance</li> <li>• Consultation phase of school organisation process may impact on relationships with schools</li> <li>• Potential increase in cost of early years provision due to higher skilled workforce</li> <li>• Maintaining the trajectory for improvement following a significant rise in attainment levels in 2007.</li> <li>• Maintaining quality of SIP's</li> <li>• Additional challenge may impact on relationships with schools</li> <li>• Working relationship with specific 'social partners'</li> </ul>	
<p>Improve attendance of all children (CYPP EA2)</p>	<p><b>NI 87</b> Secondary persistent absence (JP)</p> <p><b>NI 114</b>Rate of permanent exclusions (JP)</p>	<ul style="list-style-type: none"> <li>• Strength of the Attendance Leaders Partnership and school ownership of attendance</li> <li>• Alternatives to exclusion and graduated responses are in place</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability of services due to potential grant fallout and challenging financial settlements</li> <li>• Workforce development and risks of recruitment difficulties of specialist staff</li> <li>• Consultation phase of school organisation process may impact on relationships with schools</li> </ul>	<p>Low</p>



Priority	National Indicators	Significant Enablers	Significant Delivery Risks	H / M / L for External Support and which support team or field force would contribute
Narrow the gap for vulnerable children (CYPP EA3)	<p><b>NI 92</b> NTG with lowest 20% at EYFS</p> <p><b>NI 93</b> Progression 2 levels in English KS1-2</p> <p><b>NI 94</b> Progression 2 levels in Maths KS1-2</p> <p><b>NI 95</b> Progression 2 levels in English KS2-3</p> <p><b>NI 96</b> Progression 2 levels in Maths KS2-3</p> <p><b>NI 97</b> Progression 2 levels in English KS3-4</p> <p><b>NI 98</b> Progression 2 levels in Maths KS3-4</p> <p><b>NI 99</b> CiC level 4 in English &amp; Maths KS2</p> <p><b>NI 100</b> CiC level 5 in English &amp; Maths KS3</p> <p><b>NI 101</b> CiC 5+ GCSE A*-C including English &amp; Maths</p> <p><b>NI 102</b> NTG for FSM at KS2 and KS4</p> <p><b>NI 103</b> Statements issued in 26 weeks (JJ)</p> <p><b>NI 104</b> NTG for SEN at KS2 Eng. &amp; Maths (JJ)</p> <p><b>NI 105</b> NTG for SEN at 5 A*-C GCSE including English &amp; Maths (JJ)</p> <p><b>NI 106</b> Young people from low income backgrounds progressing to HE</p> <p><b>NI 107</b> KS2 attainment for BME groups</p> <p><b>NI 108</b> KS4 attainment for BME groups</p> <p>NI 111 First time entrants into the Criminal Justice System</p> <p><b>NI 118</b> Take up of formal</p>	<ul style="list-style-type: none"> <li>• Targeting funding at vulnerable groups</li> <li>• Effective engagement with the private and voluntary sector in Early Years Foundation Stage</li> <li>• Implementation of the early years outcomes duty</li> <li>• Initiatives are in place at EYFS to focus on lowest 20% e.g. I CAN/ Early reading project</li> <li>• Early identification and assessment of SEN</li> <li>• Effective tracking and performance monitoring of vulnerable groups</li> <li>• Targeted intervention to need through the SIP process</li> <li>• Action plans in place to develop and support capacity of schools to meet needs of all children in particular those from vulnerable groups</li> <li>• Deployment of specialist staff to build capacity within mainstream schools and provide training</li> <li>• Early identification of under performance supported by individual interventions for vulnerable groups</li> <li>• Growing number of leading teachers identified to enhance LA capacity through the Leading from the Classroom programme).</li> </ul>	<ul style="list-style-type: none"> <li>• Targeting of significant funding at vulnerable groups may destabilise school budgets</li> <li>• Consultation phase of school organisation process may impact on relationships with schools</li> <li>• Sustainability of services due to potential grant fallout and challenging financial settlements</li> <li>• Workforce development and risks of recruitment difficulties of specialist staff</li> <li>• Integration of information systems across the partnership for reporting and monitoring of performance</li> <li>• Low take up of benefits to enable affordability of childcare by low income working families</li> </ul>	Medium

Priority	National Indicators	Significant Enablers	Significant Delivery Risks	H / M / L for External Support and which support team or field force would contribute
	childcare by low income working families (GD)			
Improved learning opportunities 14-19 and participation post-16 (CYPP AEW1)	<p><b>NI 79</b> Level 2 qualification at 19</p> <p><b>NI 80</b> Level 3 qualification at 19</p> <p><b>NI 81</b> Reduce gap in Level 2 qual. at 19</p> <p><b>NI 82</b> Reduce gap in Level 2 qual. at 19</p> <p><b>NI 85</b> Post 16 participation in Science</p> <p><b>NI 90</b> Take up of 14-19 Diplomas</p> <p><b>NI 91</b> Participation of 17yr olds in training</p> <p><b>NI 117</b> 16-18 yr olds NEET</p>	<ul style="list-style-type: none"> <li>• Effective 14-19 Partnership with multi agency 14-19 team in place</li> <li>• Diploma development groups in place for the first five new diplomas to be delivered.</li> <li>• Successful Gateway applications made for delivery of the first diploma from 2008 with two more from 2009</li> <li>• New science diploma announced for delivery from 2011</li> <li>• Develop provision for learning at 17+</li> <li>• NEET Action Plan with targeted additional funding via the LSC and NRF</li> <li>• Introduction of National IAG Standards will ensure the effective delivery of IAG in Halton.</li> <li>• Integrated and Targeted Youth Support implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability of services due to potential grant fallout and challenging financial settlements</li> <li>• Integration of information systems across the partnership for reporting and monitoring of performance</li> <li>• Workforce development and risks of recruitment difficulties of specialist staff</li> <li>• Difficulties with alignment of major capital investment strategies in 11-16 and post 16 estates in borough.</li> <li>• Transition of Connexions into Integrated Youth Support may have a short-term impact on service</li> </ul>	High

# Halton's Revised Children & Young People's Priorities 2007 - 2009

Be Healthy	Stay Safe	Enjoy & Achieve	Make a Positive Contribution	Achieve Economic Well Being
<p><b>BH1 – Improve physical health and increase opportunities to lead healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>• Half the year on year rise in obesity among children under 11 by 2010.</li> <li>• Reduce admissions of young children to hospital for lower respiratory tract infection.</li> <li>• Reduce the infant mortality rate to the North West average by 2009.</li> </ul> <p><b>BH2 – Improve sexual health</b></p> <ul style="list-style-type: none"> <li>• Reduce the under 18 conception rate by 50% by 2010 and reduce the inequality of conception rates between wards by at least 25% by 2010.</li> </ul> <p><b>BH3 – Enhance emotional, psychological and physical wellbeing</b></p> <ul style="list-style-type: none"> <li>• Increase the number of children referred to CAMHS receiving appropriate services to 100% by 2009 and provide a 24 hour CAMHS service for children with urgent needs, children with LDD and 16 – 17 year olds by 2009.</li> </ul>	<p><b>SS1 – Increase community awareness and engagement in safeguarding</b></p> <ul style="list-style-type: none"> <li>• Develop a wider remit for the Safeguarding Board and raise awareness in the community that safeguarding is everyone's business.</li> <li>• Increase the number of children feeling safe from bullying and discrimination in schools.</li> <li>• Increase the notification, assessment and monitoring of private fostering arrangements.</li> </ul> <p><b>SS2 – Extend prevention and early intervention</b></p> <ul style="list-style-type: none"> <li>• Increase the number of completed CAF assessments from the 2007 baseline by 10% in 2008 and 2009.</li> <li>• Increase eligible families being offered a Carers Assessment to 100% by 2009</li> </ul> <p><b>SS3 – Increase targeted support for vulnerable children</b></p> <ul style="list-style-type: none"> <li>• Reduce neglect cases from the 2007 baseline by 6% by March 2008 and a further 9% by March 2009 and reduce the ratio of LAC per 10,000 child population.</li> <li>• Reduce the number of domestic violence referrals and increase number of families accessing support services.</li> </ul> <p><b>SS4 – Improve placement choice and quality of care for LAC</b></p> <ul style="list-style-type: none"> <li>• Increase the number of foster carers by 10% by 2009.</li> <li>• Improve the quality of adoption services.</li> </ul>	<p><b>EA1 – Improve educational outcomes for all children</b></p> <ul style="list-style-type: none"> <li>• Enhance Early Years provision and standards at Foundation stage.</li> <li>• Increase boys attainment and achievement at Key Stages 1 and 2 to address current underperformance by 2009.</li> <li>• Improve the performance of pupils at Key Stages 1 and 2 in English so that they match or exceed the national average by 2009.</li> <li>• Improve the performance of pupils at the end of Key Stage 3 so that they match the national average by 2009.</li> <li>• Increase young people leaving school with at least 5 good GCSE passes to over 50% by 2009.</li> </ul> <p><b>EA2 – Improve attendance of all children</b></p> <ul style="list-style-type: none"> <li>• Reduce the percentage of pupils absent from primary and secondary schools by 5.3% and 9% respectively by 2008.</li> <li>• Reduce the number of days lost to learning through exclusion by 10% by 2008.</li> </ul> <p><b>EA3 – Narrow the gap for vulnerable children</b></p> <ul style="list-style-type: none"> <li>• Improve school attendance and attainments of looked after children at all Key Stages.</li> <li>• Enhance inclusive learning opportunities by reducing SEN statements and number of children placed in Special Schools and reduce the percentage of children achieving below the national standard at each Key Stage.</li> <li>• Improve the attendance and attainment of children who are in need of safeguarding.</li> <li>• Improve support for speakers of English as an additional language.</li> </ul>	<p><b>MPC1 – Increase young people's participation and community engagement</b></p> <ul style="list-style-type: none"> <li>• Increase the number of vulnerable children and young people receiving Halton awards for citizenship and participation.</li> <li>• Increase the number of vulnerable children and young people embarking on the Duke of Edinburgh Award.</li> <li>• Increase the number of young carers identified and receiving support.</li> </ul> <p><b>MPC2 – Reduce offending and anti-social behaviour of children and young people</b></p> <ul style="list-style-type: none"> <li>• Reduce youth offending and re-offending rates.</li> <li>• Increase the number of young people accessing Youth Inclusion Support Panel interventions and co-ordination of diversionary activities to reduce anti social behaviour</li> </ul>	<p><b>AEW1 – Improved learning opportunities 14 – 19 and participation post-16</b></p> <ul style="list-style-type: none"> <li>• Reduce the percentage of young people not in employment, education or training to 6.84% by 2010.</li> <li>• Increase the percentage of young people achieving a Level 2 qualification by 5% from 2004 baseline by 2008.</li> </ul> <p><b>AEW2 – Improve access to suitable accommodation</b></p> <ul style="list-style-type: none"> <li>• Reduce percentage of care leavers in temporary accommodation to 15% by 2009.</li> </ul>
<b>Service Management</b>				
<p><b>SM1 – Enhance financial planning</b></p> <ul style="list-style-type: none"> <li>• Develop a medium term Financial Plan for CYPD.</li> <li>• Develop joint commissioning arrangements through a Children's Trust</li> </ul> <p><b>SM2 – Integrate delivery of services</b></p> <ul style="list-style-type: none"> <li>• Extend the range of services delivered through integrated area networks and contribute towards the raising of standards in learning through the effective delivery of extended services.</li> </ul> <p><b>SM3 – Develop the workforce</b></p> <ul style="list-style-type: none"> <li>• Develop integrated service delivery through a Boroughwide Workforce Development Strategy.</li> <li>• Enhance safe recruitment practices.</li> </ul> <p><b>SM4 – Develop performance management</b></p> <ul style="list-style-type: none"> <li>• Develop an integrated local performance management framework based on outcomes.</li> </ul> <p><b>SM5 – Transform learning opportunities for all children</b></p> <ul style="list-style-type: none"> <li>• Increase choice, diversity, inclusion and high standards; reduce the surplus capacity within Halton schools and transform the learning environment.</li> </ul>				

**REPORT TO:** Children & Young People Policy & Performance Board

**DATE:** 7<sup>th</sup> January 2008

**REPORTING OFFICER:** Strategic Director, Children & Young People Directorate

**SUBJECT:** Strategy for the Inclusion of Pupils with SEN - Review

**WARDS:** Borough Wide

### **1.0 PURPOSE OF THE REPORT**

- 1.1 To provide information on the progress towards the implementation of the Strategy for the Inclusion of Pupils with SEN.

### **2.0 RECOMMENDATION: That**

- (1) That the Board considers progress to-date; and
- (2) Supports the continued direction of the Strategy as a key lever to narrowing the gap in learning outcomes for children and young people with learning difficulties and disabilities.

### **3.0 SUPPORTING INFORMATION**

- 3.1 In 2003 the Executive Board supported the development of a Strategy for the Inclusion of Pupils with SEN. That Strategy sought to re-align the deployment of SEN resources across the infrastructure of funding formula, structural arrangements, service structures and critically identification and assessment processes to ensure that those children and young people with special educational needs had their needs identified and addressed earlier. The context to the Strategy was Halton's position as having a high percentage of children with Statements of SEN and a high percentage of children attending special schools both in and outside of the Borough. A key focus of the Strategy was to improve the ability of the Local Authority to fulfil its statutory functions with regard to SEN, to secure value for money in this and to improve the capacity of mainstream schools and other settings to better meet identify and meet the needs of children with SEN in their setting.
- 3.2 Since 2003, significant progress has been made in implementing the Strategy and the Board has received, periodically, updates on developments.

- 3.3 Implementation of the Strategy posed significant challenges, not least in addressing long-standing practices across agencies, within schools and within Local Authority services also.
- 3.4 Attached at Appendix 1 is a review of the Strategy, that summarises progress to-date and sets the strategic direction for the next 3 years.
- 3.5 Key achievements over the preceding 3 years have been:
- A reduction in the reliance upon Statements of SEN as the means to securing additional resources for children;
  - A reduction in the % of children with Statements of SEN (Annexe 1 and 2);
  - Release of resources earlier without the need to recourse to a Statement;
  - Performance in the top quartile in the issuing of proposed statements within 18 weeks;
  - A reduction in the number of children being educated in special provision out of the Borough;
  - A re-cycling of fees saved from out of borough placements to schools to meet the needs of pupils with SEN earlier (Annexe 3);
  - Continued evidence of narrowing the gap in attainment for the most vulnerable learners, particularly at Key Stages 2, 3 and 4

#### **4.0 POLICY IMPLICATIONS**

- 4.1 Narrowing the gap in educational outcomes for vulnerable children is a priority within the Children and Young People's Plan. While a focus of the Strategy for the Inclusion of Pupils with SEN has had to be upon tackling the infrastructure and funding mechanisms to address children's needs, a test of the Strategy from here must be upon the extent to which the changes to infrastructure now support and promote improving the learning outcomes for those pupils.

#### **5.0 OTHER IMPLICATIONS**

- 5.1 Progress is now being made in recycling resources previously deployed to fund expensive placements out of borough, to address the needs of children earlier and in their local school settings. It is anticipated that implementation of the identified actions contained in the revised strategy will enable the further release of SEN resources to need earlier.

#### **6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

##### **6.1 Children and Young People in Halton**

The focus upon 'narrowing the gap in educational outcomes for vulnerable children' gives a framework now against which the success of the Strategy can now be measured. Historically SEN indicators

have focussed upon process measures which have not then enabled a focus upon outcomes for the children and young people themselves.

**6.2 Employment, Learning and Skills in Halton**

Not applicable.

**6.3 A Healthy Halton**

Not applicable.

**6.4 A Safer Halton**

Not applicable.

**6.5 Halton's Urban Renewal**

Not applicable.

**7.0 RISK ANALYSIS**

Failure to implement the Strategy will result in pupil's SEN not being identified and the gap in attainment widening for vulnerable children and value for money not being secured.

**8.0 EQUALITY AND DIVERSITY ISSUES**

The Strategy promotes equality of opportunity and access to high quality learning provision that can meet the needs of children with diverse needs within their local community.

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

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
SEN Review, including SEN Strategic Plan 2003-2006	Grosvenor House	Lorraine Butcher
LA OFSTED Inspection, 2004	Grosvenor House	Lorraine Butcher
SEN Review – Executive Board, Jan 2006	Municipal Building	Committee Services
SEN Review – Executive Board, March 2006	Municipal Building	Committee Services
Children and Young People's Plan	Grosvenor House	Lorraine Butcher

## STRATEGY FOR THE INCLUSION OF PUPILS WITH SEN – REVIEW

### INTRODUCTION

The purpose of this document is to describe Halton’s progress over the last three years in establishing an ethos of inclusive learning for children and young people with learning difficulties and disabilities (LDD) in Halton. It will describe what work has been undertaken in shaping service provision within the borough. It will also highlight the areas which require further development in ensuring Halton establishes a graduated approach where Special Educational Need (SEN) provision is no longer seen as an ‘add on’ but as part of an overall strategy to facilitate and promote the learning opportunities and improved outcomes of all children and young people in Halton. Critically, it has as its revised focus a stronger emphasis upon “narrowing the gap” in attainment and achievement for those most at risk to achieving poor learning outcomes.

The C&YP Directorate, with partner agencies, has worked hard to establish structures and relationships with professionals, agencies, organisations and most importantly schools through regular consultation. This has provided solid foundations upon which to further develop inclusive learning in Halton. These developments and aims became Halton’s Revised Strategy for Inclusion of Pupils with Learning Difficulties and Disabilities that will then become aligned to the developing **Learning Halton Strategy**.

It is acknowledged that this is a complex task, and professionals remain committed to establishing a transparent process through this strategy and action plan by providing both the acknowledgement of success achieved so far as well as offering the direction Halton must take over the coming months and years if it is to succeed in developing a range of provision that is responsive to the continuum of need experienced by children and young people within the borough and which can strengthen conditions for further “narrowing the gap” in attainment and achievement.

Therefore this document must be viewed as an enabling strategy where we remove the concept of Special Educational Needs and replace it with the personalised learning agenda and where children and young people are seen primarily as learners because children’s needs must be defined by the environment in which they learn as well as by their individual needs.

#### **Learning Halton Strategy:**

*This strategy embodies the principle that everyone in Halton must be seen as a learner and establishes the following aims:*

- *To improve achievement attainment attendance participation and life chances for all in Halton#*
- *To improve opportunities for the Halton community to embrace the every child matters agenda*
- *To develop a unified strategy for all phases of education*



## NATIONAL CONTEXT

The Children Act 2004 heralded the arrival of services for children and young people with the promise of joined up and coherent services for children and their families. This is of especial importance to children with learning difficulties and disabilities.

Underpinning this act are the aims of Every Child Matters and 'Removing Barriers to Achievement' (DfES: 2004). This publication is a long-term strategy for special educational needs. The Government, through this publication sought to encourage the promotion of the idea that a child or young person with LDD is first and foremost a member of the school community and in this, is no different to any other pupil.

### *The goals of Removing Barriers to Achievement (2004) are.*

- *To see schools with the confidence to innovate and with the skills and specialist support they need to meet the needs of all pupils successfully*
- *To see special schools providing education for those children and young people with the most severe and complex needs and sharing their specialist knowledge to support inclusion in mainstream schools*
- *To see schools working together to support the inclusion of all children from their local community backed up by good quality specialist advice from the local authority and health services in line with every child matters*
- *To see parents with confidence that in choosing a mainstream school their child will receive a good education and will be a valued member of the school community.*

### **PRESENCE:**

*Is concerned with where learners are educated and whether they attend regularly and arrive punctually. In line with Government policy, we believe wherever possible, all learners should be enabled to receive their education in a mainstream setting*

The principles and aims of Removing Barriers are now embodied in the SEN and Disability Act 2001 (DDA) which amended the Disability Discrimination Act 1995 to include the provision of education. The DDA requires that schools:

- Not to treat disabled children less favourably
- To make reasonable adjustments to ensure disabled pupils are not at a substantial disadvantage

These aspects were translated into practice regionally by the North West Regional Partnership for SEN, which adopted the principles of Presence Participation and Achievement.

### **PARTICIPATION**

*Is concerned with the equality of educational experiences of all learners. It includes their feelings of involvement and value. It also concerns listening to their views of the quality of the services they receive*



*'Promoting inclusive education involves identifying and removing barriers to the presence, participation and achievement of all children and young people. We believe that this commitment embraces a fundamental responsibility to place a particular emphasis on those learners who may be at risk of underachievement marginalisation or exclusion.'*

## HALTON CONTEXT

In essence the factors noted in the previous section combine to ensure that retained services and outreach support should primarily be supportive of the school, its staffing and its systems rather than simply providing direct support to children. Only then can Halton deliver a programme of personalised learning that embodies the flexible curriculum so outcomes for children and young people with LDD are improved.

*Halton has embraced the key objectives in Removing Barriers in its Inclusive Strategy for LDD and in its review of SEN in Halton. These include:*

- *Early intervention through improved early years provision and through reduced reliance on statements in mainstream schools*
- *The develop of specialist provision and services*
- *Ensuring a continuum of provision embracing both special and mainstream schools*
- *Improved monitoring accountability and self-evaluation by schools.*

## **ACHIEVEMENT**

*Is concerned with the learning outcomes across the whole curriculum. It includes activities inside and outside of the classroom and therefore judgements should not be made solely on the basis of test and examination results*

In attempting to deliver this programme Halton has:

- **Built increased confidence in schools** to use the totality of resources open to them when managing the diversity of learning needs within their school community. In doing this we have already **seen a reduction in the number of requests of statutory assessments in the borough and a reduction in the overall percentage of pupils with statements (Annexe 1)**. As a result of this reduction in statutory assessments we have been able **to re-invest the savings in earlier intervention such as School Action Plus Enhanced**. This has supported children in maintained pre school settings, as well as in the earlier years of primary education.
- Undertaken an assessment of performance from 2003 against the 2006 Key Stage 3 in English, reading, writing, maths and science. This showed that the gap is continuing to narrow with a high percentage of those achieving below the national standards at key stage 2 subsequently progressing beyond expectation at Key Stage 3. Therefore **reduced statements in the borough has not had a detrimental effect on pupil achievement**
- Monitored the learning outcomes of the most vulnerable learners and succeeded in narrowing the gap.

- **Restructured services to ensure advice and support can be offered on a preventative basis**, this includes outreach support from special school settings, thereby making the best use of existing specialist provision including special schools.
- **Developed a system using Sure Start funding to support young children with additional and exceptional need in private and voluntary settings**. This ensures equality of support across learning provision within Halton.
- Undergone **recent OFSTED inspections, which have praised the support for pupils with LDD** in the majority of schools in Halton. Some have been described as outstanding. High percentage of schools graded as good or outstanding by OFSTED for progress of pupils with LDD.
- Made significant efforts, which has seen a **significant reduction in the number of pupils educated in special schools outside the borough (Annexe 2)**.
- Ensured the **saving of £427,645 has been recycled to meet the needs of pupils with SEN earlier**. Moreover this money has been distributed to those schools identified as having the greatest need (Annexe 3).
- **Signed up to the Every Disabled Child Matters Pledge**
- **Increased in the numbers of pupils having dual placements** so that they receive the specialist support as and when required as well as experiencing learning in a mainstream school community. This has been achieved through increased support and outreach from special schools.
- **A structure that requires the views of the child** to be obtained through their Statutory Assessment Reviews and Reviews of their Individual Education Plan.

***EDCM pledge for Local Authorities is:***

*Families with disabled children to have ordinary lives*

*Disabled children to matter as much as all other children*

*Disabled children and their families to be fully included in society*

*All disabled children and their families to get the right services and support no matter where they live*

*Poverty amongst disabled children and their families to be eliminated by 2020*

*An education system which meets the needs of each child and enables them to meet their full potential*

*Disabled children and their families to shape the way services are planned, commissioned and delivered.*

- Begun to **align the practices of supporting pupils with LDD to the aims of the developing Learning Halton Strategy**. This strategy supports parents and children and engages them in the planning for individual children as well as in the management of the provision. It will enable an openness and partnership to work between schools and the local authority.
- **Acknowledged that we need to re-focus under utilised provision** to ensure we meet the needs of low incidence LDD within a mainstream setting. This includes provision for children with Autistic Spectrum Disorder, Language and Communication Difficulties, Hearing Impairment, Behaviour and Social and Emotional Difficulties, Nurturing and Assessment and Observation.
- **Recognised we must take the resource to the child to meet identified learning needs.**
- **LDD is identified as a priority** within Halton and therefore is embedded within Halton's Children and Young People's Plan.
- Acknowledged the importance of maintaining the support which exist between School Improvement Partners whatever the organisational structure and that this support is strongly linked to National Strategy partnership working.
- Recognise that the labels of SEN and LDD can become barriers to achievement as they look at concerns and problems, which prevent or alter learning. **Good practice in SEN and LDD should be good practice for all children.**

Halton still needs to

- **Identify areas, which need greater scrutiny.** In particular recognising we have provision within Halton that is under utilised. This provision must be refocused to ensure we have appropriate resources that are fit for purpose.
- **Agree process to recycle the resources in under used provision** to best meet low incidence needs within the mainstream school community. To achieve this we will involve and engage with Head Teachers throughout the process.
- **Develop resource bases that are flexible** to provide a small number of children and young people with full time or part time education
- **Develop awareness of purpose and expertise of resource bases** and the cohort of children and young people these bases are able to support, specifically low incidence needs.

**Primary and Secondary Resource Bases** are centres of expertise that will be sufficiently resourced and staffed to support children young people and schools both in the base. These bases can also support outreach work.

- **Continue to build partnerships** with schools which are based on trust and respect for the expertise and knowledge of all partners engaged in delivering the Every Child Matters and Personalised Learning agenda
- Acknowledged the need to **develop cross agency training**.
- **Develop the strategic coordination of all existing outreach support services** to avoid duplication
- **Promote the use of Halton's Integrated Commissioning Framework within all educational settings** to aid transparency and the continued provision of good quality services that provide value for money.
- **Continue to remove the concept of Statements** as the key to unlocking resources to meet the learning needs of the child.
- **Continue the development of systems and process that encourage evidence based needs assessment**. Thus enabling a transparent process for the application of additional support and resources to facilitate earlier intervention. This will be based on an inclusive model of managing the needs of all children.

## WHAT WE WANT TO ACHIEVE

We recognise that the relationship between all agencies and organisations working with children and young people with LDD is key to improving outcomes and “narrowing the gap”. No single agency can manage in isolation as each aspect has something unique and valuable to offer. Therefore the next phase of developing inclusive learning in Halton will be how to enable and empower these organisations and agencies to build on the accomplishments made so far and to then use this learning to embed both the principles and practices of inclusive education that will see support for children and young people with LDD shaped around their needs and wishes.

Halton has identified a number of objectives it must achieve to realise its goal of inclusive education. These strategic objectives provide the foundation for the action plans.

**These objectives are:**

- Improve the levels of educational achievement and attainment for pupils with LDD who may be at risk of underachievement.
- Maximise opportunities for all pupils to be educated in mainstream schools alongside their peers and to recognise this as their entitlement
- Specialist provision to facilitate and promote inclusive practice, in particular develop processes that ensure the voice of the child is represented in the design, delivery and planning for inclusive learning in Halton.
- Pupil needs met early and effectively in line with a graduated approach
- SEN resources including those held by the Local Authority and those delegated to schools are allocated consistently and efficiently
- Partnership with parents and carers and other agencies to deliver the Every Child Matters agenda
- Partnership with all agencies to ensure pupils with the most complex needs have access to appropriate highly specialised provision where necessary.

These strategic objectives will be met through the Service Plans and Team Action Plans.

**Halton Maintained Statements of SEN (Does not include statemented pupils who live in other LEA's )**

<b>Pop (Source NPF)</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>		
<b>0-19 yrs</b>	33,208	32,680	33,203	32,076	31,833	31,695	31,356	31,200	94%	6% reduction in pop since 1999

<b>Statement Numbers</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Nov</b>	
<b>Source SEN 2</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	
	1083	1058	1022	1002	1014	987	984	824	716	
<b>Based on previous yr pop</b>	3.26%	3.24%	3.08%	3.12%	3.19%	3.11%	3.1%	2.63%	2.28%	32% reduction in number of statements since 2000

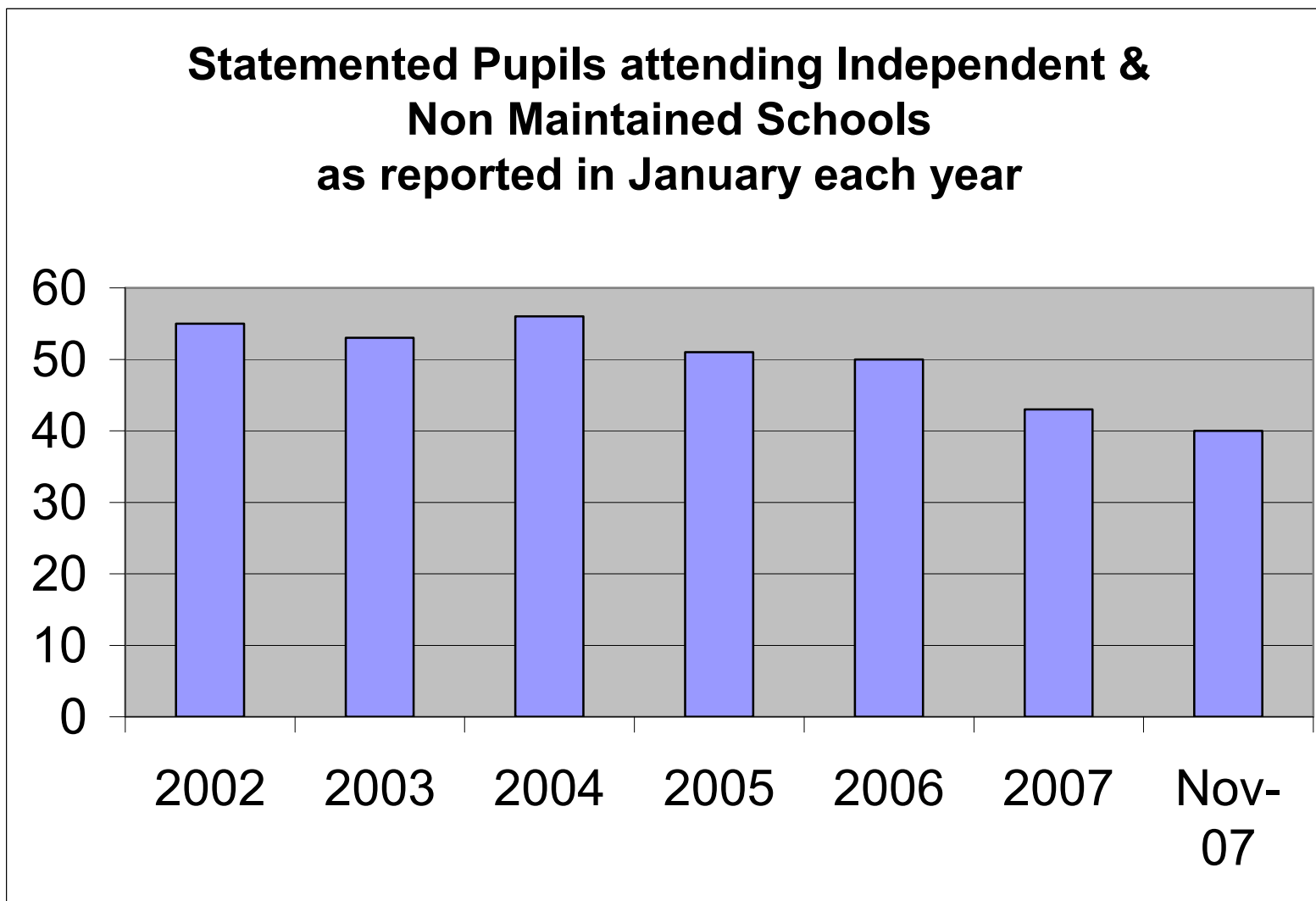
<b>New Statements issued</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Jan</b>	<b>Nov</b>	
<b>Source SEN 2</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	
	134	108	122	125	152	103	79	19	13	(+ 2 undergoing Stat Assess)
									12%	88% reduction in new statements issued since 2000

**Statemented and SA Plus Enhanced Pupils**

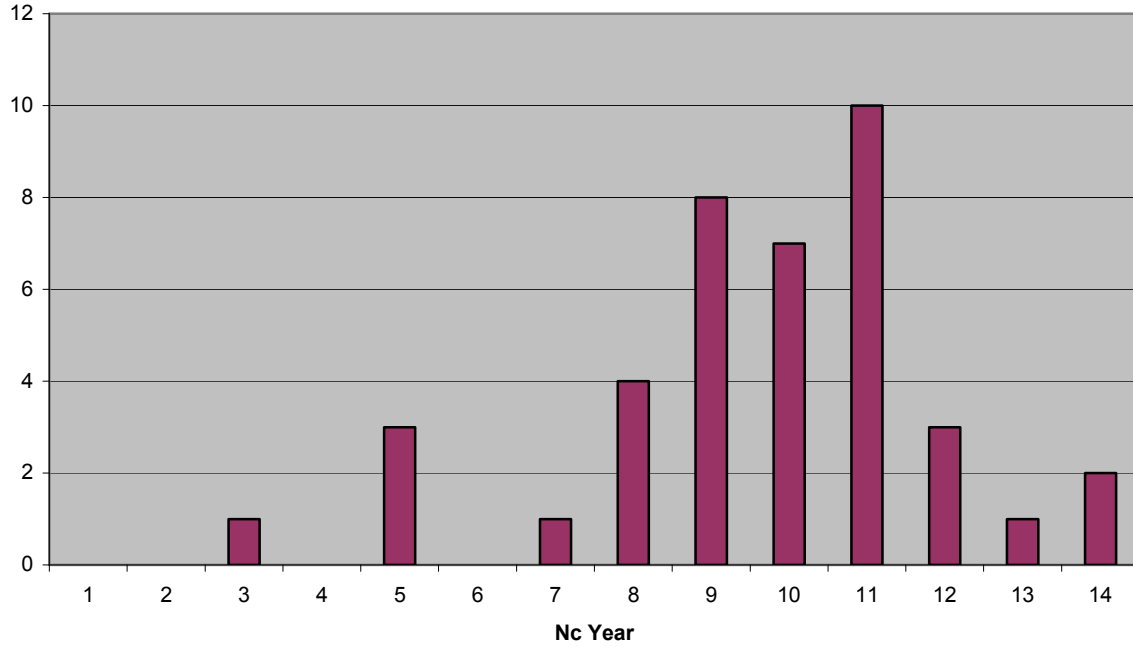
<b>Statements Nov 2007</b>	<b>716</b>
<b>SA Plus Enhanced</b>	<b>87</b>
<b>Early Years Enhanced</b>	<b>7</b>
<b>Total</b>	<b>810</b>

14.11.07 PAJ

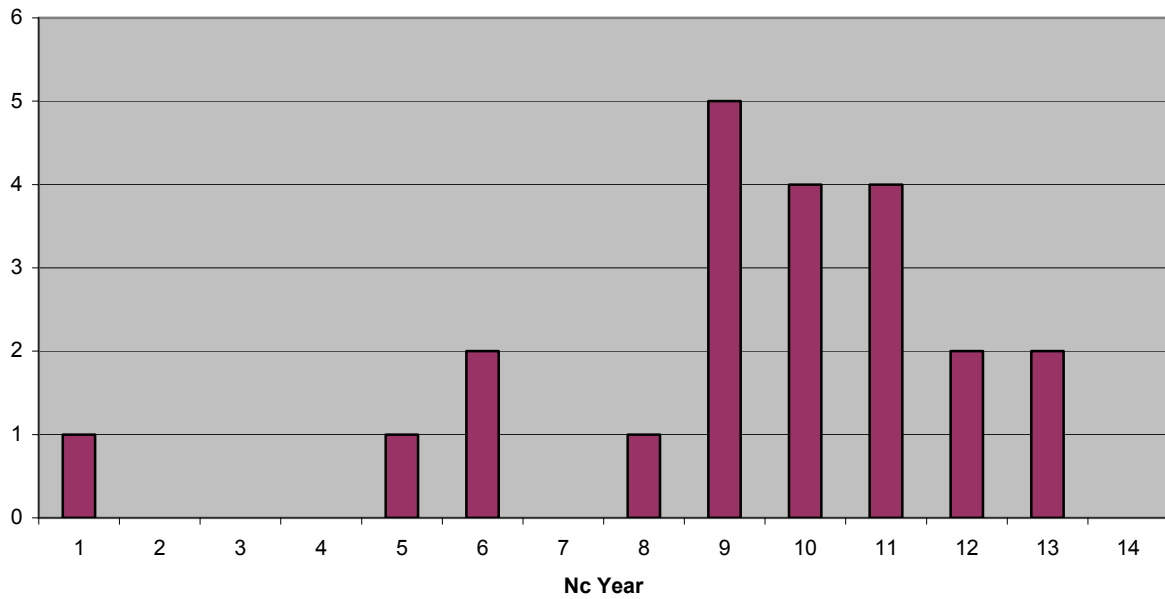
<b>Fiscal Year</b>		<b>% of 0-19 pop</b>
<b>Statements Apr 05-Mar 06</b>	<b>971</b>	<b>3.1%</b>
<b>Statements Apr 06- Mar 07</b>	<b>824</b>	<b>2.6%</b>
<b>Enhanced Provision 2006-7</b>	<b>30</b>	(pupils who would have met the criteria for statutory assessment)



**Statemented Pupils in Independent & Non Maintained Schools  
by Nc Year  
November 2007**



**Pupils attending Other Local Authority Maintained Special  
Schools by Nc Yr  
November 2007**





**REPORT TO:** School's Forum  
**DATE:** 21<sup>st</sup> May 2007  
**REPORTING OFFICER:** Lorraine Butcher, Operational Director  
**SUBJECT:** SEN Funding

## **1.0 PURPOSE OF THE REPORT**

1.1 To inform the School's Forum of progress in reducing the number of pupils with SEN being educated in special schools outside of Halton, resulting in significant savings being made in the deployment of SEN resources, and to seek agreement to the re-distribution of resources saved to mainstream and special schools within the Borough.

## **2.0 RECOMMENDATION: That**

2.1 The School's Forum approve in principle that SEN resources saved as a result of a reduction in placements of pupils with SEN Out of Borough are redistributed to maintained schools within Halton.

2.2 It is therefore proposed that redistribution is based upon the following:

- pro-rata to maintained nursery, primary, secondary and special schools according to percentage distribution of the Individual School Budget (ISB).
- 

2.3 For mainstream primary and secondary schools the resource is distributed via the SEN element of the formula.

2.4 For nursery schools the resource is distributed on the number of FTE pupil

2.5 For special schools the funding is pro-rated to the SNWPU

## **3.0 SUPPORTING INFORMATION**

3.1 In 2003 the Local Authority launched a "Strategy for the Inclusion of Pupils with SEN" which had as an objective maximising delegation of resources to schools and to ensure that SEN resources are targeted fairly, consistently and efficiently to need. Additionally the OFSTED inspection of the Local Authority undertaken in January 2004 determined that "best value was not secured".

3.2 Since that time significant structural reform has been undertaken to secure improved learning outcomes for children with SEN achieved through the more effective targeting of resources. This has included:

- The re-designation of the special schools;
- The review of the Learning Support Service and formation of SEN Team;
- The reduction in the number of statutory assessments undertaken and resulting in fewer statements being issued; and
- The releasing of resources earlier without the need for a statement to be issued

Outstanding at this stage is the completion of the review of SEN Units.

3.3 As a result of the above, it is pleasing to report the reduction in the number of children with SEN being educated within neighbouring Local Authority special schools or within the independent and non-maintained sector.

3.4 As a consequence, significant resources have been accrued within the DSG, which now should rightly be distributed. Details of the allocation between each school is included in Appendix A.

#### **4.0 FINANCIAL IMPLICATIONS:**

4.1 There have been savings on both the independent out borough placement budgets and the out borough placement expenditure budget. The savings total £427,645 in 2006/2007.

**SPECIAL NEEDS 2006-07 UNDER-SPEND**

						Special Needs 2006-07 Underspend  £
<b>NURSERY</b>						
5001	Ditton				N	892
5002	Birchfield				N	1,965
5003	Warrington Road				N	1,569
5004	The Grange				N	1,437
Total Nursery						5,863
<b>PRIMARY</b>						
5100	St Mary's				C E A P	2,102
5101	St Edward's				C A P	1,622
5102	Weston Point Community				P	649
5103	The Grange				J	2,123
5104	The Grange				I	4,753
5105	Victoria Road				P	767
5106	Weston				P	295
5107	St Clement's				C A P	1,297
5108	Westfield				P	1,356
5109	Halton Lodge				P	8,792
5110	Castle View				P	8,137
5111	Astmoor				P	6,999
5112	The Brow Community				P	3,526
5113	Woodside				P	14,705
5114	The Holy Spirit				C A P	3,715
5115	The Park				P	14,422
5116	Pewithall				P	354
5117	Palace Fields				P	13,695
5118	Hallwood Park				N & P	10,758
5119	St Augustine's				C A P	4,688
5120	Runcorn All Saints				C E A P	2,055
5121	Our Lady Mother Of The Saviour				C A P	3,314
5122	Hill View				P	1,002
5123	Beechwood				P	118
5125	Brookvale				P	12,309
5126	St Martin's				C A P	4,623
5127	Murdishaw West Community				P	12,595
5128	Gorsewood				P	15,643
5129	Norton St Berteline's				C E A P	826
5130	Windmill Hill				P	10,248
5131	Daresbury				P	177
5132	Moore				P	0
5133	Hale				C E V C P	531
5134	St Bede's				C A J	1,651
5135	St Bede's				C A I	1,683
5136	Ditton				C E V C P	826
5137	St Michaels				C A P	9,069
5138	Farnworth				C E C P	354
5139	Halebank				C E V C P	1,023
5140	St Gerard's				N & C A P	10,487

**SPECIAL NEEDS 2006-07 UNDER-SPEND**

				Special Needs 2006-07 Underspend  £
5141	Ditton		P	4,428
5142	Simms Cross		P	12,737
5143	West Bank		P	11,144
5144	Oakfield Community		P	20,911
5146	Moorfield		P	1,710
5148	Our Lady of Perpetual Succour	C A	P	354
5149	St Basil's	C A	P	6,696
5150	All Saints Upton	C E V C	P	8,491
5151	Fairfield		J	5,785
5152	Fairfield		I	2,568
5153	Lunts Heath		P	590
5154	St John Fisher	C A	P	1,002
Total Primary				269,705
<b>SECONDARY</b>				
5301	St Chad's	C A	H	14,358
5302	The Grange		C	24,096
5304	Halton		H	38,776
5305	The Heath		H	6,958
5307	Fairfield		H	10,626
5308	The Bankfield		H	13,064
5310	Wade Deacon		H	6,073
5312	Saints Peter & Paul	C A	H	11,734
Total Secondary				125,685
<b>SPECIAL</b>				
5401	Ashley		D	6,733
5402	Chesnut Lodge		D	5,596
5403	Brookfield		D	8,703
5404	Cavendish		D	5,360
Total Special				26,392
TOTAL				427,645
				427,645

**SPECIAL NEEDS 2006-07 UNDER-SPEND**

	Special Needs 2006-07 Underspend  £
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Chris Davies / 18th May 2007

**REPORT TO:** Children and Young People Policy & Performance Board

**DATE:** 7 January 2008

**REPORTING OFFICER:** Strategic Director, Children & Young People Directorate

**SUBJECT** Progress of Extended School Development in Halton

### **1.0 PURPOSE OF REPORT**

- 1.1 To provide information on the progress towards the achievement of the Extended Schools Core offer in Halton and the delivery of extended services through Children and Young People's Area Networks.

### **2.0 RECOMMENDED**

That the Board considers the progress made to date, and contributes any comments or observations as appropriate concerning the further development of this agenda.

### **3.0 SUPPORTING INFORMATION**

- 3.1 Evaluation of the Extended Schools Pathfinder Project (DFES April 2004) found that the provision of extended services delivered through clusters of schools could bring about a range of positive outcomes for children, young people, their families and local communities.
- 3.2 Outcomes that were demonstrated through the project included:
- Improvement in achievement and behaviour
  - Opportunities for children to develop new skills and widen their interests
  - Enhanced support for those children and young people who are vulnerable or at risk
  - Greater involvement of parents in their children's learning
  - Increased use by communities of sports leisure and ICT facilities in schools
  - Support to parents to return to work, education or training
  - Reduction in health inequalities through the provision of health promotion and support services
- 3.3 To assist in the achievement of these outcomes the Government have outlined a core offer of extended services to be delivered when demand is identified.

This core offer is composed of:

- Childcare (Primary schools) on or off the school site
- A varied menu of activities including study support
- Swift and easy referral to specialist support services
- Parenting support including family learning
- Wider use of school facilities by the local community

3.4 There is a challenge for professionals and Managers both in and out of schools and wider children's services partners to recognise the link between well-being of children and young people and the standards agenda.

3.5 It is expected that by 2010 all secondary schools will be open from 8am to 6pm all year round to provide extended services. All children attending Halton primary schools will be able to access these services through their own school. These requirements in secondary schools are only applicable when a demand has been identified. Not all of these services will be free of charge although some maybe free or subsidised when there is agreement that attendance at an Extended School activity or service will have a positive impact on the child or young persons achievement.

3.6 In Halton the following targets towards the delivery of the full core offer have been set by the Training and Development agency (TDA):

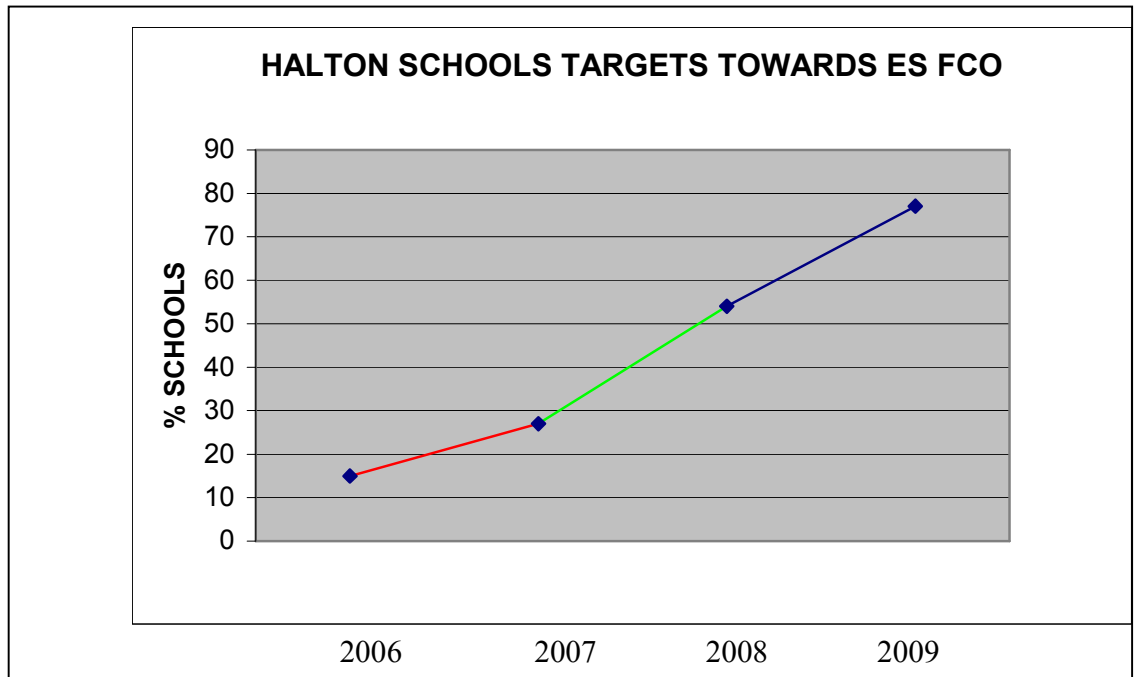
**September 2006 11 (15%)** schools delivering the Extended Schools Full core offer (FCO) was set and achieved

**September 2007 19 (27%)** schools delivering the FCO has been set and exceeded

**September 2008 38 (54%)** schools will be delivering the FCO (Current data identifies that following school audits, 39 schools (56%) are delivering the full core offer as at December 2007)

**September 2009 54 (77%)** schools will be delivering the FCO

By **2010 100%** of Halton schools should be delivering the FCO



- 3.7 Strategically Halton has linked the Extended Schools and Children's Centre strategies. This enables seamless service provision across the 0-19 age range. This will be achieved by services being available across schools and Children's Centres wherever is deemed most appropriate. No one school is expected to provide the entire Extended Schools core offer independently, and LA's are expected to work closely with schools and partner agencies to establish a culture of collaborative working through clusters within geographical areas. The mechanism for this in Halton is through the Children and Young People Area Networks (CYPANs).
- 3.8 Halton is not starting with a blank sheet. Many schools already provide a range of services and activities that go some way toward the minimum required and the learning from these will be pooled and shared.
- 3.9 In 2005/06 a pilot was undertaken with groups of schools from Brookvale, Murdishaw and Ditton and Broadheath wards. This was achieved by hosting multi agency events. The learning from this was that it was difficult to sustain engagement when considering all elements of the core offer at once. The work with schools has now been devolved to the CYPAN Head teacher meetings regularly held across the borough. In addition to this several schools have been funded as pathfinders to the ES agenda. Plans need to be in place to ensure that these schools are reintegrated into the mainstream extended services providers when appropriate.
- 3.10 To aid this process the Divisional Manager Children, Families and Extended Services has responsibility to take the lead on this. A nominated CYPAN manager currently supports this post. This role currently fulfils the



authority requirement for an Extended Schools Remodelling Advisor (ESRA).

3.11 Two Extended Schools Development Workers (ESDW) have been appointed and are located in Runcorn and Widnes. Recently short term funding has been agreed to appoint a further temporary ESDW to assist with this development task. Interviews to this post will be held in the near future.

3.12 The key duties of this role are:

- To support schools in the achieving the Extended Schools core offer by encouraging and supporting collaborative work.
- Map current provision of services within schools and the local community.
- Identify gaps and inform CYPAN managers and Service Delivery Managers who will work towards finding solutions to fill them.
- Ensure that extended service provision is underpinned by appropriate consultation with children, families and local communities. Extended Schools Development Workers will take a lead role in this element of consultation but will work with partner agencies to build upon information previously attained.

#### **4.0 PROGRESS TO DATE**

4.1 ESRA and ESRC training have been accessed

4.2 Extended Schools Development workers appointed and in post

4.3 Audit, needs analysis and consultations on going

4.4 Mapping of local services for children, young people and their families in progress

4.5 Links between ESDW and Children's Centre teams established

4.6 CYPAN Headteachers engaged in ES process through regular meetings, presentations etc

4.7 Targets achieved to date and planning in place to achieve future targets

#### **5.0 CONSULTATION**

5.1 Prior to developing extended services within schools a wide mapping and Consultation exercise has been carried out. Parents have been surveyed on their wants and needs through questionnaire and face to face. In excess of 800 families have been consulted with using community events and school parent / open evenings as the vehicle for this. Consultation on the Halton travel pathfinder bid to the DCFS for transport to before and

after school activities as well as a remodelled 'Door to Door' service was carried out in conjunction with this.

The results of this and the audit on current extended service provision available within schools and the wide community of each CYPAN is currently being analysed and will be available in report format in the near future.

## **6.0 MONITORING**

6.1 The CYPAN Manager holding the outcome lead for Extended Schools regularly attends NW Regional events to ensure that Halton progress continues to be benchmarked.

6.2 Monitoring visits to update the TDA happens each term. The Regional Advisor last visited the borough in November 2007. Issues discussed at this meeting included Halton progress towards core offer (on target), continuation of funding for the programme, training requirements and the future of Full Service Extended Schools.

6.3 In addition to this visit there has been a support visit from the IT Advisor TDA who has supported the borough with the presentation of ES data. Consideration of this will be included in JAR preparations.

## **7.0 FINANCIAL IMPLICATIONS**

7.1 Funding for the Extended Schools programme is via School Development Grant and the General Sure Start Grant.

7.2 Schools already have an element of funding directly through the DSG. A formula for delegation of additional funds via CYPAN areas has been agreed and is based on the number of schools in each network.

7.3 CYPAN managers are working with schools to identify needs, ensure the provision of the core offer, and completion of the school audit to ensure sound financial allocations are made.

## **8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

### **8.1 Children and Young People in Halton**

This priority focuses on narrowing the gap in attainment and achievement for all pupils to ensure improved outcomes.

### **8.2 Employment, Learning and Skills in Halton**

None

**8.3 A Healthy Halton**

None

**8.4 A Safer Halton**

None

**8.5 Halton's Urban Renewal**

None

**9.0 EQUALITY AND DIVERSITY ISSUES**

9.1 This promotes equality of opportunity for all children and young people.

**10.0 RISK ANALYSIS**

10.1 Failure to meet the targets set by the TDA for delivery of extended school services may result in loss of funding but more importantly reduce opportunities for young people and reduce access to support mechanisms. Currently the risk associated with this issue is low as targets have been exceeded.

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

<b>Document</b>	<b>Place of Inspection</b>	<b>Contact Officer</b>
Education Act 2002	Grosvenor House	Geraldine Derby
Childcare Act 2006	Grosvenor House	Geraldine Derby
Planning and funding for Extended Schools: A guide for schools, local authorities and Partner organisations	Grosvenor House	Geraldine Derby

<b>REPORT TO:</b>	Children & Young People's Policy & Performance Board
<b>DATE:</b>	7 <sup>th</sup> January 2008
<b>REPORTING OFFICER:</b>	Strategic Director, Children & Young People Directorate
<b>SUBJECT:</b>	Narrowing the Attainment and Achievement Gap
<b>WARDS:</b>	Borough wide

## **1.0 PURPOSE OF THE REPORT**

- 1.1 To provide information about the complexities surrounding narrowing the achievement and attainment gap.
- 1.2 To provide information on strategies that are being and have been implemented to narrow the achievement and attainment gap.

## **2.0 RECOMMENDATION:**

- 2.1 That the Board consider the report and the actions that are being taken to narrow the gap.

## **3.0 SUPPORTING INFORMATION:**

### **3.1 Summary statement**

In this context narrowing the gap is a complex term which needs to be addressed in order for each and every child to achieve their potential. A key area which has to be undertaken is the analysis of the progress of groups of pupils including vulnerable pupils and pupils from areas of multiple deprivation. When considering factors that contribute to achievement, attainment and narrowing the gap many different areas need to be considered including, ethnicity, gender and special educational needs.

In schools School Improvement Partners (SIP) work with leadership teams and Governors considering the progress of different pupil groups. The data that is used for this analysis is taken from RAISEonline (a database produced nationally by the Department for Schools, Children and Families (DCSF) for assessing a school's attainment and achievement), Fischer Family Trust (a national database), Ofsted, LA data and a school's internal data. The SIP uses the data to challenge and support a school with the progress of individual pupils and pupil groups. This function supports the narrowing of the achievement and attainment gap.

In relation to Halton the following statements can be made regarding narrowing the gap:

- Overall the picture is mixed and the data relating to narrowing the gap is in its formative stages

- The National Indicator set has a particular focus on narrowing the gap and will provide a fuller picture but it is not due to be implemented until April 2008
- Narrowing the gap data reflects the position for all children with improvements at KS2 and KS4 however declining at KS1 and KS3

This report will focus on each of the five key stages and the strategies that are being used to narrow the gap.

### 3.2 Foundation Stage

LAs are expected to improve children's achievement in Communication Language and Literacy Development (CLLD) and Personal, Emotional, Social, Emotional Development in line with the national target for Super Output Areas in the 20% MDW (most deprived wards). The implementation of the renewed Frameworks for Literacy and Numeracy and the introduction of the Early Years Foundation Stage (EYFS) through CLLD will support achievement of this target.

The basis for achievement within CLL goes beyond the CLL elements of the curriculum; e.g. in order to write successfully, children need to develop fine motor skills, which are part of Physical Development and positive attitudes and confidence which are part of Dispositions and Attitudes.

If practitioners focus on children's achievement within CLL alone, or on children achieving 6 scale points within the Foundation Stage Profile (FSP), this might be at the expense of progress within a broad range of rich learning and development opportunities or at the expense of other children's progress. This will not help to reduce the gap in achievement nationally or locally.

### 3.3 Key Stage 1

#### % of pupils below Level 2 compared to national expectations

In KS1 there has been an increase in the % of children performing below the national standard in all subjects and the gap to national average has also increased.

Subject		2005	2006	2007
Reading	Halton	17.4	17.1	20.7
	National	15.0	16.0	16.0
Writing	Halton	20.0	20.6	22.8
	National	18.0	19.0	20.0
Maths	Halton	11.4	10.6	14.1
	National	9.0	10.0	10.0

### **Vulnerable groups (e.g. Children in Care (CiC), minority ethnic groups)**

- The KS1 06/07 CiC total cohort consisted of 11 children, 7 girls & 4 boys. Their overall attendance was 96%, including a total of 6 days of unauthorised absence and no exclusions
- KS1 CiC performance in SATs improved in 06/07, continuing a positive trend. 4 children were assessed - 3 girls & 1 boy. 75% of this group achieved Level 2C and above across all subjects. 1 pupil – 25% of the cohort - was on the SEN Code of Practice at School Action plus (SA+)
- The overall non-white British cohort was 2.96%. Performance for ethnic minority groups was marginally better than LA average
- Pupil data management includes matching FSM eligibility to performance outcomes and comparing outcomes with non-FSM. For example, the gap at Level 2+ for FSM is greatest on Reading (19.4%) and Writing (20.3%). It becomes more significant when analysed by gender – the boys' Reading gap is 29.5% compared with 8.4% for girls, and 32% in writing compared to the girls' gap of 7.5%. LA teams, including SIPs, are clearly aware of significant performance gaps and these are factored into challenge and support to schools.

The gender gap is in generally line with or narrower than the national picture.

### **3.4 Key Stage 2**

#### **% Below Level 4 compared to national expectations**

In KS2 there has been a decrease in the % of children performing below the national standard in all subjects since 2005 and in English this % reduced to below the national average for 2007.

<b>Subject</b>		<b>2005</b>	<b>2006</b>	<b>2007</b>
English	Halton	21.5	23.8	18.7
	National	21.0	21.0	20.0
Maths	Halton	26.5	24.9	23.0
	National	15.0	14.0	13.0
Science	Halton	12.8	12.6	12.6
	National	14.0	13.0	12.0

### **Vulnerable groups (e.g. Children in Care (CiC), minority ethnic groups)**

The overall KS2 cohort for Children in Care (06/7) consisted of 28 children, 11 girls and 17 boys. The overall percentage attendance for this group was 96.12%, with a total of 3.5 days unauthorised absence and 35.5 days fix term exclusions.

There has continued to be a positive trend in the overall performance in the end of Key Stage 2 results for Children in Care. There were 6 children in the cohort; 2 girls and 4 boys, with 2 children being placed on the SEN code of practice at SA and SA+. 100% of this group achieved Level 4 and above in English; 83.3% achieved Level 4 and above in Maths; and 66.6% achieved Level 4 and above in Science. These achievements were generally in line with or better than the predicted levels for each individual child.

Overall percentage non-white British was 2.59%. Overall performance for the various ethnic minority groups was marginally better than the overall results.

The LA has matched FSM eligibility to performance outcomes and have compared overall performance with performance with and without FSM eligibility. The gap on Level 4+ for FSM is greatest on Writing 25.3% - for the other subject areas the gap is broadly similar with Reading with the smallest gap at 13.6%. The gap when bringing in gender is broadly similar boys Writing the gap is 25.2% compared with 27.6% for girls and for reading the gap for boys was 13.4% and for girls 15.0%. The boys gap on Science was 19.8% compared with girls on 14.4%

### **3.5 Strategies being used to narrow the gap in Key Stages 1 and 2 (including the use of SIPs to challenge schools)**

#### **Literacy**

- Continue/extend Early Reading project
- Targeted phonics training
- Targeted guided reading and writing consultancy
- Targeted Y1 training guided reading/writing
- Subject leader networks
- Continued library links – storytelling conference
- Y1 – Y3 moderation focus - reading assessment
- Targeted Y2 intensive reading programme
- Reading assessment 'benchmarking kit'

#### **Mathematics**

- Follow-up training from problem-solving conference
- Maths Recovery
- Targeted 'Guided Maths' consultancy
- Assessment for Learning (AfL) in mathematics
- Y1 Framework training
- Subject leader networks and training
- Revisit Models and Images
- Talking Maths

#### **Generic:**

- Targeted consultancy deployment
- Extend leading teacher team – Leading from the Classroom (LFTC)
- Data analysis to identify under-performance
- ISP
- 'Leading on Improvement' – for Head teachers
- Improved moderation and quality assurance processes

Throughout quality assurance mechanisms are in place to monitor and evaluate the impact of work undertaken by the LA in schools.

### 3.6 Key Stage 3

#### % Below Level 5 compared to national expectations

In KS3 the % of children achieving below the national standard in Halton is below the national average in both English and Maths with the gap widening since 2005

Subject		2005	2006	2007
English	Halton	28.7	33.3	32.0
	National	16.0	17.0	16.0
Maths	Halton	29.6	25.8	28.4
	National	16.0	13.0	14.0
Science	Halton	34.1	32.1	32.6
	National	30.0	28.0	27.0

#### KS3 - Vulnerable groups

Children in Care: The overall 06/07 KS3 CiC cohort comprised 44 young people; 20 girls and 24 boys.

- The overall percentage attendance for this group was 90.45%, with a total of 43 days unauthorised absence and 55.5 days fixed term exclusions
- The KS3 results show a mixed picture. There were 9 young people in the cohort; 5 girls and 4 boys
- Of this group 33.3% achieved Level 5+ in English - a slight increase on 2006
- 33.3% achieved Level 5+ in Maths - a slight decline in performance
- 22.2% achieved Level 5+ in Science, again showing a decline in performance
- Overall performance was affected by a high number of students disappled due to special educational needs. The cohort contained 6 young people with a statement. Those who did take the tests performed broadly in line with their predicted levels.

The overall percentage of non-white British students was 2.36%. Performance for ethnic minority groups was marginally lower than LA average results.

As in the primary sector, LA management of student data includes matching FSM eligibility to performance outcomes and comparing with non-FSM. The gap at Level 5+ for FSM is broadly similar in the 5 main subject areas, ranging from 23.5% for Maths to 26.4% for English. Analysis by gender shows the gap for boys to be across a wider range – from 21.9% for Maths to 30.8% for English, compared to the range for girls - 19.4% for Writing to 25.8% for Maths.



The gender gap in English narrowed but still remains an issue

### **Pupil Attainment KS3 for the groups-Free School Meals and Ethnic Minorities**

Girls receiving Free School Meals perform considerably better in KS3 English than boys with a gap of 21%.

Pupils eligible for free School Meals account for over half the absences from KS 3 SAT

Overall Ethnic minority groups perform worst in English than the White British group.

Overall Ethnic minority groups perform better in Science and Maths than the White British group.

### **Strategies being used to narrow the gap in Key Stage 3 (including the use of SIPs to challenge schools)**

- Earlier identification of underperformance addressed by appropriate individual intervention in both KS3 and 4.
- Further development of tracking systems and refined interrogation of data sets
- Further embedding of skills-based teaching and learning, with a particular focus on implementation of the new KS3 Programme of Study (PoS) from Sept 2008.
- Further development of coaching strategies in Assessment for Learning (AfL). Support through AfL Network and bespoke training
- Support for development of leadership and management
- Support for Social Emotional Aspects of Learning (SEAL) initiative
- All 8 high schools are engaged with Assessment for Learning. Progression to establishing/enhancing for objective led lessons and ongoing Consultant support for oral/written feedback and peer/self assessment across the high schools
- Development with Foundation Subject Strands subjects of explicit literacy
- Modern Languages strategic learning network action plan engages all 8 high schools in working against specific objectives and outcomes (linked to boys literacy, transfer at KS4 and ICTAC in ML) with review at network meetings
- Development of Link into Learning in St Chad's, The Heath, Wade Deacon and Cavendish Special School, where trios are supported in coaching relationships to develop pupils' metacognitive thinking across the curriculum.
- Effective curriculum planning to meet the requirements of the revised NC PoS for foundation subjects through network meetings and deployment in schools.
- Develop reading engagement both at subject level and whole school. Improving Reading disk has been re-issued to both Heads of Department and school librarians. Link to Year of Reading 2008 writing to be a focus and will be started with creative writing professional development for teachers in Halton and Warrington and followed up in schools with boys being a target group.
- To improve boys' engagement, work with teachers on strategies that encourage more independent learning and greater involvement of boys in their learning
- Develop literacy/communication skills in all subject areas. This varies from school to school but needs to be on the agenda. Speaking and Listening is an area that could be developed. Continue development of Shakespeare resources/teaching building on work from last year – apply to new scenes for this year's SATS

Throughout quality assurance mechanisms are in place to monitor and evaluate the impact of work undertaken by the LA in schools.

### 3.7 SEN pupils in mainstream settings Key Stages 1, 2 and 3

ASD pupils on average perform about 10% below the local average in Key Stage 1 & 2 (better though at KS2 than at KS1) and perform in line with other Halton pupils at KS3.

EBD pupils out perform the local average achieving Level 5 in 3 subjects at KS3. This is particularly interesting considering that they didn't perform well at Key stage 2.

MLD pupils, as a group, don't perform well at all in comparison to the rest of the mainstream population at all Key Stages.

Performance for Pupils with Physical Difficulties dipped at Key Stage 2 before outperforming other mainstream pupils as a group at Key Stage 3, with 88% gaining a Level 5 in 3 subjects.

SPLD peak with 68% gaining Level 4 in 3 subjects at Key Stage 2 before dropping to 35% level 5 at Key Stage 3. They are below the mainstream average for all key stages.

LAC figures are skewed by the larger number for whom no information is recorded/did not sit tests. After the MLD group, they are the poorest performing group. Only 15% gained a Level 5+ in all three subjects at Key Stage 3.

VI/HI pupils perform below the mainstream average at Key Stage 1 and Key Stage 2, with the exception of Science at Key Stage 2 with 100% of VI/HI pupils achieving level 4+ compared to 87% of mainstream pupils. At Key Stage 3 none of the VI/HI pupils reached level 5+ in English, Maths and Science, against the mainstream averages of 67% (English) 74% (Maths) 68% (Science).

### 3.8 Key Stage 4

In KS4 there has been a decrease in the % of children not achieving 5A\* to C since 2005 and in 2007 this was below the national standard. This positive trend is also reflected in 1 A\*-G.

		2005	2006	2007
% Not Achieving 5 A*-C	Halton	50.8	47.3	38.5
	National	42.9	40.8	40.7
% Not Achieving 1 A*-G	Halton	4.0	4.9	2.9
	National	2.6	2.2	2.7

#### KS4 – Vulnerable groups

The overall KS4 cohort for Children in Care (06/7) consisted of 26 young people, 12 girls and 14 boys. The overall percentage attendance for this group was 80.83%, with a total of 392.5 days unauthorised absence and 3 days fix term exclusions.

There were 7 young people who took GCSE examinations or equivalent; 4 girls and 3 boys. From this group 4 young people had statements of educational needs and 2 were placed at SA on the SEN code of practice. There were 2 young people who did not take any accredited qualifications. There was an increase to 57.1% of young people achieving both 1 A\* - G and 5 A\* - G, including English and Maths. However, due to the low numbers of young people taking examinations, only 14.3% achieved 5 A\* - C, including English and Maths. Those young people who were entered for GCSEs all achieved in line with or improved upon their predicted grades.

### 3.9 Progression by 2 Levels – 2007 Figures (No benchmarking available)

- Key Stage 2 to 3 - There is no comparative data available but 51% of children progressed by at least 2 levels in Maths which would seem to be significant in narrowing the gap
- Key Stage 3 – 4 - There is no comparative data available but 59% of children progressed by at least 2 levels in English which would seem to be significant in narrowing the gap

#### Key Stage 2 to Key Stage 3

#### Key Stage 3 to Key Stage 4

Subject	% Progressing by 2 Levels in Halton 2007	Subject	% Progressing by 2 Levels in Halton 2007
English	18%	English	59%
Maths	51%	Maths	26%
Science	19%	Science	38%

The data shows that progress in English and Science is greater from KS3 to KS4. In mathematics progress is greater KS2 to KS3.

### 3.10 Combined approach to the raising of standards Foundation Stage to KS4

Learning Halton to be further developed and to be used as a tool to integrate a variety of learning strategies within schools into one common framework

Development of a multiagency school grading system

More effective allocation of Regional Advisers from the National Strategies – discussions have already taken place

SIPs to monitor and evaluate progress towards school targets and intervention as appropriate by the LA

Use of LA powers of intervention from the 2006 Education and Inspection Act

### 4.0 POLICY IMPLICATIONS

None.

### 5.0 OTHER IMPLICATIONS

None.

**6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

**6.1 Children and Young People in Halton**

This priority focuses on narrowing the gap in attainment and achievement for all pupils to ensure improved outcomes.

**6.2 Employment, Learning and Skills in Halton**

None.

**6.3 A Healthy Halton**

None.

**6.4 A Safer Halton**

**6.5 Halton's Urban Renewal**

None.

**7.0 RISK ANALYSIS**

None.

**8.0 EQUALITY AND DIVERSITY ISSUES**

This promotes equality of opportunity for all children and young people.

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

None under the meaning of this Act.

**REPORT TO:** Children and Young People Policy & Performance Board

**DATE:** 7<sup>th</sup> January 2008

**REPORTING OFFICER:** Strategic Director Children and Young People

**SUBJECT:** Service Plans 2008-2011

**WARDS:** Borough wide

1. **PURPOSE OF THE REPORT**

- 1.1. To enable Members to consider objectives and targets for services for the next three years.

2. **RECOMMENDED: that**

- i. The Board identifies any objectives and targets for the next three years that it wishes to see included in the Service Plans.
- ii. That Board Members pass any detailed comments that they may have on individual draft Service Plans to the relevant Operational Director by 31 January 2008.

3. **SUPPORTING INFORMATION**

- 3.1. The Departmental Service Plans are currently being reviewed and rolled forward. They will go to Executive Board for approval on 21 February 2008, at the same time as the draft budget. This will ensure that decisions on Service Planning are linked to resource allocation.
- 3.2. Each Operational Director will make a brief presentation to the Policy and Performance Board describing the key factors affecting their service and their main objectives for the coming three years. In preparation for this discussion, Board Members may wish to consider:
- the three things they would most like to see each department address in the next three years; and
  - the three things they would most like to have regular performance reports on in relation to each department.

3.3. The departments reporting to Children and Young People PPB are:

- i. Universal and Learning
- ii. Preventative Services
- iii. Specialist Services
- iv. Business Support and Commissioning

3.4. Detailed draft Service Plans will be made available electronically in early January for comment by individual Members. Comments should be made to the relevant Operational Director by the end of January 2008. If it is decided to hold a special meeting of the Board in late January or early February, to comment on the draft budget proposals, then, subject to the Chairman's consent, any comments or suggestions received on individual plans could be reviewed at that meeting.

#### 4. **POLICY IMPLICATIONS**

4.1. Service Plans will clearly indicate how objectives and targets relate to the areas of focus identified in the Council's Corporate Plan.

#### 5. **OTHER IMPLICATIONS**

5.1. Financial, IT, Property, and Human Resource implications are all identified within the individual Service Plans.

#### 6. **IMPLICATIONS FOR THE COUNCIL'S PRIORITIES**

- Children & Young People – the Departmental Service Plans focus upon the improvement priorities for children and young people identified in the Children and Young People's Plan and the recent Annual Performance Plan.
- Employment, Learning and Skills in Halton – priorities for children and young people in the Borough also seek to improve economic well being of teenagers through supporting them into education, employment and training.
- A Healthy Halton – priorities for children and young people in the Borough seek to reduce the health inequalities;
- A Safer Halton – priorities for children and young people include a strong focus upon safeguarding.
- Halton's Urban Renewal – through improving outcomes for children and young people it is anticipated that young people will make a strong contribution to the continued regeneration of the Borough.

#### 7. **RISK ANALYSIS**

7.1. Risk analysis of all key objectives within Service Plans is undertaken and summarised in the plan.

8. **EQUALITY AND DIVERSITY ISSUES**

- 8.1. All Service Plans will be subject to an equality impact assessment and any high priority implications will be summarised within the plans.