

QUARTERLY MONITORING REPORT

DIRECTORATE: Children & Young People
SERVICE: Community Services
PERIOD: Quarter 4 to year-end 31 March 2008.

1.0 INTRODUCTION

This quarterly monitoring report covers the Community Services Department fourth quarter period up to year end 31 March 2008. It describes key developments and progress against all objectives and performance indicators for the service.

Given that there are a considerable number of year-end transactions still to take place a Financial Statement for the period, which will be made available in due course, has not been included within this report in order to avoid providing information that would be subject to further change and amendment.

The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 8

2.0 KEY DEVELOPMENTS

2.1 Inclusive Learning

There have been a number of key developments in the Inclusive Learning Division during the Quarter including;

- Revision Funding Formula for mainstream schools
- Reduction in Unit Places
- Re-structure
- Review of Autistic Spectrum Disorder (ASD) Provision
- Early Years Review
- Recruitment and Retention Action Plan in place for Educational Psychologists

2.2 Early Years

The first census of Private and Voluntary sector childcare providers and children accessing their free 3 & 4 year old entitlement was conducted in January and submitted to DCSF. Currently, it is assessed that 95% of 3 and 4 year olds are taking-up their free entitlement.

An analysis of the cost of delivering the 3 and 4 year old Free Entitlement has recently been completed, this will inform the new formula for funding Early Years provision from 2009.

The Halton Childcare Sufficiency Assessment, a new statutory duty in the Childcare Act 2006, was completed and published in March 2008. This document maps the local supply and demand of childcare to evidence sufficient provision.

In March a conference was attended by over 120 Private and Voluntary sector childcare providers, which informed the delegates of key developments in a number of areas, including Children's Centres, funding reform and the Early Years Foundation Stage (EYFS).

A new childminder training programme was developed that is intended to be more in-depth allowing childminders to claim credits towards nationally recognised qualifications. The new training programme is also designed to improved childminder quality outcomes and retention rates.

There is now Private and Voluntary representation on the School Forum and an Early Years sub-group of the Forum has been established to inform the funding reform.

An Enhanced Funding Panel has recently been established to provide support to the P&V sector to improve access for children with disabilities.

2.3 Access Exclusions

There currently appears to be a downward trend in secondary exclusions and primary exclusions are less than last year. However behaviour remains a significant issue for many schools. We are currently looking to pilot support for primary pupils at risk of exclusion and have developed alternatives to exclusion in KS4.

There is a growing emphasis on schools working together to address behaviour issues by coming together in partnerships and we continue to support these developments in Halton.

Attendance

Both primary and secondary attendance in Halton improved last year. Secondary attendance has improved for four years in succession now and is edging close to the national average. The early indications are that this trend will continue when the 07/08 figures are published.

Safeguarding in Education

There has been a major drive to ensure that all schools are fully compliant with Bichard and other subsequent DCSF guidance in respect of the recruitment and vetting of staff. This emphasis will continue.

2.4 Complex Needs

The Division led a successful bid to become Short Break Pathfinders as part of the Aiming High For Disabled Children programme. This has brought significant additional funding to the authority for the provision of short breaks for disabled children and their families

A review of the Children's Disability Mini Trust has provided an action plan to further move forward on developments

Young people 's representation on the Children's Disability Partnership has been established through a regular meeting between the deputy chair and the disabled members of the Youth Cabinet

3.0 EMERGING ISSUES

3.1 Inclusive Learning

Recent increase in Appeals to SENDIST (Special Educational Needs Disability Tribunal)

- Following diagnoses of Autistic Spectrum Disorder, more parents are requesting Autistic Specific provision for their children. Parents of pupils currently placed at our Special Schools are requesting 24hr. Autism Specific provision that could only be delivered through placement in Independent Out of Borough provision.
- Parents of pupils with ASD are reluctant to accept packages delivered through Enhanced Provision. Their Advocates are encouraging them to press for Statements of SEN and Out of Borough Provision

3.2 Extended Schools

Easter activities for extended schools were held in both Runcorn and Widnes. The Easter programme of activities at St Chad's Senior School attracted approximately 400 families. Over 250 children and families attended the programme held at Windmill Hill. Similar events held at Saints Peter and Paul school and Fairfield also attracted over 400 families.

3.3 Complex Needs

Aiming High for Disabled Children will introduce a 'core offer' for disabled children and their families. This will be a framework of standards that locally provided services should comply with. It builds on existing frameworks such as the NSF and Disability Discrimination Act, and covers the five components of information, transparency, assessment, participation and feedback.

Short Break Provision for disabled children and their families will become a statutory service from 2011 following amendment to the Children and Young People Bill 2008

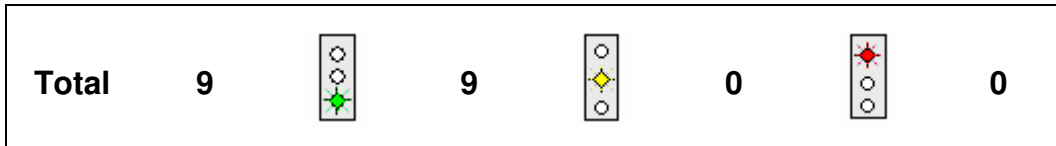
A new Disabled Children's Indicator will be included in the national indicator set for local government and the NHS Operating Framework from 2009-10.

3.4 Joint Area Review

The fieldwork stage of Halton's Joint Area Review started on Monday 31st March and will finish on Friday 11th April with initial feedback received at the end of the fieldwork. The initial draft report from the inspectors will be

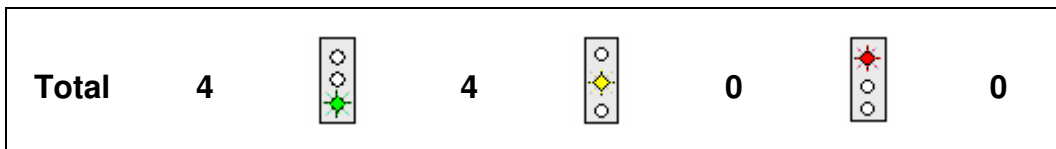
received on the 15th May followed by a further meeting with the Lead Inspector to enable comments and challenge from the authority. The final report will be published on the Ofsted website on the 22nd July. A JAR action plan will be developed to ensure areas for development are progressed and also to share examples of good practice that come up through the inspection.

4.0 PROGRESS AGAINST KEY OBJECTIVES / MILESTONES



Of the nine key objectives for the service, all have been achieved. Further details of progress against each Key Objective are available in Appendix 1.

4.1 PROGRESS AGAINST OTHER OBJECTIVES / MILESTONES

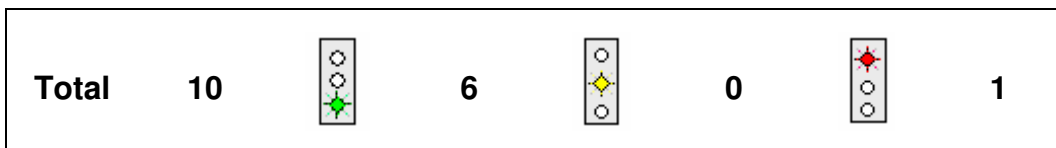


Of the four other objectives for the service all have been achieved. Further details of progress against each Key Objective are available in Appendix 2.

5.0 SERVICE REVIEW




Nothing to report in this Quarter.

6.0 PROGRESS AGAINST KEY PERFORMANCE INDICATORS



Of the ten key indicators for the service, six have achieved target and one has not. One indicator has not been assigned a traffic light as 2007/08 was the baseline year and a target was not set (CS LPI 4). Two further indicators (CS LPI 1 & 2) have not been reported as data is not currently available. This due to the ongoing development of information sharing protocols between the Council and the PCT. Further details of progress against each Key Performance Indicator are available in Appendix 3.

6.1 PROGRESS AGAINST OTHER PERFORMANCE INDICATORS

Total	5		2		0		0
--------------	----------	---	----------	---	----------	---	----------

Of the five other indicators for the service, two have achieved target. Three indicators have not been assigned a traffic light as data is not currently available. This due to the ongoing development of information sharing protocols between the Council and the PCT. Indicator CS LPI 6 (integration of excluded KS3 pupils), cannot currently be reported as information is not available. Further details of progress against each Key Objective are available in Appendix 4.

7.0 PROGRESS AGAINST LPSA TARGETS

There are no LPSA targets for this service

8.0 RISK CONTROL MEASURES

During the production of the 2007-08 Service Plan, the service was required to undertake a risk assessment of all Key Service Objectives.

Where a Key Service Objective has been assessed and found to have associated 'High' risk, progress against the application of risk treatment measures is to be monitored, and reported in the quarterly monitoring report in quarters 2 and 4.

Further details of progress against risk treatment measures for the service are available in Appendix 5.



9.0 PROGRESS AGAINST HIGH PRIORITY EQUALITY ACTIONS



During 2006/07 the service was required to undertake an Equality Impact Assessment. Progress against actions identified through that assessment, with associated High priority are to be reported in the quarterly monitoring report in quarters 2 and 4.




Further details of progress against risk treatment measures for the service are available in Appendix 6.



10.0 APPENDICES





Appendix 1- Progress against Key Objectives/ Milestones
Appendix 2- Progress against Other Objectives / Milestones
Appendix 3- Progress against Key Performance Indicators
Appendix 4- Progress against Other Performance Indicators
Appendix 5- Progress against Risk Control measures (Q2 & 4)
Appendix 6- Progress against high priority equality actions (Q2 & 4)
Appendix 7- Explanation of traffic light symbols

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 1	To reduce the number of children/young people requiring a Statement of SEN and improve the opportunities for pupils to be educated in mainstream school	To establish a multi-agency provisions panel, allowing enhanced provision to be allocated earlier to support effective earlier identification and inclusive practice in advance of requests for statutory assessment by March 2008		<p>More schools are engaging with the process of support through Enhanced Provision. The Statutory Assessment Panel now receives fewer requests for Statutory Assessment but more requests for Enhanced Provision. This enables greater flexibility in the approach to improving the outcomes of the pupils with more complex needs within the Borough</p> <p>Currently 2.25% of pupils are statemented, with 104 pupils currently in receipt of Enhanced Provision</p>
CS 2	To ensure value for money in meeting SEN and seek to improve levels of educational achievement and attainment for all pupils with SEN	To monitor the use and deployment of delegated and non-delegated SEN resources to ensure that the needs of pupils with SEN are met throughout the year		<p>Supporting schools to meet a greater range of needs from the totality of resources available to them via delegated resources without recourse to Statutory Assessment.</p> <p>Redistribution of saved resources through the Review of Formula Funding to mainstream schools. Agreed through Schools Forum</p> <p>Fewer pupils are attending segregated, specialist provision. This includes Out of Borough and Independent provision. Funding saved through this process has been re-cycled to schools to support earlier intervention</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 3	To secure sufficient childcare and Early Education Places in line with Childcare Act	<p>Complete Childcare needs analysis by Sept 2007</p> <p>Provide QTS support to private and voluntary service to ensure at least 75% achieve good or better inspection rating by March 2008</p>		<p>Assessment completed and published. Demonstrates sufficient levels of childcare</p> <p>April 2007 – March 2008 61% achieved Good or better inspection rating</p> <p>97% achieved Satisfactory or better inspection rating.</p>
CS 4	To increase accessibility to Children's Centres services	<p>Establish national performance management framework for children's centres by March '08</p> <p>To achieve designation of 3 Phase 2 Children's Centres by March 2008</p>		<p>Senior Management Teams for all Children's Centres have been established</p> <p>The new portfolio framework for the assessment of the performance of Children's Centres has been received. A review of performance and progress will be held with Together 4 Children in April 2008. The review will include the figures for the "reach " of children and families accessing children centre services.</p> <p>All 3 phase 2 Children's Centres were designated by the target date of March 2008.</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS 5	To develop Children and Young People's Area Networks to provide services based on local needs	<p>To identify key local targets for CYPAN areas based on needs analysis and community consultation by December 2007</p> <p>To consolidate the transition from Surestart programmes to Children and Young People Area Network's (CYPAN's) by September 2007</p>		<p>Consultation and needs analysis completed within the timescales</p> <p>Priorities identified through the extended school consultation will be incorporated into Locality based impact assessments.</p> <p>Locality plans covering extended services across both Children's Centres and extended schools will be completed during the next quarter.</p>
CS 6	To provide co-ordinated and integrated services to children with disabilities (CWD)	Review/ updating of strategy in the context of the new service design. Implement revised strategy by March 2008 and establish baseline position.		Review of CWD mini trust complete Action plan in place to integrate processes within Complex Needs Division
CS 8	To develop self confidence of children with disabilities to deal with significant life changes and challenges	Review data with Connexions on post school destinations of CWD mini trust cohort by March 2008		Person Centred Plans for all young people with complex needs aged 14 and 17yrs in place 15-16yr olds in progress. Transition work ongoing through Strategic and Operational groups

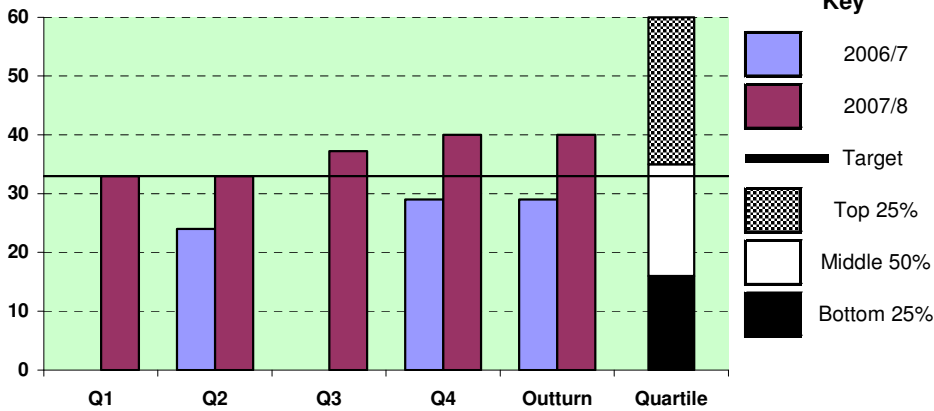
Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS9	To improve levels of school attendance, particularly in secondary schools	<p>Develop joint working with health sector to reduce non attendance due to chronic health issues by March 2008</p> <p>Develop multi-agency intervention plan each pupil identified in persistent absent cohort by September 2007</p>		<p>Joint Health and EWS attendance surgeries taking place in five primary schools followed up by joint visits families</p> <p>This is in place and we are now looking to extend a similar process into primary schools</p>
CS10	To improve behaviour in schools	<p>Every secondary school to be part of an Education Improvement Partnership on Behaviour by Sept 2007</p> <p>Develop a broader, high quality alternative curriculum ensuring accredited outcomes by Sept 2007.</p>		<p>In place</p> <p>The KS4 Engagement service is developing appears to be having a positive impact in reducing permanent exclusion</p>

Service Plan Ref.	Objective	2007/08 Key Milestone	Progress to date	Commentary
CS7	To ensure a safe environment for children where they are supported and protected from abuse and neglect	Agree target for all eligible families receiving a carer's assessment of their needs. Implement data collection processes by September 2007		Data collection processes in place and embedded
CS11	To ensure that every school has a named EWO who will visit the school on an agreed frequency of visits	95% agreed contacts made during year		In place and target achieved
CS12	Reduce incidences of exclusions through the development of a schools behaviour partnership	Establish a School Behaviour Partnership that provides access to appropriate preventative services by September 2007		School Behaviour Partnership in place since September 2007.
CS13	To ensure that Halton schools are fully compliant with current safeguarding guidance and that recruitment and selection of staff is Richard compliant.	Establishment of a rolling programme of monitoring all safeguarding linked policies e.g. Anti-Bullying, Positive Handling and Whistle Blowing by March 2008		The rolling programme has started. Governors have been asked to audit their schools and report back to the whole governing body. Internal audits now include safer recruitment as a matter of course.

BVPI
222a

Quality of early years & childcare leadership - Leaders

Higher figures represent better performance



Trend

↑

Better than this time last year

Green

Annual target hit or exceeded

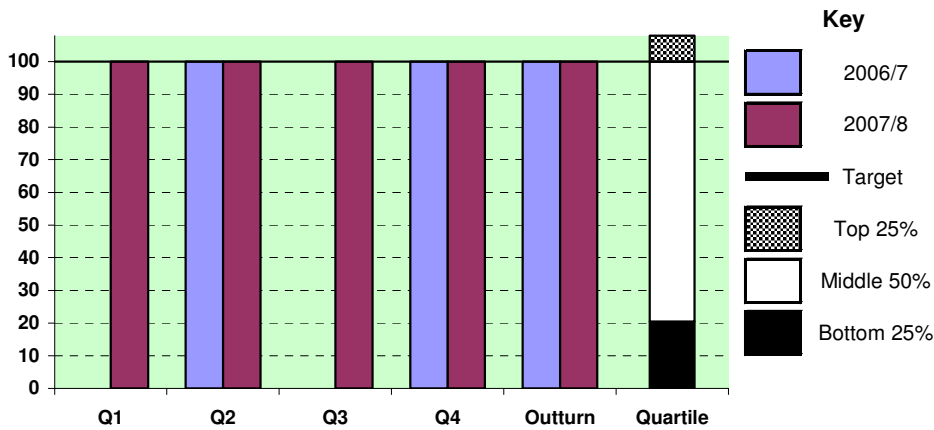
Commentary

There are currently 21 out of 52 settings (includes 1 childminder who draws down the NEG funding) who have a leader with a Level 4 qualifications or above. A further 38 practitioners from 27 settings are working towards Level 4 and above qualifications. Therefore the target for the year of 33% has been exceeded with actual year end performance of 40%.

BVPI
222b

Quality of early years & childcare leadership - Postgraduate input

Higher figures represent better performance



Trend

↔

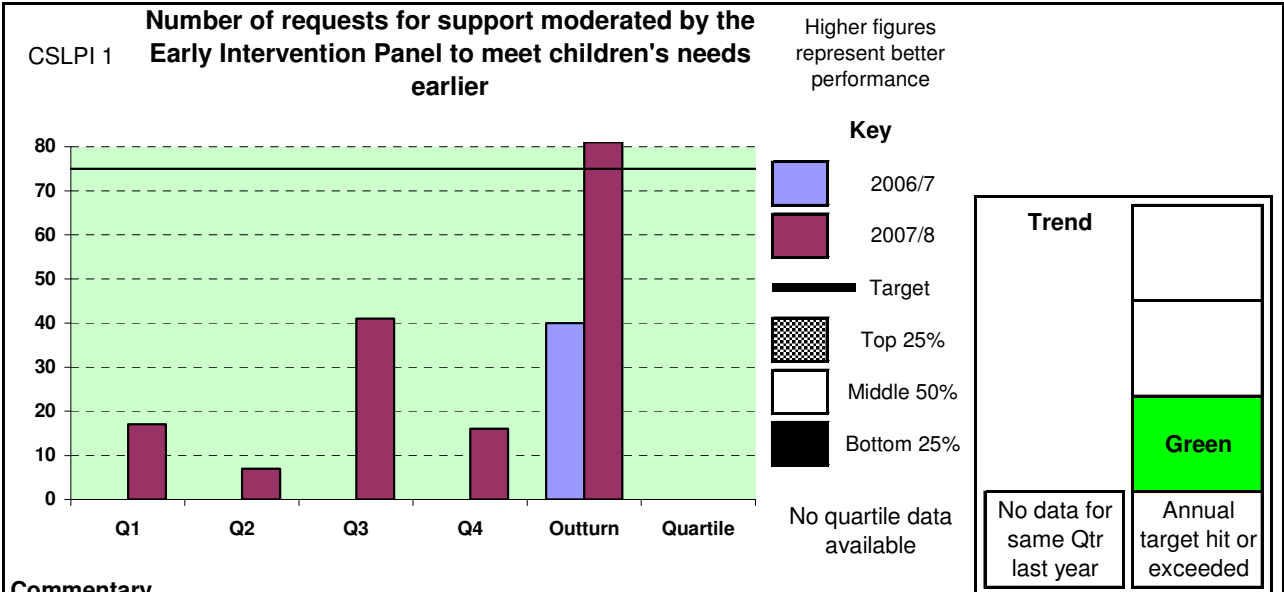
Same as this time last year

Green

Annual target hit or exceeded

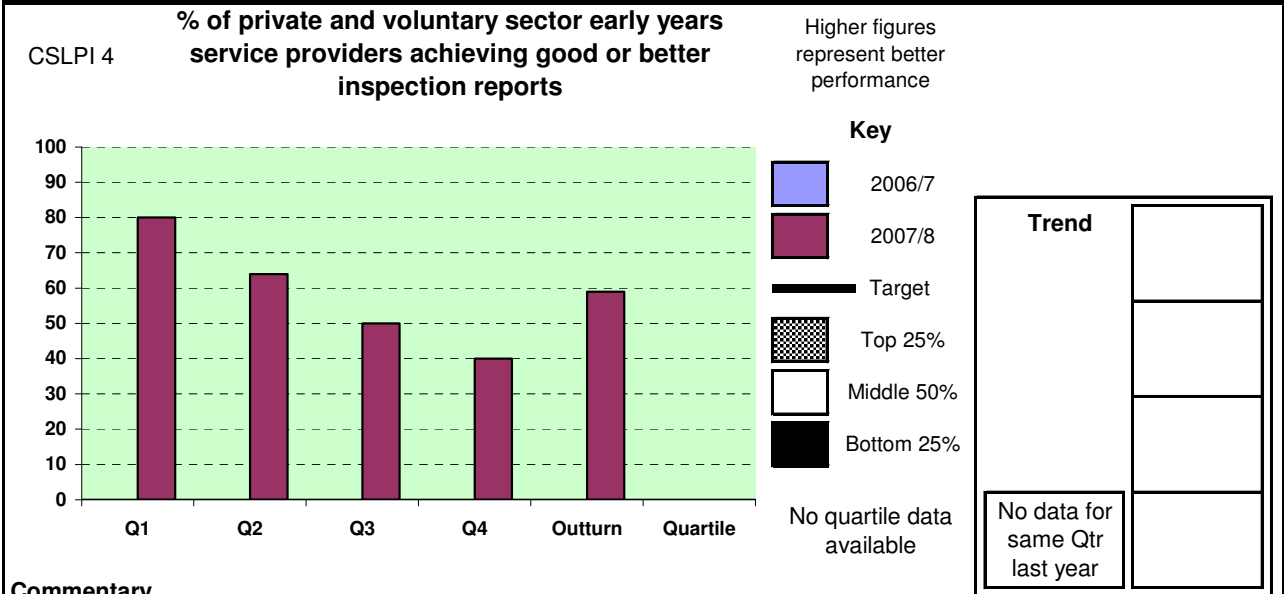
Commentary

All settings currently have input from staff with graduate or post graduate training in teaching or child development achieving the target set for the year.



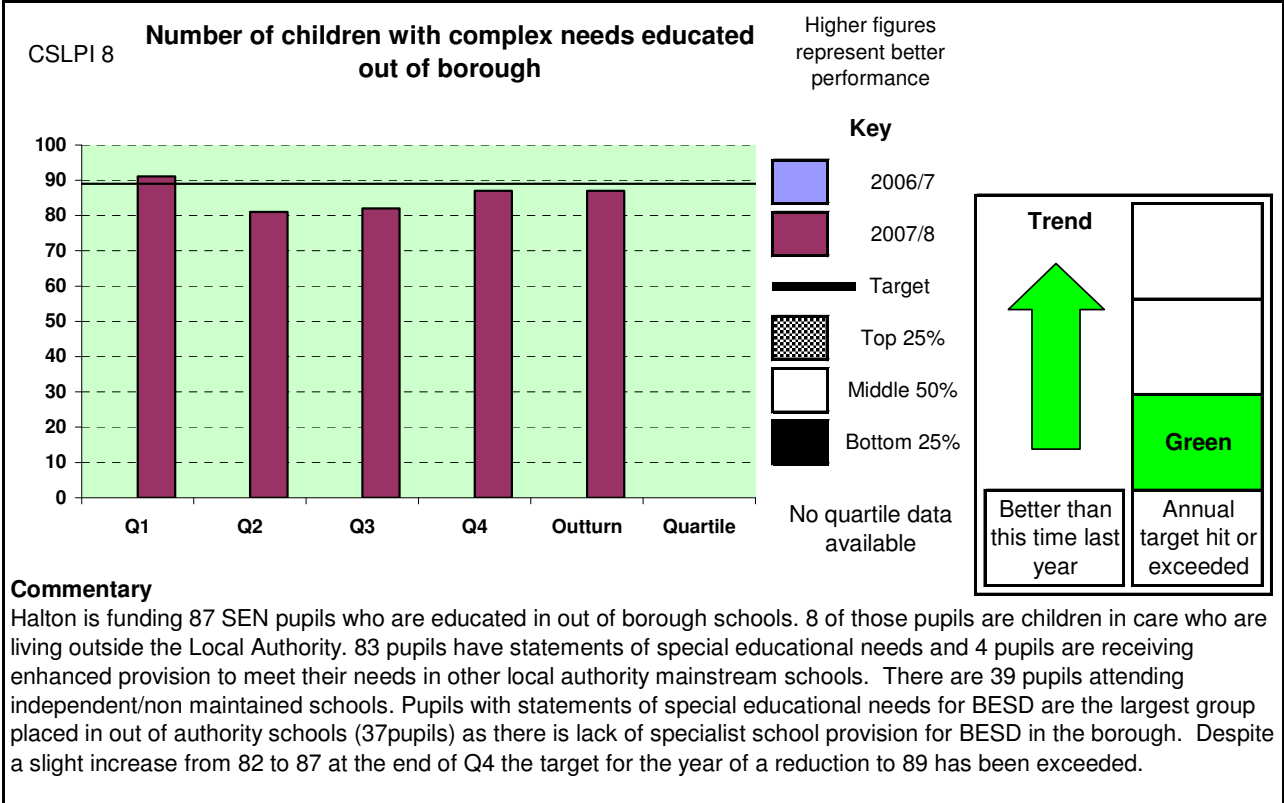
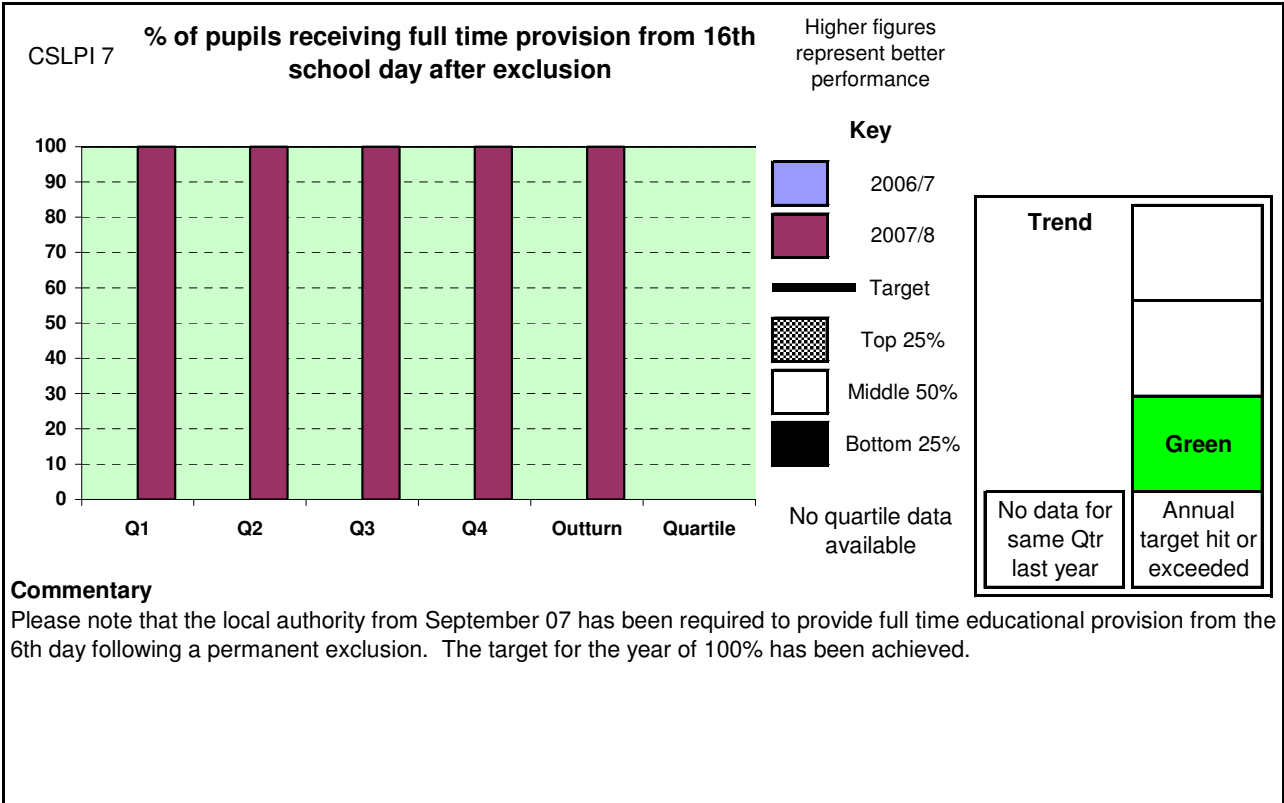
Commentary

2007-8 saw 81 requests from maintained schools and nurseries to the STAMP Panel. The introduction of enhanced provision and increased capacity in schools has enabled a more flexible approach in meeting pupils' needs, through a graduated approach and earlier intervention at School Action Plus Enhanced. Requests for enhanced provision moderated by the panel has enabled earlier intervention and has contributed to the reduction in statements. During 2007 only 12 new statements were issued. Halton maintains 712 statements (2.3% of the 0-19 population). In addition, there have been 18 requests from private and voluntary settings to the PVS Early Years Provision Panel for young children with LDD in order to meet their needs and enable access to their entitlement of early years education.



Commentary

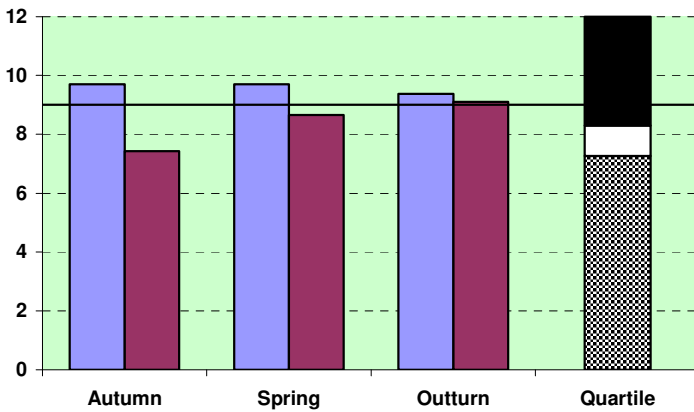
2007/08 was the baseline year for this PI. No traffic light assigned as a target was not set. In Q4 only 5 inspections took place with 40% achieving 'good' or 'better' inspection reports, although all 5 settings were rated as 'satisfactory' or better. Over the year 59% of settings that were inspected achieved a rating of 'good' or 'better' in their inspection report.



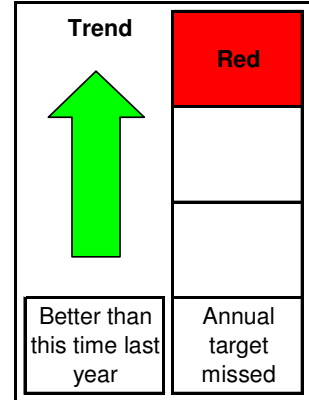
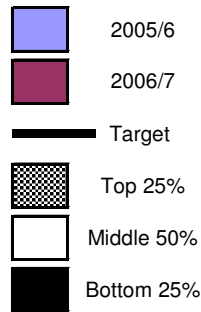
BVPI
45

Percentage absence in secondary schools

Lower figures represent better performance



Key



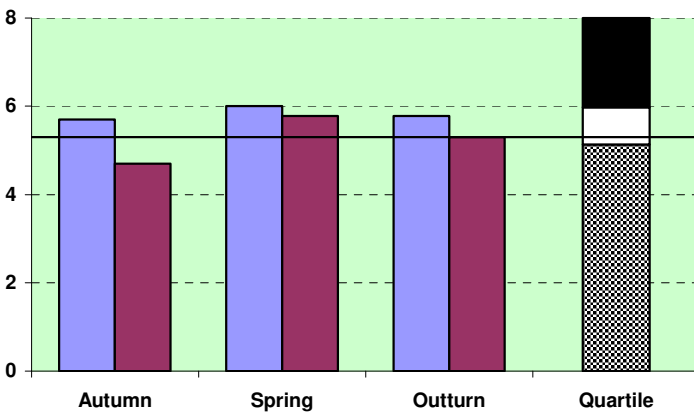
Commentary

The performance reported is the validated data for the 2006-07 academic year. There was a further improvement to 9.1% from 9.37% in the previous year, however this is just short of the target for the year of 9%.

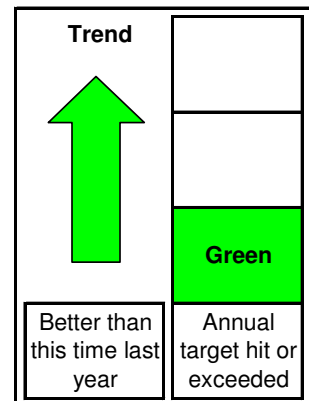
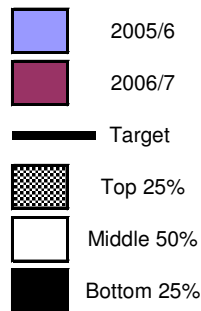
BVPI
46

Percentage absence in primary schools

Lower figures represent better performance







Key







Commentary



The performance reported is the validated data for the 2006-07 academic year. There was a significant improvement to 5.3% from 5.77% in the previous year achieving the target for the year of 5.3%

Ref	Indicator	Actual 06 / 07	Target 07 / 08	Quarter 4	Progress*	Commentary
Service Delivery Indicators.						
CS LPI 2	% of children with complex needs receiving family support rather than residential services	New for 07/08	Baseline TBC	N/A	Refer to comment	Data is not currently available for this indicator. Protocols are being developed to ensure that data can be collected for future reporting and to inform a baseline.
Fair Access Indicators.						
CS LPI 5	% of children with complex needs accessing inclusive play and leisure opportunities	New for 07/08	Baseline TBC	N/A	Refer to comment	Data is not currently available for this indicator. Protocols are being developed to ensure that data can be collected for future reporting and to inform a baseline.
SS LPI 6	% of pupils reintegrated to education following exclusion	New for 07/08	Baseline TBC	TBC	Refer to comment	This relates to KS3 pupils, as we generally don't aim to reintegrate KS4 pupils. No update is currently available.
Cost & Efficiency Indicators.						
BVPI 43a	Percentage of SEN statements prepared within 18 weeks – excluding 'exceptions'	98%	100%	100%		This has been achieved through good partnership working with professionals now included in the Children's Trust. In particular PCT
BVPI 43b	Percentage of SEN statements prepared within 18 weeks – including 'exceptions'	85%	100%	100%		This has been achieved through good partnership working with professionals now included in the Children's Trust. In particular PCT

Key Objective (Service Plan Ref. Only)	Risk Control Measures	Target / Deadline	Progress*	Commentary
CS5	Different models for local based service delivery are being examined and will form part of the overall organisational development and move towards Children's Trust arrangements.	March 2008		This work is on target with an governance structure for CYPAN's now agreed and a strategic needs analysis in progress.
CS6	Information sharing arrangements to be agreed identifying the cohort of children with complex needs. Pilot of integrated performance measures to begin in April '08.	March 2008		<p>Some initial difficulties with information sharing with the PCT now resolved through signing of Partnership Agreement.</p> <p>Complex Needs Health data is now collected at a single point and single processes being developed</p> <p>New national indicator will supersede proposed local indicators.</p> <p>Work ongoing nationally re identification of disabled children cohorts</p>

HIGH Priority Actions	Target (Resp. Officer)	Progress (Traffic lights)*	Commentary
Ensure staff participate in a programme of Equality and Diversity training	2007/08 (OD Specialist Services and all DM's)		A programme of training has been running for the last 18 months and staff are identified for courses via the EDR process.
Participate in programme of Equality Impact assessments on all Strategy, Policy, and Service Areas	2007/08 (OD Specialist Services and all DM's)		The programme of Equality Impact Assessments is in progress and currently on target.
Embed a system of stakeholder engagement, participation and consultation in all aspects of Service Delivery	2007/08 (OD Specialist Services and all DM's)		Stakeholder engagement and participation is being developed across all service areas however further development is still required. Partners in Policy Making holding Halton Information day in October 2007
Implement SEN Review to ensure needs of pupils with SEN are identified early and pupils have access to mainstream education wherever possible	2007/08 (DM Inclusive Learning)		SEN review has been implemented and there has been a significant reduction in the number of children with statements.

The traffic light symbols are used in the following manner:

	<u>Objective</u>	<u>Performance Indicator</u>
<u>Green</u>	 Indicates that the <u>objective</u> <u>has been achieved</u> within the appropriate timeframe.	Indicates that the annual 07/08 target <u>has been achieved or exceeded</u> .
<u>Red</u>	 Indicates that the <u>objective</u> <u>has not been achieved</u> within the appropriate timeframe.	Indicates that the annual 07/08 target <u>has not been achieved</u> .