

Public Document Pack



Executive Board

Thursday, 18 September 2014 2.00 p.m.
The Boardroom, Municipal Building

A handwritten signature in black ink, appearing to read 'David W R'.

Chief Executive

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

PART 1

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1. MINUTES	
2. DECLARATION OF INTEREST	
Members are reminded of their responsibility to declare any Disclosable Pecuniary Interest or Other Disclosable Interest which they have in any item of business on the agenda, no later than when that item is reached or as soon as the interest becomes apparent and, with Disclosable Pecuniary interests, to leave the meeting during any discussion or voting on the item.	
3. CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO	
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*Please contact Angela Scott on 0151 511 8670 or
Angela.scott@halton.gov.uk for further information.
The next meeting of the Committee is on Thursday, 2 October 2014*

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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: Executive Board

DATE: 18 September 2014

REPORTING OFFICER: Strategic Director, Children & Enterprise

PORTFOLIO: Children, Young People & Families

SUBJECT: Halton Children & Young People's Participation Strategy 2014 -17

WARD(S) Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 This report provides an overview on the new Halton Children & Young People's Participation Strategy 2014-17.

2.0 RECOMMENDATION: That the Board

- 1) Notes the contents of the report;**
- 2) Endorses the Participation Strategy 2014-17; and**
- 3) Supports the roll out of the new Children and Young People's Participation Strategy, in order to embed active participation in the culture of Halton Children's Trust and the wider Halton partnership.**

3.0 BACKGROUND INFORMATION

3.1 In late 2013 a research study into the strategic participation of young people at a local children's trust, was conducted in Halton. This study focused on Halton's Children's Trust, exploring how youth participation is viewed by children's trust members, the extent that young people participate in strategic decision-making and the potential barriers of youth participation in this strategic setting. Recommendations from this research were:

- Development and implementation of a new, updated participation strategy, through young people and professionals working together.
 - For a participation sub group be implemented, including all participation lead workers in the borough.
 - For this group to act as a critical friend to Halton's Children's Trust on participation.
- 3.2
- The group should explore ways to develop structure and coordination of participation of stakeholders.

Halton Children's Trust previously had a participation strategy that was

3.3 devised in 2006 and due for review and renewal in 2009; this strategy was extended until 2011. Unfortunately since 2011 the development of a participation strategy has lapsed.

3.4 In November 2013 the INVOLVE group came together to promote and improve participation of children, young people and their families. The INVOLVE group were tasked to develop a new Children's Trust Participation Strategy. Work on this started in January 2014.

3.5 Participation is used in many contexts. However, within this strategy participation is more than simply taking part in an activity; it refers specifically to the involvement in the process of identifying needs, exploring solutions, making decisions and planning action.

3.6 Meaningful participation, not only means listening and consulting young people but also to create opportunity for them to participate in decision making, enabling young people to be involved. Effective participation should enable and actively encourage children and adults to collaborate as equal stakeholders in the process from the planning stage through to evaluation.

A vast amount of research suggests that the involvement of children and young people leads to a better understanding and better provision (Kellet, 2010). More recently the idea of stakeholder participation has found that people with internal knowledge or experience of a system or service can help provide effective answers and sustainability (Bell, Morse and Shah, 2012). Adults working collaboratively with children and young people on decisions, suggests services will be more relevant, more effective and more sustainable (Lansdown, 2011).

4.0 POLICY IMPLICATIONS

4.1 The strategy comes at a time of change when difficult decisions will need to be made around children, young people and families' services. Therefore, it is more important to involve those most affected by these decisions. INVOLVE believe that by partnership working between professionals and children, young people and parents brings together different viewpoints and develops new and creative ways of working.

4.2 INVOLVE met every three weeks to plan how the strategy was to be developed. Many Children's Trust partners were involved in the development. Some of the development work for the strategy informed the participation element of the Children and Young People's Plan (CYPP). There was a number of approaches used to develop this strategy. These include:

- Wide research into participation with children, young people and parents.
- Exploration of other participation strategy's from other areas.
- Focus group as to what the children, young people and parents of Halton wanted from participation.
- Involvement of the wider child, youth and parent population in

Halton through a network of organisations and partners.

4.3 The strategy will sit under the Children and Young People's Plan and is intended as a practical and useful document, not to be left on a shelf. The strategy includes:

- An explanation of participation
- Reasons for participation, including legal obligations
- Possible barriers to participation
- Current participation in Halton
- what we want to achieve
- What will participation in Halton look like after the strategy is in place

5.0 OTHER/FINANCIAL IMPLICATIONS

None

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

The Children and Young People's Participation strategy is a key document for Halton Children's Trust partners. It outlines the expectations on involvement and participation of children, young people and families within decision making and development of services and provision. This in turn helps to improve outcomes for children, young people and their families in Halton.

6.2 Employment, Learning & Skills in Halton

One of the key reasons for participation is to improve the personal development of children, young people and parents. Participation and involvement in communities, projects and decision making can increase skills and confidence, otherwise known as transferable skills.

6.3 A Healthy Halton

Through involving children, young people and their families in the development of services and provision that support healthy lifestyles a greater public awareness and take up of services can be achieved.

6.4 A Safer Halton

Through involving children, young people and their families in the development of services and provision that support a safer Halton a greater public awareness and take up of services can be achieved.

7.5 Halton's Urban Renewal

Through involving children, young people and their families in the

development of Halton as a borough greater ownership within communities can be achieved.

8.0 RISK ANALYSIS

- 8.1 It is vital that both the Council and Children’s Trust continue to be clear about priorities for service delivery and ensuring all stakeholders can participate wherever possible at all stages and in any way in projects that affect them.
- 8.2 These risks can be mitigated by the adoption of this Strategy and its implementation, monitoring and ultimate delivery.

9.0 EQUALITY AND DIVERSITY ISSUES

- 9.1 A Community Impact & Review Assessment will be undertaken on the Strategy prior to its formal launch. This is expected to reinforce the value of this Strategy as it facilitates positive action for children and young people overall in Halton and for particular groups of children and young people as appropriate.

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

Document	Place of Inspection	Contact Officer
Children Act 2004	2 nd Floor, Rutland House, Runcorn	Mark Grady
Halton Children & Young People’s Plan 2014-17	2 nd Floor, Rutland House, Runcorn	Mark Grady
A case study on the strategic participation of young people within a local children’s trust. (2013)	2 nd Floor, Rutland House, Runcorn	Michelle Forder



CONTENTS

- 1. Foreword**
- 2. What do we mean by participation?**
- 3. Reasons for participation**
- 4. Barriers to participation**
- 5. Participation in Halton**
- 6. Goals: what we want to achieve**
- 7. Action Plan/ what will participation in Halton look like?**
- 8. Testimonials**

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1. FOREWORD

The members of INVOLVE are pleased to present the Halton Children and Young People's Participation Strategy.

In November 2013 the INVOLVE group came together to promote and improve participation of children, young people and their families. The strategy comes at a time of change when difficult decisions will need to be made around children, young people and families' services. Therefore, it is more important to involve those most affected by these decisions. We believe that by partnership working between professionals and children, young people and parents brings together different viewpoints and develops new and creative ways of working.

This strategy has been completed through a partnership of young people, parents and professionals. We have worked hard over the past six months to ensure this strategy is not just an interesting read but a useful resource on how to involve.

By Halton INVOLVE



2. WHAT DO WE MEAN BY PARTICIPATION?

Participation is not just about asking questions and it is certainly not about ticking boxes – it is about an embedded process between children, young people and decision makers; who consistently work together to improve services and provision. It is about a culture of **respect, involvement**; and **change**, where everyone's views are important.

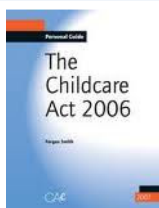
Every child and young person is a member of society. Organisations provide services for people living in that community or society so it's important that they are involved in the provision of services. Parents, carers and families also play a vital part in the development and delivery of services. This will ensure that a service is developed reflecting local needs and hopes and supports families to access the service.

In Halton we will seek to work around the lives of children, young people and their families, whatever their background, circumstances and abilities. Halton Children's Trust recognises that all children, young people, parents and carers are experts in their own lives, and have a good contribution to make.

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3. REASONS FOR PARTICIPATION

- **Social inclusion** - A socially inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met. Participation is a large part of this including people in decisions about their own communities and embracing difference in opinions and views.
- **Personal development of children, young people and parents** - Participation and involvement in communities, projects and decision making can increase skills and confidence, otherwise known as transferable skills.
- **Develops great Ideas and new ways of working** - Children, young people and parents offer a different perspective, a valuable resource in developing services and provision.
- **Increased political engagement** – Young people in Britain are less likely to participate in elections than older generations. Only 37% of eligible 18 to 24 year olds voted at the General Election in 2005. By involving children, young people and parents it is thought that this will increase trust and knowledge as well as the number of younger voters.
- **Legal and moral rights** (*shown below*)



“To have regard to the views of young children in the design, development and delivery of early childhood services”

“school governing bodies in England and Wales to involve children in the development of school behaviour policies”

The United Nations Convention on the rights of the child

Article 12, states children and young people should be involved in any decision they are affected by in accordance with their age and maturity



Children's Services Authorities are required to consult with children and young people when developing the **Children and Young People's Plan** (Children Act 2006)

Young people should be active participants in the commissioning, design and delivery of services (**Public Service Agreement: PSA 14**)



At every stage of the child's journey, the inspection will evaluate the effectiveness of:

- The focus on the interests of the child
- How well all partners take account of children's wishes and feelings and the extent to which this informs their care.



Children and Families Act 2014

This Act brings changes to the law to give greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities, and help for parents to balance work and family life.

4. BARRIERS TO PARTICIPATION

Involving children and young people and parents/carers in decision-making makes good sense but can become difficult for a variety of different reasons. These may include:

- Children, young people and parents/carers not knowing how to get involved.
- Lack of staff, resources, motivation or time within your organisation or project to involve children, young people and parents/carers
- Communication barriers such as; language, cultural differences and disability.
- Lack of skills to listen, and work with children and young people and parents/carers.
- Lack of knowledge on safeguarding and concerns over ethical considerations of involving children, young people and parents/carers.
- Working flexibly with children, young people and parents/carers. For example: access, time, venues.
- Lack of confidence in knowing how to involve children and young people and parents/carers meaningfully.
- Lack of awareness of the benefits to be gained.
- Over enthusiasm by workers who believe they know what is needed and how it should be delivered due to their experience.





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5. PARTICIPATION IN HALTON

The involvement of children young people and their families in the process of policy changes and commissioning decisions is vital in developing policies, services and provision that is more relevant, more effective and more sustainable.

In Halton meaningful involvement is achieved through a variety of coordinated pathways, which ensures two way communications between children, young people and families and decision makers. This offers support in making active involvement and participation embedded in everyday practice from front line services to strategic decision making.

The pathways are; Halton Children's Trust, Halton Family Voice, INVOLVE and the Children and Young People's Voluntary Sector Forum. (Explained below)

 <p>Halton Children's Trust ...Working together to make the difference</p>	<p>Children's Trust</p> <p>Halton Children's Trust was established in 2008 and is a partnership of all public and voluntary sector organisations, in conjunction with representatives of parents, carers, children and young people, working together to meet the needs of and improve outcomes for all children, young people and families in Halton.</p> <p>http://www.haltonchildrenstrust.co.uk/</p>
 <p>Halton Family Voice "WE'RE ALL IN THIS TOGETHER"</p>	<p>Halton Family Voice</p> <p>Halton Family Voice is a forum group which links into Halton Children's Trust to represent Halton Parents 'VOICE' on a wide range of agendas and topics. The Group itself meets once a month and welcomes members from all parents or people with parenting responsibilities within Halton. It includes membership in the form of representatives from many of the local parent or carer groups including the children's centre voice groups. This creates a structured network or pathway of two way communication, gaining a true representation of Halton Parents.</p> <p>http://www.haltonchildrenstrust.co.uk/index.php/halton-family-voice/</p>
 <p>INVOLVE</p>	<p>INVOLVE</p> <p>INVOLVE is a 'participation advisory group'. That acts as a critical friend to Halton Children's Trust and its partners on participation. The group also acts in an advisory capacity on how best to involve parents, children and young people in decision making processes.</p> <p>http://www.haltonchildrenstrust.co.uk/index.php/participation-group/</p>
 <p>Children and Young People's Voluntary Sector Forum Halton</p>	<p>Children and Young People's Voluntary Sector Forum (CYP VSF)</p> <p>The forum promotes the involvement of the voluntary and community sector in the development of local and national policy affecting children and young people. It is an open and inclusive forum that represents and supports voluntary and community sector organisations that deliver services to children and young people and their families.</p> <p>http://www.haltonchildrenstrust.co.uk/index.php/voluntary-sector-forum/</p>

How are decisions made?

In Halton decisions about children, young people and families services are made through Halton Children's Trust and are based on need. Halton Children's Trust outlines its key priorities through the Halton Children and Young People's Plan. <http://www.haltonchildrenstrust.co.uk/index.php/children-young-peoples-plan-2014-2017/>

Halton's Children & Young People's Plan 2014-17 is the overarching plan for all partners within Halton Children's Trust, and the services they provide for children and young people in Halton. It describes how partners will work together to improve outcomes, setting out the long term vision for improving their health and wellbeing.

The priorities of the Plan are:

Working together to deliver services in a joined up way to make sure children and their families get the right help at the right time (*Early Help & Support*)

Working together to plan and fund outcome focused services for children and families that deliver high quality services that are value for money (*Integrated Commissioning*)

Working together to focus services towards the needs of our most vulnerable children, young people and families to 'close the gap' by improving health, education, social and cultural outcomes.

How does this strategy fit in with the wider picture?

The Halton Children and Young People's Participation Strategy sits under Halton Children's Trust and is informed by the Trust's overarching Halton Children and Young People's Plan 2017 ([link](#)), leading on the Plan's involvement element. The strategy also has strong links with the Halton Strategic Partnership's Community Engagement Strategy ([link](#)), promoting the four levels of engagement:

- **Information Giving:** Keeping people informed of activities, decisions and events.
- **Consultation:** This involves a dialogue between parties who listen to each other. Consultation means the right to be heard, not the right to influence or decide.
- **Deciding Together:** The local community are involved in making decisions with the partner organisations on what will be done, with the agencies taking these forward.
- **Acting Together:** Decisions are made by partnerships between local people and agencies of the strategic partnership. The people involved in making the decisions also take part in carrying them out.

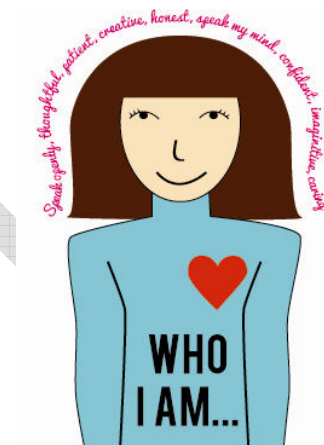
Where we are now

Participation is often a journey and should be recorded as a story with a beginning, middle and end. Explaining how it came about, who's idea it was, the process and action and the outcome. Here are some of the recent good practice examples of participation in Halton

Young Addaction

Young Addaction recently changed the name of a programme from Hidden Harm, which supports individuals who are experiencing issues around parental or family substance misuse.

Engagement with young people accessing the service found that young people felt that the name Hidden Harm was not user friendly. The young individuals within the group discussed that they would like a name change, they did not like the message the name 'Hidden Harm' was promoting. The young people working as a group rebranded the service naming it 'FAME' (Family Actually Matters to Everyone). The young people designed and changed the name, logo design and rebranded the programme.



The programme had a huge launch and has now seen a success in more young people and families engaging with the service and becoming more involved.

Halton Family Voice - Upton Dad's Group and Ditton Voice

Through parents at Ditton parent's voice and Upton dad's group there has been a borough-wide dog safety campaign organised by Halton Safeguarding Children Board. Upton dad's group wanted there to be good advice when bringing home a new baby into a home with a dog. Parents thought there should be practical advice to ensure the safety of the baby and children, but also that would allow the dog to still be a part of the family. Ditton parent's voice wanted information concerned about strange dogs out in public when with their children and how to deal with them. The campaign by Halton Safeguarding Children Board will see a road show in main shopping areas of Runcorn and Widnes as well as ongoing work with community safety and midwives to ensure the messages and information is consistent. Parents were involved in the idea and also with the production of the video advertisement for the roadshow.



CCG - Urgent Care Voice Event

The two groups gave their experience of using the present Urgent Care system and gave ideas of how it could be better. Information gathered from this event and other events were written up as a report to inform the design the future services and centres.



Since the event centres are being developed at the existing Walk in Centre at Widnes Healthcare Resource Centre and the Minor Injuries Unit on the Halton Hospital site.

The centres will operate from early morning until 10 at night with medical staff on site during the opening times. Both centres will be kite-marked with NWS enabling paramedic staff to use them as an alternative to A&E. The Centres will build upon the current services available at the Walk in Centre and Minor Injuries Unit that currently deal with minor illnesses and injuries - without the need to register or make an appointment.

Tier 2 Child and Adolescence Mental Health Service

From September 2013 to March 2014, there were several focus meetings with the Canal Boat Adventure Project and other partners. There was a consultation on service delivery and improvement on the CAMHS (Children Adolescent Mental Health Service) Tier 2 service. The groups and individuals the CCG had met during the consultation period shared what was good and not so good in their experiences of using these services. These focus groups will influence how the service is delivered in the future. There will also be the opportunity for young people on the interview board to look at the choice of provider and services.



Halton Speak Out's Bright Sparks Project

The Bright Sparks project supports young people with additional needs to share their views and ideas about services provided for them and to be involved in decision making in their borough. It is commissioned by Children's Services in Halton and the chair of the Bright Sparks Group feeds the views and ideas of young people back to the Halton Children's Trust Board after the group has gathered them.

During the last few months, our Bright Sparks Groups has been involved in urgent health care consultation, developing the new Halton Transition Booklet, improving the Cheshire Police website for young people, a sexual health consultation and checking the quality of short breaks.

A group of 'Kitemarkers' also check out venues, services and facilities in Halton to see if a young person with disabilities would have a good experience when visiting or using them. They award the Bright Sparks Quality Kite mark Award to those that meet the criteria the young people have developed. This is helping to improve services for young people in Halton and is allowing us to work alongside managers who have welcomed the Kitemarker's feedback.



Halton Youth Cabinet & UK Youth Parliament Group

Halton Youth Cabinet and UK Youth Parliament Group are an elected group of young people who meet to discuss debate and take action on the issues that matter to young people. In late 2013 the group administered the UK Youth Parliament Make Your Mark Survey. Working with schools throughout the borough the group managed to collect over 2800 votes across the borough and gaining one of the highest turnouts of any area in the UK.

The results went on to help decide which topics the UK Youth Parliament have adopted as national campaigns. Locally the survey saw overwhelming backing for a call for better work experience. Youth Cabinet have subsequently taken this as a starting point for a more in depth consultation around this topic and launched online and paper based surveys around this topic.

In July 2014 Youth Cabinet members started chairing a Young People's Opportunities Development meeting to disseminate their results and challenge opportunity providers across the borough to do more to provide quality work experience opportunities. They are also hoping to be able to present a paper to the Council's Executive Board calling for them to embed work experience and takeover opportunities into council services and commissioning processes. [Watch this space for future developments...](#)

Special educational needs and disability (SEND) Youth Event

INVOLVE advisory board were asked for advice on how to involve and inform children and young people on the SEND reform. INVOLVE suggested that a fun and interactive event would be the best way to do this. On Friday July 4th a highly successful event for young people and families was held at CRMZ in Widnes. The event was organised by Halton Carers Centre and Halton Borough Council with support from across Halton Children's Trust.

A lot of the planning for the event was done by young carers themselves, through the 'Spoken and Heard' group and some members of the group were able to volunteer on the day. They acted as leaders for workshops and had their own workshop in the afternoon, where young people and families could ask questions and seek advice.



The event was run across two sessions, with a host of fun activities for children at both. The morning was aimed at primary school ages specifically, with the afternoon aimed at secondary schools, sixth forms and Colleges. Both sessions were well attended, with young people enjoying face painting, decorating pots, planting, podcasting and much more. More information about the event can be found at; <http://www.haltonchildrenstrust.co.uk/index.php/special-educational-needs-event-organised-by-young-people-a-great-success/>

Children's Trust Board meetings

A parent representative from Halton Family Voice has been attending Halton's Children's Trust Board for a number of years. In February 2014 the time of the meeting was changed to ensure young representatives could also attend. Three members from INVOLVE attended and will continue to attend as representatives. They will present on participation and remain a critical friend where involvement of children, young people and parents are concerned.

6. GOALS: WHAT WE WANT TO ACHIEVE

These goals identify what we will aim for over the coming years on participation



WHO should be involved?

Involving children, young people, parents and carers in decisions making is not just about Halton Children's Trust - it's about everyone who's work has an impact, either direct or indirect on children and young people's lives. This means all sectors – voluntary, statutory, private and community. All people who want to be involved should be given the opportunity to participate.



How can we be involved?

Young people and parents said they would like to be involved through:



When involving you need to identify and to be clear exactly what you want to involve children and young people in and the required outcomes.

- Be clear and open with children and young people as to the level of influence that they can expect to have in the services that are provided for them.
- Once you have set your objectives, consider a number of options and methods, see advice from INVOLVE. Ask young people where and when they want to meet - ask them to advise YOU
- Make sure the timing is right you need to factor in enough time to actively engage and involve children, young people or parents. However, if the process is lengthy and drawn out people may become disillusioned and lose interest.
- Be prepared for mistakes, acknowledge you are learning and accept criticism
- Acknowledge that initiatives and projects can be established by children and young people themselves.

- It is vital to feedback to the children or young people you are working with how their information has impacted. If you don't they will be less willing to get involved in the future

We aim to follow the standards set by the National Youth Agency which gives a good basis for involving children, young people and parents. This can be found at: <http://www.nya.org.uk/quality/hear-by-right/standards-and-indicators>

You can INVOLVE through:

Many of the ideas below can be used together to show different stages of a project or piece of work, all of these methods can be designed or shaped by children, young people or parents

1. **Surveys** – these can be completed through paper or online questionnaires, cool walls, sticky notes wall, comments boxes, social media, community events, vote with gum. Questions should be either designed by young people, parents or edited by them so that the language is accessible.
2. **Focus Groups** – a form of interview involving a particular group of children, young people or parents either targeted or representative
3. **Representatives** – involving key representatives who speak on behalf of a collective group to your event, meeting or discussions. You need to make sure these young people are linked up and will speak to other children, young people or parents. They may need training or support to take this role, as well as looking at times, date and venue for the meeting. Training available via INVOLVE group.
<http://www.participationworks.org.uk/files/webfm/files/resources/k-items/participationworks/formalmeetings/Formal%20Meetings%20web%20low%20res.pdf>
4. **Peer Researchers** - Research by young people is a relatively recent concept, which has the potential to offer young people a voice within the research field, this research can be utilised to get an understanding of key themes or areas. See the children's research centre -
<http://www.open.ac.uk/researchprojects/childrens-research-centre/research-children-young-people>
5. **Peer analysts** – looking at data and getting the picture behind the data
6. **Young /parent interviewers** – for the young people and parents to be an equal part of an interview panel training and support may need to be provided.
<http://www.actionforchildren.org.uk/media/43263/the-right-choice.pdf>

- 7. Young inspectors/ kite markers/Mystery shoppers** - Young people or parents trained to inspect facilities, services and venues to assess how fun, inclusive and user-friendly they are. There is the opportunity for the reports produced by the inspectors to influence future service design or changes. Currently delivered by Canal Boat Adventure Project
<http://www.youngadvisors.org.uk/where-are-we/north-west> and Halton Speak Out <http://haltonspeakout.wordpress.com/>
- 8. Peer educators** - young people and parents to run training aimed at professionals or to peers on key subjects and/or priorities
<http://ctb.ku.edu/en/table-of-contents/implement/improving-services/peer-education/main>
- 9. Creative methods** – the production of video recording, podcasts, art work, story writing and telling, poems, photography
- 10. Listening through play** – a creative way of listening to children through games, play and art.
- 11. Youth/parent conference/ event** – a conference or event where participants are informed on the subject and can give their view. This could also be organised by a smaller group of young people or parents
- 12. Youth budget** – an amount of money given to young people’s panel to decide what they do with it. <http://www.nya.org.uk/quality/hear-by-right-2/hbr-by-region/east-midlands/YouthBank-UK>
- 13. Young Commissioners** – Young people trained to work along with commissioners on contracts and service specifications
- 14. Take over day-** allow children, young people to run services and provision and meetings for a day
http://www.childrenscommissioner.gov.uk/takeover_day
- 15. Hand the project over** – let the parents or young people undertake their own project with a brief of what the aim is.
- 16. Speed/circuit meeting** – question and answer session on a circuit with key decision makers to put forward their view and suggestions

We need to involve in an inclusive way

Children, young people and parents with communication difficulties

If your participation process involves children with disabilities, you need to adopt an “ability approach” rather than focus only on their impairments.

You will need to consider that:

- there is a range of disabilities – physical, intellectual and psychiatric
- Some children with disabilities need the support, care or interpretation of adults or other children, such as a sibling or a young adult who works with them.
- You can support the participation of children with disabilities by:
 - recognising that some children with disabilities may choose to be in groups with others of the same age or gender
 - including children with disabilities in decision-making on the same range of topics as other children
 - providing information well in advance and in appropriate formats
 - working with people skilled in communicating with children with disabilities eg: blind and deaf children use Braille and signing
 - encouraging participation within a physically and emotionally safe setting
 - Identifying any physical barriers and removing or minimising them.

Children, Young People and Parents from different faiths and cultures

Although professionals are well aware of “non-discriminatory practice”, in some areas like Halton with low levels of diversity, children, young people and parents from different faiths and cultures can be quite isolated within their communities. The 2010 Equality Act General Duty requires public bodies, when carrying out their functions, to have “due regard” when making decisions and developing policies, and to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all 9 protected characteristics – between people who share a protected characteristic and people who do not share it.

Having “due regard” to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having “due regard” to the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

Young children

All staff directly working with young children, whether in early years, health or social sectors have a vital role to play in listening and responding to the voice of the child. Listening to young children is an integral part of understanding what they are feeling and what it is they need from their early years' experience. It is key to providing environments in which all young children feel confident, safe and powerful, ensuring they have the time and space to express themselves in whatever form suits them.



An active listening culture is needed when working with young children, which nurtures day to day listening and provides opportunities for young children to make decisions about matters that directly affect them. The voice of the child should be used to inform the design, planning and delivery of services, together with the voices of practitioners and parents.

An active listener:

- Tunes into the child to understand and interpret the messages they convey
- Recognises the many ways their key children communicate
- Is the one to whom the child can express their feelings and interests
- Ensures the triangulation of voices is heard and acknowledged to
- Provides the best service for the child

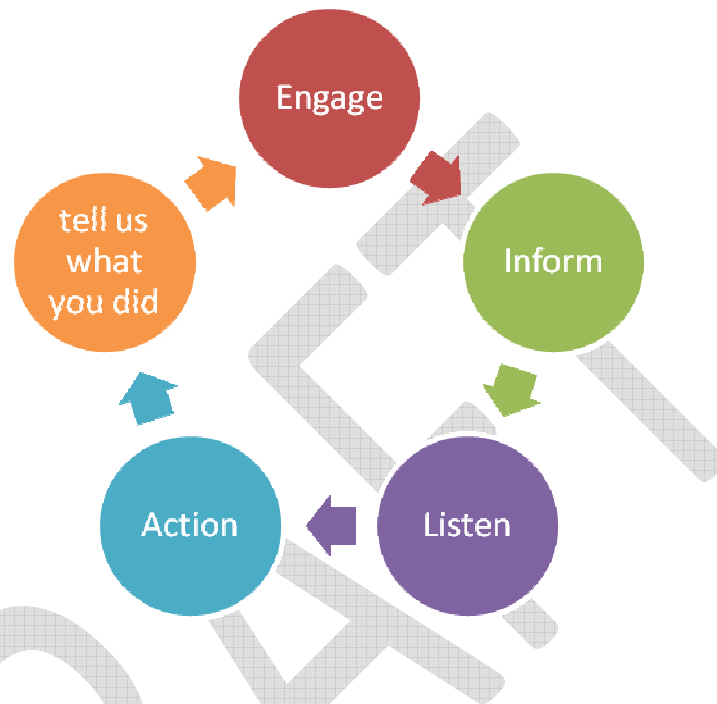
More challenging, perhaps, is the concept of children and babies actually influencing decision-making in their settings. The children in our centres are often not at an age or stage where they can give their opinions verbally. It requires a change of mind set to recognise what they are saying and how they are saying it, and to translate this into strategic planning the following reminders can help:

- Recognising a child's many visual and verbal languages.
- Assigning space for children's voices to be heard.
- Making time for children's voices to be heard.
- Providing genuine choices.
- Subscribing to reflective practice.

How will we do it?

Participation is everyone's responsibility

In order to involve there is a process to follow as shown in the diagram below. In order for this to work there needs to be a genuine desire to involve children, young people and parents in decision making, rather than something that has to be done.



All partners of Halton Children's Trust need to:

- Train those less experienced in engagement and participation
- Keep up to date with participation developments in other areas and countries
- Map out participation and evaluate regularly
- Create opportunity to share experience and practice
- Build a resource base of creative participation that can be used by Halton Children's Trust and its partners

Halton is committed to participation

INVOLVE's commitment

The Participation and Change group will act as the steering group for participation and engagement activities. It will be established as a Halton Children's Trust advisory group to oversee the implementation of this strategy and challenge participation processes to ensure the continual development.

Children and young people are experts on their own lives and they are the best people to speak about their life experiences. The Participation group will support children and young people to be involved in decision making processes and ensure that they are provided with a range of opportunities to have their say.

Integrated Commissioning Commitment

The active involvement of children and young people in service design, delivery and review is at the heart of the commissioning process. Those children and young people who use services, and the families and carers that support them are best placed to provide informed opinion about how well services are performing, how effective they are and how they could be improved to better meet the needs of local people.

For more about the commissioning framework [click here](#)

Policy commitment

We will ensure that in all of our work to develop policies, plans and strategies in Halton for all agencies and services within Halton Children's Trust offers the opportunity for all to be actively involved at every stage. This will be in the development, design and launch of each. At the end of each piece of work we will ensure that all agencies and services let young people, parents and carers know how their involvement has influenced the policy, plan or strategy, the difference it has made to services and how young people, parents and carers can continue to be involved in the future.

Children and Young People's Voluntary Sector Forum Commitment

Halton Children and Young People's Voluntary Sector Forum is open to all voluntary sector organisations in the borough working with children and young people; including full time, part time and uniformed provision. Organisations with CYP VSF

are expected to fully commit to the overall ethos. We have a commitment to provide opportunities and empower children, young peoples and parent/carers to ensure meaningful involvement at all levels within our organisations and services.

Riverside College Commitment

Riverside College is committed to consulting young people on all aspects of the organisation, including teaching and learning, facilities, support services and overall strategic direction. Educational involvement includes the need for every individual to be included in shaping their own learning experience. There is significant importance placed on learner voice activities which enables learners to make a positive contribution to the quality improvement processes within the College to enhance student success.

Halton Schools Commitment

Although every school community is unique, in Halton schools, the pupil, parent/carer voice and participation are an integral part of the ethos. There is universal acceptance of the rights respecting agenda with a focus on responsibility. Children and young people take initiative, have ownership and are empowered. It is recognised that parental engagement in learning is the key to securing and raising achievement and there is dynamic and meaningful consultation. There is a strong commitment encouraging, enhancing and extending the involvement of everyone in our school communities to promote participatory environments, enriching educational opportunities, experiences and life prospects.

Cheshire West Halton and Warrington Youth Offending Service Commitment

We are committed to involving the young people and their parents/carers known to the service by including their views and involvement throughout all stages of their contact with us. We are dedicated to giving young people and their families the opportunity to feed directly into the process using a number of different methods. We believe that feedback is vital in both to inform and involve the young person but also to improve service. All feedback processes are discussed at Youth Offending Service management level, analysis of the feedback is fed back to all Youth Offending Service staff and young people and parents/carers concerned, ensuring the continual improvement of our service.

Bridgewater Commitment

Bridgewater community health care trust is a local provider of community health services to children young people and families in Halton. Our services include midwifery, health visiting, school nursing, children and adults community nursing, therapies, medical dental and audiology services. As a local provider we are committed to involving the local community in the development and improvement of services. We achieve this through our parent and young people partners programme, in the development of information and publicity materials and including young people on selection panels when recruiting key staff for roles in children's services. We strive to involve young people by working in partnership with them, delivering training packages to improve communication and interaction to young people. Bridgewater is fully committed to the involvement and participation of young people. We offer the opportunity for young people and their families to be trust members of Bridgewater and shape the health care trust they want to see in their community.

Police and crime commissioner for Cheshire's Commitment

As Police & Crime Commissioner for Cheshire I am committed to ensuring that the views of children and young people are incorporated into my Police and Crime Plan and that these views are used to shape policy and policing practice. I have appointed a Youth Ambassador to champion youth issues and ensure that young people have a point of contact to register their views. I am committed to listening and working with young people on issues that affect them relating to all aspects of crime. I will work alongside young people to make sure that information, procedures and policies are relevant to their needs.

Halton Children's Centre Commitment

Halton children Centre actively encourage parents and children to give their views, ideas and thoughts, using their local knowledge to support the growth and development of children's centre services . Parents and children will be listened to, be respected, have ideas and views shared with Advisory Boards, have opportunities to share experiences in a safe and welcoming environment. We will give parents and carers the opportunity to feedback on annual satisfaction surveys and use age appropriate tools and resources to ensure children participate and reach their full potential.

7. ACTIONS AND MEASURES

Halton Children's Trust Participation Utopia would look like:

- The workforce has a strong understanding of true participation and involvement of children, young people and parents.
- Those who are participating are the most relevant to do so and are representative of the population of Halton's Families.
- The pathways and opportunities to get involved are publically visible and widely promoted.
- Active participation is celebrated with the sharing of good practice examples.
- Involving children, Young people as equal partners in decision making should be embedded at all levels and in every day practice.

In order to assess improvement of participation we will:

- Annual review of strategy collating evidence of participation
- To work with data and customer intelligence in order to evaluate levels of public involvement in the decisions made by Halton's Children's Trust.
- Develop Halton self-assessment tool of participation that can be utilised by services and provision and feed into future data.

8. TESTIMONIAL

Gerald Meehan

I take great pleasure in presenting to you the Halton Children's Trust Partnership Participation Strategy. This Strategy will be a key document for building upon each partner agency's knowledge, experience and commitment in engaging children, young people and families in participation over the next three years. This is because young people themselves, parents and key engagement officers have led the development of the Strategy throughout. The Strategy is a great example of participation that is now seen throughout the work of Halton Children's Trust.

I would like to thank all whose continued efforts to develop children and young people's participation help improve services and empower their communities to influence decision-making. I am confident that this Strategy will guide and strengthen participation from children and families in Halton in our work.

Councillor – Ged Philbin

This Strategy provides a framework for the delivery of participation through services across Halton Children's Trust. The Strategy sets out clear aims to increase levels of participation and engage children and young people in local democracy, build young people and family's capacity and influence across all of Halton Children's Trust's work while at the same time offering ways to develop young people's skills to lead activities in their communities and increase the positive perception of children and young people. Our ambition is to embed participation in everything we do and to make it every body's business. By engaging, listening and involving children and young people when making decisions we can ensure that services are effective, efficient and meet the needs of the communities they serve.

REPORT TO: Executive Board

DATE: 18 September 2014

REPORTING OFFICER: Gerald Meehan, Strategic Director, Children and Enterprise

PORTFOLIO: Children, Young People and Families

SUBJECT: Foster Care Allowances

WARD: Borough Wide

1.0 PURPOSE OF THE REPORT

1.1 To propose a revised scheme for the payment of allowances to Halton Foster Carers.

2.0 RECOMMENDATION: That the revised scheme be endorsed.

3.0 SUPPORTING INFORMATION

3.1 Foster carers are an essential component of the local authority's care provision. They provide placements for children in care and receive an allowance for this service.

3.2 The allowance they receive is determined by each local authority. The Government have established national minimum allowances for foster care and the Fostering Network produce recommended minimum rates. (Appendix 1).

3.3 In Halton, a decision was made in 2010 to increase allowances beyond these recommended rates. This was agreed as part of a placement strategy where it was recognised that –

- more carers were needed in Halton
- the task they do is demanding and skilled
- there was increasing 'competition' from other local authorities and independent fostering agencies.

3.4 In consultation with existing carers, it was decided that the new scheme should be as straightforward as possible, with a good allowance paid to all carers and very few 'extra' payments.

3.5 This scheme has continued to date but a revision is now proposed for a number of reasons:-

- (i) the current scheme does not recognise the different knowledge and skill level amongst the foster carer population.

- (ii) there is no 'incentive' for carers to complete their necessary core and developmental training.
- (iii) many local authorities and some of the national bodies (e.g. BAAF, Fostering Network) recommend the use of a 'levels' based scheme which recognises the skills of each carer, the training that they do, the experience that they gain and the development they achieve in the caring role.
- (iv) Case law has established that financial support for Special Guardianship Orders should be based on a local authority's 'base' fostering allowance.

3.6 It is clear that the existing scheme does not necessarily promote and encourage the development of a high quality foster care resource. For some carers, who are 'connected' to a child by a previous relationship (family member or friend), it may be sufficient for them to do a limited amount of training and development. Special Guardians are often 'connected' to the child's and the same rationale may apply. However, for those carers who take a range of children, manage different placements alongside each other and require significant skills and experience to undertake the fostering role successfully, it is appropriate that this is recognised within a payment scheme.

3.7 For the reasons listed above, it is now proposed that allowances in future will be paid at two levels –

Level 1 – base fostering allowance paid to all carers.

Level 2 – enhanced allowance paid to those carers who can demonstrate additional skills, knowledge and experience. This scheme will represent a more efficient and fair use of resources.

3.8 The proposed scheme has been the subject of consultation with carers between June and August. It has been amended during that process to reflect feedback from carers and the proposal made today is a scheme that now has the support of existing carers.

3.9 A revised scheme is attached (Appendix 2) for consideration.

3.10 The means test which is used to determine eligibility for SG financial support will also be amended to reflect the regional model developed by Wirral Borough Council. (Appendix 3) This model requires more evidence to be provided by SG applicants before financial support is agreed.

4.0 POLICY IMPLICATIONS

4.1 Allowances will continue to exceed the national minimum rates set by the Government.

4.2 Recent benchmarking of allowances paid across the 23 North West

authorities, indicates that the proposed Level 1 payment will also still be slightly higher than in the majority of other authorities.

- 4.3 The proposed changes will more effectively support the development of a skilled foster carer resource to meet the needs of children who remain in care.

5.0 OTHER/FINANCIAL IMPLICATIONS

- 5.1 The main aim of this proposal is to ensure that the finance that is available/required for the payment of carers is used efficiently and effectively.

- 5.2 Whilst individual assessment will be required, it is anticipated that the majority of existing mainstream carers would meet the requirements for Level 2 payments and a minority of 'connected' carers would meet the same requirement. The remaining 'connected' carers and all newly approved carers would be paid at Level 1, at least for 12 months whilst they undertook training and development.

- 5.3 Legal advice in respect of the impact of the changes on Special Guardianship Allowance Payments has been considered. In respect of new SGO allowances (ie those agreed after a new scheme is introduced), payment will be based on Level 1 payments. In respect of existing allowances, individual annual reviews will still take place. However, based on the legal advice and after discussion at COMT, it is suggested that these allowances remain as they are for their duration. Any proposed reduction would be open to challenge and legal advice suggests that any local authority attempt to reduce existing SGO payments, due to a change in local authority circumstances rather than the SGO's circumstances, will be able to be challenged and the change will be difficult to sustain.

- 5.4 While notice of the proposed changes will be given to existing foster carers, it is proposed that the change will be subject to a transitional period and introduced in April 2015.

- 5.5 In respect of existing foster carers, this will mean that for those who do not yet meet the requirements for Level 2 allowances and would therefore see a reduction in their allowance, they are given up to 6 months to meet the requirements before their allowances are reduced.

- 5.6 For all newly recruited carers from October onwards, the revised allowance scheme would be in place.

- 5.7 Due to uncertainty about numbers, it is difficult to provide the specific financial implications of the proposal. However, in future, all newly recruited carers will commence their fostering career on a lower rate, at least for the first 12 months. In addition, the majority of SGO allowances will also be paid at this lower rate. This will still represent substantial support of those arrangements but will reduce the Council's long term financial commitment.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children and Young People in Halton

A skilled foster care resource will significantly contribute to improving the outcomes for children in care.

6.2 Employment, Learning and Skills in Halton

The attainment and achievement of children in care and care leavers will be supported by skilled carers.

6.3 A Healthy Halton

If children in care receive high quality care that is able to meet their emotional and physical needs, their health outcomes will improve.

6.4 A Safer Halton

Stable care placements will impact positively on a person's ability to develop as a socially aware citizen, able to protect themselves and others.

6.5 Halton's Urban Renewal

Improving the outcomes for children in care and care leavers will enhance their ability to contribute productively to the borough.

7.0 RISK ANALYSIS

7.1 The proposed scheme is acceptable to existing carers but the risk of being unable to attract new carers on Level 1 payments is a real one that will need to be monitored

7.2 The loss of carers or the failure to recruit new ones will have significant impact on the need to purchase out of borough placements

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 Improving the life chances of children in care and care leavers will ensure that they have the same opportunities as other young people.

9.0 REASON FOR DECISION

9.1 To implement a revised scheme that represents a more effective and efficient use of Council resources and recognises experience, knowledge and skill.

10.0 ALTERNATIVE OPTIONS CONSIDERED/REJECTED

10.1 The proposal has been through the consultation process and has been amended as a result of it.

11.0 IMPLEMENTATION DATE

11.1 When agreed, the revised scheme of payments would be introduced from April 2015 for existing carers and will be advertised from October 2014 for newly recruited carers.

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

Halton's Foster Care Allowances Scheme 2013-14 - available via the Internet.

Appendix 1**National Minimum Fostering Allowance 2014-15**

Weekly rates	Babies	Pre-Primary	Primary	Secondary (11-15)	Secondary (16-17)
Base	£119	£122	£134	£154	£179

Plus Holiday, Birthday, Christmas allowances.

Fostering Network Recommended Fostering Allowance 2014-15

Age	Weekly Allowance
0-4	£140.33
5-10	£159.85
11-15	£199.00
16-17	£242.08

Plus Holiday, Birthday, Christmas allowances.

Halton Fostering Allowance 2013-14

Age	Weekly Allowance
0-4	£254.00
5-15	£295.00
16-17	£337.00

Plus Holiday, Birthday, Christmas allowances.



**CHILDREN AND ENTERPRISE DIRECTORATE
CHILDREN AND FAMILIES SERVICE**

FOSTER CARE ALLOWANCES GUIDE

**SEPTEMBER 2014 –
SEPTEMBER 2015**

The following allowances apply from September 2014 to 31st September 2015.

FOSTER CARE ALLOWANCES

The allowance scheme has two levels of payment. Level 1 is applicable to all approved carers. This includes recruited carers, family and friends carers and connected people. Level 2 is applicable to all those carers who are able to demonstrate the necessary skills and competencies as defined below.

LEVEL 1 FOSTER CARERS

All carers will be expected to meet the minimum fostering requirements, which includes:-

General:

- Providing a good standard of care to other people's children which promotes healthy, emotional, physical and sexual development as well as their health and educational achievement.
- Working closely with children's families, and others who are important to the child, in a non-judgemental way.
- Setting appropriate boundaries and managing children's behaviours, without the use of physical or inappropriate punishment.
- Knowledge of child development and an ability to listen and communicate with children appropriate to their age and understanding.

Providing a safe and caring environment:

- Ensuring that the children are cared for in a home where they are safe from harm or abuse.
- Helping children keep themselves safe from harm or abuse, and to know how to seek help if their safety is threatened.

Working as part of a team:

- Working with other professional people and contributing to the department's planning for the child/young person.
- Communicate effectively.
- Keep information confidential.

- Promote equality and diversity for all children.

Own development:

- Complete and update all core training.
- Complete and meet the competencies of the Training Support and Development Standards (TSDS) for foster carers.
- Have links within the community which provide support.
- Use training opportunities to improve skills and knowledge.
- Sustain positive relationships and maintain effective functioning through periods of challenge.

Practical:

- Provide transport to school, contact and leisure activities.
- Complete and renew all required statutory checks.
- Contribute to an annual review.
- Be available for support and supervisory visits from a supervising Social Worker.
- Compliance with the terms of the Foster Care Agreement
- Contribute to Carer Profile

Level 1 carers will receive a basic fostering allowance that reflects the full cost of caring for a child and is based on the Fostering Network recommended rate. Basic weekly allowances are age banded and subject to annual review. They **include** a payment of pocket money for each child. Additional payments can be claimed for birthdays, festivals and holidays.

LEVEL 2 FOSTER CARERS

Level 2 carers will be required to meet all the criteria for Level 1 and meet additional requirements which include:-

- A minimum of one year's experience of fostering and have had their first Review positively appraised and agreed by the agency decision-maker. (*see below)
- Successfully completed the following core training:
 - 1) At least one carer in each household must have completed training in TSDS Induction Standards and all core training (Safeguarding Children, Safer Care,

Recording, Managing Behaviour, The Children in Care Review Process, Life Story Work and Preparing for Independence)

2) Where two partners foster, one carer in the household must have completed all core training and the other must have completed Safeguarding Children and Safer Care and Recording training as a minimum.

The above training must be refreshed every three years. All carers in the household must also have undertaken any training which is identified as necessary, by the foster care service, at the point of approval or subsequently through supervision, personal development plan or annual review.

- Completed the Training Support and Development (TSDS) Standards for Foster Care – this applies to all approved carers within a household. (For couples, the completion of a single workbook for the household is permissible).
- Maintained a daily record for all children in placement.
- Contributed written reports for child's review and attended child review meetings.
- Contributed to their own foster carer review process
- Attended school meetings for the child, including Personal Education Plan meetings (if applicable).
- Contribute to and have a current profile in place about their household to introduce themselves to children. The exception to this is if the carer already has long-term placements, in which case they must be committed to producing a book about their household if they become available to take new placements.

* If a carer is able to achieve all additional requirements in less than one year, consideration will be given to progressing them to Level 2.

Foster carers must also provide evidence of the following key skills:

- An ability to help children develop appropriate social behaviour, helping them to become more independent, and enabling them to cope with their emotions as appropriate to their age and ability.
- An ability to help children develop their play, language skills and general self-expression.
- An ability to help children learn the boundaries of acceptable behaviour without resorting to physical punishment, and within the requirement of current policy, handle children's negative reactions and unacceptable behaviour, and encourage positive behaviour patterns.

- An ability to plan for and provide an appropriate routine for children which balances the child's needs, including those of play and learning, and gives goals which can be achieved in measuring the child's level of understanding and development.
- An ability to observe and respond appropriately to the possibility of child abuse and neglect.
- An ability to observe and assess children, clearly recording development.
- An ability to challenge appropriately, to ensure that foster care practice is anti-discriminatory and respects all children and their families.
- An ability to advocate on behalf of children.
- An ability to help children cope with loss and bereavement – this may be because of life threatening illness, separation through adoption, or loss of their family.
- An ability to work closely with other professionals, share information, exchange skills and knowledge and work in collaboration with them.

CHILDREN'S ALLOWANCES

Relevant expenditure should be evidenced through foster carer recording and it essential that children in foster care never perceive that they are being treated differently to foster carer's own children. Children should be assisted to budget appropriately and encouraged to save. Older children must be supported in choosing their own clothes and personal items as a means of developing skills in moving towards independence.

Holiday Allowances

Holiday Allowances should be paid automatically to all carers who have children in placement over the summer holiday period. The Allowance should be paid automatically at the beginning of July. If the money is needed in advance, for deposits, this would need to be requested via the Social Worker. Similarly, carers going on holiday in advance of the summer holiday period will be able to request the Allowance early.

We would expect carers to embark upon activities and day trips with young people during the holiday period, using the Allowance to cover such costs. Carers not going away during the summer, but planning a holiday later in the year would be expected to use the money paid automatically during the summer for such purposes.

Carers should not take children out of school for holidays during term time.

We continue to expect carers to take children away on holiday, rather than having to move children whilst a carer is away. Payment of Holiday Allowances as outlined will help to support this action.

Birthday Allowances

Birthday allowance is paid automatically to all carers

Festival Allowances

The allowance is paid automatically in November each year unless the child's faith is celebrated at another time of year. The supervising Social Worker will be responsible for requesting a payment on a different date.

SUMMARY OF ALLOWANCES

Age Band	Level 1	Level 2	Holiday	Birthday	Festival
0 -4 years	£160	£254	£264	£132	£132
5 – 15 years	£199	£295	£348	£158	£158
16 -17 years	£242	£337	£453	£211	£211

Pocket Money

Each child in foster care must receive a pocket money allowance which is included within the weekly basic fostering allowance at the following rates:-

0-4	£4
5-15	£9
16-17	£16

Where children are too young to receive or spend money, items may be purchased for them and a savings account should be opened in their name in order to bank any excess. All children should be encouraged to budget appropriately and save where possible.

Clothing Allowances

A discretionary allowance **up to** the following amounts can be paid for each child when initially placed. This is a maximum payment which will only be made once, irrespective of the number of placements a child has. The amount given will be based on each child's needs, must be agreed in advance of expenditure and all purchases supported by receipts.

0-4	£260
5-15	£360
16-17	£460

School Uniform

The costs of a new school uniform will be funded when a child starts school or moves to secondary school, up to an amount of £175.

REDUCED FOSTER CARE ALLOWANCES

In recognition of what Foster Care Allowances are for, the payment of the weekly allowance will only be reduced if young people are out of the placement for more than 3 nights, or where the Care Plan clearly identifies the status of the placement as shared care.

A reduced Foster Care Allowance may also be paid on the following circumstances:-

When a child returns home as part of a rehabilitation plan and the care plan identifies the need to retain the existing placement for a set period of time. This must be stated clearly in the Care Plan and as a result half of the Foster Care Allowance will be paid for the specified period.

TRAVEL/MILEAGE EXPENSES

The basic Fostering Allowance is inclusive of travelling costs, which are part of the normal pattern of expenditure incurred in looking after foster children.

Where it is known that foster carers are expecting to be travelling long journeys in excess of 20 miles a day per child, additional travelling costs may be able to be claimed. This should be negotiated with the Supervising Social Worker in advance of any such journey. It may be that agreement is reached to cover the cost of petrol in such cases.

Where agreed, travel costs will be met at the rate of 30p per mile. This should be claimed immediately after the journey or, if a regular event, on a monthly basis by the foster carer on the appropriate form. The form must be fully completed and signed by the foster carer and passed to the Supervising Social Worker. **Any claims received later than 3 months from the date the travel took place will not be paid.**

SHARED CARE

Where a placement is clearly identified as a shared-care arrangement, the Directorate will pay the Foster Care Allowance, for the days the young person is in placement. During the period when the young person is at home, or at the alternative placement, half the Foster Care allowance will be paid.

FOSTER CHILDREN IN EMPLOYMENT

If a young person is 16 or 17 years old and is in full-time education, carers will continue to receive the Foster Carer Allowance.

Where a young person is in paid full time work or undertaking an apprenticeship, it may be appropriate to consider them contributing toward their care. This would be at a minimal level and would depend upon the level of pay, planned length of placement, proposals post 18. Any contribution would be deducted for the foster care allowance.

STAYING PUT

Foster Care Allowances are not payable once a young person reaches 18 years of age and is no longer in care. However, as part of a young person's Pathway Plan, it may be agreed that as a Care Leaver, they would benefit from remaining with their carer for all or some of the period up to their 21st birthday. Where is agreed as the plan by all involved, a payment up to a maximum of £200 per week will be made. This is subject to a financial assessment of the young person and the submission of all appropriate benefit applications.

MOBILE PHONE ALLOWANCE

The cost of maintaining a mobile phone for use in connection with all fostering related activity, will be reimbursed at the rate of £15 per month. This is subject to a signed agreement being in place.

HOSPITALITY

Where a foster carer, as part of a contact plan, rehabilitation programme, bridging place or similar activity, provides food to siblings, parents, relations or new foster carers, a single payment of **up to** £11.50 per day may be claimed. This is to be negotiated through the Supervising Social Worker.

FOSTER CARERS INVOLVED IN TRAINING

Carers who contribute to the training of new foster carers will receive a payment of £16 for each evening session or £40 per day for their contribution to this work.

ACCOMMODATION

If accommodation problems are preventing a foster carer from taking in a child or the needs of an existing foster child require extra space, help may be available towards the extra interest payments incurred in extending the house or moving to a larger house or other alterations. Please seek advice from the Local Authority about accommodation issues.

EQUIPMENT

The local authority will provide the furniture and other equipment required to enable a family to foster i.e. beds and bedding, cots, care seats, wardrobes etc. This is something that a carer's Supervising Social Worker will speak to them about once a carer is approved.

SHORT BREAK SERVICES FOR CHILDREN WITH DISABILITIES

Arrangements for short breaks and payments must be recorded within planning meeting minutes.

Payments for Carers are:-

Full day, i.e. more than 6 hours £33

Part day, i.e. 6 hours of less £17

For a period of more than 6 hours in a given day, the carer will receive a full day's payment. For a period of less than 6 hours in a day the carer will receive a part day's payment.

All short breaks should be completed on the relevant form and submitted for payment on a regular basis. The scheme may attract some other discretionary payments, but before agreement is made, you should consult your supervising social worker or child's link worker.

SUPPORTING OTHER FOSTER CARE PLACEMENTS

If agreed by supervising social worker/child's social worker for exceptional situations, carers looking after a child or sibling group who are placed full time with another foster carer, for a full day (over 6 hours) will be paid £18 for each child. A half-day (up to 6 hours) will be paid at £9 for each child.

All supporting carer claims should be completed on the relevant form and submitted for payment on a regular basis.

INCOME TAX

It is the foster carers responsibility to ensure that they register with the HMRC and complete their tax returns. Further information can be found at www.hmrc.gov.uk.

REVIEW

The rate of allowance will be reviewed by the Council on an annual basis.



Financial Assessment for Special Guardianship and
Assisted Child Arrangement Order

In accordance with Special Guardianship Regulations 2005, section 14F of Children Act 1989 as amended by section 115 of the Adoption and Children Act 2002, Schedule 1 paragraph 15 of the Children Act 1989

Am I eligible to receive financial support?

If you were previously a foster carer and become a special guardian or obtained a Child Arrangement Order you will become eligible to claim new state benefits such as child benefit, and child tax credit. Therefore wherever possible, families are expected to be financially independent from council support. Equally if a child lives with you and you are not a foster carer you are able to claim these state benefits.

Financial support will only be payable by the local authority where there has been an assessment that one of the following circumstances exist.

- where it is necessary to ensure that the carer can look after the child
- where the child needs special care which requires greater expenditure of resources by reason of illness, disability, emotional or behavioural difficulties, or the continuing consequences of past abuse or neglect
- where the local authority considers it appropriate to contribute to legal costs, including court fees of a special guardian or prospective special guardianship for the making of a special guardianship order or the discharge of such an order; or an applications for an order under Section 8 of the Children Act 1989; or an order for financial provision to be made to or for the benefit of the child
- where the local authority considers it appropriate to contribute toward to the expenditure necessary for the purposes of accommodating and maintaining the child, including the provision of furniture and domestic equipment, alterations to and adaptations of the home, provision of means of transport, and provision of clothing, toys and other items necessary for the purpose of looking after the child.

Where it has been determined that financial support is to be considered we require a full financial assessment of all your income and expenditure and any capital to see if you have sufficient funds to maintain the child or children. This assessment will also assist in ensuring that you are claiming all benefits that you are eligible to claim.

How do I complete the financial assessment?

We need you to complete the form in as much detail as you can. We will need to see proof of all the income and outgoings, savings and debts. (See the end of the financial assessment form for a checklist of the documents that you need to provide).

If any of your family receives disability benefits we need to know who receives the disability benefits and which type it is. We also need to know if you are of pensionable age to see if you would be eligible for pension credit. You should receive an annual statement in April from the Department for Work and Pensions that details all the benefits you receive. If you have not got an up to date statement you can go into any Job Centre and ask for a print out or ring them on 0845 608 8529.

If this is your first assessment you may not be in receipt of child benefit or child tax credit. Complete the form based on the income you are receiving now.

There are other adults living in the household, are they included?

We only need details of your partner. Any other person 18 years and over that is not a dependent child in education, will not be included, unless you are receiving payment from them as a lodger (see section below).

What information do you need about capital and savings?

We need to know all information about any property, any personal assets and savings. We also need to know the interest earned or dividends received in relation to your or your partner's savings, capital or investments. Please provide details on the form of the total interest/dividends you received in the last financial year.

What children's income is included?

If any of your dependent children, but not the child(ren) the application is about, receive income support, Job Seekers Allowance or Employment Support Allowance in their own right, this should be included as income in Part 6(b). Note if the special guardian or residence order child receives income support, JSA or ESA in their own right, they are not eligible for any financial support.

Any regular interest on capital and/or income in which your special guardian or residence order child has a legal interest and entitlement must be declared in Part 5 (a). This could be, for example, a savings account, trust fund, property or other legacy.

You need not declare any interest from capital, legacies etc for other children in the family.

You do not need to declare any payments from Criminal Injuries Compensation Awards or Government Child Trust Funds.

Over what period should I calculate my income?

The income you declare should be the amount from the previous tax year i.e. April to March, unless your financial situation has changed considerably. In these situations calculate the average weekly income over the last 3 months.

Do I need to declare bonuses, overtime etc?

If you or your partner receive overtime, fees, bonus, commission and/or gratuities on a regular basis (for example annual bonuses) these should be included as part of the weekly figure for net weekly pay. You should calculate this income by adding together all payments over the last tax year and dividing by 52 and add to your basic weekly pay to declare in Part 7 (a). If your entitlement to bonus/overtime changes significantly let us know and we will recalculate the financial assessment.

I am self-employed what income do I include?

Where you or your partner are self-employed we will consider your 'drawings' as income and declare in Part 7 (b). In addition any profit from the business that is sitting in a bank account, and not being reinvested, will be taken into account and needs to be declared as interest from capital, savings and investments in Part 7 (q)

I own other houses that I rent out, or have lodgers what do I include?

For boarding and lodging we disregard the first £20 per week per person of your income. We would take into account 50% of any income in excess of the £20 per week per person.

Where your family receive income from rent on any unfurnished property we will take into account any income after deductions for costs. We will allow deductions for the following:

- Interest payments on the mortgage (but not mortgage capital)
- Repairs
- Council tax (if paid by you)
- Agent's fees
- Insurance on the building

For furnished properties we will use the same calculation with an additional 10% allowed for 'wear and tear' allowance.

If you complete an annual tax return all the information we need should be contained in this return.

Declare the weekly income from boarding, lodging in Part 7 (r), rent from unfurnished property Part 7 (s) and furnished property in Part 7 (t).

Do I need to include loans?

We need to know full details of any outstanding loans and the reason the loans were originally obtained.

What child care costs do I include?

Any child care costs can be included in Part 5 (c) for special guardian or residence order children and Part 6 (f) for other dependent children. The amount declared must be after any childcare element paid as part of any working tax credit.

What else do I need to tell you?

You must tell us if your family's financial circumstances change, when we will carry out a new financial assessment.

Periodic payments will cease if any of the following applies:

- The child ceases to have a home with you
- The child ceases full time education or training and commences employment

- The child qualifies for Income Support, Jobseeker's Allowance or Employment Support Allowance in his or her own right

You **must** contact us within 7 days if any of the above occurs.

Do I have to complete the form?

Failure to return the form and/or provide us with sufficient proof will result in a delay in processing any decisions for financial support.

What will you do with the information I have given you?

The information you provide to us on this form and any supporting proof will be used to carry out the financial assessment for special guardian or assisted residence order support. If you have provided original documentation as supporting proof we will copy this and send the original back to you.

The information will be stored securely in a file relating to your financial support and electronically on a financial support database. The information will be retained according to the council's record management policy.

Who decides on whether I will get any financial support?

The results of the financial assessment will be presented to a Divisional Manager who will make a decision.

What will we provide for you?

Following the decision will send you details of whether you are eligible for any financial support. If you are eligible we will detail what that support will be. Any financial support provided will be subject to an annual review.

Financial Assessment Special Guardianship, Child Arrangement Order

Which Order applies? (please tick which box applies to you)

Special Guardianship Order

Child Arrangement Order

Is this your first assessment? Yes

No

If no, please give date of last assessment.

Date of Special Guardianship or Child Arrangement Order

Part 1 About you and your partner

Do you have a partner who normally lives with you? Yes

No

We use partner to mean

- A person you are married to or a person you live with as if you are married to them, or
- A civil partner or a person you live with as if you are civil partners

	You	Your partner
1.		
(a) Surname or family name	<input type="text"/>	<input type="text"/>
(b) Other names	<input type="text"/>	<input type="text"/>
(c) Title (Mr, Mrs, Miss, Ms, other)	<input type="text"/>	<input type="text"/>
(d) Address	<input type="text"/>	<input type="text"/>
Postcode	<input type="text"/>	<input type="text"/>

1.

(e) Daytime phone number

You

Your partner

(f) Mobile Number

--

--

(g) email address

--

--

(h) Date of birth

--

--

(i) National Insurance Number

--

--

Part 2 About your special guardian, residence order children

Give details here about the children you are the special guardians for or you have residence orders for and you are being assessed for financial support from Halton Borough Council. Details of any other children you are responsible for (including any adopted, special guardian or residence order children that are supported by another local authority) should be included in Part 3. Do not include any details of children that you foster.

If there are more than four children use a separate sheet of paper. If you are including a separate sheet tick this box

2.	Special Guardian/Residence Order Children			
	First child	Second child	Third child	Fourth child
(a) Surname or family name	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(b) Other names	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(c) Date of birth	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(d) Child's relationship to you e.g. special guardianship	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Part 3 About other dependent children

Give details here about any other children that are dependent on you. Include any children in your household (other than those detailed in Part 2) who are: under 16, aged 16 or 17 and registered for work or youth training, aged 16, 17, 18 or 19 and in full time education. Do not include any children that you foster.

3.	Other dependent children			
	First child	Second child	Third child	Fourth child
(a) Surname or family name	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(b) Other names	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(c) Date of birth	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(d) Child's relationship to you e.g. son, daughter, adoption other LA	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Part 4 Additional information about you and your partner

4. We need to see proof of all these

	You	Your partner
(a) Do you or your partner get Disability Living Allowance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
(b) If yes, what level of care? And/or what level of mobility?	<input type="text"/>	<input type="text"/>
(c) Do you or your partner get carer's allowance for an adult in the family?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
(d) Do you or your partner get Attendance Allowance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
(e) Do either you or your partner work less than 24 hours per week?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
(f) Do either you or your partner receive long term incapacity benefits or ESA?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
(g) Do you or your partner receive Severe Disablement Allowance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

Part 5 Additional information about your special guardian or residence order children.

If there are more than four children use a separate sheet of paper. If you are including a separate sheet tick this box

5. We need to see proof of all these	Special Guardian/Residence Order Children			
	First child	Second child	Third child	Fourth child
Name of child	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(a) Does the child have any savings/capital/investments?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what interest do they receive per year?(Do not include any Criminal Injuries Compensation)	£ <input type="text"/> Per annum	£ <input type="text"/> Per annum	£ <input type="text"/> Per annum	£ <input type="text"/> Per annum
(b) Does the child receive Disability Living Allowance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what level of care? And/or what level of mobility	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DLA weekly amount (care component)	£ <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DLA weekly amount (Mobility component)	£ <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Do you receive carer's allowance for the child? If yes, detail the amount	£ <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>

5. We need to see proof of all these	Special Guardian/Residence Order Children			
	First child	Second child	Third child	Fourth child
(c) Do you pay any nursery/child care, childminding fees for this child? (less any amount paid as part of working tax credit)	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
If yes, what are the weekly costs for each child?	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week
(d) Are they in school, a full-time student, on youth training, on apprenticeship scheme?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
If yes and 16 or over please write in the details of the course.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(e) Does the child receive any Job Seekers Allowance, Income Support, or ESA?	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>	No <input type="checkbox"/>
What Job Seekers Allowance/Income Support/ESA do they receive?	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week
(f) Child benefit received	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week

5. We need to see proof of all these

	Special Guardian/Residence Order Children			
	First child	Second child	Third child	Fourth child
(g) Maintenance payments received for child	£ per week	£ per week	£ per week	£ per week

Part 6 Additional information about other dependent children

If there are more than four children use a separate sheet of paper. If you are including a separate sheet tick this box

6. We need to see proof of all these	Other dependent children			
	First child	Second child	Third child	Fourth child
Name of Child	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(a) Are they in school, a full-time student, on youth training, on apprenticeship scheme?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
(b) Does the child receive any Job Seekers Allowance, Income Support or ESA?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
What Job Seekers Allowance /Income Support/ESA do they receive?	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week
(c) Child benefit received	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week
(d) Maintenance payments received for child	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week
(e) Adoption, Special Guardianship or Residence Order Allowance received from a local authority other than Halton	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week	£ <input type="text"/> per week

6. We need to see proof of all these	Other dependent children			
	First child	Second child	Third child	Fourth child
(f) Do you pay any nursery/child care, childminding fees for this child?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what are the weekly costs for each child? (less any amount paid as part of working tax credit)	£ per week	£ per week	£ per week	£ per week
(g) Does the child receive Disability Living Allowance?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what level of care? And/or what level of mobility				
DLA weekly amount (care component)	£			
DLA weekly amount (Mobility component)	£			
Do you receive carer's allowance for the child? If yes, detail the amount	£			

Part 7 About you and your partner's income

7. We need to see proof of all these	You	Your partner
(a) Basic net weekly pay (after deductions except pension)	£ <input type="text"/> per week	£ <input type="text"/> per week
(b) Drawings if self employed (see guidance for further details)	£ <input type="text"/> per week	£ <input type="text"/> per week
(c) Employer's sick pay (after compulsory deductions)	£ <input type="text"/> per week	£ <input type="text"/> per week
(d) Incapacity Benefit or contributory ESA	£ <input type="text"/> per week	£ <input type="text"/> per week
(e) Statutory maternity, paternity or adoption pay or allowance	£ <input type="text"/> per week	£ <input type="text"/> per week
(f) Bereavement benefit	£ <input type="text"/> per week	£ <input type="text"/> per week
(g) Working tax credit excluding any child care element	£ <input type="text"/> per week	£ <input type="text"/> per week
(h) State pension	£ <input type="text"/> per week	£ <input type="text"/> per week
(i) Occupational pension	£ <input type="text"/> per week	£ <input type="text"/> per week
(j) Child tax credit per household	£ <input type="text"/> per week	£ <input type="text"/> per week
(k) Income Support	£ <input type="text"/> per week	£ <input type="text"/> per week

7. We need to see proof of all these	You	Your partner
(l) Job Seekers Allowance	£ <input type="text"/> per week	£ <input type="text"/> per week
(m) Income related Employment Support Allowance	£ <input type="text"/> per week	£ <input type="text"/> per week
(n) Pension Credit	£ <input type="text"/> per week	£ <input type="text"/> per week
(o) Any other benefit	£ <input type="text"/> per week	£ <input type="text"/> per week
(p) State what benefit here	<input type="text"/>	<input type="text"/>
(q) Interest on capital, savings or investments (give annual amount)	£ <input type="text"/> per annum	£ <input type="text"/> per annum
(r) Income from borders or lodgers (see guidance page 4)	£ <input type="text"/> per week	£ <input type="text"/> per week
(s) Income from unfurnished property (see guidance page 4)	£ <input type="text"/> per week	£ <input type="text"/> per week
(t) Income from furnished property (see guidance page 4)	£ <input type="text"/> per week	£ <input type="text"/> per week

Part 8 About your general family outgoings

8. We need to see proof of itemised bills

- (a) Mortgage (capital and interest) including any endowment payments attached to the mortgage
- (b) Rent (**after** any housing benefit/Local Housing Allowance payment)
- (c) Council tax (**after** any council tax benefit payable)
- (d) Maintenance payments
- (e) Court orders
- (f) Private pension contributions
- (g) National insurance if self employed

Household costs	
£	per week
£	per week
£	per week
£	per week
£	per week
£	per week
£	per week

Part 9 Personal Assets

Details of personal bank, building society and savings accounts

Provide details for you and your partner

Name of bank, building society	Type of account	Account number	Name of account holder	Balance at the date of the statement

Details of all investments

Include shares, PEPs, ISAs, TESSAs, National Savings Investments, bonds, stocks, unit trusts, investment trusts, gilts and other quoted securities that you and your partner hold or have an interest in.

Name	Type of investment	Size of holding	Name of account holder	Current value
Total value of ALL accounts				£

Part 10 Capital: Liabilities

Details of any liabilities you and your partner have.

EXCLUDE liabilities already shown as

Mortgages

Overdrawn bank, building society or savings accounts

INCLUDE

Money owed on credit cards and store cards

Bank Loans

Hire Purchase agreements

Catalogues

Unpaid fines

Unpaid utility bills

Description of Liability	Total liability
Total value of ALL liabilities	

Part 11 Declaration and consent

To the best of my belief, the information I have given is true and complete. I agree that any of the details of the benefits and entitlements I have declared can be checked with the Department for Work and Pensions. I agree that the personal information declared in this form can be used in connection with any other claim for financial support within Halton Children and Young People's Department.

I agree to notify Halton Borough Council about any of the following:

- My address changes
- The child dies
- The child ceases to have a home with me
- The child ceases full time education or training and commences employment
- The child qualifies for Income Support, Jobseeker's Allowance or Employment Support Allowance in his or her own right
- For Special Guardianship, the child attains the age of 18 unless she or he continues in full-time education or training, when the payments may continue until the end of the course or training that she or he is then undertaking
- For Special Guardianship, the child attains the age of 18 unless she or he continues in full-time education or training, when the payments may continue until the end of the course or training that she or he is then undertaking
- For Assisted Residence Order the child attains the age of 18
- Any change in my financial circumstances.

I understand that if I do not comply with the above, any periodic payments may be suspended or stopped and the council may take steps to recover all or part of any payments.

I understand that if I knowingly give information that is incorrect or incomplete, I may be liable to prosecution or other action.

Signature of person
applying

Partner's signature

Date

Date

Documentary proof list

Please provide as much of the following documentary evidence as you can.

	Document type	Your check list	Office use only
1	Statement of Income Support, income related JSA or income related ESA		
2	Statement of pension credit		
3	Birth certificate – this only needs to be provided for the first application		
4	P60 or wage slips for previous 3 months		
5	Statement on any bonuses, gratuities etc		
6	State pension received		
7	Occupational pension received		
8	Maternity, paternity, adoption pay		
9	Bank statement detailing incoming payments of benefits if other statements not provided		
10	Statement of DLA – mobility		
11	Statement of DLA - care		
12	Statement of incapacity benefit or contributory ESA		
13	Statement of Severe Disability Allowance		
14	Statement of Job Seekers Allowance		
15	Statement of other benefits		
16	Statement of attendance allowance		
17	Council tax bill		
18	Interest earned from savings, dividend payments		
19	Loan statements		
20	Pension payments – outgoing		
21	National insurance payments (self-employed)		
22	Tax returns – self employed		
23	Statement of child tax credit		
24	Statement of working tax credit		
25	Statement of carers allowance		
26	Child care, nursery, childminding fees		
27	Maintenance received for child		
28	Maintenance payments (outgoing)		
29	Court orders		

REPORT TO: Executive Board

DATE: 18 September 2014

REPORTING OFFICER: Strategic Director, Policy & Resources

PORTFOLIO: Resources

SUBJECT: Local Government Transparency

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

- 1.1 To brief Members of the Executive Board on the introduction of the Openness of Local Government Bodies Regulations 2014.

2.0 RECOMMENDATION: That

- 1) the report be noted; and
- 2) appropriate amendments to the Council's Constitution be incorporated at the next review.

3.0 SUPPORTING INFORMATION

- 3.1 The Openness of Local Government Bodies Regulations 2014 have introduced changes to the way information relating to local authority matters (including decisions made within meetings) can be disseminated. The Regulations came into effect on 31st July 2014. The Regulations cover access to meetings by press and public and the publication of decisions made by Officers.
- 3.2 A briefing note for Members with a dedicated advisory note for Committee Chairs and Lead Officers has been circulated already. This has been prepared in a 'Frequently Asked Questions' (FAQ) format which is designed to help them deal with requests from members of the press and public which may arise at meetings.

4.0 ACCESS TO MEETINGS

- 4.1 The Regulations allow members of the press and public to film, audio-record, photograph or use social media to report the proceedings of meetings open to the public.
- 4.2 Laminated signs will be displayed in all public meeting rooms advising of the arrangements for people wishing to film or audio-record etc. Any persons who object to being filmed would need to make their wishes known to Officers present at the meeting.

5.0 OFFICER DECISIONS

5.1 The Regulations require decisions made by an individual Officer to be recorded as soon as reasonably practical after the decision has been made.

5.2 It is a matter for each Local Authority to determine the criteria for Officer decisions to be reported. This has been considered and the three categories listed below have been identified:

- 1) Where Executive Board has considered the matter and delegated the responsibility to a named Officer;
- 2) Where power has been delegated by the Council to an Officer as set out in the relevant Standing Orders of the Constitution;
- 3) Decisions taken for reasons of Urgency or Emergency.

5.3 For guidance, the Regulations say the following three parameters should be used to determine which delegated Officer decisions should be included for publication:

“the effect of the decision is to –

- 1) grant a permission or licence;
- 2) affect the rights of an individual; or
- 3) award a contract or incur expenditure which, in either case, materially affects the local government body’s financial position”.

Publication of such information must include:

- The decision and date taken;
- Reason(s) for the decision;
- Alternative options considered and rejected; and
- Any background documents referred to.

5.4 Excluded from this will be matters of a personal or confidential nature, such as HR issues, plus decisions which are recorded elsewhere or are available through other rights of access, for example Council spending transactions over £500, planning application decisions, annual accounts etc. Also, matters considered to be of an administrative or operational nature will not need to be recorded.

5.5 Systems for data capture from Strategic Directors, Operational Directors and others with delegated authority have been prepared and put in place.

6.0 POLICY IMPLICATIONS

6.1 It is intended that this Executive Board report and background papers will form the basis of a Council Policy on the reporting of public meetings by the press and public and of the public recording of Officer decisions on the Council's web site.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

7.1 Children Young People and Families

None

7.2 Employment, Learning and Skills in Halton

None

7.3 A Healthy Halton

None

7.4 A Safer Halton

None

7.5 Halton's Urban Renewal

None

8.0 FINANCIAL IMPLICATIONS

There are no direct financial implications associated with the introduction of these Regulations. The mechanism for the recording of Officer decisions utilises existing software systems.

9.0 RISK ANALYSIS

Many of the actions are necessary to comply with the new Regulations. Failure to address these requirements would leave the Council open to legal challenge.

10.0 EQUALITY AND DIVERSITY ISSUES

There are no direct equality and diversity issues associated with this report.

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

Document	Place of Inspection	Contact Officer
Open and Accountable Local Government – A guide for the press and public on attending and reporting meetings of local government; (June 2014- DCLG).	Municipal Buildings	Mark Reaney/ Angela Scott

REPORT TO: Executive Board

DATE: 18 September 2014

REPORTING OFFICER: Strategic Director, Policy and Resources

PORTFOLIO: Resources

SUBJECT: Public Services (Social Value) Act 2012 Policy and Procurement Framework

WARDS: All

1.0 PURPOSE OF REPORT

- 1.1 To seek endorsement from the Board for the work undertaken to date on developing a Social Value approach, including a Policy and Procurement framework for both Halton Borough Council and NHS Halton Clinical Commissioning Group carried out both in response to the needs of the Public Services (Social Value) Act, 2012 in conjunction with the Halton Health and Social Value Programme.

2.0 RECOMMENDATION: That the Board

- 1) Note the work carried out to date on developing a Social Value Approach for Halton Borough Council and the NHS Halton Clinical Commissioning Group;**
- 2) Approve the attached Policy Statement and Procurement Framework; and**
- 3) Support the sharing of the Council's approach to the wider partnership for their use (as appropriate) through both the Health and Wellbeing Board and the Halton Strategic Partnership.**

3.0 SUPPORTING INFORMATION

- 3.1 The Public Services (Social Value), 2012 introduces a statutory requirement for public authorities to have regard to economic, social and environmental well-being in connection with 'public services contracts' within the meaning of the Public Contracts Regulations. The new duty, therefore, only applies to contracts for services where the value exceeds the OJEU threshold (currently £172,514) and those public services contracts where there is only an element of goods or works. It doesn't apply to public work contracts or public supply (goods) contracts. However, there is widespread interest in and support for public bodies

considering social value in all forms of contracts where appropriate.

- 3.2 The Act requires the Council only to consider how what is being procured might improve the well-being of the relevant area and how the procurement process might act with a view to achieving that improvement. Whilst the Act positively encourages economic, social and environmental well-being to be taken into account, this still needs to be done within the context of existing constraints within EU public procurement rules and other legislation. This means that any specific benefits which may be sought from a procurement exercise must remain relevant to the contract and proportionate and not risk distorting the outcome of the competition by giving them undue emphasis.
- 3.3 The definition of social value contained within the Act is “the additional benefit to the community from a commissioning/procurement process over and above the direct purchasing of goods, services and outcomes”. Social value makes it possible to weigh social benefit against the cost of investment, to think differently about the way resources are used and to show the additional value created by organisations. Social value can therefore be a way of thinking about how scarce resources are allocated and used, looking beyond the price of each individual contract and instead looking at what the collective benefit and additional gains to the community may be.
- 3.4 These gains could be in local employment, local sourcing of materials and goods, apprenticeship and training programmes for disadvantaged groups, volunteering programmes, the use of sustainable products and much more. Commissioning and procuring for social value can therefore help join up all the strategic aims of a public body. For example, every local authority has a best value duty to improve the economic, social and environmental well-being of an area. For Halton, this means our commitment to meet our needs to provide goods, services, works and utilities in way that produces social, economic and environmental benefits for the borough. Social Value can be used as another tool to help us consider how economic, social and environmental well-being may be improved, and how procurement may secure those improvements.
- 3.5 The Public Services (Social Value) Act, 2012 in line with the Best Value Duty, sets out three key themes to be addressed in seeking social value:
- Social
 - Economic
 - Environmental

4.0 POLICY OPTIONS

- 4.1 For Halton, Social Value sits within the overarching framework of the Halton Sustainable Community Strategy 2011-2026, the document that sets out our

priorities and vision as a Borough and which is agreed by the Halton Strategic Partnership. The strategy was refreshed and endorsed by the Halton Strategic Partnership in June 2014.

4.2 Our vision under the Sustainable Community Strategy is that:

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

And this is outlined through our key priorities of:

- A Healthy Halton
- Employment, Learning and Skills in Halton
- A Safer Halton
- Halton’s Children and Young People
- Environment and Regeneration in Halton

4.3 In addition, this work on Social Value has been managed in order to take place in conjunction with a piece of partnership work being undertaken with funding through Social Enterprise UK as one of 4 national pilots looking at how we can create social value through health. As part of this activity, the 6 priorities of the Marmot review into Health Inequalities, Fair Society, Healthy Lives, have provided a context and focus of activity. These seek to:

- Give every child the best start in life;
- Enable all children, young people and adults to maximise their capabilities and have control over their lives;
- Create fair employment and good work for all;
- Ensure a healthy standard of living for all;
- Create and develop healthy and sustainable places and communities;
- Strengthen the role and impact of ill health prevention

4.4 An approach has therefore been taken to align, wherever possible, the environmental, social and economic focus of the Act with the duty of Best Value, Halton Sustainable Community Strategy and the Marmot priorities as there are clear correlations across all of these documents in relation to social value. Halton’s bid was successful as being part of the first cohort alongside 4 other CCGs and LAs. It is widely recognised that Halton and Salford are the leaders in this approach across the UK.

4.5 A Social Value policy statement has been developed (attached), setting out a commitment, that through our commissioning and procurement activity and under the Public Services (Social Value) Act 2012 we will consider and, where appropriate, seek to secure wider social benefits for Halton as a whole. The policy statement will also support the Halton Social Value Charter which is

being developed in partnership across the borough as part of the social value in Health programme.

4.6 To aid implementing the policy statement, a Social Value Procurement Framework has been produced and will be applied in the following way:

- For each procurement opportunity, above £1000, we will undertake a Social Value “Opportunity Assessment” which will identify output Indicators and outcomes that are appropriate for inclusion in the procurement process
- The output indicators and desired outcomes will be thematic and linked to the priorities of the Halton Sustainable Community Strategy and at least one of the six Marmot Priorities
- The outcomes identified will be both relevant, transparent and proportionate for each procurement opportunity
- Our processes will be fully compliant with EU procurement law and the council’s own Procurement Standing Orders, thus minimising any risk
- Our approach to Social Value will be a bespoke approach, tailored for each and every Tender or Request for Quotation (RFQ) opportunity
- We aspire to include where appropriate in each procurement at least one Social Value outcome
- Where outcomes are applied they will form part of the award criteria and included in the evaluation matrix. How this happens will be clearly explained
- Outcomes where appropriate will be built into awarded contracts and monitored; winning bidders will be expected to report on them to evidence how they are achieving Social Value
- Where we undertake procurement support on behalf of other Public Sector bodies we will encourage to use this Framework wherever appropriate
- We will endeavour to integrate wherever possible our methodology for the purpose of best practice.

4.7 Within Halton we procure a wide range of goods and services, and it is recognised that there can be no ‘one size fits all’ model. The policy and framework will therefore need to be applied in a proportionate manner and be tailored to reflect what is being procured and how it will be the role of service commissioners and procurement leads to consider, on a contract by contract basis, what Social Value opportunities and outcomes may be relevant to that contract.

4.8 Both the policy and framework have been consulted on with relevant stakeholders (internal and external) and the suggested approach has received universal support.

5.0 POLICY IMPLICATIONS

5.1 The Public Services (Social Value) Act, 2012 sits alongside other procurement laws. Value for money is the over-riding factor that determines all public sector procurement decisions even with a growing understanding of how value for money is calculated, and how “the whole-life cycle requirements” can

include social and economic requirements. The Act in essence builds upon, rather than being a replacement for, existing procurement legislation so the duty will need to operate within the existing boundaries of the legal framework. The Act acknowledges this by noting that the authority "must consider only matters that are relevant to what is proposed to be procured" and that authorities "must consider the extent to which it is proportionate...to take those matters into account".

- 5.2 The recent consolidation of EU procurement framework also makes it clear that social requirements can be embraced in procurement practice providing certain criteria are met. These criteria are:
- Social requirements should reflect policy adopted by the public body;
 - Social requirements should be capable of being measured in terms of performance;
 - Social requirements drafted in the specification become part of the contract;
 - Social requirements should be defined in ways that do not discriminate against any bidders across the European Union.
- 5.3 The Equality Act 2010 introduced a general equality duty which applies to the procurement (including commissioning) function of public authorities. The duty extends to external contractors which carry out public functions. It repealed the Local Government Act 1988 provisions in relation to permitted race relations questions in public tenders; instead, local authorities are explicitly permitted to take non-commercial matters into account during the procurement process, when they consider it is 'necessary' or 'expedient' to do so
- 5.4 Local authorities, under their statutory duty to achieve best value they must already consider social, economic and environmental value and this duty has not been repealed. The Act therefore sits alongside this commitment.
- 5.5 The Act is also important in the context of supporting other key pieces of legislation such as the Modernising Commissioning Green Paper, the Open Public Services White Paper and the Localism Act, particularly around the Community Right to Challenge. It also contributes to the civic society agenda and emerging policies around strengthening society through encouraging and creating social growth.

6.0 OTHER IMPLICATIONS

- 6.1 The Act is also viewed as being of significance to the Voluntary and Community sector as a whole as well as public services as it provides greater focus on outcomes and impacts rather than outputs and could improve the chances of the VCS successfully bidding to win contracts when it comes to procurement exercises. Voluntary and Community Sector organisations and public sector organisations will need to engage effectively in developing a joint understanding of needs and priorities and consider how they will measure and demonstrate social value. The work undertaken by the Health and Social

Value programme in Halton will assist in support this, however it is proposed that this work on the policy and framework be formally shared with both the HSPB and Health and Wellbeing Board following Executive Board approval and made available to partners to use if appropriate.

- 6.2 Social Value is an emerging area for policy development and is gaining in prominence. There are a range of tools and systems available to measure social impact and social value such as Social Accounting and Auditing (SAN), Social Return on Investment (SROI), Local Multiplier Effect (LM3) as well as other systems being developed to give some legitimacy to measuring social value and social impact, as these can be subjective measures. It may be beneficial to consider the potential of a small number of relevant council officers undertaking formal training in some of these areas in order to lend additional rigour to the process of measuring social value and in supporting embedding social value within the community.
- 6.3 It is recognised that there can be no 'one size fits all' model. The policy and framework will therefore need to be applied in a proportionate manner and be tailored to reflect what is being procured and how. It will be the role of service commissioners and procurement leads to consider, on a contract by contract basis, what Social Value opportunities and outcomes may be relevant to that contract. If Social Value opportunities and outcomes are decided as being relevant, and form part of a contract award, these should be capable of being measured and monitored by the service commissioner.
- 6.4 Using the framework to undertake Social Value opportunity assessments will be an additional process stage in procurement and commissioning activity. However, the framework seeks to minimise this by setting out a simple set of steps and it is vital that we show that we have considered social value in pre-procurement in accordance with the Act. It should also be remembered that the additional benefits to Halton in seeking and embedding social value outcomes within our spend should far outweigh any initial time costs in considering it.
- 6.5 There will be a need to cascade this approach as widely as possible. It is anticipated that this can be done within existing planned programmes of work such as Procurement Training and Meet the Buyer events as well as through existing structures such as the HSPB and Health and Wellbeing Board, therefore the additional cost to officer time should not be excessive.
- 6.6 If it is agreed that accredited training in the use of techniques such as Social Return on Investment would be beneficial there would be a cost per officer trained. Estimates are that this is in the region of £550 per officer (although discounts may be available depending on numbers). This would need to be considered.
- 6.7 It is likely that there will be additional support available under the Social Enterprise UK Health and Wellbeing programme (and other sources) for Halton in rolling out the programme further and that this could be used to offset some of the costs involved (such as facilitation, print and venue costs etc.) in any further development of the Social Value approach in Halton.

7.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

Children and Young People in Halton

None other than those outlined in the body of this report.

Employment, Learning and Skills in Halton

None other than those outlined in the body of this report.

A Healthy Halton

None other than those outlined in the body of this report.

A Safer Halton

None other than those outlined in the body of this report.

Halton's Environment and Regeneration

None other than those outlined in the body of this report.

8.0 RISK ANALYSIS

- 8.1 Social outcomes, benefits and dis-benefits should always be critical to procurement decisions as much as price and direct service quality but should never be an excuse for a failure to secure value for money. Procurement should be based on the pursuit of value for money, public value, quality services and social value. There will always be a balance to be struck and transparency about how such balances are decided and the consequences of such decisions.
- 8.2 The Act should also not be misconstrued as permitting public bodies a broader scope than before in setting unrelated specifications or criteria to achieve social and environmental policy outcomes. Wherever possible, for all contracts over £1000, social value opportunities will be considered. However, it should be always be remembered that social value clauses may not be appropriate for every contract The key words contained within the Act around this are in relation to keeping social value 'relevant' and 'proportionate'.
- 8.3 If the procurement is carried out in emergency circumstances, not due to any delay on our part, making it impractical to comply with the Act, then we may need to disregard the requirements. This is set out in the Act as permissible.
- 8.4 The way in which evidence of Social Value benefits is measured is not set out either in the Act or this policy and framework. Dependent on the requirements

of each procurement exercise, we may choose to specify requirements explicitly within a tender or ask suppliers to come up with their own innovative ideas and voluntary clauses. In all cases we will ensure we are clear as to how Social Value elements have been weighted in the evaluation and decision-making process. It is the job of commissioning and procurement managers and officers to specify what social values outcomes are sought and relevant to each procurement or commissioning exercise.

- 8.5 Whilst the Act only requires Social Value to be considered at pre-procurement stage, officers commissioning or procuring goods, where social value has formed part of the awarding criteria, are encouraged to monitor and measure this as part of their contract management.

9.0 EQUALITY AND DIVERSITY ISSUES

- 9.1 The Equality Act 2010 brings together into one Act all previous legislation around Equality and Diversity. Under the Duty a public authority must, in carrying out its functions, take into account the need to: -

- (a) Eliminate discrimination, harassment, victimisation and any other conflict that is prohibited by the Equality Act 2010
- (b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- (c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

- 9.2 The Act defines a number of characteristics which are protected: -

- (a) Age
- (b) Disability
- (c) Gender reassignment
- (d) Marriage and civil partnership
- (e) Pregnancy and maternity
- (f) Race
- (g) Religion or belief
- (h) Sex
- (i) Sexual orientation

- 9.3 The Equality Act 2010 introduced a general equality duty which applies to the procurement (including commissioning) function of public authorities. The duty extends to external contractors which carry out public functions. It repealed the Local Government Act 1988 provisions in relation to permitted race relations questions in public tenders; instead, local authorities are explicitly permitted to take non-commercial matters into account during the procurement process, when they consider it is 'necessary' or 'expedient' to do so.

10.0 REASON(S) FOR DECISION

- 10.1 To endorse and enable implementation of the joint Halton Borough Council and Clinical Commissioning Group Social Value Policy and Procurement Framework. This work has been developed in line with optimising opportunities to further maximise the social value benefits for Halton from relevant public sector procurement and commissioning in line with the duties set out in the Public Services (Social Value) Act.

11.0 ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

- 11.1 It is a requirement of the Public Services (Social Value) Act that relevant public bodies such as Halton Borough Council and the Clinical Commissioning Group consider economic, social and environmental benefits at pre-procurement stage so the option of doing nothing would not be appropriate.
- 11.2 Whilst it is recognised that in many procurements social value outcomes are already considered, a formal mechanism to help contract managers consider and record their considerations will ensure that opportunities are identified as a matter of routine and built into contracts as appropriate and will make the practice more widespread across Halton Borough Council and the Clinical Commissioning Group.
- 11.3 The scope of the Act is narrow as to which contracts social value considerations are required for (i.e. only those for works and services over the EU threshold). Furthermore, there is only a requirement to 'consider' social value with no requirement to actually follow through on the considerations. Therefore, complying solely with the letter of the law is a legitimate option and a less holistic framework would suffice. It is felt however, that by expanding the approach in Halton to cover contracts over £1000 and to ensure this is monitored (if forming part of an awarded contract) this will allow for social value to be realised more innovatively and the benefits felt in Halton.
- 11.4 It was recognised that social value elements may not be appropriate in all contracts; therefore the framework has been developed to guide contract managers rather than be prescriptive. Whilst outcomes are suggested it was felt that these should not be made the only available ones and that managers should have the flexibility to decide what outcomes (if any) are most appropriate to each procurement opportunity.

12.0 IMPLEMENTATION DATE

- 12.1 The policy and framework is recommended for immediate implementation.

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

Document	Place of Inspection	Officer
<u>Public Services (Social Value) Act 2012</u>	Municipal Building	Lisa Driscoll
<u>Procurement Policy Note Public Service (Social Value) Act</u>	Municipal Building	Lisa Driscoll
<u>Best Value Statutory Guidance</u>	Municipal Building	Lisa Driscoll

Draft Social Value Policy Statement

This policy statement sets out a commitment, that through our commissioning and procurement activity and under the Public Services (Social Value) Act 2012 we will consider and, where appropriate, seek to secure wider social benefits for Halton as a whole. It is recognised that under this policy, individual organisations may have their own set of operating procedures that they need to adhere to in their commissioning and procurement activity.

The Public Services (Social Value Act) 2012

The Public Services (Social Value) Act 2012 (the Act) came into force during 2013. The Act introduces a statutory requirement for public authorities to have regard to economic, social and environmental well-being in connection with 'public services contracts' within the meaning of the Public Contracts Regulations. The new duty, therefore, only applies to contracts for services where the value exceeds the OJEU threshold. The Act requires local authorities to consider how what is being procured might improve the well-being of the relevant area and how, in the procurement process, it might act with a view to achieving that improvement.

Whilst the Act positively encourages economic, social and environmental well-being to be taken into account, this still needs to be done within the context of existing constraints within EU public procurement rules and other legislation. This means that any specific benefits which may be sought from a procurement exercise must remain relevant to the contract and proportionate and not risk distorting the outcome of the competition by giving them undue emphasis.

What do we mean by Social Value?

The term 'social value' refers to approaches that maximise the additional benefits created through the delivery, procurement or commissioning of goods and services, beyond those directly related to those goods and services. Social Enterprise UK in their [Brief Guide to the Public Services \(Social Value\) Act 2012](#) define this as: "*If £1 is spent on the delivery of services, can that same £1 be used to also produce a wider benefit to the community?*"

For Halton, this means our commitment to meet our needs to provide goods, services, works and utilities in way that produces social, economic and environmental benefits for the borough. We will therefore wherever possible consider how economic, social and environmental well-being may be improved, and how procurement may secure those improvements.

Social value is about using the money we have more strategically, to produce a wider benefit. It also describes the values and principles which inform our behaviours and approaches.

The Act, in line with the statutory Best Value Duty, sets out three key themes to be addressed in seeking social value:

- Social
- Economic
- Environmental

For Halton, Social Value naturally sits within the overarching framework of the Halton Sustainable Community Strategy 2011-2026, the document that sets out our priorities and vision as a Borough and which is agreed by the Halton Strategic Partnership.

Our vision under the Sustainable Community Strategy is that:

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

The Sustainable Community Strategy sets out how we will seek to achieve our visions through the key priorities of:

- A Healthy Halton
- Employment, Learning and Skills in Halton
- A Safer Halton
- Halton’s Children and Young People
- Environment and Regeneration in Halton

In addition, this Social Value Policy Statements has been prepared alongside partnership work being undertaken UK as one of 4 national pilots looking at how we can create social value through commissioning for health. The 6 priorities of the Marmot review 2010 (Health Inequalities, Fair Society, Healthy Lives) have provided a context and focus of activity. The 6 priorities seek to:

- Give every child the best start in life;
- Enable all children, young people and adults to maximise their capabilities and have control over their lives;
- Create fair employment and good work for all;
- Ensure a healthy standard of living for all;
- Create and develop healthy and sustainable places and communities;
- Strengthen the role and impact of ill health prevention

We will therefore endeavour to align, wherever possible, the environmental, social and economic focus of the Act with the duty of Best Value, Halton Sustainable Community Strategy and the Marmot priorities as there are clear correlations and intersections across all of these documents in relation to social value

This policy statement acts as the overarching context for the Halton Social Value Procurement Framework and also supports the Halton Social Value Charter which has been developed in partnership across the borough.

Policy application

Within Halton we procure a wide range of goods and services, and it is recognised that there can be no ‘one size fits all’ model. This policy statement will therefore need to be applied in a proportionate manner and be tailored to reflect what is being procured and how. It is the role of service commissioners and procurement leads to

consider, on a contract by contract basis, what Social Value opportunities and outcomes may be relevant to that contract. However, our overall approach to implementing Social Value is set out below

The Act applies to services contract and contracts above the EU threshold which combine service with the purchase or hire of goods, but not work and supply contracts. However, we have for many years considered social, economic and environmental issues when procuring goods and services. We will therefore consider of social value outcomes in all contracts over a value of £1000 (i.e. both below and above the EU threshold set out in the Act), where it can be shown that it is **relevant and proportionate** and is compliant with EU regulation.

We will undertake, at pre-procurement stage, a social value opportunity assessment, alongside any consultation to help decide how what is procured or commissioned might improve the economic, social and environmental well-being of the area and how this may deliver outcomes relevant to the priorities of both the SCS and the Marmot Review.

If the procurement is carried out in emergency circumstances, not due to any delay on our part, making it impractical to comply with the Act, then we may need to disregard the requirements. This is as set out in the Act.

Under the duty of Best Value local authorities also need to consider overall value. Whilst this includes economic, environmental and social value, the duty also requires local authorities to secure continuous improvement in the way in which its functions are carried out and consider the combination of economy, efficiency and effectiveness. It should be noted that the Best Value duty has not been repealed by the Act. Therefore whilst looking at Social Value the Best Value duty remains throughout and is an important factor for local authorities in the weighting and evaluation of bids

How will we measure this?

It is the job of commissioning and procurement managers and officers to specify what social values outcomes are sought and relevant to each procurement or commissioning exercise.

At pre-procurement stage a Social Value Opportunity Assessment will be undertaken, linked to the Halton Social Value Procurement Framework, to decide what outcomes and benefits relevant to Halton's priorities may be possible from that opportunity.

The way in which evidence of Social Value benefits is measured is not set out either in the Act or this policy. Dependent on the requirements of each procurement exercise, commissioners and contract managers may wish to specify requirements explicitly within a tender or ask suppliers to come up with their own innovative ideas and voluntary clauses. In all cases it will be clear as to how Social Value elements have been weighted in the evaluation and decision-making process.

In addition to the Social Value Procurement Framework, organisations may have their own frameworks to identify and measure Social Value which may be used to facilitate this and which will be clearly referenced throughout each exercise.

Whilst the Act only requires Social Value to be considered at pre-procurement stage, officers commissioning or procuring goods (where social value has formed part of the awarding criteria) are encouraged to monitor and measure this as part of their contract management.

Supplementary documentation

[Public Services \(Social Value\) Act 2012](#)

[Procurement Policy Note](#)

[Best Value Guidance](#)

DRAFT



Halton's Social Value Procurement Framework



Social Value Procurement Framework

Introduction

This Framework sets out Halton Borough Council's approach to achieving Social Value through procurement and offers a way forward for both commissioners, buyers and procurement officers as a tool to inspire new thinking to deliver Social Value in all we do.

The council is committed to acting in a socially responsible way and would encourage the providers and suppliers it works with to do the same.

Our annual influenceable spend is currently in excess of £70m; we trade with a range of 2462 organisations from National, Small Medium Enterprise (SME), to Micro and the Voluntary Community

and Social Enterprise (VCSE) sector. As a council we have been nationally recognised for the innovative work we have done with SME's and the Voluntary Sector by removing unnecessary barriers for them; including simplifying our procurement processes, introducing risk based sourcing and removing a prequalifying procurement stage for opportunities below the current EU threshold (£172,514). Ultimately, organisations are able to trade with us more effectively and we are proud that 88% of our annual spend is with SME's.

By formally and consistently considering Social Value in the decisions we make in spending this money, we can make a major contribution to delivering a sustainable borough.

Social Value, why do it and when?

Because it's not difficult..... and because the outcomes are worth it! It's easy to dismiss Social Value through procurement as being too

difficult to achieve but it can make a great difference to people, service delivery and the council's ever diminishing resources. If we require providers and suppliers to deliver Social Value benefits whilst they deliver the main element of their contract means that Halton will benefit. We will get more, both directly and indirectly for our money.

Until the recent introduction of the Deregulation Bill (2014-2015), a key role for local authorities and their partners was to produce a Sustainable Community Strategy for their area; Halton will continue with its Sustainable Community Strategy (2011-2026), which has been endorsed by the Halton Strategic Partnership Board and sets out the overall vision, priorities and strategic context for Halton. The aim of the strategy is to enhance the quality of life of local communities through actions to improve the economic, social and environmental wellbeing of the area and its inhabitants. Our Social Value Procurement Framework naturally compliments this.

We have pushed our procurement boundaries further and in

addition to Halton's five Sustainable Community Strategy priorities we have included in our approach the six Marmot priorities which have come from 2011 Marmot Review, an evidence based strategy which looks to address the social determinants of health, the conditions in which people are born, grow, live, work and age and which can lead to health inequalities. It draws further attention to the evidence that most people in England aren't living as long as the best off in society and spend longer in ill-health.

We believe that both sets of priorities should be considered when developing desired outcomes and output indicators for achieving Social Value.

Social Value Policy and Legislation

The law has changed and there is now an additional duty on the council to do this. The Public Services (Social Value) Act, 2012 came into force during 2013 and introduces a statutory requirement for public authorities to have regard to economic, social and environmental well-being in connection with 'public services

contracts' within the meaning of the Public Contracts Regulations, 2006.

The new duty, therefore, only applies to contracts for services where the value exceeds the EU threshold. The Act requires local authorities to **consider** how what is being procured might improve the well-being of the relevant area and how, in the procurement process, it might act with a view to achieving that improvement. The Council is committed to using this framework for opportunities below the EU threshold; however, these will be assessed in terms of both relevance and proportionality.

How we will use this Framework

- For each procurement opportunity, above £1000, we will undertake a Social Value "Opportunity Assessment" which will identify output Indicators and outcomes that are appropriate for inclusion in the procurement process
- The output indicators and desired outcomes will be thematic and linked to the priorities of the Halton Sustainable

Community Strategy and at least one of the six Marmot Priorities

- The outcomes identified will be both relevant, transparent and proportionate for each procurement opportunity
- Our processes will be fully compliant with EU procurement law and the council's own Procurement Standing Orders, thus minimising any risk
- Our approach to Social Value will be a bespoke approach, tailored for each and every Tender or Request for Quotation (RFQ) opportunity
- We aspire to include where appropriate in each procurement at least one Social Value outcome
- Where outcomes are applied they will form part of the award criteria and included in the evaluation matrix. How this happens will be clearly explained
- Outcomes where appropriate will be built into awarded contracts and monitored; winning bidders will be expected to report on them to evidence how they are achieving Social Value

- Where we undertake procurement support on behalf of other Public Sector bodies we will encourage to use this Framework wherever appropriate
- We will endeavour to integrate wherever possible our methodology for the purpose of best practice

Our Procurement Principles

As we face increasing pressure on resources and an increased demand on public services, it is essential that we achieve the maximum value from each pound we spend. When we commission and procure services, we need to be outcomes focussed in addition to concentrating on outputs, by doing this we will ensure that the greatest impact **and** the best value for money for the residents of the borough are achieved.

This Social Value Procurement Framework will achieve this by ensuring that social, economic and environmental outcomes are embedded where appropriate into our procurement practices, not only to achieve greater impact from each procurement opportunity

but to act as a support mechanism to enable true consideration by Commissioners, Buyers and Procurement Officers.

Halton Borough Council is committed to, and expects that our providers and suppliers be committed to:

- Supporting the local economy including SME's and voluntary community and social enterprise (VCSE) sector
- Delivering at doorstep level wherever appropriate including the local supply chain
- Including measurable voluntary clauses in contracts to demonstrate both Social Value and value for money
- Supporting the business and voluntary community and social enterprise (VCSE) sectors through transparent and proportionate procurement processes and contracts
- Ensuring robust contract management is in place to monitor and measure social value outcomes in partnership with our providers and suppliers
- Paying our suppliers promptly through the Council's Early Payment Scheme

Taking full account of EU procurement law and our Procurement Standing Orders we **must** ensure that the Social Value “offer” that comes from a bidder must be either be:

- A voluntary offer where the bidder offers something that we can put in a voluntary clause but where this offer has not influenced the evaluation criteria that was published
- Where we build Social Value into evaluation criteria and it is weighted and the bidder can receive a percentage of marks on their Social Value submission

Finally, Social Value will not override the council and other public sector partners continuously seeking value for money but it will enhance the “offer” by providing tangible and measurable outcomes.

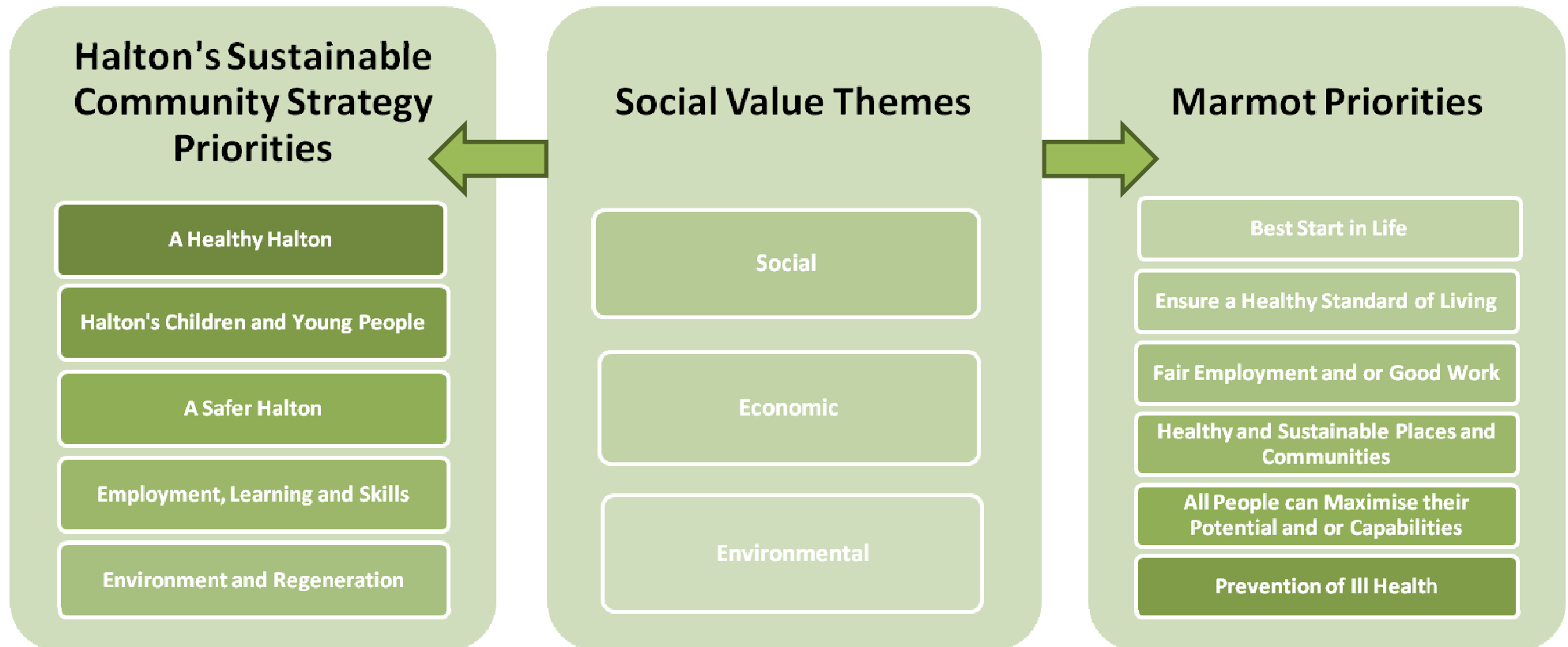


What Our Outputs Could Look like





Key Components of our Assessment Opportunity





Our Social Value Procurement Opportunity Assessment

Social Value Theme	Link to Halton's Sustainable Community Strategy Priorities	Link to Marmot Priorities	Outcomes	Output Indicator What the Business and VSCE Community could Offer	Voluntary Offer and or Award Criteria
Social	<p>A Healthy Halton</p> <p>Halton's Children and Young People</p> <p>A Safer Halton</p> <p>Employment, Learning and Skills in Halton</p>	<p>Fair employment and good work</p> <p>Best Start in Life</p> <p>Ensure a Healthy Standard of Living for all</p> <p>Prevention of Ill Health</p> <p>All People can Maximise their potential and or capabilities</p>	<p>More local people retained in Work</p> <p>Increased skills levels</p>	<p>Create new job opportunities in Halton</p> <p>Create apprenticeship opportunities for Halton residents</p> <p>Create and support work placements/work experience and vocational opportunities</p> <p>Offer work based learning opportunities</p> <p>Support people back to work by providing career mentoring, CV and career advice and guidance (including 50+)</p> <p>Supporting young people into work</p>	

				<p>through employability support (schools and colleges)</p> <p>Create opportunities for disadvantaged people including long term unemployed, ex offenders and people with disabilities</p> <p>Creation of healthy workplace schemes</p> <p>Offer accredited or recognised qualifications</p> <p>Bespoke to the procurement opportunity</p>	
Economic	<p>Employment, Learning and Skills in Halton</p> <p>Environment and Regeneration in Halton</p> <p>A Healthy Halton</p>	<p>Ensure a Healthy standard of living</p> <p>Fair Employment and Good work</p> <p>Prevention of Ill Health</p>	<p>Responsible Businesses effectively contributing to the borough</p>	<p>Secure a positive profile for Halton through positive stories in the media</p> <p>Develop Community Sourcing approaches to regenerate local communities</p> <p>Attract inward investment into the borough</p> <p>Time banking</p> <p>Create Employer volunteering schemes</p>	

			<p>An effective and resilient VCSE Sector</p> <p>Health related outcomes and Other</p>	<p>Business to business skill support</p> <p>Delivery of Meet the Buyer/supplier Events</p> <p>Provide opportunities to become part of the supply chain</p> <p>Work with VCSE sector to create increased volunteering opportunities in the borough</p> <p>VCSE organisations achieving the Star Standard foundation stage award</p> <p>VCSE organisations progressing to achieve the full Star Standard award</p> <p>Bespoke to the procurement opportunity</p>	
Environmental	<p>Environment and Regeneration in Halton</p> <p>A Healthy Halton</p>	<p>Healthy and Sustainable places and communities</p> <p>Prevention of Ill Health</p>	<p>Protecting Halton’s physical environment</p>	<p>Demonstrate Commitment to Environmental projects</p> <p>Development of community led initiatives</p>	

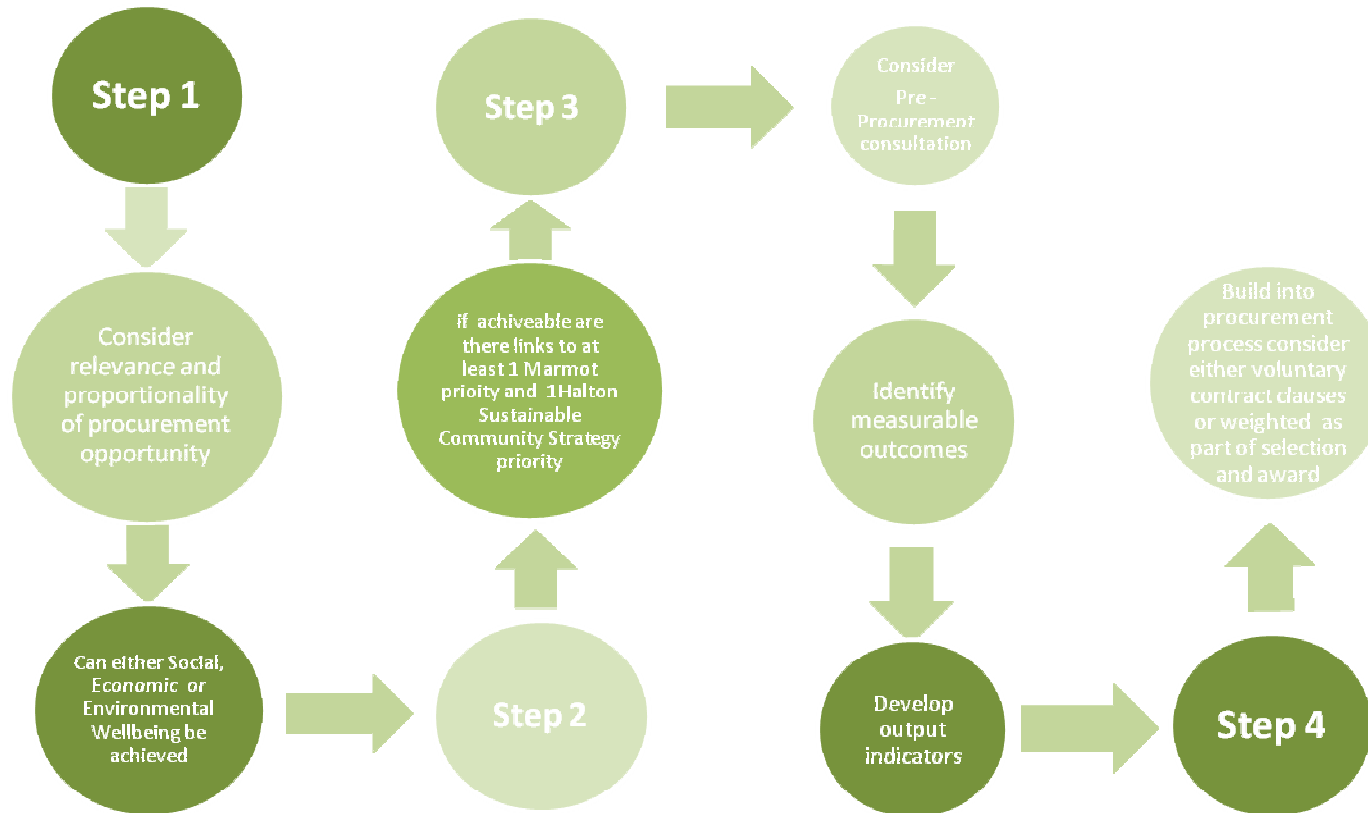
	A Safer Halton		Health related outcomes and Other	<p>Commitment to improving environmental practices with demonstrable targets</p> <p>Reduce the amount of waste generated</p> <p>Reduce energy consumption</p> <p>Support sustainable travel</p> <p>Bespoke to the Procurement Opportunity</p>	
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Some of these outcomes/outputs are intended as a guide and may form part of the wider procurement process, award and evaluation criteria



Opportunity Assessment Stepped

Approach





Halton Borough Council Case Study

The use of Voluntary Clauses to achieve Social Value through the Highways Term Maintenance Procurement Process Jointly Procured with Warrington Borough Council

- *The contract delivers measurable social benefits – targeted employment and training are included, delivering measurable employment apprenticeships and training opportunities both through the contract and via support for the local supply chain.*

Question section Extract from ITT Document and winning Bidders responses

Quality (Stage 1)

Quality of Service 40%	
Method of assessment	Assessed by consideration of the Tenderers plans for:
Approach to Combining the Operations of both Councils	6%
Proposals to drive Cost and Performance Improvement though Collaborative Contracts	5%
Proposals to drive Continuous Improvement over the term of the contract	4%
Proposed Management Structure and Key Personnel	3%

Proposals for Supply Chain Management and Engaging SME's	4%
Compliance with Employers Objectives in relation to Environmental Impact Planning	2%
Proposals for Winter Maintenance Service	4%
Added Social Value and Community Benefits	4%
Project Planning	4%
Mobilisation and Demobilisation Proposals	2%
Management and Mitigation of Disruption Risks and Business Continuity Planning	2%
Marking Guidance	<p>*Submission for this section should be dealt with by responding to the questions detailed in the tender questions table later in this document, in the format described in the question table.</p> <p>Each question will be marked in accordance with the statements in the marking matrix above. Max 40% of overall mark available, scored on scale of 0-5 in accordance with the matrix (table A) with 0-5 score factored to represent the % available for the individual questions in accordance with table B above. Scores will be rounded to 1 decimal place.</p>

Q8	1.1.8	Added Social Value and Community Benefits
Question	<p>Halton and Warrington Borough Councils would like to realise the potential for a contract of this type to add social value and community benefit and would like to establish a voluntary agreement and measure any benefit through the application of key performance indicators.</p> <p>What are your company's proposals for this contract in respect of the above?</p>	
Required Standard	<p>Tenderers proposals identify measures which indicate their approach to:</p> <ul style="list-style-type: none"> partnering with organisations such as The Halton Employment Partnership and Warrington Employment, Learning and Skills Partnership to address issues of worklessness, and the development of construction skills in the workforce. Interaction with schools colleges and training providers to provide work experience, work placements and training opportunities The promotion of trade apprenticeships and training opportunities for adults, school leavers, and young people and their 	

	<p>retention in employment following training.</p> <ul style="list-style-type: none"> • The development of trade skills and on-going training within your existing workforce. • Measuring and reporting on the above issues.
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Winning Tenderers ITT Response

Tenderer's Proposals Q8. 1.1.8

Added Social Value and Community Benefits Halton and Warrington Highways Improvement and Maintenance Term Services Contract 2013 - 2019 Page 1 of 4 **Strategy**

As a major employer operating across the UK, we recognise that X has an important role to play within the communities in which we operate. We look to support the aspirations of our clients who aim to make the communities they serve better places to live and do business and we seek to be sensitive to local community and their social and economic needs.

To ensure this contract has a positive community impact, particularly in relation to employment and skills, we will:

Develop an Employment and Skills Plan

We will work with the Council, the Employment Partnerships and other stakeholders to develop an Employment and Skills Plan. This Plan will outline the initiatives that will be put in place and exactly how these will benefit the community. This will be a targeted plan that will develop as part of our mobilisation approach that will identify specific activities and initiatives, clearly defined owners, agreed KPIs and targets to ensure we focus on those areas that will maximise benefit for the local community.

This will constitute much more than a voluntary arrangement it will be part of our commitment to deliver value and benefits to the local community. We will commit to the initiatives and suggest that a suite of KPIs on 'Localism' is developed from this Plan.

Work with schools and educational facilities

Working with young people to develop an understanding of our industry and work placement opportunities will enable them to make educated decisions about their futures. Additionally, through our community benefits initiatives, we can work with schools to give children important life skills, such as road safety and environmental awareness.

Focus on developing the skill base of our existing workforce

Providing our workforce with the skills required to undertake their roles efficiently and effectively is a fundamental requirement. We will undertake annual performance reviews with every employee, which will look at future aspirations and how we can provide them with the skills to enable them to progress in their careers in X. This will be particularly important in respect of TUPE transferees, see below for more detail. This approach will be extended to include engagement and management of SMEs to support their growth and development.

Partnership working with organisations

Working in partnership with both the Halton Employment Partnership (HEP) and the Warrington Employment Learning and Skills Partnership (WELSP) is a key priority for X, as it will be through these groups that we can obtain understanding of the needs and objectives of the community and regional stakeholders and be aware of local initiatives. During mobilisation, our General Manager will set up meetings with the partnerships and other stakeholders such as both region's Local Strategic Partnerships to align our needs with the regional objectives and develop a clear and focused Employment and Skills Plan.

Once the Employment and Skills Plan has been agreed, we would propose to hold six monthly review meetings with all the parties involved in its compilation to monitor progress against the Plan and to continually evolve the objectives and targets in line with regional need. Our General Manager will attend all of these meetings on behalf of X, along with any necessary experts such as our HR and Training Managers. Our Education and Skills Plan will ensure we fully understand the needs of the community and enable us to develop and implement plans to address these needs.

Initiatives to address worklessness

When the need to recruit arises on this contract, or within our wider regional business, we will engage with the HEP and the WELSP. Although we will always recruit candidates based solely on merit, using the employment partnerships will enable us to ensure that we are advertising the vacancies in the most appropriate media to make the opportunity visible to all people, including the long term unemployed.

Throughout the year we will work with the employment partnerships to offer work placements or work experience positions wherever we can. We will also make the members of our Strategic Board and Operational Board on this contract available to help mentor and coach the unemployed in Halton and Warrington, through activities such as open days, speaking at events, CV assistance and mock interviews. Our collaborative approach will support local agencies with addressing the challenge of worklessness, especially the long-term unemployed, and ensure that transferable skills are developed as part of the programme to facilitate improved longer-term prospects.

Initiatives to address development of construction skills

Due to the nature of the work that we undertake on the public highway, we require our employees to be competent and qualified to ensure the works are executed safely and to the required standard. We have in place clear and defined processes to ensure all personnel have the necessary skills to complete their roles. In order to ensure that the level of construction skills is increasing across the region we will:

Utilise work placements as an opportunity to take on capable, but not necessarily qualified, people and train them to the required standard;

Offer 'Role swaps' with our supply chain and the Council, so our respective employees gain insight and understanding into other elements of the service and increase their skill base;

Share best practice, including our systems and procedures with other parties such as SMEs to help develop the overall standard throughout the industry (See Q5 for further detail).

Our approach will support the development of a sustainable workforce that will be flexible and responsive to the changing needs of the Council throughout the term of the contract. Through developing the skill set of our employees, we are in turn providing the community with a population who possess a recognised skill set, making individuals more employable thereby positively contributing to the local economy.

Interaction with schools, colleges and training providers

Recruiting school leavers or young people is difficult for X, due to the health and safety restrictions involved with our activities. All employees must be aged 18 to work on our sites and all plant operators must be 21.

However, we acknowledge that providing opportunities for young people is vital for both the community and for the development of a young and dynamic workforce, therefore we will take on at least two work placement students every year and two work experience students per Lot per year.

We anticipate that work experience students will be 16 years of age and are usually embarking on a college course, which will result in a career in the construction industry. We will approach schools and colleges throughout the year to offer this opportunity to a variety of students, including St Chad's High and Great Sankey High, both of which have an Engineering focus. During the placement, we will ensure that the students spend time in various departments, including our technical laboratories. This will provide less academically focused students with guidance on a more a vocational career and hopefully garner interest amongst students as a potential path to employment.

On our term surfacing contract for Blackpool Borough Council we identified a need to recruit two Traffic Management personnel. We advertised the job roles in a variety of medias, including through the Blackpool “Build Up Programme”. The “Blackpool Build Up” programme is a 4 year £1.8 million project run by Blackpool Borough Council and Blackpool and Fylde College, aimed at training adults in construction skills. All learners on the Blackpool Build Up Programme are aged 21 and over, unemployed or in receipt of benefits and living in a Blackpool postcode. All learners seeking work placements and employment have a personal plan which clearly identifies attendance, punctuality, attitude towards work and ability as well as a reference from their tutor. The programme also provides training. The two successful candidates were selected from the programme and have been given a training plan as Traffic Management Trainees for X.

We will also commit to working with schools and colleges through Science, Technology, Engineering and Maths (STEM) ambassadors. STEM ambassadors work with young people to promote careers in STEM industries. As a diverse national business we have a number of employees in various roles that will offer their services as STEM ambassadors in Halton and Warrington, including our Operations Manager, surfacing and civil engineering personnel, geologists, sustainability personnel and quarrying personnel. The number of events in the region our STEM ambassadors will attend will be agreed with the Council and will feature in the Employment and Skills Plan.

In 2010 we entered into an agreement with Wolverhampton University to provide internships for unemployed graduates to give them much needed work experience within some of the functions in our Ettingshall office. We were able to offer a number of roles and one converted into a permanent role. The permanent role went to a graduate who lives in Walsall, he was seconded to the operational team at our term contract in Walsall. Having graduated in Civil Engineering, he had been unemployed for 18 months until the secondment.

We will work with local universities including the University of Chester, Liverpool and John Moore’s University to arrange similar programmes for this contract.

In addition to our interaction with schools and colleges from a recruitment perspective, we will work with them to provide wider community benefits, such as a greater understanding of road safety through attendance at assemblies or an appreciation of their local environment, through visits to our restored quarries. (See below for more details.)

Promotion of trade apprenticeships and training opportunities and retention following training

We commit to having two apprentices per Lot on this contract (in addition to the two apprentices on the TUPE list) throughout the duration of the contract. Additionally should we be awarded both Lots 1 and 2, the continuity of work we would be able to provide to our supply chain partner Lambros Ltd, would allow them to recruit one apprentice of their own. These apprentices would be recruited and selected through the Employment Partnerships, contributing to their own targets of recruiting 100 apprentices in 2012.

Every year, new apprentices join the four-year apprenticeship scheme for our Buxton Lime and Cement business. Practical, on-the-job training is complemented by vocational training for NVQ level 3 and the BTEC National Certificate in Engineering. Trainees have the opportunity to gain an in-depth knowledge of the industry and benefit from the experience of senior team members, which motivates them to develop their careers at X. Since 2009 we have recruited 28 mechanical and electrical trade apprentices through this scheme.

Wherever possible we will retain personnel in the role that they were recruited for. However, this is not always possible, particularly where people have been recruited for seasonal work. In the instances where we cannot retain people in the same roles, we will use our strong regional presence to redeploy people on to other contracts and activities, providing them with the necessary skills to undertake different roles. This approach will contribute to the local employment figures, reducing the local NEET statistics and adding value to each employee as they will gain recognisable qualifications.

Development of trade skills with the existing workforce

An individual's training must serve a number of purposes, although the two main criteria are that:

- a) courses must satisfy the needs of the business and its ability to deliver the Service, and
- b) that it must add value to the individual's development.

The employee and their line manager, with input from the Regional Training Manager if necessary, identify training needs through the annual review process, 'My X Plan.'

Each of our regional offices maintains a training and skills matrix. This contains a list of all employees along with what training they have completed, and when. This is used to ensure that all training is up-to-date. To prevent any shortage of skills, at least two people (more if necessary) from each office must hold any specialist certification or training such as EPIC licences to operate plant and machinery. Tenderer's Proposals

Based on the information in the training and skills matrix, each office compiles an annual training plan. Where there is a shortage of a particular trade or skill identified, an individual who has expressed interest in that field during their performance review will be put forward to undertake the training. This ensures the business can operate as normal in the event of retirement or resignation, as well as providing opportunities for development of our existing workforce. Additionally, this will ensure that a legacy is left for the next iteration of this contract, as the personnel who deliver it are trained to execute their roles, safely and expediently.

Due to the long term nature of the surfacing works that we were awarded for Birmingham PFI, we needed an additional Surfacing Supervisor. Through the performance review process, we identified one of our Plant Operators, Carl Cooper, had shown an interest in becoming a Supervisor. Carl was offered a Trainee Supervisor position for 6 months, where he would work closely with Paul Conlan, our Contracts Manager for the PFI. At the end of the 6 months we reviewed Carl's performance and due to his progress were able to offer him a full time Supervisor's role. Carl completed all the mandatory training to be a Supervisor such as IOSH and since taking on the role full time has been enrolled on NVQ Level 3 for Roadbuilding.

Wider community benefits

Communication with communities is vital to ensuring our service has a positive impact. We will liaise with our partners and stakeholders to understand how we can all support local community projects and initiatives. We will provide wider community benefits on this contract through:

Implementing our 'X in the Community' initiative

'X in the Community' is a business-wide initiative that works to build awareness of our industry and what we do. We do this through engaging with key groups in the community, such as schools, colleges and local interest groups. Our links with local schools have been particularly effective; site visits to active and restored quarries educate children about the environment, school visits by our staff build road safety awareness and our dedicated education website for Key Stages 2 and 3 called Quarryville, helps children understand what we do operationally.

Supporting local charities and community projects through X's Regional Fund

The regional fund provides funding in support of community-based projects organised by local organisations, charities, voluntary groups, community groups, educational institutions and environmental bodies. We will work with the Service Manager to identify projects looking for support, ensuring that they:

- o Are within a 10 mile radius of a fixed X site/depot;
- o Benefit the local community, environment, biodiversity or education;
- o Show evidence of being well managed with efforts attributed to fundraising locally

We can also offer this support through the service based fund described in Question 2.

Mitigating disruption to our neighbours by integrating them into our operations

We have community based 'Engagement Plans' at all of our production operations. This process takes account of local issues to provide clear guidance to site managers on how to develop specific community plans and targets over a five-year period, enabling us to develop closer links to our neighbours and learn from best practice across different sites. Due to the long term nature of this contract, we will produce an 'Engagement Plan' for our proposed combined depot location, ensuring that we engage with the community in which it is located.

Measurement and Reporting

We propose that our Employment and Skills Plan and our progress against the targets it contains are developed to be a suite of KPIs on this contract. We have enclosed a draft Employment and Skills Plan in Appendix L. The targets in the Plan will be agreed by the Strategic Board during mobilisation and

progress against the targets will be monitored monthly by the Efficiency Adviser. Progress against the Employment and Skills Plan will be presented back to the board on a quarterly basis, where they will be given the opportunity to review the targets and add in any new objectives.

Tenderer's Proposals				
Appendix L: Draft Employment & Skills Plan				
No.	Category	Proposal/Activity	Annual Target	Notes/A
1	Partnership Working	Hold 6 monthly meetings with the LSP and employment partnerships	Attendance of all Tarmac representatives or suitable replacements at every meeting	
2	Work Experience Placements	Take on at least 2 work experience students (Aged 16 to 18) from local schools and colleges, per Lot, per year	4 work experience placements completed per year	
3	Work Placements	Take on at least 1 work placement candidate, through the Local Employment Partnership per Lot per year	2 unpaid work placements provided by the contractor per year	
4	Employment	Recruit required personnel from the local area	At least 80% of personnel recruited each year must reside in a WA or LL postcode. Recruit 4 operatives by end of 2013.	
5	Site Visits	Host site visits from schools, interest groups and stakeholders.	Hold 6 site visits per year with local stakeholders or interest groups on either contract sites or in local Tarmac fixed sites.	
6	Events	Each STEM Ambassador to attend at least 2 events/hold competitions per year	At least 6 events/competitions attended by STEM ambassadors	
7	Qualified Workforce	All operatives will be accredited to NHSS 12D	Training plan for all operatives in place, with accreditation for 25% of operatives completed	
8	Apprenticeships	Recruit 2 apprentice per Lot per year	Maintain at least 3 apprentices at all times throughout the contract	



Links to Key Documents

Social Value (Public Services) Act, 2012

www.legislation.gov.uk/ukpga/2012/3/enacted

Halton's Sustainable Community Strategy 2011-2016

<http://moderngov.halton.gov.uk/documents/s28017/HSPB%20SCS%20Q2%202012%20-%202014%2022%2011%2012%20Final.pdf>

Marmot Review

www.ucl.ac.uk/gheg/marmotreview

Halton's Joint Strategic Needs Analysis (JSNA)

<http://www.haltonchildrenstrust.co.uk/index.php/jsna/>

REPORT TO: Executive Board

DATE: 18 September 2014

REPORTING OFFICER: Strategic Director – Children & Enterprise

PORTFOLIO: Physical Environment

SUBJECT: Sci-Tech Daresbury Enterprise Zone Funding

WARD(S) Daresbury

1.0 **PURPOSE OF THE REPORT**

1.1 The purpose of this report is to:

- provide an update on funding for the development of Sci-Tech Daresbury
- to seek approval to accept the impending written offer for Enterprise Zone Capital Grant and the proportion of the European Regional Development Fund attributable to the Council and to seek authority to enter into an agreement with the Sci-Tech Daresbury Joint Venture to utilise the EZ Capital Grant for the development of Sci-Tech Daresbury.

2.0 **RECOMMENDATION: That the Board**

- 1) **accepts the offer of £3.57m of EZ Capital Grant (EZ) from the Department for Communities and Local Government (DCLG);**
- 2) **accepts the offer of £25k of European Regional Development Fund (ERDF) from DCLG;**
- 3) **gives the authority for the Council to enter into a back to back contract with Joint Venture partners for the delivery of the project; and**
- 4) **agrees to the Council entering into a claw back agreement with Joint Venture partners in accordance with the EZ offer.**

3.0 **SUPPORTING INFORMATION**

3.1 Sci-Tech Enterprise Zone Daresbury

Sci-Tech Daresbury is allocated as a strategic site in Halton's Core Strategy and is an international hub for world class science. In August 2011, part of Daresbury was named as one of 11 new

enterprise zones. The campus, including the enterprise zone, was re-branded as Sci-Tech Daresbury in July 2012.

The JV Partnership was set up in 2010 and is a 50:50 partnership between Langtree and STFC (Science and Technology Facilities Council) and Halton Borough Council.

The aim of enterprise zones is to attract new businesses with simplified planning rules, super-fast broadband and reductions in business rates. Business rates growth within the zone is retained by Halton Borough Council for the 25 year life of the zone.

- 3.2 In February 2014, Sci-Tech Daresbury was shortlisted for £3.57m Enterprise Zone Capital Grant following an application via the Liverpool LEP.

The application is to facilitate the next stage of development at Sci-Tech Daresbury through the acquisition of the former hostel plot (STFC owned) and site preparation of the Lord Daresbury plot and hostel plots to provide a developable plot of approx. 6ha.

Alongside this preparation, the funding will also be used to complete site connectivity works including broadband provision.

A business case has been submitted to DCLG as part of the due diligence process and final funding agreements are expected in August.

- 3.3 In June 2014, an application for £1.128 European Regional Development Fund was approved by DCLG subject to confirmation of match funding from the EZ Capital Grant and State Aid Advice.

The ERDF will fund the standalone 10,000 sq ft office building which complements the Tech Space development which is funded by Regional Growth Fund.

The application has completed due diligence with DCLG and an offer letter will be issued once match funding and State Aids are confirmed.

The offer will be made to Langtree as the developer, to comply with the State Aid rules. It is intended that the Council will be acknowledged as the delivery partner and will receive £25k towards the funding and monitoring service it will provide to Langtree.

4.0 **POLICY IMPLICATIONS**

- 4.1 The Daresbury strategic site is included in the Council's Corporate Plan, the Halton Partnership and Halton Borough Council Urban Renewal Strategy and Action Plan, and supports the Council's

Urban Renewal corporate priority. Grant funding is essential to facilitate the delivery of Daresbury.

5.0 OTHER/FINANCIAL IMPLICATIONS

5.1 The Council is committed to securing as much external funding as possible to support the delivery of Daresbury. The ERDF and EZ Capital Grant referred to in this report support that commitment.

5.2 DCLG will be issue the EZ Grant under powers conferred by section 31 of the Local Government Act 2003 to Halton Borough Council as accountable body.

Funding agreement payments will be linked to milestones for project delivery.

DCLG has requested a claw-back arrangement for any increase in the value of the development as a result of the grant. Any clawback will be returned to the Local Authority for further investment in growth opportunities in or around the Enterprise Zone, or in other LEP priority areas.

5.3 There are financial implications for the Council in accepting the ERDF funding; the risks are that minor breaches of the agreement (e.g. failures to provide, or delays in providing, information such as performance reports) can result in DCLG having the right not only to discontinue funding for the future but also to demand the return of funding received prior to any breach of the agreement. In this respect the Council's direct liability will be limited to the £25k it will receive as the delivery partner.

5.4 A number of risks have been identified throughout this report pertaining to the Council. However, before any grant funding is drawdown from either source, EZ Grant or ERDF, the Council will draw up back to back contracts based on the contracts issued by both funding providers which will tie the JV Partnership into underwriting the claw-back of funding and the expectations of milestones/outcomes. This will restrict the Council's overall liability to its liability as a JV Partner.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

6.1 Children & Young People in Halton

They are no implications associated with this report.

6.2 Employment, Learning & Skills in Halton

Overall the development of Sci-Tech Daresbury will assist in

providing job opportunities for local people and will go some way in addressing the level of unemployment in Halton. The next phases of development are estimated to create up to 1,060 new jobs.

6.3 A Healthy Halton

They are no implications associated with this report.

6.4 A Safer Halton

They are no implications associated with this report.

6.5 Halton's Urban Renewal

The development at Daresbury is acting as a catalyst to attract developers and new businesses to the area by creating an attractive, well-accessed and serviced area, which provides a safe and attractive environment for employees and visitors.

The Enterprise Zone aims to deliver 25% of the employment land for the borough. The programme will also provide improvements to the local area, and in particular key gateway sites with the A558 and A56.

7.0 RISK ANALYSIS

7.1 There are risks to the Council in entering into the contracts with DCLG. These same risks have been acknowledged and accepted previously, e.g. previous NWDA funding agreements on 3MG and on the Widnes Waterfront Programme.

Funding agreement payments will be linked to milestones for project delivery. The milestones will be agreed between the JV partners and DCLG and will be achievable.

DCLG has requested a clawback arrangement for any increase in the value of the development as a result of the grant. Any clawback will be returned to the Local Authority for further investment in growth opportunities in or around the Enterprise Zone, or in other LEP priority areas.

The risks for ERDF are that minor breaches of the agreement (e.g. failures to provide, or delays in providing, information such as performance reports) can result in DCLG having the right not only to discontinue funding for the future but also to demand the return of funding received prior to any breach of the agreement.

Members are advised that, on balance the benefits of the scheme, that is job creation and growing the borough's economy, outweigh the risks. The risks will be mitigated by sound project management

and monitoring of expenditure. Equally, grant will only be drawn down as and when programme milestones have been met. Finally, the Council has a good track record of managing and delivering schemes of this scale and complexity

8.0 EQUALITY AND DIVERSITY ISSUES

8.1 There are no issues arising out of this report.

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

Document	Place of Inspection	Contact Officer
EZ Capital Grant Business Case	Municipal Building 5 th Floor	Sara Wilson
ERDF Application Form	Municipal Building 5 th Floor	Sara Wilson

REPORT TO: Executive Board

DATE: 18 September 2014

REPORTING OFFICER: Strategic Director, Children and Enterprise

PORTFOLIO: Economic Development

SUBJECT: Youth Employment Gateway

WARD(S) Borough-wide

1.0 PURPOSE OF THE REPORT

1.1 The purpose of this report is to provide Members with information on the Youth Employment Gateway Programme. The report seeks the authority of Members to implement the programme in Halton, and to accept the grant.

2.0 RECOMMENDATION: That:

- (i) The Board accepts the offer of Youth Employment Gateway Funding and**
- (ii) Gives delegated authority to the Operational Director for Economy, Enterprise and Property, in consultation with the Portfolio Holder for Economic Development to accept the contract/offer letter;**
- (iii) The Board authorises the use of the YEG funding to develop an employment support programme in Halton.**

3.0 SUPPORTING INFORMATION

3.1 The Liverpool City Region secured £5.9million of Government investment to deliver a programme to reduce youth unemployment across the City Region over the next three years. Knowsley Council is acting as the Accountable Body on behalf of the other City Region Local Authorities. However, each Local Authority has been given an allocation (see table 1) to deliver their scheme in respective areas. Allocations are based on volume and percentage of 18-24 year olds on Job Seekers' Allowance (JSA). Whilst the programme is scheduled to start on 1st September, it is acknowledged that, in order to proceed, Local Authority officers will be seeking to obtain the necessary permissions from their respective cabinets in the next two-three weeks.

- 3.2 The programme aims to support young people aged 18-24 years old, who have been unemployed between 2 and 9 months. This is pre-Work Programme support.
- 3.3 A more detailed explanation of how the Youth Employment Gateway Programme would work is contained in appendix 1. Appendix 2 outlines how young people will be referred to the programme and how the Local Authority would be expected to contribute to the programme.
- 3.4 However, in summary, this contract will enable the Division to work with all levels of young unemployed individuals in the borough, whilst providing the shorter term unemployed with access to an already established range of employment-related interventions and outstanding employability courses.
- 4.0 **POLICY IMPLICATIONS**
- 4.1 The Programme provides an excellent opportunity to provide our young people with a coherent support package to help them into sustained work. It will also test the comparative effectiveness of two models of delivery: 1) individualised budgets and 2) personalised budgets.
- 4.2 Given, current policy thinking on devolved budgets to (City) Regions; it presents an opportunity to demonstrate to Government that the Liverpool City Region has the capacity, infrastructure and expertise to manage contracts of this nature.
- 5.0 **OTHER/FINANCIAL IMPLICATIONS**
- 5.1 Were Halton to participate in the programme, it would receive a **grant** of £142,900 for phase 1 of the programme (duration from September 2014 to August 2015) and a **grant** of £295,855 for phase 2 of the programme (duration from September 2015 to August 2016). It is important to note that payments are made in advance, but of course, would be subject to satisfactory completion of programme targets.
- 5.2 It is proposed that the Council's Employment Learning and Skills Division would lead on the development and implementation of the YEG in Halton. This is because there is the potential to deliver the programme in a cost effective way, given the synergy that exists between this programme and other help into work and training initiatives that the division provides.

Where possible existing staff resources will be utilised. However, Members are advised that there would be additional staff costs required to deliver the programme, more so in phase 2 when target referral numbers increase significantly . These costs would be paid using the grant above. Members are reminded that 95% of the Council's Employment Learning and Skills division is no longer

Council mainstream funded and this provides a mechanism for drawing income to the service to support with the long-term sustainability of the service. An indicative budget is set out in appendix 3.

5.3 The division would, where appropriate, commission support through the existing Halton Employment Partnership network

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

6.1 **Children & Young People in Halton**

None.

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

Overall the YEG programme will assist in providing job opportunities for local people and will go some way to address the high levels of Youth unemployment in Halton.

6.3 **A Healthy Halton**

None.

6.4 **A Safer Halton**

None.

6.5 **Halton's Urban Renewal**

None.

7.0 **RISK ANALYSIS**

7.1 There are risks to the Council in entering into an agreement with Knowsley MBC (the accountable body for this initiative). These same risks have been acknowledged and accepted previously, for example, previous RGF, ERDF and GPF agreements. The risk is that the Council may be asked to repay the grant if programme targets are not met need to check several grant agreement letter before confirming. In mitigation, Members are advised that the phase 1 targets are relatively modest and, therefore, this allows for a period of transition.

8.0 **EQUALITY AND DIVERSITY ISSUES**

8.1 There are no Equality and Diversity issues arising from this report

9.0 **REASON(S) FOR DECISION**

The YEG will assist young people in Halton in finding employment or training aimed at supporting their future career prospects.

10.0 **ALTERNATIVE OPTIONS CONSIDERED AND REJECTED**

One option that the Council could consider would be to tender externally for a training provider to undertake the management and delivery of the programme in Halton. However, it is felt that many of the functions required to deliver the programme in Halton can be fulfilled through slight adjustments to existing structures within the Council's Employment Learning and Skills division. In addition, going out to tender would delay the implementation of the programme.

11.0 **IMPLEMENTATION DATE**

1st October 2014

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

None.

A Overall Cohort and Funding

	<u>Stage 1</u>	<u>Stage 2</u>	<u>Total</u>	
Volumes				
Starts	1,180	7,500	8,680	Submission Assumptions
Jobs (50%)	590	3,750	4,340	50% Submission Assumptions
Sustained (70% of those into jobs sustained for 26 out of 32 weeks)	413	2,625	3,038	70% Submission Assumptions

Funding			
YCU Grant	1,900,000	4,000,000	5,900,000
Potential ESF Match		4,000,000	4,000,000
Potential YEI		4,000,000	4,000,000
TOTAL FUNDING	1,900,000	12,000,000	13,900,000

Allocated to :Delivery

YCU - Delivery	1,810,000	3,745,000	5,555,000
<u>YCU - Contract Management</u>	90,000	210,000	300,000
<u>YCU - Mobile App</u>		30,000	30,000
<u>YCU - Evaluation</u>	-	15,000	15,000
ESF/YEI		8,000,000	8,000,000
TOTAL SPENDING	1,900,000	12,000,000	13,900,000

Delivery Budget per capita	1,533.90	1,566.00	1,561.64
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B Indicative Allocations by Local Authority Area

Phase 1	50%		70%		
Local Authority	% of 18-24 Starts JSA	Jobs	Sustained	£'000 Allocated	
Halton	7.90%	93	47	33	142,990
Knowsley	11.70%	138	69	48	211,770
Liverpool	37.30%	440	220	154	675,130
Sefton	15.00%	177	89	62	271,500
St Helens	11.10%	131	65	46	200,910
Wirral	17.00%	201	100	70	307,700
Total	100.00%	1,180	590	413	1,810,000

Phase 2	50%		70%		
Local Authority	% of 18-24 Starts JSA	Jobs	Sustained	£'000 Allocated	
Halton	7.90%	593	296	207	295,855
Knowsley	11.70%	878	439	307	438,165
Liverpool	37.30%	2,798	1,399	979	1,396,885
Sefton	15.00%	1,125	563	394	561,750
St Helens	11.10%	833	416	291	415,695
Wirral	17.00%	1,275	638	446	636,650
Total	100.00%	7,500	3,750	2,625	3,745,000

TOTAL	50%		70%		
Local Authority	% of 18-24 Starts JSA	Jobs	Sustained	£'000 Allocated	
Halton	7.90%	686	343	240	438,845
Knowsley	11.70%	1,016	508	355	649,935
Liverpool	37.30%	3,238	1,619	1,133	2,072,015
Sefton	15.00%	1,302	651	456	833,250
St Helens	11.10%	963	482	337	616,605
Wirral	17.00%	1,476	738	516	944,350
Total	100.00%	8,680	4,340	3,038	5,555,000

Appendix 1 – Youth Employment Gateway - PROGRAMME DELIVERY

The purpose of the Youth Employment Gateway (YEG) funding is to support 18-24 year olds into sustained employment. Beneficiaries will be offered the opportunity to join the programme on a voluntary basis¹ from 8 weeks of unemployment and will remain 'on-programme' until they have found a job or until they join the Work Programme after nine months of unemployment.² The precise referral process from Jobcentre Plus advisers still needs to be developed.

As a secondary outcome the YEG programme will also aim to test the comparative effectiveness of two models of delivery: 1) individualised budgets and 2) personalised budgets.

1) Individualised budget

In this model the beneficiary will receive an upfront guidance interview which will introduce the young person to the programme, identify the young person's aspirations and needs and agree a plan of interventions. The plan will include regular 1:1 reviews with the guidance officer and any interventions identified will be funded through a centralised budget held by the guidance team.

2) Personalised budget

In this model the beneficiary will receive an upfront guidance interview which will introduce the young person to the programme and identify the young person's aspirations and needs, with a plan of interventions. The plan will include regular 1:1 reviews with the guidance officer and any interventions identified.

The young person will then be provided with a personalised training and support account with a set value per beneficiary. The account will be accessible through an App through which the young person will be able to book/access relevant support packages. All provision/training purchased through the App will be signed off by the relevant guidance officer as relevant and appropriate.

The App will offer other functionality for the young person, potentially including job search and job alerts.

Should the beneficiary enter employment with unspent monies in their personalised budget then this resource will be available to the young person to purchase relevant training and support during their first six months of employment alongside any planned investment by employers.

¹ Participants will have to meet JCP requirements for Jobseekers

² This element of the model may need to be amended should any significant changes be made to existing mandatory provision for this age group.

Across both services Guidance staff will also continue to provide follow up support to the young person during their first six months in employment including meeting the costs of training where appropriate.

The development of the App and the commissioning of the relevant framework contract are likely to take at least 6-8 months, making the delivery of Personalised Budgets impractical until the start of 2015 at the earliest. In order to allow for any delays and to ensure sufficient time for App testing, the programme will utilise both programme delivery models, and in so doing, will provide a useful test between the two methods of provision.

Delivery of support to each cohort will be managed by a guidance team within each Local Authority (either directly employed or contracted). The size of the team within each area will be dependent upon the size of the local cohort identified for that local authority area.

In addition there is a proposal for activity on the demand-side to boost the take up and delivery of Wage Incentive Subsidies for employers. As this activity will cut across all individuals in the Youth Employment Gateway and those not e.g. Work Programme, it will be a stand-alone strategic piece of work. This activity does not form part of this paper.

Delivery of the Youth Employment Gateway will also be based on a two-staged programme approach.

This two stage approach is reflected in the likely time arrangements outlined below.

Stage 1 – Individualised Budgets	
Size of Cohort: 1,180	All beneficiaries recruited to the programme will access Individualised Budgets. This element of the programme will run until December 2016 in order to provide for any beneficiaries joining in August 2015 who subsequently require 6 months of support and six months of in-work provision.
Starters to commence: September 2014 – August 2015	

Stage 2 – Personalised Budgets	
Size of Cohort: 7,500	All beneficiaries recruited to the programme will access Personalised Budgets. This element of the programme will run until December 2017 in order to provide for any beneficiaries joining in August 2016 who subsequently require 6 months of support and six months of in-work provision.
Starters to commence: September 2015 – August 2016	

Irrespective of whether they join at stage 1 or 2; all Youth Employment Gateway participants will receive an end-to-end support programme with the following key unifying themes:

- Access to the same levels and type of support
- Empowering individuals and employers to play a more active role in combating youth unemployment
- Building the resilience of individuals to take more responsibility for the choices and actions they take
- Bringing labour market support and demand together
- Increasing personalisation of services
- Full access to a host of funded mainstream interventions

The programme as outlined currently focuses on young people who have been unemployed for 8 weeks or more (excluding vulnerable groups). Whilst this still gives up to 7 months to work with a young person, every effort should be made to maximise the time a young person can spend on programme in order to provide early intervention and continuity.

The project has the following outputs and outcomes over a period of up to 3 years. These figures relate to the Youth Contract Underspend investment and potential match funding:

- 8,680 young people accessing support
- 4,368 young people helped and supported directly into work
- 3,071 young people sustained in work for 6 months or more
- A testing of a personalised budget approach accessed through a new mobile phone/web application.

YOUTH EMPLOYMENT GATEWAY

DRAFT REFERRAL PROCESS

Work Coach identifies eligible claimants between week 5 and week 8 of their claim but before week 26 of their claim

Claimant agrees to participate in YEG & signs a DWP consent form and includes details in the Claimant Commitment

Work Coach telephones relevant LA to make referral providing the claimant's details including name, address NINO and contact number together with contact details of the Work Coach

LA confirms induction date, time and venue with Work Coach and followed up by text, email confirmation as appropriate to the claimant.

LA confirm claimants attendance at induction and confirms proposed start date on programme by contacting the Work Coach

LA confirms with the Work Coach that the claimant has started on programme

LA to confirm to Work Coach when the claimant either completes the programme or Fails to Attend the programme

Employability Course Delivery Costs

3 days per week x 3 weeks

	Hours per week	No of weeks	Total hours / learners	Cost per hour / learner	Total cost per course	Total cost for Year 1 (10 courses)	Comments
Tutor	15	3	45	29.54	1329.12	13291.20	£22.72 per hour + 30%
Room Hire	15	3	45	10.00	450.00	4500.00	based on £10 per hour if need to hire a venue
Printing / resources per learner	0	0	10	5.00	50.00	500.00	based on £5 per learner x 10 learners in a group (x 10 courses)
Accreditation Costs			10	30.00	300.00	3000.00	need to check cost of Awards in 2014/15
Learner refreshments			10	13.50	135.00	1350.00	based on 3 drinks x 50p x 9 days (3 days x 3 weeks)
Travel expenses			10	31.50	315.00	3150.00	based on £3.50 day pass x 9 days (3 days x 3 weeks)
TOTAL					2579.12	25791.20	

5 days per week x 3 weeks

	Hours per week	No of weeks	Total hours / learners	Cost per hour / learner	Total cost	Total cost for Year 1 (10 courses)	Comments
Tutor	20	3	60	29.54	1772.16	17721.60	£22.72 per hour + 30%
Room Hire	20	3	60	10.00	600.00	6000.00	based on £10 per hour if need to hire a venue
Printing / resources per learner	0	0	10	5.00	50.00	500.00	based on £5 per learner x 10 learners in a group (x 10 courses)
Accreditation Costs			10	30.00	300.00	3000.00	need to check cost of Awards in 2014/15
Learner refreshments			10		225.00	2250.00	based on 3 drinks x 50p x 15 days (5 days x 3 weeks)
Travel expenses			10	49.50	495.00	4950.00	based on £16.50 per week x 3 weeks)
TOTAL					3442.16	34421.60	

Other costs for project

Project Lead Officer HBC6 =30% on costs	32329.6	
Advisor HBC5 + 30% on costs	28254.2	
IDS Officer HBC4 + 30% on costs	25112.1	
PPE	???	LC to provide
Interview clothes	???	LC to provide
Travel expenses to interview	???	LC to provide

85695.90