

REPORT TO: Executive Board
DATE: 25 September 2008
REPORTING OFFICER: Strategic Director – Children and Young People
SUBJECT: Children’s Plan
WARDS: Boroughwide

1.0 PURPOSE OF THE REPORT

1.1 To provide the Executive Board with a summary of the Children’s Plan.

2.0 RECOMMENDATION: That

(1) The findings of the audit be used to inform a comprehensive review of the Halton Children and Young People’s Plan in Spring 2009.

3.0 SUPPORTING INFORMATION

3.1 The Children’s Plan was published by DCSF in December 2007, and sets out plans for the next ten years under each of the DCSF’s strategic objectives that will ultimately build a brighter future for children and young people in England.

3.2 The Children’s Plan is based on 5 main principles:

- Parents, not government, bring up children, so the government needs to do more to back parents and family;
- All children have the potential to succeed and should go as far as their talents take them;
- Children and young people need to enjoy their childhood as well as grow up prepared for adult life;
- Services need to be shaped by and be responsive to children, not by professional boundaries;
- It is always better to prevent failure than tackle a crisis later.

3.3 The Children’s Plan contains detailed information about plans for the next ten years under each of the DCSF’s strategic objectives:

- Happy and Healthy – secure the wellbeing and health of children and young people;
- Safe and Sound – Safeguard the young and vulnerable;
- Excellence and Equity – Individual progress to achieve world-class standards and close the gap in educational achievement for disadvantaged children;
- Leadership and Collaboration – System reform to achieve world-

class standards and close the gap in educational achievement for disadvantaged children;

- Staying On – Ensuring that young people are participating and achieving their potential to 18 and beyond; and
- On the Right Track – Keeping children and young people on the path to success

3.4 In April 2008 additional materials were published by DCSF to support Local Authorities and partner agencies during the implementation of the Children’s Plan. Materials include:

- An updated version of the ECM outcomes framework;
- Updated delivery agreements for achieving each DCSF Public Service Agreement;
- A timeline of key publications, consultations and funding commitments;
- A series of short notes summarising what the Plan means for different sectors of the workforce;
- Summaries of the plan, including versions for families and young people; and
- Digital resources to help publicise the Plan.

3.5 Appendix 1 to this report contains details of the major actions identified in the plan, grouped under DCSF strategic outcomes and broken down into Children’s Plan Outcomes. It has been agreed that an audit be undertaken of the implications of each of the actions for Halton.

The audit will inform the setting of timescales for implementation of the Children’s Plan in Halton. Furthermore, in order to ensure the Children’s Plan is embedded in strategic planning, it is proposed that the findings of the audit be used to inform a comprehensive review of the Children and Young People’s Plan in Spring 2009.

3.6 The Children’s Plan outlines major changes, including a step change in progress towards integration and in the role played by schools and other partners. It also stresses the importance of involving parents and young people at the centre of all developments. It has therefore been agreed that a Communication Strategy be developed and implemented in order to ensure that all partners are aware of the Children’s Plan.

4.0 POLICY IMPLICATIONS

The Children’s Plan will have major policy implications across Halton Borough Council and partner agencies, and will stretch beyond children’s services. The specific implications for each area will be identified via the planned audit.

5.0 OTHER IMPLICATIONS

The Children's Plan will have financial and resource implications, both from higher expectations of Children's Trust arrangements and service design and delivery and from additional funding which is being made available to support Local Authorities in delivering against the Plan.

6.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

The Children's Plan will clearly have implications for children and young people in Halton, but will have implications across all council priorities. These will be identified more specifically through the planned audit.

6.1 Children and Young People in Halton

To be identified through the planned audit.

6.2 Employment, Learning and Skills in Halton

To be identified through the planned audit.

6.3 A Healthy Halton

To be identified through a the planned audit.

6.4 A Safer Halton

To be identified through the planned audit.

6.5 Halton's Urban Renewal

To be identified through the planned audit.

7.0 RISK ANALYSIS

Specific risks will be identified during the planned audit and included in the audit template.

8.0 EQUALITY AND DIVERSITY ISSUES

The DCSF have undertaken and published an equality impact assessment regarding the Children's Plan, and equality issues will need to be taken into account when planning local implementation.

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

Document	Place of Inspection	Contact Officer
Children's Plan	www.dcsf.gov.uk	Tilly Heigh
Children's Plan toolkit	www.dcsf.gov.uk	Tilly Heigh
Children's Plan		Tilly Heigh

Summary

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OVERALL CHILDREN'S PLAN GOALS FOR 2020

- ❖ Enhance children and young people's wellbeing, particularly at key transition points in their lives
- ❖ Every child ready for success in school, with at least 90 per cent developing well across all areas of the Early Years Foundation Stage Profile by age 5
- ❖ Every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics by age 11
- ❖ Every young person with the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent of two A levels by age 19;
- ❖ Parents satisfied with the information and support they receive
- ❖ All young people participating in positive activities to develop personal and social skills, promote wellbeing and reduce behaviour that puts them at risk
- ❖ Employers satisfied with young people's readiness for work
- ❖ Child health improved, with the proportion of obese and overweight children reduced to 2000 levels;
- ❖ Child poverty halved by 2010 and eradicated by 2020
- ❖ Significantly reduce by 2020 the number of young offenders receiving a conviction, reprimand, or final warning for a recordable offence for the first time, with a goal to be set in the Youth Crime Action Plan.

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REF	OUTCOME	ACTIONS
1.1	Every parent is helped to do their best for their child	
1.21		allocate £34 million over the next three years to provide two expert parenting advisers in every local authority;
1.15		develop national helpline <i>Parent know-how</i> and search engine to link directories of services
1.17		develop for parents a personal progress record on their child's development from the early years to primary school;
1.18		create a new Parents Panel to advise Government on policies affecting parents.
1.2		Families needing more intensive help receive the support they need
1.19	ensure all families benefit from Children's Centres by improving outreach services;	
1.20	expand school-based Parent Support Advisers;	
1.23	pilot an expansion of phone-based support services, aiming to reach up to 10,000 parents over 3 years	
1.24	strengthen intensive support to the neediest families by piloting a key worker approach, bringing services together around need;	
1.28	Launch work on how better to support parents and their children during and after family breakdown.	
1.31	further guidance to be published re. implementation of <i>Care Matters</i>	
1.35	help families in which children are caring for others by building on existing plans for Family Pathfinders.	
1.37	Proposals will be made by HomeOffice Borders and Immigration Agency re. strengthened support for unaccompanied asylum seeking and trafficked children.	
1.39	invest £90 million capital over three years to improve facilities for disabled children to take short breaks;	
1.41	extend the Family Fund which supports the families of disabled children by offering support up to age 18.	
1.43	further training planned to support the implementation of <i>Adoption and Children Act 2002</i>	
1.44	address turnover, quality of supervision and burnout of new children's social workers by piloting <i>Newly Qualified</i> status from 2008-09	

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1.44		develop and pilot a fast-track work-based route into children's social work aimed at mature graduates.
1.45		Establish a framework for professional development for children's social workers.
1.3	Children have safe places to play outside	
1.50		Offer every local authority capital funding that would allow up to 3,500 playgrounds nationally to be rebuilt or renewed and made accessible to children with disabilities;
1.50		create 30 new adventure playgrounds for 8 to 13 year-olds in disadvantaged areas, supervised by trained staff;
1.51		publish a play strategy by summer 2008.
1.52		provide funding to enable 4,000 play workers to achieve recognised play qualifications
1.55		£265m committed to provide disadvantaged children and young people with access to positive extended school activities of their choosing.
1.4	Children's health is improved so they are able to enjoy their childhood and achieve their full potential	
1.58		publish a Child Health Strategy in spring 2008, produced jointly between the Department for Children, Schools and Families and the Department of Health;
1.76		review Child and Adolescent Mental Health Services to see how universal, mainstream and specialist support services can be improved for the growing number of children and young people with mental health needs.
1.5	All children, including those from poor families, are able to live in good quality housing	
Box 1.6		tackle overcrowded housing, publishing an action plan in 2008.
Box 1.6		prioritise children's needs in housing decisions, especially the need to stay close to services like schools.
Box 1.6		publish good practice guidance and protocols on better working between housing and children's services at a local level to meet the needs of children and young people.

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REF	OUTCOME	ACTIONS
2.1		
2.20		publish Dr Tanya Byron's review on the potential risks to children from exposure to harmful or inappropriate content on the internet and in video games;
2.14		ensure that schools and local authorities take a proportionate approach to health and safety to allow children to take risks while staying safe.
2.25		commission an independent assessment of the impact of the commercial world on children's wellbeing;
2.31		encourage local authorities to create 20mph zones, where appropriate, because they can reduce child pedestrian deaths by 70 per cent;
2.37		fund a new home safety equipment scheme to prevent the accidents which happen to young children in the home;
2.39		Produce guidance to help schools tackle the bullying of children with SEN and disabilities
2.41		strengthen the complaints procedure for parents whose children experience bullying.
2.2	Government work in partnership with key national and local organisations to put in place the right framework and systems for safeguarding children and young people	
2.10		publish the <i>Staying Safe Action Plan</i> in early 2008, responding to the <i>Staying Safe</i> consultation
2.61		establish Independent Safeguarding Authority in early 2008 to ensure registration of all who seek to work with children or vulnerable adults.
2.62		<i>Staying Safe Action Plan</i> to consider how to help voluntary sector organisations practise safe recruitment and employment.

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Outcome 3: Individual progress to achieve world class standards and close the gap in educational achievement for disadvantaged children		
REF	OUTCOME	ACTIONS
3.1	Children will be helped to achieve their educational potential via a new relationship between parents and schools, which the government will set out and legislate if necessary	
3.22		parents will be contacted by a staff member at secondary school before their child starts at the school, and parents will be able to attend information sessions at the new school.
3.23		every child will have a personal tutor who knows them in the round, and acts as a main contact for parents;
3.24		parents will have regular, up to date information on their child's attendance behaviour and progress in learning;
3.25		parents' complaints will be managed in a straightforward and open way.
3.26		Parents Councils will ensure that parents' voices are heard within the school;
3.27		Personal tutors will arrange additional support necessary to overcome barriers to learning, via CAF and 'Team around the Child'
3.28		Schools will ensure that parent who find it more difficult are also involved
3.31		Government will spend £30 million over the next three years to provide more family learning to help parents and carers develop skills and learn with their children in schools.
3.2	Children in the most disadvantaged communities are able to access free early education and childcare at an earlier age	
3.42		extend the offer of up to 15 hours of free early education and childcare to 20,000 2-year-olds in the most disadvantaged communities.
3.3	Children at risk of falling behind in primary school are helped to achieve their educational potential through provision of intensive support	

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3.72		allocate £25 million over the next three years to an Every Child a Writer programme to offer intensive one-to-one coaching in the areas of writing children find hardest to master;
3.68		offer new 'age not stage' tests which children will take when they are ready and which, if current trials prove successful, will replace Key Stage tests at ages 11 and 14;
3.133		publish new indicators to show the performance of pupils achieving Level 7 or above in English, mathematics and science and achieving Level 8 and above in mathematics, to ensure proper attention is given to gifted and talented learners.
3.4	Children are able to learn the basics and new skills, and develop the social and emotional skills they need to succeed	
3.83		Government has announced a review of the primary curriculum to ensure there is: <ul style="list-style-type: none"> • more time for the basics so children achieve a good grounding in reading, writing and mathematics; • greater flexibility for other subjects; • time for primary school children to learn a modern foreign language • a smoother transition from play-based learning in the early years into primary school, particularly to help summer-born children who can be at a disadvantage when they enter primary school
3.90		Review of primary curriculum will consider how to develop a more integrated and simpler framework of the personal development skills which all pupils should expect to develop through their schooling
3.5	Children from those groups who are currently underperforming will be helped to achieve their potential through ready access to the range of support services necessary to ensure barriers to learning are broken down.	
3.117		Government will spend £18 million over the next three years to improve the quality of teaching for children with special educational needs, including: <ul style="list-style-type: none"> • better initial teacher training and continuing professional development; • better data for schools on how well children with special educational needs are

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		<p>progressing</p> <ul style="list-style-type: none"> a pilot scheme in which children with dyslexia will receive Reading Recovery support or one-to-one tuition from specialist dyslexia teachers.
3.122		Ask Her Majesty's Chief Inspector of Schools to review progress on special educational needs in 2009, in the light of the impact of greater personalised learning.

Outcome 4: System reform to achieve world class standards and close the gap in educational achievement for disadvantaged children

Vision for 2020:

- ❖ World class early years and schools workforce: improved quality of frontline practitioners in early years settings as well as schools and support for leaders and managers;
- ❖ Diversity and collaboration for success: continued development of a diverse system in which institutions work together, learn from each other and thereby drive up quality across the board;
- ❖ Accountability and governance to drive improvement: support for a system in which the local authority, inspectorates and parents play their part in improving quality and standards
- ❖ The right conditions for teaching and learning: tough action taken on poor standards of behaviour, provision of better alternative education so that excluded pupils do not continue to fail and ensuring that the buildings in which children learn are suited to 21st century needs.

REF	OUTCOME	ACTIONS
4.1	The quality and capacity of those working in the children's workforce is improved, particularly those in the early years workforce	
4.13		Boost the Graduate Leader Fund so that every full daycare setting will be led by a graduate by 2015, with two graduates per setting in disadvantaged areas.
4.22		Fund supply cover so early years workers can take part in continuing professional development;
4.2	Teachers and headteachers are developed to world class standards	
4.17		Ensure new recruits spend at least one year in training;
4.20		Establish a Transition to Teaching programme to attract more people with science, technology and engineering backgrounds into teaching;
4.24		Make teaching a Masters level profession by working with the social partnership to introduce a

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		new qualification, building on the recently agreed performance management measures;
4.44		Extend the Future Leaders programme which places people with proven leadership credentials into urban schools.
4.3	Diversity is promoted in a collaborative system which ensures children, young people and parents are able to choose provision that reflects their particular needs	
4.4		Government expects local authorities to take swift and decisive action to prevent schools from failing and to reverse failure quickly when it happens. Local authorities should actively to challenge schools who are not improving their pupils' performance but are coasting
4.52		Expect every secondary school to have specialist, trust or academy status and every school to have a business or university partner, with 230 academies by 2010 on the road to 400.
4.74		Government will make governing bodies more effective, beginning by consulting on reducing the size of governing bodies.
4.4	Classroom environments support effective teaching and learning and it is easier for teachers to enforce discipline and good behaviour.	
4.89		Ask Sir Alan Steer to review progress since his 2005 report on behaviour management in schools and the effectiveness of behaviour partnerships;
4.92		Depending on his findings make participation in behaviour partnerships compulsory for all maintained schools and all new academies, encouraging all existing academies to take part as well.
4.5	Children who are excluded, unable to attend a mainstream education or who are disengaged from education are able to access good quality alternative education.	
4.6		Spend £26.5 million over the next three years on piloting new forms of alternative provision which could include using small schools – studio schools – with close links to business and providing a high quality vocational education;

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4.6		Ask local authorities to collect and publish performance data for pupils not on a school roll, to ensure local areas have incentives to improve their performance
4.6	Children and young people are taught in world class buildings and supported by the use of technology.	
4.112		Produce guidance within the Building Schools for the Future programme to ensure that where possible new buildings make space for co-located services
4.115		Appoint a taskforce to advise on how to achieve zero carbon schools, with a target that all schools are zero carbon by 2016.
Outcome 5: Young people participate and achieve their potential to 18 and beyond		
<p>Vision for 2020: By the end of the next decade:</p> <ul style="list-style-type: none"> ❖ All young people to stay on in education or training to 18 and beyond. ❖ When they leave they have the skills they need to prosper in a high skills economy. ❖ In this way, national wealth will be built and deprivation and poverty tackled. ❖ The expectations and aspirations of young people, their parents, and the education and training system are changed. <p>Because aspirations are passed from parent to child, increased participation and achievement by one generation will raise aspiration and participation for the next.</p>		
REF	OUTCOME	ACTIONS
5.1	Children and young people have the right skills as they become adults to move into higher education or work	
5.27		Legislate in this Parliamentary session to raise the participation age to 17 from 2013 and 18 from 2015;
5.28		Allocate £31.5 million over the next three years on a new programme to re-engage 16-year-olds who are not currently engaged in learning, including better tracking and financial incentives to remain in learning.
5.44		Develop 3 new Diplomas in science, humanities and languages to increase the options for young people;
5.61		Create a new independent regulator of qualifications, with the consultation launched before the end of 2007;

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5.65		Transfer funding for 16–19 learning from the Learning and Skills Council to local authorities, with a consultation on how best to achieve this in early 2008;
Outcome 6: Children and young people are kept on the path to success		
<p>Vision for 2020: All young people are provided with the right opportunities and support so that they:</p> <ul style="list-style-type: none"> ❖ Succeed in education and learning; ❖ Develop resilience and wider social and emotional skills; ❖ Can make a real contribution to their communities and wider society; ❖ Are physically, mentally and emotionally healthy; and ❖ Grow up in a safe and supportive environment. 		
REF	OUTCOME	ACTIONS
6.1	The delivery of young people's services is designed round their needs and they are able to access positive activities and experiences	
6.28		Develop an entitlement for all young people to participate in positive activities which develop their talents including piloting a new offer to take part in cultural activities in and out of school;
6.31		Invest £160 million over the next two years to improve the quality and range of places for young people to go and things for them to do;
6.73		Spend £20 million over the next three years to use Acceptable Behaviour Contracts as a measure to prevent young people engaging in antisocial behaviour and to ensure young people receive support to improve their behaviour at the same time as an Antisocial Behaviour Order.
6.2	Young people are helped to manage risks and behaviour that puts them at risk is tackled.	
6.52		Publish a youth alcohol action plan in spring 2008, around the same time as the new Drugs Strategy which will improve alcohol education in schools, tackle parental alcohol misuse which can influence young people's own consumption and consider the case for further action on alcohol advertising.

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6.3	Young people are provided with effective sex and relationships education	
6.58		Review best practice in effective sex and relationships education and how it is delivered in schools.
6.4	The harm caused to young people by youth crime, both as victims and offenders, is reduced.	
6.73		Allocate, with the Home Office, £66 million over the next three years to target those most at risk of involvement with crime
6.77		Pilot a restorative approach to youth offenders
6.84		Publish a Green Paper in 2008 looking at what happens when young offenders leave custody and consult on how to improve the education they receive in custody.
Making it happen: Vision for 21st century children's services		
<p><u>Vision for 2020:</u></p> <p>❖ <u>The vision set out in the Children's Plan is achieved through a series of system-wide reforms to the way services for children and young people work together</u></p>		
REF	OUTCOME	ACTIONS
7.1	Early years settings, schools and colleges sit at the heart of an effective system of prevention and early intervention	
Box 7.1		All schools to realise the vision of a 21 st century school and be uncompromising in their ambitions for achievement, sitting at the heart of the community they serve.
7.8 Box 7.2		Locate services under one roof in the places people visit frequently, so they are more likely to find the help they need.
7.11		Establish 0-7 partnerships to enable early years providers, health services and primary schools to work together to provide a more seamless service for children and parents.
7.11		Establish 14 – 19 partnerships to bring together schools, colleges and other providers and guidance services to deliver new entitlements to young people.

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7.2	Children's Trusts drive collaboration and deliver measurable improvements for all children and young people	
7.15		All key local authority services, including those such as housing, transport, planning and leisure whose focus is not exclusively on children, and local authority and other agencies concerned with economic prosperity, skills and regeneration, to play their part in children's trust arrangements.
7.16		Voluntary and community sector to be fully involved in the Children's Trust
7.16		Schools and other services close to children and their families to be involved in Children's Trust
7.17		Children's Trust to consult widely, assess how well children in the locality are doing, prioritise and plan action, and commission services.
7.17		Children's Trust to look beyond direct local authority or other statutory provision to a wide range of potential providers, in voluntary and community sectors and in the social enterprise and private sectors.
7.17		Children's Trust to regularly evaluate results, challenge where progress is slow, listen to schools and other key delivery partners and adjust and develop activities accordingly.
7.18		Children's Trust to have stronger mutual relationships with all schools and fuller engagement of the wider community, especially parents.
7.19		Children's Trusts to champion and take responsibility for achieving measurable improvements in the lives of children across all five Every Child Matters outcomes. To be held accountable via new National Indicator Set, the NHS Outcomes Framework, Local Area Agreements and Comprehensive Area Assessments.
7.21		Children's Trusts to have in place by 2010 consistent, high quality arrangements to provide identification and early intervention for all children and young people who need additional help in relation to their health, education, care and behaviour, including help for their parents as appropriate.
7.22		A new Centre for Excellence and Outcomes (CFEO) to begin work in July 2008, and a new programme to improve commissioning practice to be developed with local authority, health and voluntary sector partners to support Children's Trusts in building world class systems.
7.23		Monitoring the quality of partnerships, including reciprocal accountability to partners e.g. schools which are not bound by duties to co-operate. Based on this, examine whether

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		Children's Trust arrangements need to be strengthened to improve outcomes, including by further legislation.
7.27		Establish a DCSF Parents' panel to comment on and review policy
7.3	The roles and accountabilities of partner agencies are clarified	
7.28		LAs demonstrate a stronger lead in ensuring Sure Start Children's Centres and other early years settings work in partnership across the private, voluntary, independent and maintained sectors and with primary schools, to drive up quality and ensure transitions are managed smoothly.
7.28		Schools have a new focus on progression and closing attainment gaps. Teachers to use tools for tracking pupil progress, assessment for learning and personal tutors to identify problems early, and the Common Assessment Framework where children may have significant needs that cannot be met in the classroom.
7.28		By 2010 all schools provide access to a range of extended services, including support for parents and swift and easy referral to specialist and targeted services.
7.28		Capital investment programmes, including Building Schools for the Future, build in space for co-location of additional services, for play and community access, allow for joined up investment, and are linked with wider regeneration programmes.
7.28		The operation of health services to give a higher priority to children and young people.
7.28		The new Child Health strategy to consider how health services can work better to improve children's health, working with schools and other partners.
7.28		Establish a review to consider how universal and specialist services, including Child and Adolescent Mental Health Services, can best work together to improve children's emotional wellbeing and mental health.
7.28		The police to be fully involved in Children's Trust arrangements
7.29		Develop strong school level indicators that taken together measure a school's contribution to pupil well-being, and Ofsted to reflect indicators in designing cycle of inspections starting in 2009.
7.30		Issue new guidance to schools on their duty to promote the well-being of their pupils.
7.31		Evaluate the consistency of Children's Trust arrangements and consider whether all services are playing their part.

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7.4	There is a good quality and capable children's workforce at all levels.	
7.36		Training and Development Agency, National College for School Leadership and Children's Workforce Development Council to work closely together to generate a stronger focus on integrated working.
7.5	There is a change in culture and practice, with the children's workforce united around a common purpose, language and identity and strong, effective leadership and management	
7.32		Publish a Children's Workforce Action Plan in early 2008, covering everyone who works with children and young people, which will strengthen integrated working across all services.
7.6	Practitioners work together as an integrated workforce, characterised by professional respect and trust, cutting across service boundaries to fit services around the needs of children, young people and families.	
7.41		Statement of Values for Integrated Working with Children and Young People to be published in early 2008. It is intended to capture the shared values that underpin the work of practitioners with distinct expertise and roles.
7.43		Develop ContactPoint and eCAF to support integrated working.
7.44		Managers at all levels to support and promote integrated working and ensure that staff are clear about their responsibilities and reporting lines and that they get the continuing professional development they need to carry out their role.
7.45		Senior managers to lead on workforce reform and drive culture change to embed integrated working and common processes, communicating to their staff and to external stakeholders a clear vision of integrated working and how to achieve it, and allocating resources on the basis of need and local priorities and ensuring that performance management frameworks are joined up across services and support integrated working.
7.46		Publish a National Professional Development Framework for Leaders and

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		Managers of Children's Services alongside the Children's Workforce Action Plan, to provide a basis for the professional development of leaders across all Children's Trust Partners.
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