

Devon Children and Young People's Plan 2008-2011





Kongomana

Kongomana means 'come together' in Swahili; and over 500 young people, between the ages of 13 and 19 came together at Bicton Arena in July 2007 for the annual residential weekend.

Kongomana is successful with young people because it gives them opportunities to be creative and active. In 2007 the Haven Banks organisation was involved, making the most of the fantastic grounds of Bicton Arena by providing activities such as kayaking, mountain biking and high-roping. The popular Battle of the Bands competition saw over 18 talented young bands compete to win Kongomana glory, and £1,000 prize money.

One of the highlights of the weekend was Café Bamba on Saturday evening. It gave young people an opportunity to discuss and debate issues that affect them with leading representatives from organisations such as Devon County Council, the police, Devon Primary Care Trust and Connexions. Café Bamba was set up by members of the Youth Parliament, the Young Peoples' Shadow Executive and the Young Peoples' Scrutiny Forum; all organisations dedicated to improving conditions for young people and establishing their voice in the co-ordination of wider issues in the country.

Elections in Devon

For the past seven years Devon has been part of the UK Youth Parliament. Each year three members of the Youth Parliament (MYP) and three deputies (DMYP) are elected by their peers aged 11–19. In 2008 20,000 young people voted.

Devon also has a Shadow Executive that supports the work of the Youth Parliament and makes sure that young people have a voice alongside Devon County Council's Executive.

The Young People's Scrutiny Forum is a non-elected group of young people aged 11–19. It meets monthly to look at the work of Devon County Council and its partners and to raise young people's issues with officers and members.

During 2008 the themes considered have included:

- transport, especially school transport
- discrimination and equality
- school councils
- workforce development
- The National Year of Reading
- The Health and Social Care Review
- Devon's Children and Young People's Plan 2008-2011.



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Cllr John Smith
Devon County Council
Executive Member for
Children and Young
People's Services

This is our second Children and Young People's Plan as the Devon Children's Trust. It sets out our aspirations for children and young people across Devon and how we plan to achieve them. This is a strategic document, which will be supported by detailed delivery plans. However, we are determined that it will be much more than that.

This new Children and Young People's Plan (CYPP) sets out our long-term ambitions for children and young people **wherever they live** in the county, **whatever their circumstances**, and **whatever their needs**.

The CYPP is based on **universal entitlements** for all children and young people, many of which are already set out in single agency plans. These universal services*, such as schools and GPs, are the foundation for the joint work on which this plan focuses.

Our commitment to provide consistent and high-quality services runs in parallel with the recognition that children and young people in Ilfracombe may need different services from those in Ivybridge; and those in Holsworthy will need something different again from those in Honiton.

Regardless of who provides a service, what matters is that it:

- is based on the needs of the children, young people, and families
- makes best use of the resources available
- is of the best quality.

We plan to achieve this through **joint strategic commissioning**.

Some of the ambitions in the document will be realised in the short-term; some will take much longer. That will not prevent us aspiring to them and stating publicly that:

- we want to do the best for every child
- we want all children to have fun growing up in Devon.

We recognise that families bring up children; our job is to support them to do that.

We consulted widely with many children and young people, as well as families, schools and other partners while drawing up this plan.

It is important that children get off to the best start in life and we will be placing more emphasis on early childhood and the vital developmental stage of **0 to 7 years**.

We will provide the building blocks for children to achieve in the **middle years**, ensuring they feel safe and have access to the widest possible range of enriching activities.

For **adolescents and young adults**, we will offer a range of options suited to their needs and aspirations alongside a rich variety of places to go and things to do.

We must make sure that our children and young people are safe, happy and healthy and able to play a full role in their local communities.

It will take time to realise all of these ambitions. By continuing to establish good practice and sustain the improvements we have been making **we can be confident that, in Devon, every child will truly matter.**



Mary Nisbett
Chair Children's
Trust Board



Anne Whiteley
Director Children and
Young People's Services

Our vision and principles

We feel passionately that all children and young people should be:

- happy
- healthy
- secure
- and have the confidence to achieve at school and enjoy their childhood.

This should happen regardless of their background. We will fight injustice, promote fairness and provide services to meet the needs of the individual child.

We aim to give each child the best possible start in life, lending a helping hand when needed, as early as we can.



- All children and young people will have the opportunity to enjoy their lives, and to play and learn creatively, so that they grow in confidence and can realise their ambitions.
- We all play a part in improving the life chances of children and we will make the biggest difference by working in partnership with families and communities.
- Every child and young person is an individual; we will listen to them and their families when we plan our services.
- All children and young people, irrespective of their background or circumstances, will be given the opportunity to succeed.
- The needs of children and young people are more important than the needs of service providers.
- All children and young people will feel safe and protected. Child safety is everyone's responsibility.

To achieve these aims we will:

- aim for excellence in all we do, and expect nothing but the best from everyone working with children and young people in Devon
- encourage and celebrate the achievements of all our children and young people
- understand the issues facing children living in rural Devon, and do all we can to maximise the benefits and overcome the challenges
- provide continual support, learning and opportunities from before birth until adult life
- identify and commission high-quality services for all children and young people



- recognise the importance of promoting a positive way of life and identifying and resolving issues early
- overcome cultural and organisational barriers to develop high quality, wide-ranging services that meet every child's needs while tackling the unfairness and disadvantage that limit some children's life chances
- target resources to meet needs so that practitioners are able to help children in ways suited to each individual
- bring key staff together to provide more effective services.

All children, especially those who are disadvantaged, need our unreserved support and commitment so they can build better lives. We must not fail them.

Summary

The CYPP is our plan to improve outcomes for children and young people. It could be seen as the 'plan of plans' as it links in to many of the single and multi-agency plans already being used by partners in Devon (see page 24).

The CYPP is for all children and young people and includes everything from universal services*, such as schools and GPs, to targeted work with children who have particular needs.

All the work we do with children and young people will be judged on:

- the five Every Child Matters outcomes:
 - **Be healthy**
 - **Stay safe**
 - **Enjoy and achieve**
 - **Make a positive contribution**
 - **Achieve economic wellbeing**
- our collective capacity to improve.

Agencies supporting children and young people in Devon



work together as the **Devon Children's Trust**. The Trust is a partnership which includes voluntary, independent and statutory organisations. Any reference to 'we' in this plan means the Children's Trust partnership. You can find a full list of the partners on page 12.

Each priority in the CYPP will have a delivery plan which will be the responsibility of a multi-agency project board or reference group.

The Children's Trust Executive will be the performance board and will be responsible for making sure that we achieve the CYPP's aims.

The CYPP aligns with the **Local Area Agreement (LAA)***. The LAA focuses on **narrowing the gap** between the lowest attaining children and young people and the rest of the population, by improving the outcomes for the lowest attaining 20% of children and young people.

We will use **key delivery mechanisms** to achieve the aims of the CYPP.

These mechanisms are:

- **Children's centres***
- **Extended Services in and around Schools (ESS)**
- **Integrated Youth Support Service (IYSS).**

We have identified the aims of the CYPP through data analysis, external inspections and feedback from children, young people and professionals. The aims clearly link together, so it is not always useful to look at them separately. However, we can show how some of the priorities fit in with the five Every Child Matters outcomes.

Outcomes

Be healthy

- Promoting physical and emotional wellbeing.
- Addressing inequity in providing health services, particularly for:
 - children with special needs
 - access to the Child and Adolescent Mental Health Service (CAMHS).
- Addressing the differences in health outcomes across Devon.

Stay safe

- Making sure there is appropriate safeguarding for all children.
- Sustaining improvements in social care.
- Establishing multi-agency thresholds and using them effectively.

Enjoy and achieve

- Making sure all children and young people have the opportunity to enjoy and achieve.
- Narrowing the gap between the educational outcomes for all children, and those achieved by more vulnerable groups and the lowest attaining 20%.
- Raising the bar - stretching educational outcomes for more able children.

Making a positive contribution

- Improving the public perception of young people.
- Reducing the number of young offenders.

Achieving economic wellbeing

- Making sure that there is good access to a range of opportunities for education and training for 14–19 year olds.
- Increasing the number of 16–19 year olds in education, employment or training.

Priority projects

All the outcomes relate to each other; some priorities cannot be sensibly managed under just one outcome.

● Supporting and working with parents

Parents are the most significant influence in a child's life, so parenting affects all of our aims. We need to develop a strategy which makes better use of current resources.



● Developing more things to do in safe places to be

This includes childcare, play and the range of activities which improve the lives of children and young people.

● Improving access and transport

We need to find ways to improve access to education, training, work and recreation.

● Reducing bullying

This is a significant concern for children and young people so we are developing strategies to reduce bullying and the fear of bullying, and to support those who have been bullied.

● Improving housing for young people and families

We need to improve conditions and prevent homelessness.

● Improving services for Children with special needs* and support for parents and young carers

We need to join up current services to improve outcomes.

● Improving life chances for children in care

Children in care do not achieve as well as other children so we want a joined up strategy across all

agencies to give them the best chance in life.

● Reducing exclusions from school

We need to reduce permanent exclusions as this is a strong indicator that a child or young person will have poor outcomes in later life.

Enablers

The enablers are the commitments and processes which will help us to achieve the aims of the CYPP.

- The **participation of children and young people** in the decisions that affect their lives.
- A **workforce strategy** which makes sure that we have the right staff with the right skills.
- **Integrated working** across partners using common tools and ways of working.
- Using **joint commissioning** to make better use of our resources. The CYPP is a high level commissioning document.

The CYPP will be reviewed every year. Some of our aims may be achieved in one year; others may take at least ten years.

* All words and phrases which appear in the glossary are marked with an asterisk in the plan.

Aiming High for Disabled Children

A government report into funding for children with disabilities.

www.hm-treasury.gov.uk/media/C/2/cyp_disabledchildren180507.pdf

Annual Performance Assessment (APA)

APA assesses the contribution of councils' education and social care services to improving outcomes for children, with the contribution of other services considered where relevant.

Area Based Grant

Area Based Grant is a general grant allocated directly to local authorities.

www.communities.gov.uk/publications/localgovernment/areabasedgrantguidance

AXS

See page 68.

Better Care, Better Lives

A Department of Health document setting the direction of services for children with life-limiting and life-threatening conditions.

www.networks.nhs.uk/news.php?nid=2091

Child and Adolescent Mental Health Services (CAMHS)

CAMHS promotes the mental health and psychological wellbeing of children and provides high quality, multidisciplinary mental health services.

www.everychildmatters.gov.uk/health/camhs



Child Death Review Panel

Child Death Review Panels are responsible for reviewing information on all child deaths, and are accountable to the Local Safeguarding Children Board.

www.everychildmatters.gov.uk/socialcare/safeguarding/childdeathreview

Children

Children and young people aged 0-19 years old or aged 0-25 for children with special needs and care leavers.

Children and Young Person's Bill

The CYPB was introduced in November 2007 and fulfils commitments made in *Care Matters: Time for Change*. Focusing on improving outcomes for children in care.

www.dfes.gov.uk/publications/childrenandyoungpersonsbill

Children First

A multi-agency strategy for a collaborative approach between key agencies including Devon County Council, the police and Youth Offending Teams to reduce the numbers of young people who enter the youth justice system or re-offend.

Children in Care Council

Devon is setting up a council to give children in care the opportunity to have their say and talk directly to the people who run the care system.

Children's centres

Children's centres bring together a range of services for children under five years and their families including early education, health services and family support.

www.devon.gov.uk/childrenscentres

Children's National Service Framework

The Children's NSF is a 10-year programme to stimulate long-term and sustained improvement in children's health.

www.dh.gov.uk/en/Healthcare/NationalServiceFrameworks/index.htm

Children with special needs

Children and young people who have extra challenges are described as being vulnerable, disabled or having special needs.

“People shouldn’t judge us. People feel sorry for me. I feel proud of my family, all families are different.”

Young person

Department for Children, Schools and Families (DCSF)

DCSF is responsible for improving the focus on all aspects of policy relating to children and young people.
www.dfes.gov.uk

Department of Communities and Local Government (DCLG)

Sets policy on local government, housing, urban regeneration, planning and fire and rescue. It has responsibility for all race equality and community cohesion related issues.

www.communities.gov.uk

Devon Transitions Protocol

Transition takes place across the final years of school and into the early years of adult life. Planning for transition should include education, employment, housing and support needs, community and leisure activities and health needs. The Transitions Protocol describes who should do what, and when.

www.devon.gov.uk/the_transitions_protocol

DISC and DISCplus

DISC is the children's information service for Devon and holds a wide range of information about children's services and registered childcare. DISCplus is the information service for children with special needs.

www.devon.gov.uk/disc or
www.devon.gov.uk/discplus

Diplomas

A new qualification, which combines theoretical and practical learning, including functional English, Maths and ICT to widen choice for 14-19 year olds.

www.dfes.gov.uk/14-19/index.cfm?sid=3&pid=224&ctype=No ne&ptype=Contents

Direct Payments

Personalised budgets for support payments managed by the family.

Early Support Programme

Early Support is for families with disabled children under 5 years old. It is the government's recommended approach to co-ordinating services.

www.earlysupport.org.uk

Early Years Foundation Stage (EYFS)

EYFS brings together other policies and guidance to build a coherent and flexible approach to care and learning for 3-5 year olds.

www.standards.dcsf.gov.uk/eyfs

Extended Services in and around Schools (ESS)

Extended schools provide, or signpost to, a range of services and activities, which are often beyond the school day.

See page 27.

www.devon.gov.uk/extendedschools



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Healthy Schools Programme

The National Healthy Schools Programme is a long term initiative that helps schools to be healthy.

www.healthyschools.gov.uk

Hear by Right

Hear by Right is a standards framework for organisations across the statutory and voluntary sectors to assess and improve how they involve children and young people.

<http://hbr.nya.org.uk>

Independent Reviewing Unit

The Independent Reviewing Unit arranges statutory reviews for children in care.

Integrated Youth Support Service (IYSS)

Aligning services to create early identification and co-ordinated support for 13-19 year olds.

See page 27.

Kinship care

When close relatives of a child come forward to care for them when they are no longer able to live with their birth parents.

Kongomana

See page 2.

Local Area Agreement (LAA)

See page 18.

Local Safeguarding Children Board (LSCB)

A statutory body of key agencies ensuring effective joint working to safeguard children.

www.everychildmatters.gov.uk/lscb

Ofsted

Inspects and regulates the care of children and young people, and education and skills for learners.

www.ofsted.gov.uk

National Institute for Clinical Excellence (NICE)

An independent organisation responsible for providing national guidance on promoting good health and preventing and treating ill health.

www.nice.org.uk

Parents

Mothers, fathers, carers and other adults with responsibility for caring for a child.

Playing for Success

The DCSF* initiative to establish out of school hours study support centres at football clubs and sports' grounds.

www.dfes.gov.uk/playingforsuccess

Pupil Referral Unit (PRU)

Pupil referral units are set up to provide education for children who can't attend school.

www.dfes.gov.uk/exclusions/alternative_provision_policies/pupil_referral_units.cfm

Restorative justice

Restorative justice brings victims, offenders and communities together to decide on a response to a particular crime.

School Improvement Partners

Provides professional challenge and support to a school, helping its leadership to evaluate, improve and plan.

www.teachernet.gov.uk/newrelationship

“We have a fantastic link in school now who will sort out homework problems for us. If we have a problem we can go and talk to her. I don't feel like I'm going to be shouted at when I don't do things on time.”

Young carer

Social and Emotional Aspects of Learning (SEAL)

See box on right.

www.teachernet.gov.uk/seal

South West Grid for Learning (SWGfL)

A consortium of 15 South West local authorities committed to providing educational establishments with broadband internet and broadband-enabled teaching.

www.swgfl.org.uk

Special Educational Needs (SEN)

Children who have learning difficulties or disabilities which make it harder for them to learn or access education than most children of the same age.

Statistical neighbours

Other local authorities with similar characteristics to Devon which we can use to make comparisons. They are: Somerset, Shropshire, Suffolk, Cornwall, Dorset, Herefordshire, Gloucestershire, Norfolk, East Sussex and Worcestershire.



case study

Social Emotional Aspects of Learning SEAL

The aim of SEAL is to provide an explicit, structured curriculum framework and resource for teaching social, emotional and behavioural skills as a whole school approach for all pupils, not just those with challenging behaviour.

The pupils are taught to use thinking skills and feelings together, to guide their behaviour. There are five main skills that are used as a basis for teaching.

- Self-awareness.
- Managing feelings.
- Motivation.
- Empathy.
- Social skills.

Some of the skills explicitly targeted through SEAL are:

- being effective and successful learners
- making and sustaining friendships
- dealing with and resolving conflict effectively and fairly
- solving problems with others or by themselves
- managing strong feelings, such as frustration, anger and anxiety
- recovering from setbacks and persisting in the face of difficulties
- working and playing co-operatively
- understanding and valuing the differences between people and respecting the right of others to have beliefs and values different from their own.

There has been a very positive response to SEAL from staff and pupils in schools across Devon. Teachers see it as a basic building block. It has provided practical ways of developing skills that really make a difference to learning and lives.

The Children Act 2004

The Act provides the basis of the wider strategy for improving children's lives. This covers the universal services every child accesses, and more targeted services for children with additional needs.

www.dfes.gov.uk/publications/childrenactreport

Universal services

Services which are provided for all children and young people including; GPs, health visitors, midwives, school nurses, early education, childcare, play activities, recreation and primary and secondary education.

Section 1

1. Introduction

Devon's Children's Trust is a strategic partnership. It exists to improve outcomes for children and young people because we believe that this can be done more effectively by us all working together than as single agencies or organisations.

Children are whole people, so effective work is based on their needs and aspirations rather than what any one organisation is responsible for delivering. When the term, 'we' is used, it means the Children's Trust partnership.



We are:

- parents, parent governors and parent carers
- the voluntary and independent sector
- schools, colleges and other learning settings
- faith communities
- East Devon District Council
- Exeter City Council
- Mid Devon District Council
- North Devon District Council
- South Hams District Council
- Teignbridge District Council
- Torridge District Council
- West Devon Borough Council
- Devon County Council
- Cornwall and Devon Connexions
- Devon & Cornwall Constabulary
- Devon and Cornwall Learning and Skills Council
- Devon and Cornwall Police Authority
- Devon and Cornwall Probation Area
- Devon Primary Care Trust
- Devon & Somerset Fire & Rescue Service
- Northern Devon Healthcare NHS Trust
- Royal Devon and Exeter NHS Foundation Trust
- South Devon Healthcare NHS Foundation Trust
- South West Strategic Health Authority.

To achieve our aims, the Children's Trust partners need to be able to work in a co-ordinated way. The Children and Young People's Plan (CYPP) makes this co-ordination possible.

The CYPP does not set out to include all the work of any organisation. It focuses on:

- where high-level priorities have been identified through the needs assessment
- where joint working is needed.

The CYPP is a summary and is accompanied by:

- the *Needs Assessment for Children and Young People in Devon 2008*
- detailed delivery plans for the outcomes, priorities, and enablers.

Local plans will be developed to respond to different needs and circumstances across the county.

The CYPP relates to all children and young people aged 0-19, and sometimes older, living in Devon (not including Plymouth and Torbay).

Universal services* support all children and young people, with an additional focus for those with specific needs. The CYPP considers the lives of children and young people from all aspects, to make sure that we look at them holistically and in the context of their family and local area. So we have looked at children and young people:

- in life stages - under 7 years old, age 7–13 and age 14–19
- against the five Every Child Matters outcomes
- by priorities which cut across several agencies
- in their local communities.

How have we developed the CYPP?

The highest priorities have been identified through:

- feedback from children and young people gathered in a variety of ways, including:
 - consultation at the Kongomana* annual residential weekend for young people
 - meetings with elected representatives of children and young people and other groups
 - online surveys
 - the national Tellus survey by Ofsted*
- parent and carer forums
- the Joint Area Review by Ofsted* in 2006
- the Annual Performance Assessment 2007
- the Review of the Children and Young People's Plan 2006–2009
- inspections of services and feedback from Government Office South West and the Audit Commission
- the Devon Strategic Framework for Health and Social Care
- task group reports to the Children and Young People Overview and Scrutiny Committee of Devon County Council
- examining data as a whole county, and as towns with hinterlands.

The CYPP aligns and links with other planning and strategic frameworks, such as:

- the Sustainable Communities Plan
- the Local Area Agreement*
- the service plans of all Children's Trust partners.

The Needs Assessment is ongoing and will, over time, engage an increasing number of local people and practitioners so that it becomes more useful and more used.

Where are we now?

Most children and young people in Devon have good experiences and enjoy their childhood. We know this through feedback they have given about themselves. We also know, through comparisons with similar counties, that many could achieve higher standards than they do now and that some have low aspirations, or circumstances, which prevent them from achieving. We have looked at examples that support this conclusion such as children in care, children living in poverty, young carers and the varying achievement of schools, even after context has been taken into account. The detail of our evidence is in our *Needs Assessment*. We want equal opportunities and we want to raise standards for all. The CYPP is intended to achieve that.

There has been a lot of progress over 2006-2007. Some services were not as good as



they should have been and intensive work has taken place to put this right, sometimes including major restructuring, such as:

- creating Children and Young People's Services (CYPS) in Devon County Council which pulls together education, social care and the Youth Offending Service
- addressing concerns raised by the Joint Area Review, particularly making sure that processes in social care are secure for children
- turning six Primary Care Trusts in Devon into one, helping to make sure that services across the county are fair and impartial
- reorganising the constabulary so there is one business command unit that matches the PCT and County Council area.

We believe we are now in a better place to do more than we were in 2006.

2. Life in Devon

Devon is loved by many of the 740,800 people who live in it. People move to Devon for its beautiful surroundings and the lifestyle. Conversely, many young people between the ages of 20 and 24 move away, possibly for different employment opportunities and a taste of other cultures. Many return when they are older; perhaps with children of their own.

Devon has a huge 7,963 mile road network covering its 2,534 square miles. However, access to work, leisure and services is often limited, especially for young people, because a car or form of independent transport is often needed. In some areas, most noticeably the north and west, the population is sparse with small numbers spread over large areas. This creates challenges



in accessing services, leisure, training and employment. Even getting to school can take a long time each day.

Devon has a small but increasing black and ethnic minority population. Data does not show underachievement, but as a minority group there can be cultural difficulties. Not all services are adequately prepared to meet the needs of people who do not have English as a first language.

Devon has very low levels of unemployment combined with low average wages; it has been described as the 'comfortable armchair of ambition'. There are many small to medium sized employers but few big ones. Seasonal work is common and this affects income and the amount of families taking term-time holidays.

There are areas of deprivation right across Devon with Exeter and northern Devon being the most marked. The small numbers that occur in most communities can mask real difficulties and make them hard to address. There are also significant differences across the county. A child born now in one community is projected to live for up to 14 years longer than a child born in another community¹. This difference cannot be justified or allowed to continue.

Under 7 years

There are more than 6,000 babies born each year in Devon: Teenage mothers make up 6.2% of this figure

and a third of those smoke. Breastfeeding initiation rates are similar to the national rates but with considerable variation across the county.

Research² consistently shows the importance of the best possible start in life. For most of us, our life opportunities are already largely determined by the age of 18 months. This is mainly because of the imprints on brain development and their impact on our ability to form relationships.

Strong indicators of life chances are:

- smoking, substance misuse and alcohol consumption by mothers during pregnancy
- breastfeeding
- immunisation
- poor communication skills
- neglectful, harsh or violent behaviour in the family in the early months of life
- poverty - the links to shorter life expectancy, accident rates and not getting any qualifications are well established.

We want to be proactive, so that problems are prevented, and to be swift and effective in addressing issues that do arise.

We must find ways to support parents together and many aspects of the CYPP reflect this. Children's centres* are developing across the county,

¹ Office of National Statistics

² *The Hand That Rocks the Cradle*
By George Hosking available
at [www.wavetrust.org/
WAVE_Reports/The_Hand_Full](http://www.wavetrust.org/WAVE_Reports/The_Hand_Full)

to provide integrated services for children under five and their families; with different models reflecting the different needs of communities. A few are 'one-stop shops' with services provided largely at one site; more are likely to be based on outreach, spreading services across large areas with small numbers. Children's centres* are key to providing joined-up and colocated services for families with young children. They will help us to address the concerns outlined here.

Most young children (97%) attend pre-school. Education for 3 and 4 year olds is provided by a mix of the voluntary sector, schools and private providers. There are differences in the type and quality of provision. Childcare is less accessible, particularly in rural areas, and it is often given as a factor in limiting employment possibilities, which then links to poverty. Low numbers can make pre-schools in villages difficult to sustain.

7–13 years

Devon has 365 schools which vary in size, from primary schools with fewer than 20 pupils to some of the largest secondary schools in the country. They are generally valued by parents, who are largely loyal to their local school. Devon County Council has supported the principle of local schools for local children, for community and environmental reasons, for many years. There are good partnerships among many schools, who work together in a variety of ways. Most

notable are the geographical groups around a market or coastal town. These are well-established and have been known since 2004 as **Local Learning Communities**. They reflect the standard pattern of a secondary school and its partner primary and special schools working together.

The nationally planned school building programmes, **Building Schools for the Future** and the **Primary Capital Programme**, will be a stimulus for a rethink of our vision for the role of education in the life of the child, the family and the community.

Special schools are increasingly supporting children and staff in mainstream schools, and enabling children with special needs* to attend their local school full or part-time. We do not have an even spread of special schools across the county which means that currently too many children have to travel long distances. This can include out-of-county and independent provision. Many children who attend special schools have limited opportunities to engage with activities in their local communities.

A rich mix of play and other activities are available, provided by a range of organisations. This includes specialist clubs and societies which may be for the whole community or be age-specific - such as drama groups, bands, sports clubs and uniformed groups. These add hugely to the opportunities for children



and young people. They also contribute to developing community cohesion; providing common ground for those who might not otherwise meet, work and play together. There are many types of providers, and what is available varies with place and the strengths and interests of communities.

There has been a concern, not easy to demonstrate from the data, that there is a lack of aspiration in Devon; so that people, including children and young people at school, are not very ambitious. Many young people go on to university and results are generally above national averages, but head teachers and others talk of the low aspirations which affect children. School inspectors talk mainly of happy schools with **satisfactory**, and frequently **good**, standards.



14–19 years

The number of young people going into employment, education or training at 16 years old is high: around 94% compared to 92.3% nationally. However, a greater number leave education at 17 than is desirable and too many young people are in jobs without training.

Provision is through schools, colleges of further education and work-based learning. When teenagers are making choices they are often limited by what is available locally, unless they want to pursue mainstream subjects. We are developing partnerships to widen opportunities at 14-19.

Choice is affected by:

- geography
- the confidence of the young person
- transport
- the demand for particular courses (whether they are economically viable or not)
- the expertise and equipment available.

Developing an effective and appropriate curriculum for young people aged 14-19 is a big challenge in Devon. Plans to improve this must include vocational opportunities and work-based learning, which are developed under the **achieving economic wellbeing** outcome.

Children in the care of Devon County Council are not achieving well; which reflects the national position.

In 2005-2006 at the end of key stage 4 (age 16) **58.25%** of all children achieved five A*-C grade GCSEs. For children in care it was **9%** compared to 14.7% for our statistical neighbours*. A variety of reasons contribute to this. Urgent work is in hand to address this unacceptable situation, but it is a long-term task.

Levels of crime are low in Devon and most children feel safe, but the fear of crime remains among the wider population. Like their peers across Britain, young people are often the victims of crime when it does occur. There is a distinct link between being excluded from school, low achievement and crime.

In recent years the number of temporary or permanently excluded pupils has grown significantly. The figures for 2006-2007 show the highest proportion are in the early years of secondary school (key stage 3), but also with high numbers of children with statements of special educational need*, or who are in care, or both. Being permanently excluded from school affects someone's whole future and is a significant indicator for a poorer life. Devon County Council, schools, colleges of further education, and other partners are working hard to find ways to reduce the number of exclusions and their effect.

Education funding for Devon children is at a lower level than



for most of the children in the country: Devon currently ranks 146 out of 149 local authorities for funding. Transport costs are high; with home to school transport costing £20.5 million per year alone, and travelling around Devon takes time, which costs money for everyone.

Affordable housing is a major challenge and many families struggle to find an appropriate place to live. In some areas homelessness is a particular risk for vulnerable young people. Like exclusion, the lack of an appropriate home has knock-on effects for all aspects of people's lives.

There are specific issues as young people move to adulthood, particularly for young people in care and with special needs. This transition needs good links between those working with adults and those working with young people to give support with areas such as housing.

3. Sustainable communities

The Devon Strategic Partnership (DSP) provides the overview for the whole of Devon and everyone who lives and works here, and children and young people are an important part of that. The vision and priorities of the DSP for a Sustainable Communities Strategy have been agreed as:

Vision

We want Devon to be England's greenest county, with strong local communities which are prosperous and welcoming with an excellent quality of life and a sustainable future.

Priorities

Improve the quality of life for everyone in Devon by:

- supporting our county's world class natural environment, our built environment and cultural heritage to improve the look and feel of the places where we live
- working to make sure strong, prosperous and inclusive communities with a sustainable and vibrant future
- creating the conditions to enable Devon to have a strong and growing economy, and ensuring maximum opportunities are available for everyone to contribute to and benefit from it
- ensuring the availability and balance of appropriate housing
- inspiring our county's young people to achieve their best and supporting them in tackling the issues that concern them most



- promoting health and personal wellbeing for all so that people are as healthy as possible
- tackling behaviour that intimidates, hurts or offends people in Devon.

Cross-cutting themes

- Value diversity, using equality of opportunity for everyone as a guiding principle.
- Improve accessibility to the services and opportunities people want and need, taking into account demographic change in communities.
- Address the challenges and seize the opportunities of climate change, and reduce our impact on the environment.

The DSP links to the **Local Strategic Partnerships** based on each district council area.



4. The Local Area Agreement - narrowing the gap

The Local Area Agreement (LAA) is a wider partnership plan based on a three year agreement between a local area and central government. It describes how local priorities will be met by local solutions while contributing to national priorities. In Devon it is led by the Devon Strategic Partnership and has four themes.

- **Children and young people.**
- **Safer and stronger communities.**
- **Healthier communities and older people.**
- **Economic development and the environment.**

All four are important for children and young people and the LAA is joined with the CYPP wherever there is common ground. The main focus for children and young people is the **Narrowing the Gap Programme**.

National research and our own analysis of Devon identifies that one of our greatest challenges is **narrowing the gap** in opportunities and outcomes between most children and young people, and those that are most vulnerable or underachieving. It is focused on improving outcomes for the lowest achieving. This covers every outcome, and will affect every aspect of a child's life and the community they live in.

Inequality is starkly indicated by the difference in life expectancy. A child born now in one Devon community is projected to live up to 14 years less than a child born in another. The first 18 months of a child's life are crucial. For us to make a real difference to the lives of children and young people, and to break generational cycles, we must be proactive. Research³ shows that once a child has passed three years old remedial action is more expensive and less effective.

Generally attainment continues to rise in Devon, but it is rising more slowly for the lowest attaining 20% of the population and so the gap between this group and others is growing.

The children and young people affected are often the most vulnerable. See the definition box on page 38.

Narrowing the Gap Programme

The programme will be delivered through linked strands.

- The Children and Young People's Plan will support work across Devon.
- Detailed evidence will be drawn from a project which focuses on a market town and its hinterland and:
 - looks at pre-birth and onwards
 - looks at family
 - looks at community
- identifies families at risk of underachieving and works with them holistically



through joint resources rather than separate agencies: this will need freedom to work innovatively and flexibly

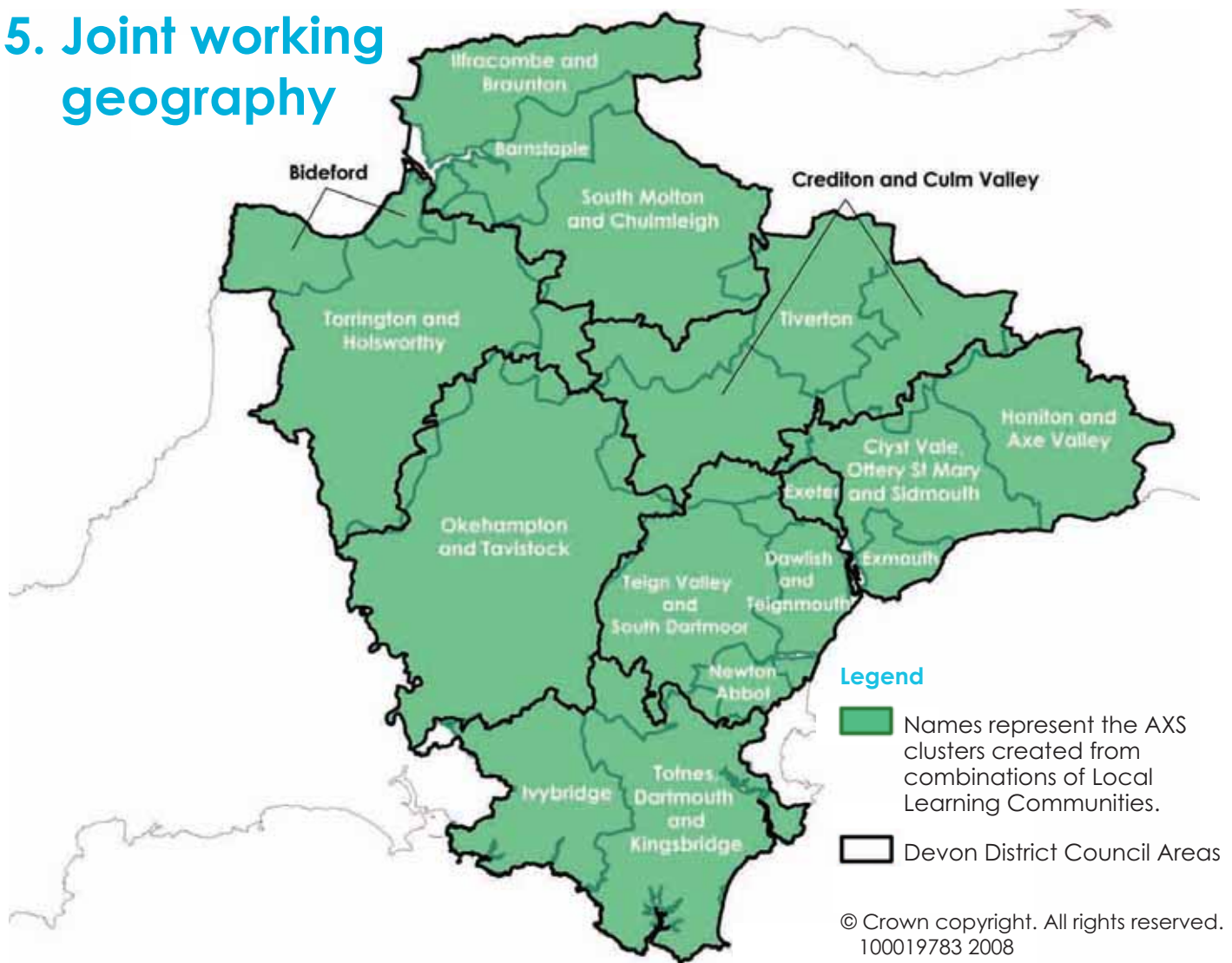
- analyses and builds on known good practice locally and nationally
- agrees plans to make the difference and implements them, reconfiguring services where appropriate
- uses this as research in practice to inform future steps.

A national Narrowing the Gap programme focuses on the 3–13 age group and sharing good practice, and will be used to support Devon's programme.

By working through the Local Area Agreement we can link our contribution to all the elements of sustainable communities in Devon, including housing, environment, transport, policing and employment. Linking the CYPP and the Local Area Agreement together enhances both plans.

³ *The Hand That Rocks the Cradle*
By George Hosking available at www.wavetrust.org/WAVE_Reports/The_Hand_Full

5. Joint working geography



Life across Devon varies considerably. Pages 20 and 21 provide a snapshot of Devon by district council areas. The Children's Trust is working towards equal opportunities based on local solutions.

One historic difficulty was that different agencies had different organisational boundaries. It is a considerable achievement that agreement has been reached for matching area boundaries across partners including Devon PCT, Devon County Council, Devon and Cornwall

Constabulary, head teacher associations, children's centres and GPs, to support the practicalities of joint working. There are some slight variations but broadly there is alignment, with:

- one Devon
- three administrative areas
- eight district council areas
- 19 AXS clusters
- 28 towns and Exeter
- 33 learning communities.

This map shows some of those levels of management and governance. Cross-boundary working continues in the interests of the children and young people who need it.

Integrated working will develop greatly over the life of the CYP and will be appropriate to the level of need. There will be local hubs using children's centres, schools and other locations, according to what works best locally.

Over the next fifteen years all the secondary schools, special schools and many primary schools will be remodelled or rebuilt. This is a tremendous opportunity to support partners in working together, and will help us to make best use of capital resources to improve outcomes and provide services as close as possible to where people live.

6. Devon data by district - A snapshot of Devon

Devon

- Population of children 0-19 (2006) **164,456**
- Percentage attaining 5+ GCSEs at A*-C (2007) based on those attending Devon schools **57.2%**
- Permanent school exclusions (2006-2007) **133**
- Young homeless or at risk of being homeless (2006-2007) **387**
- Eligible for free school meals Revised in line with Devon school census (2007-2008) **9%**
- Children with a Child Protection Plan (June 2007) **265**
- Children in Need (June 2007) **3110**
- Children in care (April 2008) **549**
- Youth Offending Rate per 1,000 (2006-2007) **19.29**
- Domestic violence crime (1 April to 30 June 2007) **416**
- Pregnancies in 15-17 year olds (2003-2005) **1188**
- Year 6 overweight or obese (academic year 2006-2007) **23.51%**
- Not in Education Employment or Training November 2007-December 2008 **5.9%**

Some figures revised from 1st edition of Devon Children and Young People's Plan 2008-2011

North

Population of children **21,558**
 Percentage attaining 5+ GCSEs at A*-C **54.4%**
 Permanent school exclusions **28**
 Young homeless or at risk of being homeless **6**
 Eligible for free school meals **10.4%**
 Children with a Child Protection Plan **35**
 Children in Need **450**
 Children in care **101**
 Youth Offending Rate per 1,000 **25.32**
 Domestic violence crime **71**
 Pregnancies in 15-17 year olds **166**
 Year 6 overweight or obese **25.74%**

Torridge

Population of children **14,095**
 Percentage attaining 5+ GCSEs at A*-C **52.1%**
 Permanent school exclusions **19**
 Young homeless or at risk of being homeless **23**
 Eligible for free school meals **9%**
 Children with a Child Protection Plan **20**
 Children in Need **315**
 Children in care **20**
 Youth Offending Rate per 1,000 **15.15**
 Domestic violence crime **31**
 Pregnancies in 15-17 year olds **97**
 Year 6 overweight or obese **24.92%**

West

Population of children **11,414**
 Percentage attaining 5+ GCSEs at A*-C **53.3%**
 Permanent school exclusions **8**
 Young homeless or at risk of being homeless **6**
 Eligible for free school meals **6.4%**
 Children with a Child Protection Plan **0**
 Children in Need **165**
 Children in care **20**
 Youth Offending Rate per 1,000 **13.26**
 Domestic violence crime **12**
 Pregnancies in 15-17 year olds **69**
 Year 6 overweight or obese **19.50%**

South Hams

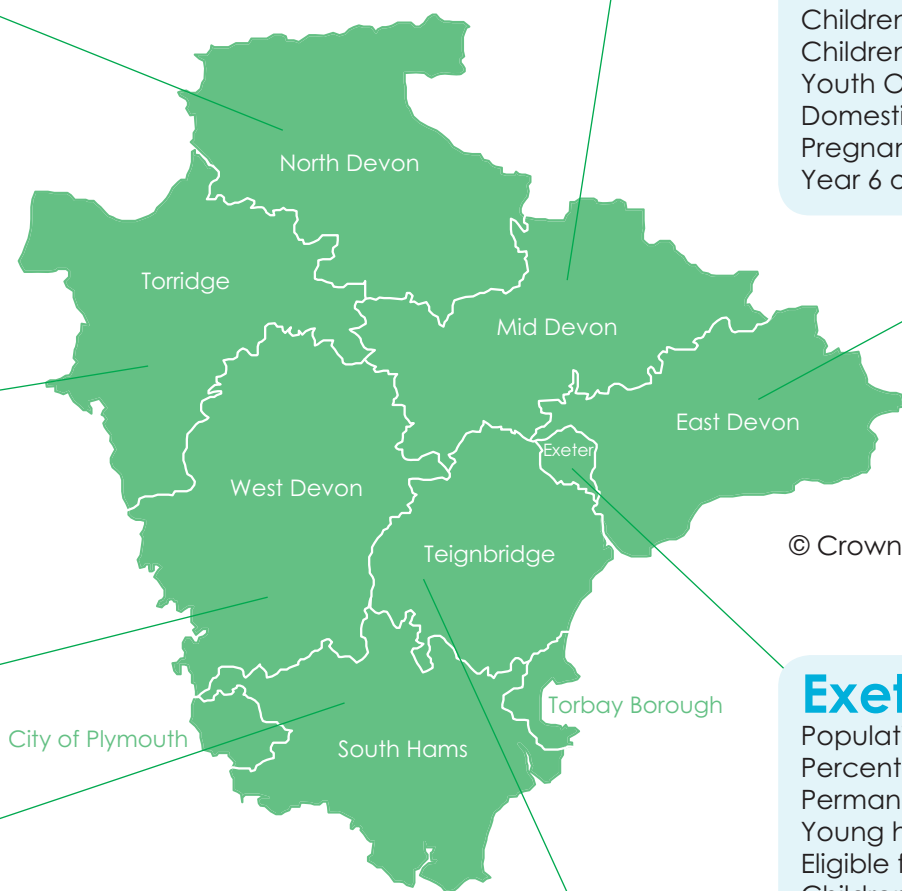
Population of children **18,207**
 Percentage attaining 5+ GCSEs at A*-C **69.3%**
 Permanent school exclusions **12**
 Young homeless or at risk of being homeless **7**
 Eligible free school meals **8.6%**
 Children with a Child Protection Plan **5**
 Children in Need **205**
 Children in care **36**
 Youth Offending Rate per 1,000 **12.70**
 Domestic violence crime **27**
 Pregnancies in 15-17 year olds **93**
 Year 6 overweight or obese **21.72%**

Mid

Population of children **18,004**
 Percentage attaining 5+ GCSEs at A*-C **58.5%**
 Permanent school exclusions **5**
 Young homeless or at risk of being homeless **33**
 Eligible for free school meals **7.6%**
 Children with a Child Protection Plan **40**
 Children in Need **385**
 Children in care **67**
 Youth Offending Rate per 1,000 **10.66**
 Domestic violence crime **45**
 Pregnancies in 15-17 year olds **111**
 Year 6 overweight or obese **22.18%**

East

Population of Children **26,798**
 Percentage attaining 5+ GCSEs at A*-C **62.8%**
 Permanent school exclusions **18**
 Young homeless or at risk of being homeless **30**
 Eligible for free school meals **6.6%**
 Children with a Child Protection Plan **30**
 Children in Need **400**
 Children in care **59**
 Youth Offending Rate per 1,000 **20.21**
 Domestic violence crime **62**
 Pregnancies in 15-17 year olds **172**
 Year 6 overweight or obese **23.25%**



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Teignbridge

Population of children **27,660**
 Percentage attaining 5+ GCSEs at A*-C **54.9%**
 Permanent school exclusions **23**
 Young homeless or at risk of being homeless **124**
 Eligible for free school meals **9.1%**
 Children with a Child Protection Plan **40**
 Children in Need **390**
 Children in care **88**
 Youth Offending Rate per 1,000 **19.98**
 Domestic violence crime **74**
 Pregnancies in 15-17 year olds **215**
 Year 6 overweight or obese **23.40%**

Exeter

Population of children **26,720**
 Percentage attaining 5+ GCSEs at A*-C **49%**
 Permanent school exclusions **20**
 Young homeless or at risk of being homeless **158**
 Eligible for free school meals **13.2%**
 Children with a Child Protection Plan **95**
 Children in Need **800**
 Children in care **158**
 Youth Offending Rate per 1,000 **22.15**
 Domestic violence crime **94**
 Pregnancies in 15-17 year olds **265**
 Year 6 overweight or obese **25.50%**

Snapshot does not include data from Plymouth and Torbay

7. Every child's future matters

We are fortunate in Devon to have a fantastic natural environment. Devon County Council has led a campaign to make sure that Devon is England's greenest county, and there is a growing sense of responsibility for ensuring this. The future of our environment is particularly important for children and young people and caring for it needs to be part of all our lives.

Our achievements and our enjoyment of life are (for good or ill) bound up with our environment, with our homes, our streets, the air that we breathe and our landscapes.

Making sure that our work supports a sustainable future will thread through the work of the Children's Trust. During the first year of the CYPP we will develop ways, in line with the LAA*, to address the areas which most affect children and young people.

"If we cycle more there will be less CO₂."

Kieran at the Great Debate

We can separate our efforts into:

1. how we behave as organisations
2. how we influence children and young people's understanding.

Some examples are:

- **where we work with children and young people** introducing programmes to encourage walking and cycling
- **where we can influence the factors that will affect them** reducing the pollutants that affect their wellbeing
- **where we can influence schools and other buildings** making them more energy-efficient
- **where we can have a holistic view that links enjoyment of the outdoor environment with awareness of sustainability and developing good citizenship** as set out in *Changing our Futures*, a handbook for schools produced by DCC and partners.

We think that the relevant indicators are:

- how children travel to school
- amounts of CO₂ per capita
- air quality (amounts of NO₂ and PM₁₀)
- the number of children killed or seriously injured on the roads.

case study

Every child's future matters

Devon County Council:

- promotes recycling, cycling and car sharing across Devon
- supports staff in the cost of buying bicycles through the national Cyclescheme
- makes sure every member of staff agrees a personal green target every year
- gives every member of staff a target to reduce work-related travel.

Devon County Council works with schools to:

- develop school buildings which will use less energy
- develop green travel plans
- support waste reduction audits by pupils. In the first year Landscore Primary School achieved 65% reduction and South Molton Community College achieved 64% reduction in waste.

Other examples from Devon schools are:

- pupils from Ratcliffe School work with Dartmoor rangers on conservation work
- all reception year pupils at Winkleigh Primary School attend the Forest Schools programme
- Seaton Primary School has worked with partners to develop its energy efficiency including using solar water panels, a wind turbine and encouraging pupils to monitor energy use.

8. Resources

The joint resource in Devon dedicated to services for children and young people comes to approximately £750 million. There are also many contributions which appear under other budgets, which contribute to work with children and young people but are not easily counted. For example, a proportion of the time of neighbourhood police officers, planning officers and GPs.

A key role of the **Joint Commissioning Team**, established during 2007-2008, is to identify the need, the resources needed to meet that need and to help co-ordinate a better match between the two.

One example from 2007 is the progress made in identifying children and young people with special needs and the support they receive. We have currently identified approximately 4,000 Children with special needs* and an investment of £42 million. This major piece of work means that, for the first time, we can have more confidence in what we know, and what we can do about spend and activity. Conversations with parents of children with special needs* continue to help our understanding and planning.

We are still largely at the stage of questioning data and probing detail. This figure only includes direct costs, however it does, provide a reasonable basis for future commissioning. Further review of our use of resources, with the aim of improving outcomes by targeting, pooling, and investing or disinvesting intelligently, will build on our current position.

Joint commissioning is how we will support the delivery of the CYPP's aims. The **Area Based Grant*** is money given to Devon County Council by the Government which was limited in use, but now has more flexibility.

We are, in the main, taking the first year of the CYPP to:

- build on our analysis of resource and need
- mitigate risk that could arise from withdrawing funding from any area
- shape our future work confidently.

More details of resources are in the delivery plans which support the CYPP.

One continuing area of concern is the relatively low level of **Dedicated Schools Grant** we receive from the Department of Children, Schools and Families (DCSF)*. The grant provides the total funding for all schools, and Devon's share only allows us to meet just over 70% of our own assessed needs of the schools in the county. This is a significant risk to achieving the aims of the CYPP.



Early childhood is the basis for life chances and we know that by supporting a good start in life we can make a difference to narrowing the gap. The development of children's centres* to provide joined up services across the whole of Devon by 2010 is a key building block. This is both a capital building programme (£13 million over three years) and the beginning of a new way of working. The current model of an individual service provider is moving to a model of joint commissioning based on need and best value.

We will review how current investments in early childhood are made to make sure that resources are used appropriately, including maternity and public health programmes. In addition work is in progress to:

- equalise the funding for early years education across sectors
- increase investment in supporting families with young children
- deliver specific initiatives such as:
 - Every Child a Reader
 - Every Child Counts
 - National Year of Reading.

9. How the plan fits together



10. Needs triangle

We are developing our understanding of the needs of Devon children and young people. In our Needs Assessment, which accompanies this plan, we have brought together data about the children, young people, families and communities and we are using this to understand Devon better.

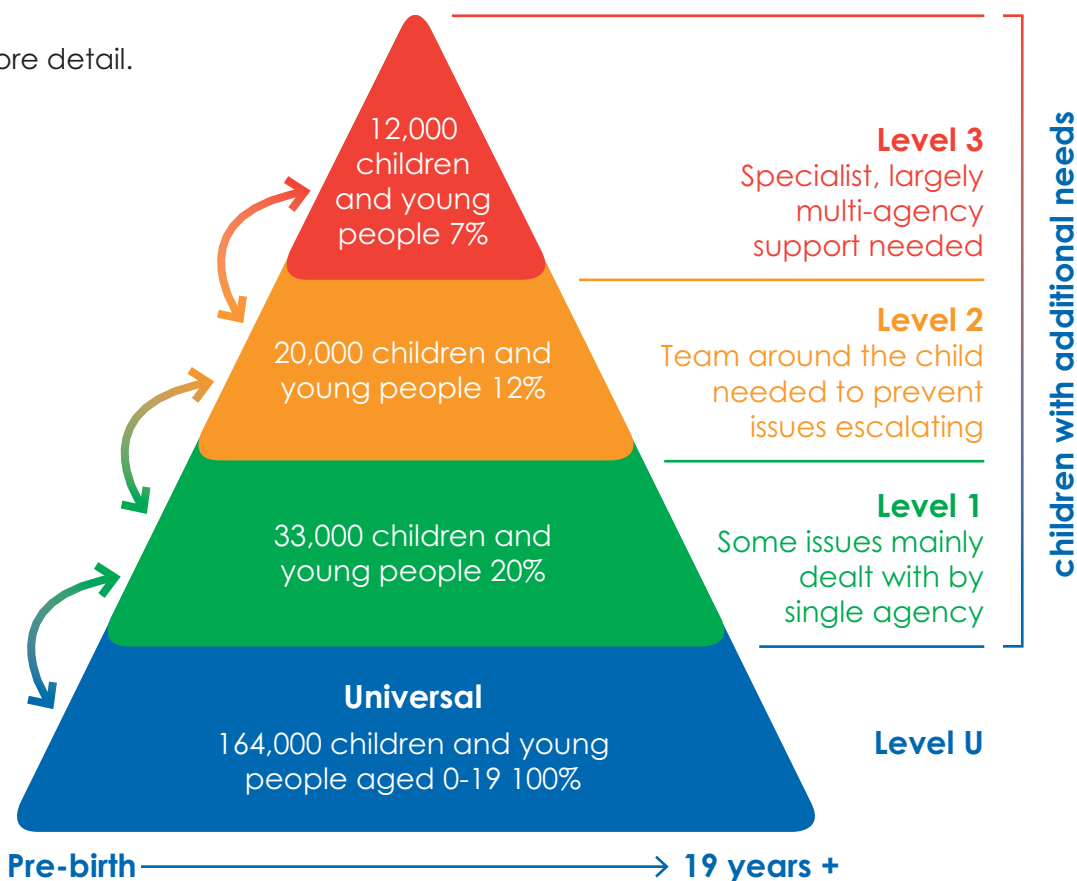
We are starting to understand how many children and young people in Devon have the different levels of need shown below. These numbers at this stage are indicative; we know that an individual's needs can change and that some of our sources of data and data analysis are

not yet sophisticated enough. However, in starting to understand levels of need in Devon, we can plan more effectively to meet those needs, through universal, targeted and specialist services.

The 164,000 living in Devon aged 0-19 includes:

- some children and young people with level 1 needs such as:
 - requiring extra help from the school for special educational needs
 - living in temporary accommodation
 - not being in education, employment or training
 - needing dental extractions
- some children and young people with level 2 needs such as:
 - identified as needing School Action Plus for special education needs
 - being young carers
 - being accepted as homeless
 - being under 16 and pregnant
- some children and young people with level 3 needs such as:
 - having a statement of Special Educational Needs
 - receiving treatment for substance misuse
 - being permanently excluded from school
 - being supported by social care because of their needs.

See page 68 for more detail.



11. Key delivery mechanisms

There are three county-wide frameworks which are the key delivery mechanisms the Children's Trust will use to achieve the aims of the CYPP.

- Children's centres.
- Extended Services in and around Schools (ESS).
- An Integrated Youth Support Service (IYSS).

All three promote and establish models for integrated, multi-agency services which can provide universal and personal support to children and families.

Children's centres Reference group - Early Years Strategic Partnership

Children's centres, which will be available throughout the county by 2010, are aimed at parents and carers with children under five years old. They have a co-ordinating role in ensuring services are accessible and coherent.

The core services include:

- **early years provision** integrated early learning and childcare
- **social care** family and parenting support
- **health services** midwifery, health visitors and speech and language therapists
- **Jobcentre Plus** employment service, to help parents into work

Children's Information Service

information, advice and assistance for parents.

We have established 31 children's centres so far. Investment in the centres, and the way they develop, varies in proportion to the need and the local area.

Key indicators are:

- children's development as measured by the Early Years Foundation Stage* Profile
- attainment of lowest achieving children
- the reach of the centre to the most vulnerable groups including teenage parents,
- workless households and lone parents
- parental satisfaction
- health indicators, such as percentage of children living in a workless household.

Key delivery mechanisms

Pre-birth

→ 19 years +

- Integrated early learning
- Childcare 8am-6pm
- Information for parents and employment support
- Parenting support
- Midwifery
- Health visitors
- Speech and language therapy

Children's Centres

- Varied menu of activities
- Childcare 8am-6pm
- Wider community access to schools' facilities
- Parenting support
- Swift and easy access to a wide range of specialist support services

Extended Services in and around Schools (ESS)

- Positive activities - things to do and places to go
- Volunteering
- Information, advice and guidance for parents and young people
- Targeted youth support

Integrated Youth Support Services (IYSS)



Extended Services in and around Schools (ESS)

Reference group - Extended Services in and around Schools* Project Board

There is an ESS **core offer** which provides a framework for developing services to be accessed through schools, either on the school site or by signposting.

- **High quality childcare** especially for the primary phase and children with special needs.
- **A varied menu of activities** including study support and things that are fun to do.
- **Parenting support.**
- **Swift and easy access** to a wide range of specialist support services such as speech therapy, Child and Adolescent Mental Health Services (CAMHS)*, family support services and sexual health services.
- **Providing wider community access to facilities.**

Key indicator and target

By 2010 all schools will provide on-site access to the core

offer, or provide signposting to places where elements of the offer are available.

Integrated Youth Support Service (IYSS)

Reference group - Integrated Youth Support Service* Board

The IYSS combines youth services (voluntary and Devon County Council), education welfare, Connexions and youth offending services in universal and targeted work with young people. IYSS has four main areas of activity:

- access to good information, advice and guidance
- positive activities for young people - things to do, places to go

- volunteering
- targeted youth support to achieve earlier intervention, built on a clear picture of need and personalised packages of support.

Key indicators

- Young people's participation in positive activities.
- The number of first time entrants to the Youth Justice System aged 10–17.
- Under 18 conception rate.
- Substance misuse by young people.
- Number of 16–18 year olds not in education, employment or training (NEET).

case study

Key delivery mechanisms

Littleton Primary School in Honiton and childminders in the area signed up to the School Childcare Link Scheme. One of the school governors, who was also a childminder, became the scheme co-ordinator.

Under the scheme the school receptionist holds information packs supplied by the Early Years and Childcare Service which are handed out to new parents who are being shown around the school. The co-ordinator is also able to help parents moving into the area who are looking for childcare.

In surveys parents say the care provided through the linked childminders and group providers is fulfilling their needs and the school is meeting its requirement of providing access to childcare from 8am to 6pm all year round as part of the Extended Services in and around School (ESS)* core offer.

12. Managing risk

This section identifies the high level risks to be managed by the Children's Trust. Each delivery plan will have a similar selection.

Resources

Risk

Resource constraints are part of delivery. There are several factors.

- Commissioning to meet need means decommissioning and could result in:
 - instability
 - low morale
 - unforeseen consequences.
- Low levels of funding to schools from the DCSF* may mean:
 - instability
 - loss of capacity which reduces the curriculum offer and affects motivation and potential achievement.
- Short term funding, particularly through grants, pilots and national initiatives may mean:
 - instability
 - low morale
 - expectations are raised amongst users and then support is reduced
 - action follows money rather than need.
- Efficiency savings expected of all public bodies are challenging to achieve and may also have these effects.



- Flexibility of the Area Based Grant* gives opportunities, but may also have any of these effects, and could be moved out of the children and young people's sector entirely.

Action

Review, analysis and action by all partners to mitigate these risks.

“I want places to take risks in a safe environment”

Micheal at the Great Debate

“The SEAL programme helped me manage my anger better”

Year 7 student at a special school

case study

Inspiration Aspiration Partnership

A pilot project to support the aims of the Children's Trust, about arts, cultural organisations and schools working together. The process involved bringing children into contact with inspirational, professional writers, artists and local cultural amenities – and of course the other way round.

The desired outcomes were:

- raising aspirations and broadening horizons
- inspiring pride in locality and community
- learning to work together
- inspiring creativity
- increasing literacy.

Over 500 children and young people, 12 artists and 70 school, museum, library and archive staff and parent helpers from Tiverton and Barnstaple learning communities worked together to plan and deliver the project.

The children and young people visited places in their locality that they had never visited before, such as the beach, a local castle, museums, archives and libraries. This provided a series of positive and memorable experiences for young people, inspiring their own creative writing and artwork through:

- making connections between places, artefacts, art and writing
- meeting and working with writers and artists
- learning to use resources in libraries, museums and archives.

A full evaluation identified benefits across the five outcomes; and it left a glow among all those that took part, a pupil at Bluecoat Junior said;

'I learnt that I'm not bad at poetry...I'm a good poet'.

Governance and accountability

Risk

The governance of the work of the Children's Trust is complicated and still evolving. Performance management and decision-making may:

- lack clarity
- lack rigour
- become tortuous.

Action

Review during 2008-2009 starting with a development day on 10 June 2008. This will be supported by a national review of Children's Trust governance.

Turbulence

Risk

Partners find it difficult to focus on outcomes because of instability and uncertainty created by:

- structural changes which continue for most partners
- Boundary Committee proposals which will create further change
- resource factors
- new national initiatives.

Action

A clear and sustained focus on joint vision, priorities and performance as the CYPP is developed.

13. Managing performance

The CYPP is a 'plan of plans' in a very complex multi-agency, multi-faceted environment. Performance management of the CYPP needs a robust system to make sure that we all do what we say we will do, and take action when there is a problem.

Every aspect of the CYPP links together so none of it can be seen in isolation. This 'star' diagram shows the concept that every priority links to every outcome and that all the priorities and outcomes link to each other.

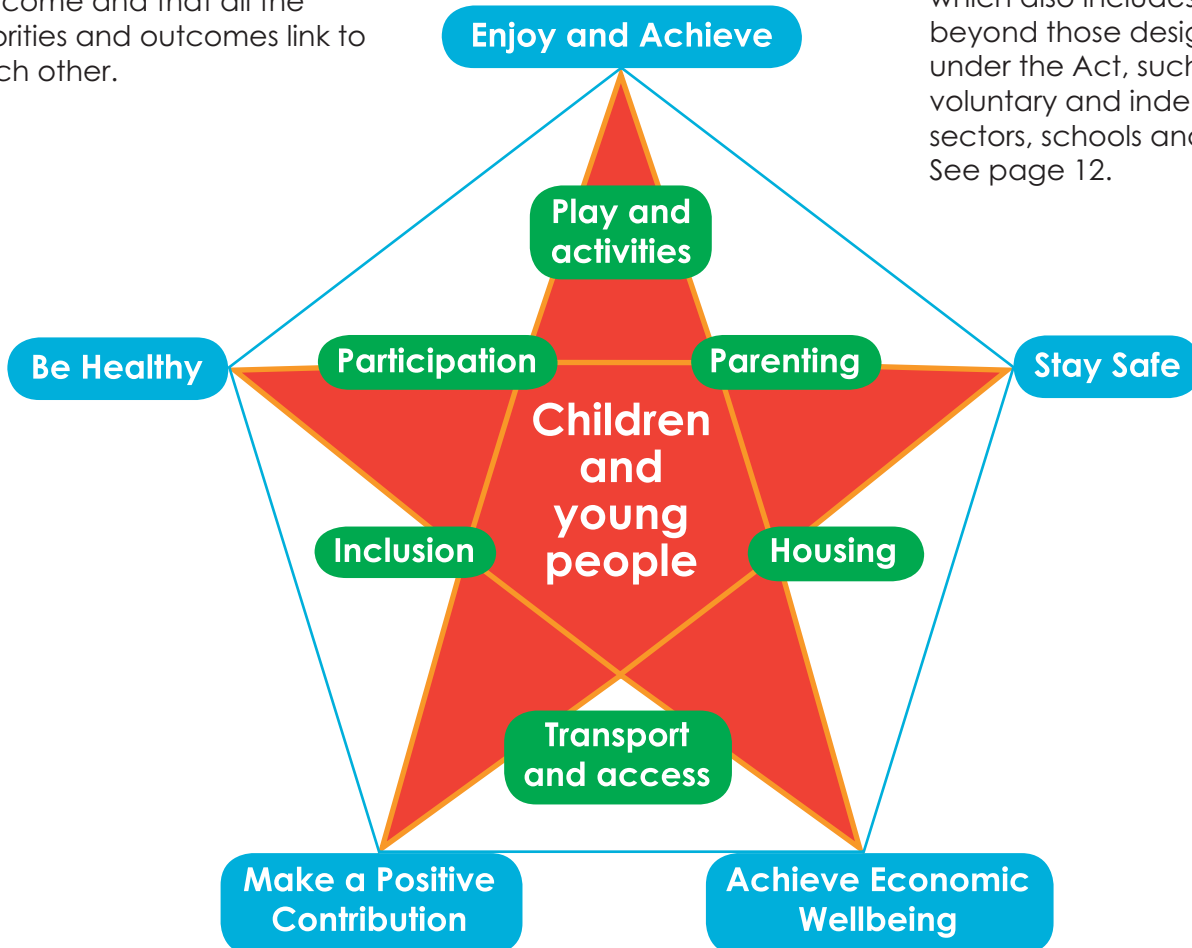
This interdependency is one of the basic principles of Every Child Matters. For example, it is not possible for a child to learn to the best of their ability if they are hungry or frightened. The performance indicators under the five outcomes focus on certain aspects in the knowledge that all of the five outcomes rely on each other. Some groups which are critical for us, such as children in care and children with special needs*, are shown in the CYPP as:

- a priority area in their own right **and**
- as a part of other priority areas.

This is to make sure that we focus on them specifically and include them in every priority.

This all makes performance management complicated, and it is the role of the Children's Trust Executive to maintain an overview. The Executive will act as a programme board for delivering the aims of the CYPP, and will be held to account by the Children's Trust Board.

*The Children Act 2004** established partners who have a duty to co-operate to achieve the ambitions of Every Child Matters. In Devon these partners have been organised through the Children's Trust, which also includes partners beyond those designated under the Act, such as the voluntary and independent sectors, schools and parents. See page 12.



Devon County Council is defined as the children's services authority with the responsibility to lead the partnership. It is ultimately held responsible for the partnership's success through the Director and the lead member for Children and Young People's Services.

The member organisations of the Children's Trust have different cultures, governance arrangements, inspection regimes and priorities. They are, however, bound together by their common ambitions for children and young people. The governance arrangements continue to develop. Currently they are:

An overarching commissioning group at chief officer level

- Agrees the strategic direction of travel and large scale resource shifts or allocations (these may also need sign-off by incorporated bodies such as the County Council or the Primary Care Trust).

Children's Trust Board

- Provides stakeholder engagement and leadership in setting the strategic direction.
- Influences, challenges and supports partners in their role in achieving the vision and principles of the CYPP and delivering its aims.
- Reviews action to be taken as a result of challenge from the Overview and Scrutiny Committee and arising from other reports.
- Acts as champion for children, young people and their families.
- Provides the link to the Devon Strategic Partnership.



Children's Trust Executive

- Is the delivery and programme board for the CYPP.
- Receives reports, based on the high-level detail in the CYPP, with exception reporting which alerts the Executive when problems arise that need joint action or shared knowledge to address.
- Agrees appropriate responses to the reports.
- Is held accountable by the Children's Trust Board for achieving the CYPP.

Children's Trust Local Planning and Implementation Partnerships (CTLPIPs)

Their role is developing, we anticipate that they will be responsible for:

- local needs analysis and work plans which will be delivered with pooled or aligned budgets
- participation of children and young people in joint local planning
- joint local delivery of the CYPP
- contributing to the CYPP
- providing the link to the Local Strategic Partnerships.

Partnership project boards

- Develop and deliver a designated aspect of the CYPP through a detailed work programme which contains clear actions, resources, the outcomes anticipated, performance indicators and targets.
- Monitors, analyses and reports on progress to the Children's Trust Executive and Board to an agreed schedule.

MARS

All this will operate to the agreed Monitoring, Analysis and Reporting Schedule (MARS). During 2008-2009 more, and increasingly qualitative, measures will be developed which will complement quantitative data to provide more rounded information.

Performance indicators are largely those in the National Indicator Set. They will be tracked as part of MARS using trends, baselines and benchmarking with national and statistical neighbours*.

Section 2 five outcomes

1. Be healthy

Accountable Officer
Sarah Gibb

Lead Officer
Ian Tearle

Reference Group
Be Healthy
Reference Group

Key Links
parenting, children
with special needs

What's the story?

There is good practice in Devon which improves the health outcomes of children and young people and extends their life expectancy. It works through life phases.

- Pre-birth.
- Antenatal.
- Infancy and early years.
- Childhood.
- Adolescence to adulthood.

This is an investment for the future health of the population. Interventions to improve health and wellbeing in childhood have a positive effect through into old age.

Inequalities continue. At its most fundamental level this is represented by higher infant mortality among lower socio-economic groups. Maintaining a focus on addressing key risks is essential to promoting positive health.

Inequities in resources were identified in the Annual Performance Assessment* 2007 and are being addressed. This has been aided by the establishment of a single Devon Primary Care Trust which is working in partnership with



Devon County Council and other organisations. We are developing a single strategic approach to support children, young people and their families to develop good health, and we are providing quality treatment and care when they have specific health needs.

What are the key objectives?

- In early childhood we want to see:
 - a healthy lifestyle during pregnancy and birth
 - good mental health in pregnancy, birth and early years
 - breastfeeding continuing until the child is at least six months old
 - parents and carers able to manage risks
 - a good take up of immunisation programmes.
- For school-aged children we want to see:
 - that they can make healthy decisions, particularly for physical activity and healthy eating
 - healthy decisions lead to them becoming active young people at a healthy weight

- emotional wellbeing increased
- substance misuse reduced.
- For adolescents we want to see:
 - they have easy access to effective services tailored to their needs
 - they understand and are able to manage risks with alcohol, drugs and sexual health.
- We want effective public health programmes to be complemented by appropriate and accessible healthcare and treatment. These will include services for:
 - children and families where there is hidden harm from substance misuse
 - child and adolescent mental health (CAMHS)
 - children with additional needs, including learning and physical disabilities, and their families
 - children who are ill and need hospital services.

We are giving particular attention to vulnerable children, such as children in care, who are most likely to experience the worst health outcomes.

What are we doing?

A wide range of initiatives are in place, many of which are multi-agency, including:

- putting in place a Devon Child Health Promotion Programme which includes a single Family Health Needs Assessment to use with all families with newborn children
- integrating public health nursing teams to work to the AXS* cluster populations and collocating them where possible with other children's services, for example in children's centres and on school sites
- producing and putting in place new joint strategies for improving physical activity, reducing obesity and improving sexual health
- rolling out the Social and Emotional Aspects of Learning (SEAL)* programme across the county
- recruitment to the Healthy Schools programme*, including implementing the National Institute for Health and Clinical Excellence (NICE)* guidance on school-based alcohol intervention, obesity prevention, and promoting the mental wellbeing of children in primary schools
- improving support to young carers
- systematically identifying and addressing inequities and establishing a system of co-ordinated care - paying particular attention to access to services for children with learning difficulties and disabilities and Child and Adolescent Mental Health Services (CAMHS)

case study

Be healthy

The St Thomas and Exwick areas of Exeter are in the highest 20% nationally for teenage pregnancy. Exeter as a whole has a higher than national rate.

West Exe Technology College serves St Thomas and Exwick and has a school nurse, counsellors and youth workers to provide help and assistance to its 1,300 students.

A pilot project funded by the Teenage Pregnancy Fund recently allowed a GP to come into school on Tuesday lunchtimes to enhance the service.

So far all the students who have used the service said they would use it again and almost all of them said they found it useful and that it made them think.

- community-based activities with licensees and parents to reduce under-age drinking
- implementing Devon's Young People Substance Misuse Plan.

What are we going to do in 2008-2009?

- increase public health capacity by appointing a consultant whose work will include supporting the Children's Trust and the Local Safeguarding Children Board
- develop Devon's strategy to reduce the misuse of alcohol by young people.

How will we know we are making things better?

We can look at and measure:

- emotional health of children
- weight at birth – percentage of children born weighing less than 1500g and 2500g
- prevalence of breastfeeding at 6–8 weeks from birth

- obesity among primary school children in year 6
- children and young people's participation in high-quality PE and sport
- conception rate for under 18s
- effectiveness of the Child and Adolescent Mental Health Service
- services for children with disabilities
- Hospital admissions of children and young people.



2. Stay safe

Accountable Officer
Rory McCallum

Reference Group
Local Safeguarding
Children Board (LSCB)

Key Links
parenting, children in care,
reducing bullying

What's the story?

Keeping all children and young people safe and free from harm is everyone's responsibility. Our responsibilities as a Children's Trust extend across the range of universal to targeted services, from promoting awareness, information and advice, through prevention, to specific responsibilities for vulnerable children. Links with other partnerships such as the LSCB* and Devon County Council's Adult and Community Services are key.

Children who are being abused or bullied, or simply left to look after themselves, are unlikely to be as healthy or to achieve at school to the same level

as children who are properly cared for. Staying safe is fundamental to wellbeing.

- In any classroom 2-4 children are likely to be living in a home where domestic abuse takes place.
- Many children live with parents who misuse substances.
- Many infants miss their developmental checks and immunisations, despite reminders to parents by health service staff.
- Children and young people consistently report bullying or fear of bullying.

The statutory responsibilities in *The Children Act 2004** apply across all sectors, agencies and organisations working with children and young people. Collectively and individually as organisations or places where things happen, we are **all** responsible for safeguarding children and promoting their welfare; and this means **all** children, with a particular focus on the vulnerable. Parenting, and the mental and physical health and wellbeing of

parents, is also critical and so it is important to have close links with services to adults.

The Local Safeguarding Children Board (LSCB)* provides the focal point. It has spent 2007 developing and preparing for new statutory responsibilities, including private fostering and safer recruitment practice, and establishing the Child Death Review Panel*.

We have made great improvements in our processes for securing the safety of our most vulnerable children. Driven by feedback from the Joint Area Review 2006, we have concentrated on getting the basics right, such as making sure that:

- all children in care are allocated to a qualified social worker
- initial and core assessments are completed on time
- children and families get a timely response
- consistent and lower thresholds to social care are applied.

The significant progress made since December 2006 was recognised by Ofsted* in the Annual Performance Assessment* in November 2007. Improvements must now be sustained as normal practice on which we can build.

The key will be effective information sharing and action planning to support early intervention wherever possible. Issues will not then escalate, and we can make the best use of the collective resources available.





© Pinnacle Photo Agency

What are the key objectives?

We want to:

- use a range of measures to make sure that all children and young people have safe environments at home, at school and when they take part in activities
- make sure that parents and carers have access to a range of information and advice through universal settings such as children's centres

- deliver a co-ordinated programme to tackle all forms of violence including, bullying, domestic violence, child abuse and violent crime, through the renewed LSCB* business plan
- set in place and sustain the improvements in social care so that we achieve at least a 'good' rating in the Annual Performance Assessment*
- put in place and use multi-agency thresholds effectively giving staff a clearer understanding of roles and responsibilities in decision-making, so that interventions with children and families are timely and suitable for the level of assessed need.



What are we doing?

- The work of the LSCB* has been reviewed and evaluated and it now has a refreshed business plan and revised governance.
- Introducing programmes such as InSTEP and SEAL* in schools.
- Devon County Council has:
 - invested in family support for a Devon-wide prevention service
 - set up a threshold unit to make sure that decision-making and the advice DCC gives to all professionals is consistent
 - established improvements in social care practice - performance indicators show sustained improvement in timeliness of interventions and work management
 - established a Performance Management Board which reviews safeguarding activity and performance each month and takes appropriate action
 - established systems and processes to improve quality in a culture of performance improvement
 - established clear lines of accountability.
- We have developed, tested and evaluated the new multi-agency threshold tool, trained over 200 professionals to use it, and are now putting it in place through the AXS* pathways.
- We are providing extensive multi-disciplinary child protection training through our very successful college of trainers scheme.

case study

Stay Safe

Children living in areas of deprivation are 30% more likely to be involved in a road related accident than their peers. Additional approaches to road safety and work with vulnerable children living in more deprived areas have been developed through InSTEP.

InSTEP works with identified pupils at a school, such as children with behavioural and emotional difficulties, children in care and children with communication difficulties, on developing road safety skills.

The project also aims to:

- promote healthy lifestyles
- raise self-confidence and achievement
- help children develop social and communication skills
- support learning in a range of areas.

The children look at routes to school, identify risks, plan ways to address them and lead their school in part of their school travel planning which:

- reduces the risk of accidents
- increases healthy exercise
- reduces traffic congestion.

The project takes place over several weeks. It is interactive, fun and enables children to learn more calmly and effectively and take important messages out to the rest of the school community.



How will we know we are making things better?

We can look at and measure:

- percentage of children and young people who feel safe
- timeliness of initial and core assessments
- allocation of social workers to children in care
- reports of Independent Review Officers
- number of children in care permanently excluded from school
- number of domestic violence and abuse incidents
- placement stability of children in care placed more than 20 miles from home.

What are we going to do in 2008-2009?

- Extend awareness, information and guidance through the parenting strategy.
- Develop approaches to resilience and safety through SEAL*, school travel plans and the InSTEP programme.
- Sustain improvements in social care practice and performance.
- Achieve the aims of the LSCB development and business plan, including the work of the Child Death Review Panel*.
- Extend e-safety measures for children in care to all our foster carers through the South West Grid for Learning*.
- Improve safeguarding through training, performance management and commissioning.
- Invest in identifying where all children are located.

3. Enjoy and achieve

Accountable Officer
Judith Johnson

Lead Officer
Roger Fetherston

Reference Group
Learning and Achievement
Stakeholder Board

Key Links

achieve economic wellbeing (for young people aged 16+), things to do in safe places to be, children in care, children with special needs, parenting

What's the story?

For children to learn successfully and achieve they have to enjoy life and live in an environment where they feel safe and cared for. This environment extends beyond school and settings and into their homes, their communities and the wider world they live in and draw their experience from.

We nurture and support opportunities for achievement through a range of means and possibilities, so that children and young people can find their key to personal success. This can be through the arts, sport, technology or activities which involve experiencing the urban, rural, coastal, moorland, built and historic environments Devon offers.

We are firmly committed to achievement in the broadest sense, beyond the narrow range of academic performance measures and targets and we value



Finalists at the 2008 Children's Trust Young People's Achievement Awards

education where enjoyment and learning are hand-in-hand. Although we may not be able to easily measure enjoyment, we recognise and emphasise the value of a varied range of activities in and beyond the classroom. As in other outcomes, the individual's experience may depend on where a service is delivered, particularly for children and young people with additional needs. Further work is needed to make good practice the normal practice across the county.

What are the key objectives?

We want all children and young people to be:

- successful learners, who enjoy learning, make progress and achieve their potential
- confident individuals who are able to lead safe and healthy lives
- responsible citizens who make a positive contribution to society.

Success for children and young people will be built on:

- positive attitudes and attributes, so that they are

determined, adaptable, confident, creative and enterprising

- personal skills, including literacy, numeracy, ICT, thinking and interpersonal skills, which are transferable and enable children and young people to survive, thrive and contribute to society
- knowledge and understanding of the world they live in and the forces which shape and influence the world.

What are we doing?

- We are supporting and encouraging children and young people to be self-determined learners through:
 - pupil-centred planning and personalised learning
 - supporting each other and learning with each other, through collaborative approaches, such as those in Local Learning Communities
 - exploring and trying new approaches to supporting and leading learning.



What are we going to do in 2008-2009?

We will agree an entitlement for all children and young people so that everyone has the opportunity to enjoy and achieve in the widest sense.

How will we know we are making things better?

During 2008-2009 the Learning and Achievement Board will work to identify, promote and celebrate ways to enrich lives through creative and inspiring opportunities and find ways to measure this.

Other aspects of enjoy and achieve

We have established two broad areas of activity to make sure children and young people achieve more towards their potential - a concept which we believe has no ceiling.

1. **Narrowing the Gap**
- and
2. **Raising the Bar**

1. Narrowing the Gap

Narrowing the gap focuses on making sure the lowest achievers reach their potential. This extends to their whole lives through all the ambitions in the CYP and in the Local Area Agreement. This section looks at narrowing the educational gap between the educational outcomes for all children and young people and those achieved by our more vulnerable groups and the lowest attaining 20%.

What's the story?

Generally achievement and attainment continue to rise in Devon. However,

we know that there are groups of children and young people who are at risk of marginalisation, exclusion and underachievement, and that there is a gap between those who can take advantage of support and services and those less equipped to do so. Rates of progress are lower in the lowest attaining 20% and so the gap grows.

Those at risk of underachieving are the most vulnerable children and young people. Nationally this group includes children and young people who:

- are from poorer socio-economic groups
- are in care or leaving care
- are carers
- have disabilities
- have special educational needs*
- are teenage parents
- are excluded from school
- have poor records of attendance at school
- are from ethnic minority backgrounds
- are young offenders
- are at risk of significant harm
- live with vulnerable adults.

For Devon we can add children facing rural isolation, and children who are ill for an extended period. So far our information does not indicate lower outcomes for children from minority ethnic backgrounds, with the exception of traveller families. The risk of underachieving increases when a child or young person is faced with a combination of these circumstances.

We know that:

- at age 16, the outcomes for children in care are improving but have been low compared with others
- the lowest attaining 20% of pupils consistently make less progress than their peers
- the number of permanently excluded students in secondary schools has been rising
- rates of attendance are too low at secondary level.

Our information currently only applies to children in the maintained system and does not include children educated at home or children in the independent sector, unless their place has been purchased by Devon County Council.

What are the key objectives?

We will:

- reduce the gap between the lowest attaining 20% and the rest
- improve the progress rates of the lowest attaining 20%
- improve the outcomes for children in care to bring them at least in line with national expectations
- improve rates of attendance, and reduce numbers of pupils with persistent absence, (particularly in priority schools)
- promote the joy and importance of reading.

What are we doing?

We are:

- identifying what the issues are and where they are, and using our resources to support progress, attendance and inclusion
- running a dedicated three year project for raising the attainment of children in care
- focusing support on schools with significant numbers of the lowest attaining 20%
- using a planning and monitoring framework to improve the experience of children with special needs in mainstream schools.

What are we going to do in 2008-2009?

Develop the Local Area Agreement* and:

- develop the role of local learning communities (LLC) as commissioners of support to meet the needs of the most vulnerable and address underachievement in their areas
- identify and share good practice in schools where achievement is consistently high
- target support to areas of disadvantage and low performance, and develop multi-agency training and support, particularly for early years
 - further develop the Every Child a Reader programme and introduce Every Child Counts
 - give additional support where needed to improve outcomes from early childhood

- ask DCC school improvement partners* to focus on the vulnerable pupils
- make sure that children benefit from successful bid to Playing for Success*, made in partnership with Exeter City Football Club.

By 2010 we will have an effective system to identify children at risk of failure, for whatever reason, at an early stage, and to put in place appropriate support plans.



2. Raising the Bar stretching educational outcomes for more able children

What's the story?

At ages 7, 11 and 14 children and young people in Devon achieve broadly the same as those living in similar places. However at age 16, and at the higher levels of attainment at all ages, we do not compare as well.

What are the key objectives?

We will:

- improve the proportion of pupils attaining Level 3 at key stage 1 (age 7) in reading, writing, maths and science
- improve the proportion of pupils attaining Level 5 at key stage 2 (age 11) in maths and science
- improve the proportion of pupils attaining Level 6 at key stage 3 (age 14) in English, maths and science
- improve the proportion of pupils age 16 attaining five A*-C grade GCSEs and five A*-C grade GCSEs including English and maths
- make sure that all gifted and talented children and young people have the opportunity to achieve their potential.

What are we doing?

We are focusing on children attending maintained schools and the education of pre-school children. Schools and pre-schools have a lead responsibility for raising standards.

case study

Enjoy and achieve

Hard work by staff, students, parents and governors at an Exeter secondary school, backed by Devon Education Service, led to it improving so much that Ofsted* removed its special measures designation within 18 months. Ofsted* inspectors remarked on the 'positive climate for learning' and the high aspirations of students and staff.

Ofsted* praised the committed leadership at St James, in one of Exeter's most deprived areas. The head teacher said it was a true partnership effort.

Six months later St James was named one of the ten most improved secondary schools in the country after it recorded significant improvements in the key stage 3 exams taken by 14-year-old students over the four years from 2004 to 2007.

Head teacher Helen Salmon said: "Our young people are now aiming high and showing what they are capable of. We are raising the bar for all our students and we expect great success in the future."

They are supported by Devon County Council through:

- Primary National Strategy Consultants
- Gifted and Talented lead teachers
- School Improvement Partners*
- specific schools being targeted with support and challenge.

What are we going to do in 2008-2009?

Sustain current work and:

- fully implement the School Improvement Partner (SIP) programme* from April 2008, with a clear focus on supporting and challenging schools to make sure consistent progress is a common goal

- identify and share good practice where high achievement is consistent
- identify coasting schools, where children are not reaching their potential, and work together to challenge and support them
- identify schools that can work together for literacy and numeracy support
- use school monitoring and tracking systems which can identify high achievers and make sure that they are making appropriate progress.

Narrowing the Gap and Raising the Bar

How will we know we are making things better?

We will find ways of usefully measuring achievement beyond qualifications.

There are 16 statutory national targets we will measure.

1. Achievement of at least 78 points across the Early Years Foundation Stage* with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy.
2. Achievement at level 5 or above in both English and maths at key stage 3.
3. Achievement of 5 or more A*-C grades at GCSE or equivalent including English and maths.
4. Achievement at level 4 or above in both English and maths at key stage 2.
5. Achievement at level 5 or above in science at key stage 3.
6. Secondary school persistent absence rate.
7. Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage* Profile and the rest.
8. Progression by 2 levels in English between key stage 1 and key stage 2.
9. Progression by 2 levels in maths between key stage 1 and key stage 2.
10. Progression by 2 levels in English between key stage 2 and key stage 3.
11. Progression by 2 levels in maths between key stage 2 and key stage 3.
12. Progression by 2 levels in English between key stage 3 and key stage 4.
13. Progression by 2 levels in maths between key stage 3 and key stage 4.
14. Children in care reaching level 4 in English at key stage 2.
15. Children in care reaching level 4 in maths at key stage 2.
16. Children in care achieving 5 A*-C grade GCSEs (or equivalent) at key stage 4 including English and maths.

We will also measure:

- progress rates for the lowest attaining 20% across all schools at all stages
- rates of permanent exclusion
- the attainment of 16 year olds educated other than at school in the maintained sector
- attendance of children with Statements of Special Educational Needs at secondary schools
- demand for statutory assessment of SEN*
- out-of-county placements for children with additional needs.

case study

Enjoy and achieve

Okehampton College Big Band was founded in 1994 so students could play a range of jazz from Duke Ellington and Count Basie to contemporary composers and musicians.

Over the years the band has played for numerous functions at school and in the community, as well as being regularly involved in Okehampton's many festivals. It has also won sponsorship from businesses and organisations in the town.

The band has visited Holland, Barcelona, Lake Garda, Edinburgh, Dublin, Hong Kong and Prague and recorded two CDs. A number of former Big Band members have gone on to study at the Birmingham Conservatoire and Bath Spa University while a former vocalist won a choral scholarship to Oxford University.



4. Making a positive contribution

Accountable Officer
Judith Johnson

Lead Officer
Dillon Hughes

Reference Group
**Integrated Youth Support
Service Board**

Key Links
**things to do in safe places
to be, participation**

What's the story?

Early learning and childcare settings, schools and colleges have always played an important role in helping children and young people develop the skills they need to be part of a community outside their immediate family group.

The majority of young people in Devon are doing well; however, too often the public perception of young people is that they are anti-social and a threat. Young people understandably resent this. Improving the perception of young people by some sections of the public will improve the quality of life for Devon's communities by reducing fear and increasing community cohesion.



There are a few children and young people who do engage in anti-social activities. The numbers are low, but the impact is high, both for the community and the young people involved. The life chances of young offenders and those excluded from school are adversely affected.

What are the key objectives?

We want to:

- promote and develop the range of ways in which children and young people can make a positive contribution
- promote a positive, and more accurate, perception of young people by recognising and publicising achievements and contributions they make to all aspects of Devon life
- reduce the number of first time entrants to the youth justice system and reduce the number of children and young people who re-offend.

What are we doing about it?

We are:

- taking every opportunity to recognise the achievements of young people, for example through the Children's Trust Young People's Achievement Awards and the Duke of Edinburgh Awards Scheme
- providing and improving facilities for young people across Devon - for example at the Youth Enquiry Service (YES) in Exeter, a new YES centre in Newton Abbot, a new centre in South Molton, a new mobile centre for West Devon and refurbishing The Pill in Bideford
- creating the Integrated Youth Support Service which combines voluntary and Devon County Council youth services, education welfare, Connexions and Youth Offending Services to link universal and targeted work with young people

- extending the SEAL* Programme which helps children and young people understand their emotional needs and those of others, and build the self-esteem and social skills needed to make a positive contribution in and beyond their family group
- planning action to make sure children in care and children with additional or complex needs, know how they can contribute positively and are supported effectively to do so
- using an integrated approach to youth crime prevention in Devon with the Children First* strategy.

What are we going to do in 2008-2009?

We will:

- organise a campaign to promote a more accurate perception of young people
- encourage volunteering to enhance the positive contribution of young people to communities
- put in place a capital strategy which makes sure that there is a suitable dedicated Integrated Youth Support Centre in each town and investigate outreach approaches
- increase the number of positive activities available out of school hours, and look at providing more holiday and weekend activities in areas with higher levels of juvenile crime

case study

Making a positive contribution

There was a spate of graffiti attacks in Ivybridge. The local police soon identified the five young people responsible. All five sets of parents were appalled by their children's disrespect for their community and each child agreed to 'restore' the damage.

This was taken one step further and, through a Voluntary Community Service day during half-term, the young people removed the graffiti they had sprayed, cleaned and maintained the garden at the tennis club they had attacked and offered a bag packing and 'shop to car' service at a local store.

The activity was highly visible and there was a lot of positive feedback from the public. The young people were not identified as 'offenders', so did not feel persecuted or humiliated and actually found the contribution a positive experience. Collectively they wrote a letter of apology to the owner of the car they had damaged and offered to valet it for him.

The tennis club was so impressed with their effort and attitude, it gave them all a tennis lesson. One of the youngsters enjoyed his time at the club so much that he asked to do voluntary work there on a regular basis.

None of the young people have re-offended and two have volunteered to take part in an Early Intervention Project.

- invest at least an additional £500,000 in youth services to target anti-social behaviour and encourage positive activity.

How will we know we are making it better?

We can measure:

- levels of children and young people's participation in positive activities
- community engagement through volunteering
- nominations for Young People's Achievement Awards

- proportion of young people frequently using illicit drugs, alcohol or volatile substances
- the number of first time entrants to the criminal justice system aged 10-17
- re-offending by young people.

“Don't judge us before you know us”

Britney, Member of Youth Parliament

5. Achieve economic wellbeing

Accountable Officer
Judith Johnson

Lead Officer
John Davey

Reference Groups
For 14-19

Learning and Achievement Stakeholder Board

For participation in education, employment or training

Integrated Youth Support Services Commissioning Board

Key Links
enjoy and achieve (for under 16s), children with special needs, housing

What's the story?

We need to make sure that young people have the right skills as they become adults and move into further or higher education and work. The strategy for 14-19 education and training is established and the immediate focus for Devon's providers is the development of a rich and diverse curriculum. This has to be relevant to young people in their local area and for Devon's economy. It is not practicable to offer everything everywhere in Devon, so we will concentrate on high-quality learning where it is viable and expand services to meet the needs of young people where the current offer is inappropriate.

Our local economy and jobs are changing with self-employment growing. The challenge is to help young people to develop good general skills, and wider skills such as enterprise, to prepare them for a diverse range of opportunities.

The new 14-19 Specialised Diplomas* are one part of 14-19 development. There is also significant work to develop a foundation learning tier for young people who need additional support to engage in learning and to expand work-based learning opportunities. Many young people need support at critical transitions, for example when they are choosing a post-16 programme and seeking employment.

Local and national research has shown that those most likely to be persistently not in education, employment and training (NEET) include:

- children in care
- care leavers
- children with additional needs
- young people with poor social skills or poor school attendance records
- young offenders
- young carers
- teenage parents
- young people who are excluded from school
- young people brought up in workless households
- young people with troubled home backgrounds.





Young People on Devon County Council's two year Apprenticeship Scheme

We also anticipate that during the life of this CYPP the children of migrant workers will be a growing group needing support.

In 2006-2007 6% of 16-18 year olds in Devon were recorded as NEET (1,245 young people) compared to 7.7% for England as a whole. Being persistently NEET between the ages of 16-18 is a major predictor of later unemployment, low income, poor mental and physical health, criminal behaviour and associated other problems in later life.

Levels of uptake of the Disability Living Allowance, Carer's Allowance and Mobility Allowance are satisfactory, but a recent benefits awareness campaign has shown that some families are not getting the higher level of benefit their child's

needs warrant. Preparation for transferring benefits to the young person at age 16 is often inadequate, which means that an opportunity to promote choice and independence is lost.

Many parents do not get enough encouragement or support to remain in, or return to, work. Take up of Direct Payments* by parents of disabled children is good. More work is needed so that disabled 16 and 17 year olds are supported to receive Direct Payments* in their own right. People with recognisable disabilities do not feature routinely in the Devon workforce.

“I love my mum, I have always cared for her since I was very young, but I want to go to college. I can't leave her and we don't have any courses I can do and stay at home. Young carers should have a plan that helps them to do what they need to do.”

Young carer

Commissioning and delivering services to help young people achieve economic wellbeing has changed significantly. The Integrated Youth Support Service* created on 1 April 2008 provides opportunities to improve the wellbeing and life chances of all young people and, in particular, those at risk of underachievement, exclusion or offending. As part of this change Devon County Council has chosen to commission Connexions Cornwall and Devon Ltd to deliver the Connexions service from 2008-2010.



“I have completed my Level 2 apprenticeship in Business and Administration, and am now working towards my level 3 qualification. There are also great prospects for me to further my qualifications and secure permanent employment”.

Amelia Hurlley, apprentice

What are the key objectives?

By putting in place the 14-19 strategy we will prepare the way for all young people to stay in learning until they are 18 or over by 2015. Over the next three years we will make sure that more young people choose to stay in learning beyond the age of 16, including those with multiple barriers to learning.

We will provide:

- an excellent universal offer for all young people to prevent them from disengaging. This will include developing Specialised Diplomas*, a foundation learning tier and encouraging employers to expand work-based learning opportunities

- more targeted and intensive guidance and support, including earlier intervention to involve young people with particular barriers to participation or to re-engagement including integrated transition to adulthood for young people with special needs
- careful tracking to make sure early identification of young people who are NEET or at risk of becoming NEET.

“If you don’t have challenges you don’t learn.”

Year 6 pupil

What are we going to do in 2008-2009?

We will:

- fully implement the 14-19 strategy, including local action plans, ensuring that all partners are fully engaged
- develop a personalised and individualised curriculum for young people from the age of 14, which will combine practical learning in a variety of settings such as schools, colleges, voluntary and statutory youth services, private training providers and employers' premises
- implement the Devon Transitions Protocol* for young people moving to adult services
- commission the Integrated Youth Support Service through the IYSS* Board
- align the AXS* and Joint Agency Services Programmes
- develop the Direct Payments* Strategy to include 16 and 17 year olds.



How will we know we are making it better?

We can measure:

- the percentage of 17 year olds participating in education and training
- the percentage of young people achieving level 2 by age 19 - equivalent to five A*-C GCSEs
- the percentage of young people achieving level 3 by age 19 - equivalent of two A levels

- employer satisfaction with young people's readiness for work - a qualitative measure will be developed
- the number of young people with special needs who have a relevant transition plan to adulthood - a measure will be developed.

case study

Achieve economic wellbeing

David was in Year 11 and academically bright with a clear idea of what he wanted to do.

But his mother abused substances and failed to set him any boundaries at home. David drank, got into fights and missed a lot of school. Then, because of his mother's behaviour, the family were evicted from their home and David was left living with a family friend.

Social care staff became involved and provided interim financial assistance for David until he was helped to claim income support. His Connexions personal adviser liaised with the homelessness worker and supported David to boost his attendance at school quite dramatically and work for his GCSEs.

David is now thinking about moving into supported housing next year; he has already scheduled a meeting to talk about it and is determined to make more progress with his education.

Section 3 priority projects

The projects will deliver priorities identified through the *Needs Assessment* which need a wider span than just one of the five outcomes. Some are at a very early stage of development.

1. Supporting and working with parents

Accountable Officer
Rory McCallum

Lead Officer
Philippa Court

Reference Group
Parenting Strategy
Project Board

Key Links
all outcomes

What's the story?

Parents are the single most important influence on securing positive outcomes for children and young people. Good parenting is an important precursor to achieving fully the ambitions of the CYPP. Pre-birth and the early years are particularly significant. There is overwhelming evidence that poor attachment has significant and long term influence on a child's emotional development.

Recent DCFS* and Cabinet Office publications identify that we need to shift from thinking 'children and young people' and 'parents' to thinking 'family'. They advocate a holistic way of working with families who are vulnerable or at risk. This is a challenge to traditional children and adult services to work together in a different way and it needs to be reflected in our parenting strategy.

In Devon there is a wide range of support, intervention, training programmes and individual activity but it is not well co-ordinated or evaluated effectively. Services do not necessarily match need and there are duplications and gaps by geographical spread, age range and level of need. There is also variation in how far (or at all) parents are involved in shaping services. We have an opportunity to achieve

much more through a clear commissioning strategy.

What are the key objectives?

A parenting support strategy, underpinned by detailed operational plans will make sure that in three years' time we will have:

- a continuum of support and intervention based on universal services*, which offers those with an identified need more equitable access to specialist and targeted services
- parents enabled to participate effectively in planning and delivering a sustainable strategy
- parents aware of their responsibilities and their entitlement to support
- management and accountability frameworks, and multi-agency workforce development which supports local implementation of the strategy.



What are we doing?

- We have done a scoping exercise to map need, activity, best practice and resources.
- We are establishing National Occupational Standards in the Children's Trust Learning and Development Plan.
- We are building on existing methods of engaging parents and developing new approaches, applying what

case study

Parenting

Susan had three children under five and a husband who had been ill for nearly a year. The pressures built up until home life was a constant battle.

Her eldest son, James (4) became angry and frustrated; a health visitor referred Susan to a parenting group. Susan became very anxious. She believed parenting groups were for people who couldn't cope with their children and she didn't want to admit that.

The first session dispelled many of her concerns. The group leaders were friendly and reassuring and the mix of people was varied.

She learnt how to play more effectively with her children, building up a relationship and allowing them to use their imagination in game-playing. She learnt the power of positive praise which gave her a whole new awareness when talking to her children. She focused on using only necessary rules and ways to deal with her children when they didn't obey.

Susan says: "I now have a much better relationship with my children. I found the group support invaluable. The techniques I learnt were in no way a quick fix; they were life changing and will stay with me forever.

"My parenting is more relaxed, more creative, and more confident. My relationship with my children and my husband is greatly improved."



we have learnt from work with children and young people.

- We have been operating a Family Intervention Project in Exeter.

What are we going to do in 2008-2009?

The *Parenting Matters in Devon* strategy has a three year span, alongside the CYPP. It will include:

- identifying, piloting and promoting a framework for identifying features of effective service practice which will inform the commissioning process and service development
- an in-depth survey of support in each geographical area
- a parental participation and engagement ladder
- identifying ways to improve engagement with vulnerable groups
- establishing parenting networks as part of Children's Trust governance

- supporting the cultural and organisational shift to thinking 'family'
- quality assurance of work with parents providing workforce development to comply with the National Occupational Standards
- reviewing existing practice and agreeing initial interventions to be supported through multi-agency funding.

How will we know we are making it better?

We will:

- identify a set of service standards for working with parents
- develop parental satisfaction and confidence indicators
- use workforce development targets.

We will use all of these to measure improvements.

2. Developing more things to do in safe places to be

Accountable Officer
Rory McCallum

Lead Officer
Dillon Hughes

Key Links
make a positive contribution, enjoy and achieve, improving access and transport, children with special needs

Lead Officer
Early Years and Childcare
Claire Rockliffe

Lead Officer
Extended Services in and around Schools
Philippa Court

Lead Officer
Youth Services
Dillon Hughes

This priority covers four main areas of activity:

- developing and embedding the Devon Play Strategy
- the offer of childcare 8am-6pm, 48 weeks of the year
- a varied menu of out-of-hours learning activities, provided through extended schools services
- positive activities as part of the youth offer for teenagers of things to do and places to go.

What's the story?

There is a lot of overlap across activities for 0–19 year olds. Historically activities have been led by voluntary and statutory services, working in age-related groups. These are broadly:

- early years
- middle years
- adolescence and beyond.

There is a very rich offer in Devon and much good practice has been developed. There are strong central and local delivery structures to build on in delivering childcare for 0–11 year olds and for the youth offer.

Access to positive activities enriches lives. It is provided by a large number of partners and in great variety. A high proportion is through the many different voluntary providers, and includes community activities which include people of all ages. Access to positive activities for children and young people also supports carers and parents by reducing risky behaviours, offending, and unplanned pregnancies. However, there is an inconsistent offer of activities across the county and not all children and young people have equal access, especially children with special needs.

What are the key objectives?

We want to see:

- best use made of the key partnerships which support play activities across Devon
- sufficient childcare for working parents and those seeking work or training, particularly for children with disabilities and children from low income families
- every school become an Extended School by 2010



with access to childcare and a varied menu of out-of-hours learning opportunities

- young people engaged in positive activities including:
 - access to two hours each week of sporting activity
 - access to two hours each week of other constructive activities in clubs, youth groups and classes
 - opportunities to make a positive contribution to their communities through volunteering
 - a wide range of other recreational, cultural, sporting and enriching experiences
- safe and enjoyable places where young people can spend time
- a directory of activities.

What are we doing?

- We are collating the Childcare Sufficiency Assessment which will focus on local learning communities and will assess demand and supply, and identify gaps in childcare services.
- We are assessing provision made through schools.

case study

“We need more play parks.”

Ruth at the Great Debate

- We are developing children's centres throughout Devon.
- There are play strategies in some district council areas developed through consultation with children and young people and in partnership with the private and voluntary sector.
- We are facilitating termly Play Network meetings.
- We have developed a web-based directory of positive activities through the Youth Service *urDevon* website and DISC* Children's Services Directory.
- We are developing the market for positive activities by using levers such as financial incentives.
- We are including this aspect of our work in capital planning.

What are we going to do in 2008-2009?

We will:

- map existing provision by age range, geography and resource and link all directories of services through the Devon Children and Young People's Services Directory so that it can be used for comprehensive signposting to services.

This will:

- raise awareness of what is available
- help families to access services

Things to do in safe places to be

Residents complained about skateboarders using Marine Parade in central Dawlish for their activities. Land had been identified for a skatepark but its development had been delayed indefinitely due to a lack of cash.

So the neighbourhood policing team got some skateboarding equipment and, with partners, provided a skateboarding area for the youngsters in a local car park once a month.

Team members and skateboarders also made a bid to ITV's 'Peoples Millions' lottery and were delighted to receive a grant of £94,000. Dawlish Town Council gave a grant of £20,000 and the project soon got the go-ahead. Planning permission has been granted for a permanent facility and work is due to start.

The team has united the local community and improved understanding of conflicting viewpoints. Crime, nuisance and the fear of crime have all fallen dramatically.

- build on existing good practice which will mean that provision and availability will be improved by an increased understanding of need
- make the best use of existing resources through further developing a cohesive play strategy, which will be the platform for bids for additional resources
- further develop methods to make sure quality provision, sustainability and participation of families in planning and evaluation.



How will we know we are making it better?

We can measure:

- feedback from children and young people
- children and young people participating in positive activities
- schools providing or signposting pupils and families to childcare
- take-up of formal childcare
- number of highly trained and qualified staff working in settings
- all services working towards higher quality standards.

“Adults do not ask us about the design of playgrounds.”

Eloise at the Great Debate

3. Improving access and transport

Accountable Officer
Debbie Pritchard

Lead Officer
Lisa Boon

Reference Group
to be agreed

Key Links
all areas



case study

Transport

Neil grew up on a remote farm. There was a half mile track to the nearest road and the closest road with public transport was five miles away. His isolation meant he was never able to get a job and was stuck when he left school.

Now Neil has been loaned a small scooter which he uses daily to get to his first ever workplace. Neil was loaned the scooter by Devon Wheels 2 Work which is a Community Interest Company.

Wheels 2 Work provides a fully insured 50-125cc motor scooter or motorcycle for up to six months, along with full training, safety clothing and ongoing support. This not only enables people to travel for employment and training but also provides increased independence. It allows people to access vital services and social and leisure activities, ultimately leading to an enhanced quality of life and sustainable rural communities.

What's the story?

Feedback from children and young people and discussions with partners has highlighted that lack of access to services, education, training, and leisure or social activities can be a major obstacle to achieving potential. This is reflected in the Sustainable Communities Strategy, because it is true for all ages, although children and young people have the extra difficulty of not being able to drive.

Young people have an entitlement to access the 14-19 courses they want to do, and this includes the new Diplomas* and individual pathways which should be fully in place by 2013. One possible way of doing this is to

take courses and programmes to young people, another is by increasing the use of technology. But neither of these options will provide a complete answer. Transport services for children with additional and complex needs are not joined up across agencies and we could create a better service by using resources more effectively.

“Cycle paths sometimes just stop with nowhere to go.”

Bradley at the Great Debate

There is no magic wand and transport is always likely to be an issue in rural Devon.

We know that it is important to build on existing infrastructures and focus on what we can achieve.

What are the key objectives?

- Identify where transport acts as a barrier to accessing:
 - the full range of 14-19 educational opportunities, services, leisure, sport and other activities
 - extended services in and around schools
 - Identify how existing transport infrastructures can be used more efficiently to support this agenda and put in place plans to achieve better access.
 - Maximise access to opportunities through the use of technology.
 - Rationalise the transport provided for the health, social care and education of children with special needs.
- Working together more effectively has the potential to use resources more efficiently to provide a better service. All these elements are also part of the Local Area Agreement*.

What are we doing?

We have reviewed post-16 transport, with some transport supported by grant, and some movement of students to attend courses, but nothing like the scale that will be needed to overcome barriers. Some schools and colleges are putting on transport themselves to enable students to access their courses and activities.



“We need more public transport and electrical buses.”

Jack at the Great Debate

What are we going to do in 2008-2009?

We have identified a pilot area in the South Hams to identify the specific barriers to access. In this area we will:

- identify the courses and Diplomas* which need transport support where no creative solution can be found to overcome access issues
- identify youth activities and extended services opportunities where transport support is needed to enable access
- conduct an audit of the existing transport infrastructure
- identify where existing infrastructures can be used more effectively to support extended access

- identify the gaps and the investment needed to fill them
- make sure the work of the 14-19 Transport Partnership supports the improvement of access for 14-19 year olds in the pilot area
- use resources as effectively as possible through joint health, social care and education transport arrangements.

How will we know we are making it better?

This is hard to define in isolation and we need to include feedback from children, young people and parents and the indicators of the CYPP.



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4. Reducing bullying

Accountable Officer
Debbie Pritchard

Lead Officer
Annette Lyons

Project Board
Local Safeguarding
Children Board

Reference Groups

- **scrutiny groups of children and young people**
- **Equality and Diversity Reference Group**
- **Schools Forum**

Key Links

stay safe, children with special needs

- Kongomana* and the shadow scrutiny work of young people
- the national Tellus Survey spring 2007
- Youth Views Devon 2007, which researched the life experiences of gay, lesbian, bisexual and transgender young people - it identified the school environment as being by far the most homophobic place.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but mainly it is:

- **physical**
hitting, kicking and theft using physical aggression
- **verbal**
racist or homophobic remarks, threats or name calling
- **emotional or indirect**
isolating an individual from the activities and social acceptance of their peer group and spreading rumours
- **technological or cyber**
using technology, such as text messages or the internet, to hurt an individual.

Concerns have been expressed about behaviour on school buses, and this has been linked with bullying.

What's the story?

Children and young people tell us in a number of ways that bullying is a significant concern to them. This reflects national research which estimates that eight out of ten children with disabilities are bullied at some point.

Children and young people who are seen as different often suffer from bullying. This is perhaps because they have a disability, different style, different ethnicity or a different sexuality. They may simply want to work harder than others or have less money. What they have in common is that they can be victimised for that difference.

It is not easy to get reliable, objective data beyond research programmes. Our evidence comes from:



What are the key objectives?

- Significantly reducing the number of bullying incidents.
- Reduce the fear of bullying.
- Support those who have been bullied.

What are we doing?

We have:

- developed policy and practice in 2006-2008, most schools have an anti-bullying policy and peer mentors
- explored the use of data to identify indicators, such as absence rates and we are developing more reliable reporting mechanisms
- co-ordinated the implementation of SEAL* across schools
- increased children and young people's contribution to discussions - Kongomana* festivals in 2005, 2006 and 2007 have involved over 100 young people in consultation and delivering workshops to peers
- increased partnership work locally and regionally - we have won awards for e-safety
- written a code of conduct for young people entitled to use school transport.

What are we going to do in 2008-2009?

We intend to raise awareness and agree a strategy which covers all children, and young people, wherever they are in the community. It is important that children and young people are actively engaged in the response.

Steps will include:

“It was strange because they make u hate yourself”

Kongomana

- developing a culture where there is more honest recognition of bullying
- linking with the safer communities strategies and developing safe places in communities
- establishing effective ways of engaging children and young people in finding solutions
- addressing cyber-bullying with a focus on secondary schools
- finding ways to help children and young people to feel safer travelling to and from school, particularly on buses
- identifying, communicating, and building on good anti-bullying practice across Devon and engaging partners with newsletters, conferences and workshops
- systematic reporting of incidents and using data to inform future actions
- engaging parents and those working with children and young people in an e-safety programme in partnership with the South West Grid for Learning
- establishing a partnership approach to restorative justice* across Devon
- making sure that vulnerable groups of children and young people, such as travellers, children with special needs

or children in care, get education about prevention and intervention if necessary.

How will we know we are making it better?

We will measure:

- the percentage of children who have experienced bullying – we expect the strategy will lead to increased reporting
- positive feedback from children and young people.

“Last year three members of my class gave me a lot of verbal abuse, I reported it to my teacher hoping she could put an end to it. What she replied was shocking “She is not gay, would never be gay, don’t insult her like that again!” After this, she said that I should return to my seat; nothing more was said.”

Gay secondary school student

5. Improving housing and support for families and young people

Accountable Officer
Rory McCallum

Lead Officer
Tim Tod

Reference Group
Young Peoples Housing
Strategy Steering Group

Key Links
all areas

What's the story?

Good housing is an important contribution to wellbeing. Devon has specific problems in housing and homelessness. It is a large county with many rural areas. Although there are high levels of employment, Devon has a relatively low wage economy which creates affordability gaps, made more difficult by the high number of second homes.

The effects of poor housing can be:

- overcrowding
- poverty
- frequent changes of address
- hidden harm
- poor family dynamics
- low level of family education
- poor employment history.



case study

Housing

Ian was 15 when his mum died. His dad had major mental health problems and couldn't cope so Ian was placed in supported lodgings. Ian's mum had been his rock and he was very low at the outset and unable to engage in school or other activities.

Ian developed a close bond with his female host who helped him get back on course with school, his Duke of Edinburgh efforts and his outdoor pursuits. He became much happier and is now working towards joining the forces, which has been a long term dream. School staff, Ian's host family, Young Devon and social services all worked collaboratively to achieve this satisfactory conclusion.

These adverse circumstances affect all life chances particularly, for children and young people, the ability to achieve in school and beyond.

Young people often become homeless due to friction in the relationship with or between their parents, aggravated by the effects of poor housing. Young people who are homeless will often 'sofa surf', surviving by sleeping on friends' sofas or floors. This can be because there is a lack of appropriate housing advice, support and accommodation; and the young people are often seen as being 'intentionally homeless'.

Homeless families are often offered temporary accommodation, which can add to insecurity and uncertainty, and may mean that they are living away from their social networks, work

opportunities and places of education, making it difficult for them to function to the best of their capacity.

Accommodation for families with disabled children and young people with learning difficulties greatly affects their quality of life and even their ability to stay together. It is also a major issue for these young people as they make their transition into adulthood.

Lower Housing Benefit for under 25s, lower living benefits and complicated application systems can make it hard for young people to keep accommodation when it is provided.

The Department of Communities and Local Government* has announced a set of measures to tackle youth homelessness, one of which is a commitment that



by 2010 no 16-17 year old should be placed in bed and breakfast accommodation.

What are the key objectives?

Over the next 5-10 years we will work through the Devon Strategic Partnership to develop and deliver affordable housing.

- Prevention of homelessness through improved advice and information, linking with children's centres and schools, and through alternative curriculum and parenting work.
- A consistent model of mediation and links to district housing advice to support local domestic violence and homeless family initiatives and substance misuse strategies.
- To develop and agree a housing pathway for young people with youth housing agencies.
- Consistent joint working protocols across all authorities.
- An increased range and availability of 'move-on accommodation', including options for couples and young parents, with support to make sure that once

accommodation is found it is sustainable.

- Signposting for families to get support and advice to prevent a breakdown in relationships.

What are we doing?

- We are reducing the numbers of 16-17 year olds and care leavers who are intentionally homeless.
- Providing supported lodgings and specialist youth housing advisers - this has increased the number of young people able to live locally.
- Developing floating support and projects to increase the number of supported accommodation and move-on units for young people. Funded transport for young people to enable them to get to work when placed in rural accommodation.

What are we going to do in 2008-2009?

- create a clear picture of good provision by:
 - identifying good practice locally and nationally
 - evaluating all current housing and non-housing interventions

- integrate delivery points
- develop joint funding streams
- put in place protocols linked to the Common Assessment Framework and supported by all local authorities - they will include how we work with over 16s, and cover key vulnerable groups
- agree plans and resources to move young people on from supported lodgings and other provision
- maintain clear links and close working with transport and employment projects
- commission Shelter to do an audit of provision.

How will we know we are making it better?

We can measure:

- numbers of young people approaching housing authorities as potentially homeless
- number of units of move-on accommodation
- number of units of accommodation for young people, including vulnerable groups of young people and young people with disabilities
- evictions from supported accommodation.

“How is it going to be made possible for us to buy houses when I'm older?”

Young person at Kongomana

6. Improving services for children with special needs and support for parents, carers and young carers

Accountable Officer
John Shaw

Lead Officer
Anne Porter

Programme Board
CYPS Strategic Leadership Group

Reference Group
Children with Special Needs Partnership Programme Board

Key Links
parenting, enjoy and achieve

What's the story?

There are:

- 6,500 children and young people identified with some form of special educational need (SEN)* or learning difficulty or disability (LDD)
- 2,500 are identified as having received 'School Action Plus' support
- 2,000 with identified mental health needs
- 4,000 children have a Statement of Special Educational Needs, or are known to the Joint Agency Team as a child with special needs, this includes:
 - physical, sensory and learning difficulties or disabilities
 - behaviour, emotional and social difficulties
 - mental health difficulties.

Based on national statistics this is probably an underestimate. Parents have expressed concerns and they perceive:

- a lack of equitable access to respite care and carers' breaks
- variation in the quality of support provided by schools.

The majority of these children attend mainstream schools. Six hundred attend special schools, some in the independent sector. We need to review the way we currently manage our funding, making sure that there is effective joint commissioning. We currently spend £42 million a year on meeting the needs of children and young people with SEN*, LDD or mental health difficulties.

There is still inconsistency in support for young carers, with many receiving an excellent service while some get very little.

What are the key objectives?

- Improve local funding to meet the range of needs.
- Make sure that this funding is used in the most effective and fair way.
- Invest in special schools as hubs of expertise, developing outreach support and a range of extended services to save money in the long term.
- Develop and expand the range and availability of services in line with *Aiming High for Disabled Children** and *Better Care, Better Lives**.

case study

Children with special needs

Darren's parents wanted to work with the Joint Agency Team to explore using short breaks, including a small number of overnight breaks. They were concerned that using different routines from the ones they had, for example at mealtimes or bedtime, would be very disruptive for him and could make life more difficult at home.

After an assessment by the learning disability nurse a care plan for routines that suited the family was drawn up. When Darren accessed services providers were asked to use these routines in their settings to give him consistency.

This plan enabled the family to have appropriate short breaks without disruption to Darren. The parents were able to spend more time with the other siblings and get some quality time together as a couple. Things at home became much calmer and this had a good effect on Darren's behaviour.



- Integrate assessment and intervention across education, health and social care.
- Provide good information and advice to parents and carers.
- Provide consistent good quality support to young carers.
- Put in place the integrated ways of working supported by the AXS Programme.

What are we doing?

- A joint commissioning project has identified children and young people, their needs and the money currently being spent.
- Through structured events we have talked to more than 200 parents and professionals, with a high level of engagement. Parents appreciate increased transparency in how we spend available resources. Many parents are asking for low-cost day care services rather than the expensive residential care traditionally provided for carers' breaks.

- DCC and Devon Welfare Rights Unit have run a very successful project supporting parents of children with special needs to access benefits.
- Choice Advisers have been appointed to work with parents to help them apply for school places.

What are we going to do in 2008-2009?

We will:

- establish one strategic lead for children with special needs who will implement the joint commissioning strategy
- improve information and advice available to parents and carers
- make the Early Support Programme* available to parents of children under 5 years old with additional or complex needs
- develop and expand the range and availability of carers' breaks
- create integrated teams of specialist staff collocated in

children's centres, mainstream and special schools

- work with families where children have complex needs through key workers or lead professionals
- develop better person-centred planning for transition to adult life in partnership with adult service providers
- continue to support parents of children with special needs to access benefits
- establish a strategy to support young carers effectively and consistently.

How will we know we are making it better?

We will measure:

- parental satisfaction noted through:
 - surveys by DISCplus*
 - parent and carer conversations
- services for disabled children (a national measure is being developed)
- the SEN* and non-SEN achievement gap at key stage 2 and key stage 4
- number of children and young people in each area with a Joint Agency record.

7. Improving life for Children in care

Accountable Officer
Rory McCallum

Lead Officers
Karen Cleave
Deborah Booth

Reference Group
Children in Care Council*
and Corporate Parenting
Forum

Key Links
all areas

What's the story?

We want children in care to feel loved and cared for, able to achieve their potential, and given the best chances in life.

There is a national drive to improve the quality of services to children in care, because children in the care system fare worse than the average child for all five outcomes. Research shows us that they are at greater risk and more likely to:

- be abused
- be involved in drug taking and alcohol abuse
- underachieve at school
- be the subject, or the cause, of bullying
- be involved in crime
- live in poor housing
- be unemployed.

As corporate parent for children in care, Devon County Council has to make sure they have proper parenting. We know that the position in Devon reflects the national picture. This is not a failure of the local child in care system (in the last twelve months the Fostering service, the Adoption service and all children's homes run by Devon County

Council have been judged as least 'Good' by Ofsted*) but a failure to address the underlying issues that result in children being in the child care system at all.

The root of this is poor parenting. It underpins why children fail in the education system and do not receive the health care they should. Like deprivation and poverty, it can become a vicious circle. If you grow up with poor parenting, fail to succeed in the education system and fail to get a job, you are more likely to be involved in crime and drug-taking and be poorer parents.

What are the key objectives?

Children in care in Devon will:

- feel loved, cared for, valued and listened to
- know people who will support them
- feel positive about themselves
- have stable placements
- have the opportunities to enjoy their lives and achieve their potential across all five outcomes.

What are we doing?

Devon County Council has worked internally and with partners, including schools, to address concerns, particularly since the establishment of the Children and Young People's Services Directorate. DCC has:

- established a dedicated social care team for children in care and care leavers
- invested in foster parent training for example introducing the DVD on bullying, *Fight Fire with Water*



- directed the Independent Reviewing Unit* to give attention to **all aspects** of the lives of children in care
 - re-launched the Advocacy Service, making it a requirement to ask young people if they want an advocate
 - listened to young people in care by involving them in social care performance management workshops
 - established a dedicated multi-disciplinary team to raise achievement which has increased the number of:
 - children with a Personal Education Plan
 - children with a Personal Health Plan
 - care leavers with a Pathway Plan
 - children participating in statutory reviews
- it has also:**
- increased attendance rates
 - reduced the rate of permanent exclusion
 - started to close the gap in attainment for many children in care.

What are we going to do in 2008-2009?

- Actions across the CYPP.
- Action planning to respond to the Children and Young Persons's Bill*.
- Continue the Raising Achievement of children in care project.
- Develop a 'virtual school' approach.
- Investigate opportunities for more Devon-based specialist support for children with special needs.
- Improve data collection to support targeting our resources.
- Extend mentoring, work experience and apprenticeship schemes.
- Review the pledge for children in care.
- Develop an award for healthy children's homes.
- Train and support a group of care leavers to benchmark our care leavers' services and work with us on an action plan to improve services.
- Expand fostering services and supported housing projects to improve placement choice, and use kinship care* whenever possible.
- Make sure that children in care and care leavers have access to leisure facilities.
- Establish a fully integrated system for health assessments and colocate children in care nurses with care management staff.
- Develop a new integrated service for care leavers in south west Devon.
- Continue to invest in:
 - supporting and developing foster carers
 - modernising our children's homes.

case study

Children in care

Steve was awarded a grant from the Personal Education Plan (PEP) Dowry for children in the care of Devon County Council. The dowry is to promote educational achievement and helps fund extra-curricular activities that boost self esteem and motivation; and so improve school performance.

Schools collaborate with carers, parents and Children and Young People's Services to achieve the best results. Steve's school applied for a dowry so he could be involved in outdoor education. The school hoped he would gain self-confidence, self-reliance, enjoyment and lasting memories.

His teacher said after the course Steve was a happier, more engaged child, "He was better placed to form friendships at school having mixed with his peers in a different context. I particularly remember him leading a team through the mud on a blindfold trail.

Many favourable comments have been made to me about the way he settled into life at the school and achieved well at his SATs. I feel that these opportunities benefit such children enormously."

How will we know we are making it better?

Every area of the CYPP will contribute, including:

- feedback from the Children in Care Council
- children in care reaching level 4 in English at key stage 2
- children in care reaching Level 4 in Maths at Key Stage 2
- children in care achieving five A*-G GCSEs or equivalent at key stage 4 including English and maths
- educational qualifications of care leavers
- care leavers Not in Employment, Education and Training (NEET)
- absence from school
- Care Transition Plans to adulthood and to adult services for those who need them.

"hi its Rose!! just to say all u staff r amazin! luvin it in my brand new placement! Miss livin in exeter though!!! cheers 4 everything if it wernt 4 people like u i wud still be *** up! xxmwahxx"**

Compliment sent into DCC

8. Reducing exclusions from schools

Accountable Officer
Judith Johnson

Lead Officer
Ernie Lloyd

Project Management Board
Integrated Youth Support Service Board

Key Links
parenting, children with special needs

What's the story?

The consequences for young people who are excluded can be dire, as this is the first step to further risks and problems. Schools have not always felt sufficiently supported to have the confidence to keep difficult pupils, and have sometimes used exclusion as a means of getting action in extreme cases. Those at risk of exclusion frequently have other problems in their lives and there has been a high proportion of exclusions for young people in care, or with Statements of Special Education Needs.

In 2006-2007 permanent secondary exclusions rose to 133 with the highest proportion in key stage 3 (age 11-14). Some schools, not always those in areas with high levels of deprivation, exclude proportionately more than others.

Pupil Referral Units (PRUs)* are one way of providing flexible support. Capacity in PRUs* has been increased but in



comparison with other local authorities we have fewer PRU* places.

Challenging behaviour creates considerable strain and we know that we need a number of ways to address this. We need to reduce exclusions and to manage some of the teenagers who end up 'lost' in our systems more effectively, helping them to find a more positive track. This priority links to many sections of the CYPP, so we need a co-ordinated approach.

What are the key objectives?

- To reduce the number of fixed term and permanent exclusions from secondary schools.
- To give particular attention to children with Statements of SEN* and children in care.
- Make sure any child placed out of school has a good quality education; this could be through work-based learning or provision through colleges of further education and jointly funded initiatives.

What are we doing?

- We have agreed and established a rapid response strategy to the imminent exclusion of children with Statements of SEN* and a protocol to prevent the exclusion of children in care, with the support of the Schools Forum.
- We have established seven Behaviour and Attendance Partnerships across the county focusing on reintegration and intervention.
- The number of fixed term and permanent exclusions fell in autumn term 2007 (compared to autumn 2006) because of:
 - the system of moves managed by local groups of schools
 - the 'call us before you exclude' protocol
 - the development of outreach work from PRUs*
 - the system of referring young people on the verge of exclusion to the IYSS* Intervention Panel
 - developing a core offer of integrated support around special schools
 - AXS pathways work, including closer involvement of primary mental health workers.

What are we going to do in 2008-2009?

- Embed the work we are already doing and build on the lessons learnt.
- Increase PRU* capacity.
- Develop clear policies and guidance with schools.
- Target support towards schools and young people at risk.
- Develop increasingly relevant and personalised learning pathways.

How will we know we are making it better?

We can measure the number of:

- permanent exclusions from schools for pupils as a whole and specifically for:
 - children in care
 - children with Statements of Special Education Needs
- fixed term exclusions.

case study

Reducing exclusions

Tim's primary school did not want to exclude him but his outbursts of uncontrolled rage, disturbed behaviours and aggression towards other children and staff put him at the brink. Life was very difficult at home and he had already moved school once to avoid exclusion.

In year 5 (aged 9) Tim was bright, but lacking in confidence and self-esteem; he was often anxious and appeared confused and sad.

The school was committed, creative, flexible and supportive. A team around the school was established which included an educational psychologist, a primary resource base advisory teacher and support from the Exclusions and Reintegration Service. Together they worked to support staff in managing the relationship with Tim and helping the teacher and learning support assistant with strategies to manage his behaviour.

A team around the child was established and included Child and Adolescent Mental Health Services* and the Children's Activity Support Programme providing individual anger management work and a social care family intervention worker supporting Tim's mum. Through Child in Need meetings all the work is joined up among agencies and agreed with the school and family. Tim is still in school, and although his behaviour is still very volatile, he feels that he has more control over his rages and that the 'volcano' has become less likely to erupt.

Section 4 enablers

Enablers will support the delivery of the CYPP.

1. Participation of children and young people

Accountable Officer
Debbie Pritchard

Lead Officer
Rachel Henderson

Project Board
Children's Trust Board

Reference Group

- **Children's Trust Hear by Right Champions' Group**
- **A range of children and young peoples' groups and opportunities**

What's the story?

We know how valuable it is for children and young people to be involved in planning and evaluating the services which affect them. Children's Trust partners use a variety of ways to engage children and young people, and Devon County Council has achieved Hear by Right* at advanced level. Engagement has ranged across town planning, ways of improving social care for individuals, and the priorities for the CYPP.

Methods have included:

- the annual Kongomana* residential weekend
- the election of young people to represent their peers locally, regionally and nationally
- discussions with individuals or groups on how particular aspects of services can be improved
- discussion in school and college councils.



We need:

- to make participation fun
- to make it possible for children and young people to be able to challenge and influence decisions
- to make sure that they can see the impact of their contributions.

Government policy requires service users to have a greater say about service development, design and delivery and experience shows this can lead to improvements. Involving children and young people is a positive and developmental experience for them, and results in more effective and responsive services.

Children identified as having additional and complex needs often have their contributions recognised and praised by support staff; but only a few are actually involved in drawing up their individual service plans.

What are the key objectives?

To make sure that all children and young people have opportunities to influence, in a variety of different ways, the delivery of services that affect them.

What are we doing?

- We have established an expert core 'Participation and Democracy Team' in Devon County Council to support this work for all partners and build on all the good practice so far.
- Most partners have signed up to achieving the advanced standard of Hear by Right*.
- We have a county-wide Participation Workers' Network which makes sure professionals promote participation using a consistent language and approach.
- Young people are positively engaged with partners county-wide and in local areas.

- We are working with the Older People's Forum to bridge communication between different generations.
- There are participation workers for children with special needs and children in care.
- There will be a CAMHS* participation worker.
- Most schools and all colleges of further education in Devon have student councils.

“When we ask for something we want a response; it doesn't matter what it is but otherwise we don't know what is going to happen and why.”

Liam at the Great Debate

What are we going to do in 2008-2009?

We will develop and deliver an action plan for achieving the advanced Hear by Right* standard for the Children's Trust, covering all children and young people aged 0-19, by March 2010.

case study

Participation

More than 50 Devon primary school pupils from the same Local Learning Community came together to stage a 'Great Debate' on the key issues affecting their lives.

It was organised by the First Federation which runs Blackpool and Chudleigh Knighton schools; Devon Play and the Devon Children's Fund.

The key topics of concern to the debaters were:

- the amount of house building going on in Devon and the threat to the environment
- the need for better public transport
- the need for good play areas
- the need for facilities for teenagers to stop them wrecking the younger children's facilities
- the need for councils to listen to children when they are planning services for them and demonstrate they have listened.

We hope this will be the pilot for other Great Debates around Devon where the ideas and concerns of children and young people will be highlighted and can then feed into the decision-making process of local authorities and other organisations.

How will we know we are making it better?

We will measure:

- feedback from children and young people
- Annual Performance Assessment feedback use of What's Changed and Changing (and similar assessment tools) as evidence from young people and children
- the Children's Trust achieving the advanced level of Hear by Right
- the range and number of opportunities open to children and young people to participate in the shaping, review and delivery of services.

“We need cycle tracks; some cars come up onto the pavement too fast and too close.”

Emma at the Great Debate

2. A workforce strategy to support the delivery of the CYPP

Accountable Officer
Debbie Pritchard

Lead Officer
Julie Bannon

Reference Group
Children's Trust Workforce Strategy Group

What's the story?

Everyone who works with, and comes into contact with, children and young people will have an effect on them. Depending on circumstances this could be a brief moment, or an impact that could influence their whole lives.

There are national frameworks and targets to develop the workforce, including volunteers. The number of people in Devon currently working with children and young people is at least 35,000. This includes:

- 15,435 in maintained schools
- 2,000 engaged in education or training young people beyond the age of 16 such as staff in colleges of further education and at Connexions
- 4,000 working in early years and childcare services
- 6,000 in the voluntary sector - which includes some of those in early years and childcare
- 5,400 school and college governors
- 3,852 in Devon County Council's Children and Young People's Services (CYPS) Directorate
- 500 working in children's services in Devon Primary Care Trust
- 30 specialising in work with young people in Devon & Cornwall Police.

There are also many people, such as other police officers and GPs, who will work with

children and young people as part of their job; and we know that there will be many more volunteers than are captured in these groups.

All services are undergoing significant cultural and structural change to meet the expectations of Every Child Matters. Every service, statutory, private or voluntary, will have specific workforce needs, as well as the needs organisations have in common.

What are the key objectives?

- Recruit, develop and retain a high quality workforce.
- Engage staff and draw on their experience and commitment.
- Establish a learning culture across all organisations.
- Address attitudes to diversity so that differences are recognised and valued.
- Support workforce remodelling to promote effective inter-agency and multi-disciplinary working.
- Develop integrated support structures to efficiently, effectively and economically deliver the workforce strategy.

What are we doing?

- identify agreed priorities, pooled budgets and support systems.
- Establishing principles and good practice around governance, accountability and professionalism.
- Supporting the transformation of the workforce to new cultures and ways of working.





- Developing programmes in the Children's Trust Learning and Development Group to use resources better.
- Facilitating informal meetings of Unions across organisations, so that we can convert policies and principles into working practice.

What are we going to do in 2008-2009?

- Develop a multi-agency recruitment and retention strategy.
- Develop common induction standards for all levels of the workforce.
- Agree a single programme for workforce development across partners.
- Develop a strategy for managing change and a framework to develop the lead professional role.
- Make sure all the diversity needs of children, young people and their parents and carers are fully integrated.
- Develop, where appropriate, a single integrated structure for managing and administering workforce development activity.
- Establish a partnership team which addresses joint employment issues.
- Develop a single process for sharing, managing and reporting on workforce data.
- Make sure all children with additional and complex needs have key workers or lead professionals.
- Make sure that all policy development reflects the needs of the workforce.



How will we know we are making it better?

It is difficult to assess the direct impact on children and young people. The indicators which will identify the impact our workforce plan has on staff, and so on the work they do are:

- recruitment and retention data – the percentage of new employees leaving posts in the first twelve months of employment
- access to learning and development opportunities – the number of staff attending multi-agency training and development activities
- attendance and absence data
- ways of assessing quality which will be determined by the Children's Trust Workforce Strategy Group.



3. AXS Programme - multi-agency integrated working

Accountable Officer
Miles Haggood

Lead Officers
Tim Leishman
Dave Roberts

Programme Board
AXS Programme Board

What's the story?

Integrated working requires radical change in how all children's services work. It is achieved when everyone supporting children works together effectively whenever children or young people need more than one agency to meet their needs and improve their lives.

When front-line staff combine their professional expertise, knowledge and skills, and involve the child, young person or family, they can identify needs earlier and deliver a co-ordinated package of support. This support must be centred on the child or young person, and help them to secure better outcomes. Integrated working is achieved through collaboration and co-ordination at all levels, across all services, in single and multi-agency settings. It requires clear and careful leadership and management.

Integration will be helped by adopting shared service delivery models, tools and processes. These include:

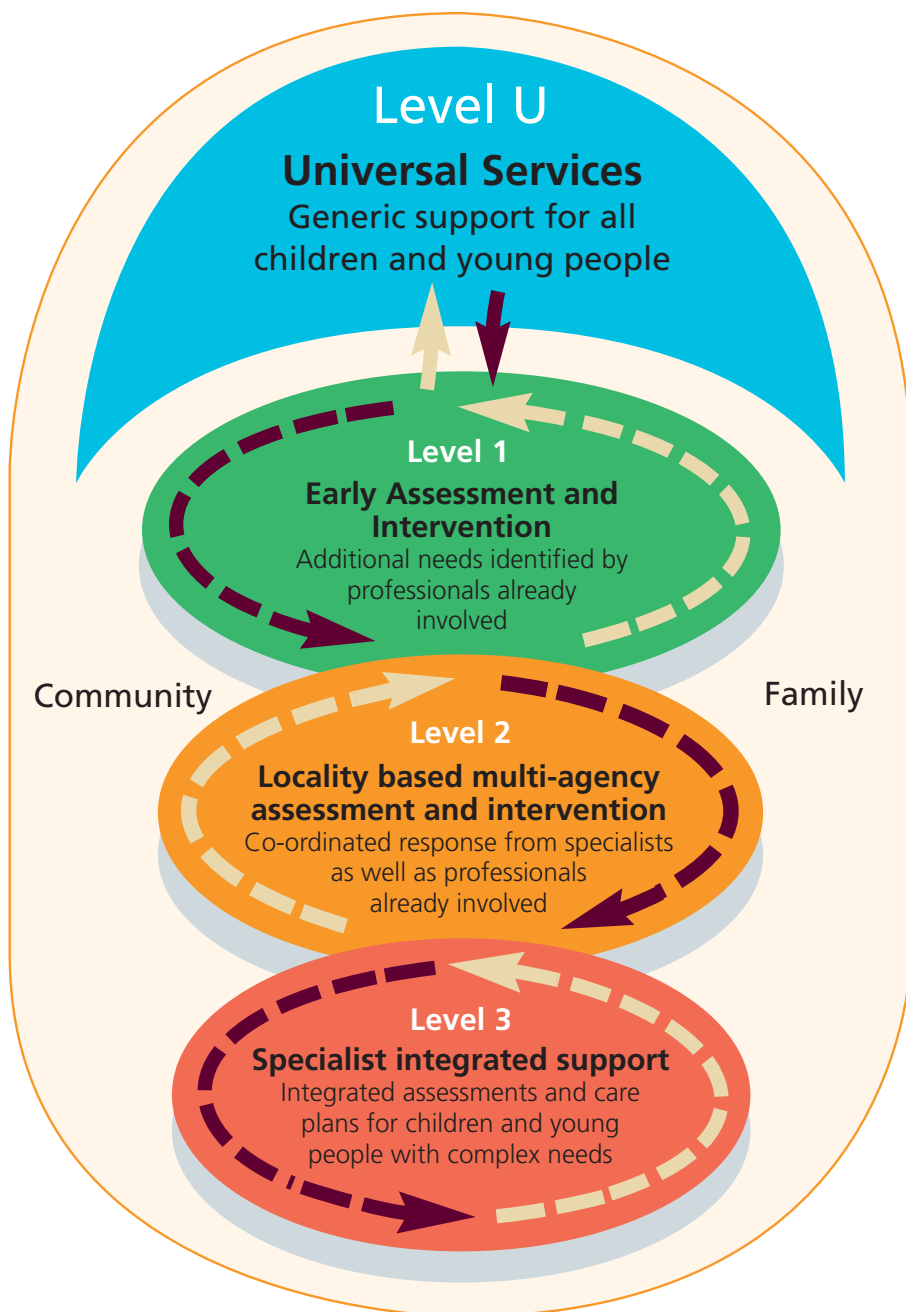
- the Common Assessment Framework (CAF)
- the lead professional role, including budget-holding lead professionals

- multi-agency working, organised to achieve coherent arrangements for delivering service delivery
- an Information Sharing Protocol
- ContactPoint and eCAF
- a Children's Service Directory.

What are the key objectives?

- Earlier and holistic identification of needs.
- Prevention - stopping escalation of difficulties through a timely response based on multi-agency co-ordination or quick access to specialist services.

Devon AXS pathway



- Easier or quicker access to a wider range of services or expertise resulting in a better experience.
- Reduced need for more specialist services.
- Improved information sharing across agencies.

What are we doing?

AXS is focusing on early identification and assessment of need. Over time this will cover all integrated working initiatives with the AXS Pathway at the heart of partners' service strategies and plans.

What are we going to do in 2008-2009?

Our goal is to equip practitioners and managers with the necessary skills to help them engage with local multi-agency working arrangements. As training alone will not promote a change to the way staff work, we are developing local change groups who, with some central support, will carry this work on. Our experience, as part of the national Budget Holding Lead Professional Pilot, has been evaluated and will inform our next steps. Devon County Council has identified additional resource to continue the pilot to build up a wider evidence base for 2009-2011.

We intend to:

- develop the processes for integrated services across Devon
- establish the AXS pathway in all service strategies and planning activities

case study

AXS programme

Five-year-old Amy lived with her mum and younger brother in an isolated rural Devon community. Amy's father had recently died, and the family was struggling to come to terms with the loss of a father and husband.

Amy had started school but was arriving late most mornings and not getting home until after 6pm because of the poor public transport. She became very tired which made the evenings very difficult. She also became increasingly possessive of her mum.

Mum was finding it difficult to cope with Amy's demands, as well as coming to terms with her own grief. A Common Assessment Framework (CAF) identified the need for support for the family in coming to terms with their loss, reducing their isolation, getting Amy to school and identifying consistent boundaries for her.

Over the next few weeks Amy had regular one-to-one sessions with the community worker in school to talk about her feelings and the family all attended Family in Grief sessions.

The children's centre outreach worker supported Amy's mum to help her cope on her own and access other groups to reduce her isolation. She also enrolled on a parenting course. The meetings allowed mum to talk about her anxieties and build up the confidence to make decisions for herself. Transport was organised for Amy so she arrived at school and got home earlier; she settled in well and began making friends.

- build the integrated working approach into a common induction for all staff working with children
- establish robust quality assurance measures to support information sharing and assessment processes.

How will we know we are making it better?

Integrated working is an enabler contributing to the five outcomes.

"The concept of 'the team around the child' is as fresh and exciting as anything I've heard in 25 years in teaching. Sometimes the teams are messy, but if it is in the best interests of the kids we need to put up with it."

Secondary school head teacher

4. Joint commissioning

Accountable Officer

Ingrid Fisher

Lead Officer

Brian Grady

Reference Group

Reference groups will be identified for particular work strands set out in the CYPP for example, the Early Years Strategic Partnership. Each significant area of activity will have a Commissioning Board.

What's the story?

Commissioning is the strategic activity of identifying need and then allocating available resources to meet it in the most effective way. Joint commissioning is doing the same thing in partnership.

Commissioning is a powerful tool for change. Based on knowing the needs of children and families, and a clear understanding of the most effective services, it will help us to stop doing one thing and start doing something else which we believe will make a difference. If something is a priority it needs the right resources and the commissioning process helps us to target our resources on our priorities.

During 2006-2007 Devon County Council and the six Primary Care Trusts (PCTs) worked through a Children's Services Integrated Options project to try to align their commissioning practice. Once the six locality PCTs became



one Devon PCT, the partners were able to move quickly to a joint core commissioning structure, which is now the basis for further developments with other partners.

Increasingly users of services are involved in the commissioning process and there are initiatives to involve children and young people.

What are the key objectives?

We want to:

- improve our understanding of the needs of children, young people and families in Devon
- increase the involvement of children, young people and families in planning and delivering services
- make best use of pooled or aligned resources
- harness our collective strength
- promote effective commissioning:
 - on a large scale
 - in regions or sub-regions
 - through more tailored responses led by local communities.

“I have 2 children, when my eldest was at pre-school age I suffered with depression and was very lonely, there wasn't places like Sure Start for us to go. Now I enjoy the centre 3 times a week with my son, we are both happy and confident here.”

Devon parent

What are we doing?

We have:

- established a team
- agreed governance arrangements, including an overarching Joint Commissioning Board at chief officer level, and Commissioning Boards for all significant work programmes.
- produced a *Needs Assessment* to support the CYPP, which is the first real assessment of data across all agencies
- supported partners to understand and challenge the data, which is helping us to get a better understanding of need
- involved young people in commissioning. The Core Team are Hear by Right champions
- focused on programmes where extensive groundwork had been covered such as; children's centres, children with special needs, housing and substance misuse

- delivered a four month project to explore different ways of providing and commissioning school improvement services, supported by pilot funding from the DCSF*.

What are we going to do in 2008-2009?

Joint Commissioning is the engine which drives the achievement of the CYPP and the portfolio of commissioning activity will be adjusted to the priorities of the CYPP.

- The *Needs Assessment* will become more sophisticated and will be developed as Project Condor.
- We will deliver support programmes for 0-5 year olds, the Integrated Youth Support Service, 0-13 year olds, parenting, Extended Services in and around Schools, school improvement, emotional health and wellbeing in addition to the established children with

special needs, housing and substance misuse programmes.

- We will continue to lead sub-regional commissioning for fostering and independent special school places.
- We will introduce a programme of accreditation and training for staff at all levels of experience, to increase awareness and skills in commissioning, procurement and contract management.

How will we know we are making it better?

We will measure:

- aligned or pooled budgets as we increase our use of joint commissioning
- spending aligned with priorities
- involvement from the third sector in planning, review and delivery of services
- involvement from children, families and the wider community in planning, review and delivery of services.



All pictures in the Children and Young People's Plan 2008-2011 were taken in Devon and feature Devon children and families.

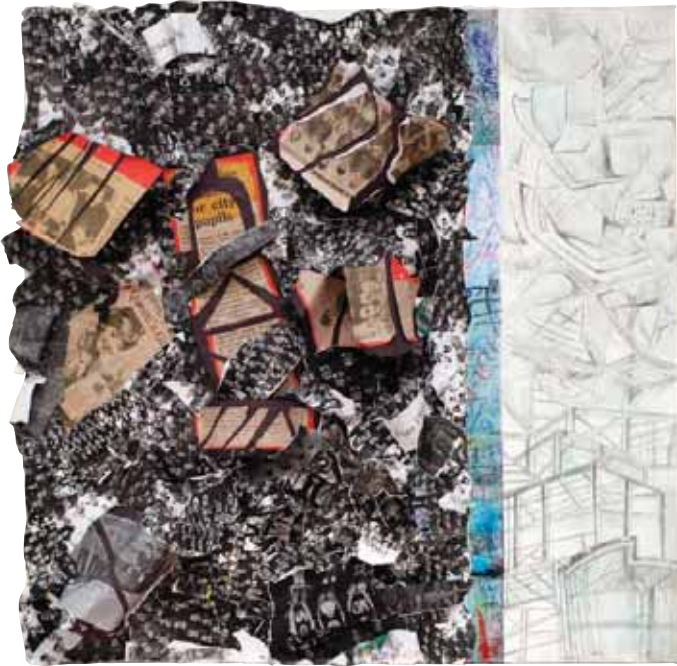
All artwork has been created by children and young people of Devon. Our thanks to all contributors.

Devon Children's Trust

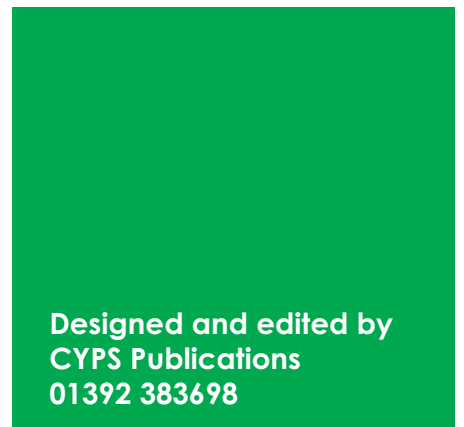
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