

**DEVON CHILDREN'S TRUST PARTNERSHIP**

**Annual Report and Review  
2009-2010**

**Children and Young People's  
Plan 2008-2011**

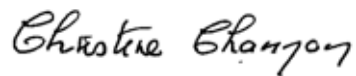
**July 2010**

## PREFACE

The Devon Children's Trust is a partnership of those who work with children and young people.

Or, in the words of children from Buckfastleigh, *'The Children's Trust is a group of people who work together to make life better for children. They made a promise with all the other people who work with children that they would protect children and make their life better. Children said that they should be kept healthy, kept safe, be allowed to have a say, enjoy learning and be helped so they can become a good grown-up.'*

This report examines how well we are doing what we promised to do.



Councillor Christine Channon  
Chair Devon Children's Trust Board  
16<sup>th</sup> July 2010

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Illustrations from the lives of children and young people and those who work with them

**Link to appendix two**

# Annual Report, Self-assessment and review of the Devon Children and Young People's Plan

16 July 2010

## Introduction

This is the annual review and report on progress and performance in achieving the objectives, priorities and outcomes within Devon Children and Young People's Plan. Fundamental to improving outcomes for children and young people is good information and analysis.

*Are we doing what we said we would do?*

*Has it made a difference? How do we know?*

*How can we improve further? Are we doing the right things? What is the impact on outcomes?*

These are questions that underpin all our work, individually and collectively as members of the Children's Trust. This annual report and review examines our learning from answering those questions on what has been achieved by our collective efforts and what we need to do to improve further.

It is a requirement under the Children Act 2004 to review the Children and Young People's Plan (CYPP) and it is good practice to do so and publish our assessment.

The report describes the

- Key national and local influences that will affect the future planning and prioritising of services for children and young people in Devon
- A summary overview of the main issues that are being identified from needs analysis
- How the Children & Young People's Plan is being performance managed and how this will be improved

The review and report on progress and performance is structured as the CYPP with sections on the activity undertaken, the performance outcomes and further actions planned resulting from this review.

As appendices, the report has:

- A detailed Performance Review Summary
- illustrations of service developments, outcomes, impact and benefits achieved for children & young people in Devon.

## Overview of CYPP review

In the last year it has been possible to see the real shifts to the way that services are provided making a difference to improving outcomes. We continue to pro-actively tackle issues of historical variation in access to some services across the county as in the Stepping Stones (inclusion) programme. It remains variable across the county; the culture and relationships amongst the individual people working together can determine the effectiveness. For example in one area a Special Educational Needs Co-ordinator Assistant can speak of the ten Common Assessment Framework (CAFs) which improved outcomes at no additional cost because people collaborated effectively. In other areas, the use of CAF, a fundamental building block, is still being embedded. The Local Children's Trusts have been developing a quality assurance role in supporting the engagement required for effective integrated working.

**Stepping Stones** is already making a difference for children with additional needs and this should increase as the ambitious programme progresses.

The increase in both referrals and waiting times for services for emotional health and well-being services is a significant concern and management action is in place including working with the CAMHS National Support team.

The key delivery mechanisms:

- 43 **children's centres** are now operational and covering the whole of Devon. For phase 3 some more building work is planned in challenging timescales. Performance management includes multi-agency annual review against the specification;
- For **Extended Services in and around Schools (ESS)** 100% of schools are making the full core offer;
- **Integrated Youth Support and Development Services** have achieved improved outcomes through integrated working with notable achievements being the outcomes of the HMIP inspection of the Youth Offending Service and the Youth Justice Board (YJB) capability and capacity assessment that judged Devon to be outstanding. In addition there have been notable reductions in anti-social behaviour as the result of partnership working between youth services and the police.

Progress has been made on narrowing the gap but more slowly than desired. The new CYPP is expected to have a much sharper focus on the most vulnerable and to accelerate progress.

## **Background**

The Children and Young People's Plan 2008 – 2011 (<http://www.devon.gov.uk/cypplan2008.pdf>) was agreed through the Children's Trust.

The CYPP was reviewed in 2009 (<http://www.devon.gov.uk/cypplan-refresh09.pdf>).

A refresh of the actions was agreed for 2009 – 11

(<http://www.devon.gov.uk/cypplan-report-june09.pdf>) as a result. 2010 – 2011 is the last year of the current plan.

Work is in hand on the new Children and Young People's Plan for April 2011 – 2014. Under the latest statutory guidance the Children and Young People's Plan is, '*the joint strategy of the Children's Trust partners on how they will co-operate to improve children's well-being.*' Whilst the new government has indicated that the statutory nature of Children's Trusts may be changed, the Devon Children's Trust Board has agreed that the guidance is a useful framework.

The Board have also agreed that, '*The business of the Children's Trust in Devon is to safeguard and improve the lives of the most vulnerable children & young people. Particular focus will be on achieving a single view of the child and ensuring effective transitions for the vulnerable.*' This is the basis for the development of the joint strategy and agreed priorities for the 2011- 14 Children & Young People's Plan. The new plan will be forged in the context of significant reductions in resources and services across the public sector; it is crucial, more than ever, to align partnership activity to key outcomes in a focused, targeted approach with robust performance management.

The new plan will build upon the achievements so far so some of the aspects which were pioneering in previous plans will be 'business as usual'. Our aim is to concentrate on fewer joint key priorities that will really make a difference to children's lives for the better and change the way that we operate.

In July 2009 Devon was inspected by Ofsted on 'safeguarding and looked after children services'. The inspectors judged Devon as good for services for looked after children and adequate for safeguarding. Following the inspection an action plan was put into place to meet the recommendations of inspectors. The recent outcome of the unannounced inspection of contact, referral and assessment services for children has evidenced improvements with emerging strengths and no priority actions required.

The post Ofsted action plan has been completed and the changes are embedded or being embedded into normal practice. There has been close monitoring of the plan and its impact by the Children's Trust and Devon County Council through the Children and Young People Scrutiny Committee. The summation document can be found at <http://devonevidencelibrary.info/library/A3-POAP-May-2010-Grid.doc>

### Looking Forward

For 2010 – 11 national influences include:

- New government directions, the role of the state and the need to reduce the public sector deficit within a global financial context. Since new policy directions and policy are being announced daily this **review** of the CYPP for 09/10 does not try to encapsulate them all;
- The new duty to reduce child poverty from the Child Poverty Act 2010;
- The new duties from the Equality Act 2010;
- 2010 Statutory Guidance on:
  - Working Together to Safeguard Children;
  - Children's Trusts and Children and Young People's Plans;
- The Marmot Review: Fair Society Healthy Lives;
- Association of Chief Police Officers: Children and Young People Strategy;
- Audit Commission: Giving Children a Healthy Start;
- Department of Health: Brighter Futures, Healthy Lives: The strategy for children and young people's health
- The Ofsted Inspection framework for safeguarding and looked after children services;
- The increasing focus on communities and the Big Society policy drive;
- Equity and Excellence: White Paper devolving power in NHS
- Munroe Review of Child Protection.

Local influences include:

- Joint Strategic Needs Assessment;
- Children and Young People's Needs Assessment;
- Specific needs assessments for children and young people including safeguarding, child poverty, children with additional needs and equality and diversity;
- The Children's Trust report on messages from the voices of children and young people;
- The strengthened role of the Devon Safeguarding Children Board;
- [The 2008 – 09 Annual Public Health Report](#) focused on the health and wellbeing of children and young people. It builds on our knowledge that a

healthy start is one of the main determinants of life long health and the other Every Child Matters outcomes. It shows the variations across Devon and how outcomes relate to socio-economic circumstances;

- Local Learning Communities and Local Children's Trust datasets: it is increasingly obvious that data is bland until it is combined with understanding of the experiences of local people (children, families and communities) and professionals and cut holistically on a 'total place' basis;
- Ofsted provide a ['performance profile'](#) and provide narrative for the Comprehensive Area Assessment, [Annual Rating of Children's Services](#) which was issued in December 2009. Devon disputed several of the statements within this as they were misleading. The Ofsted view was services to children and young people in Devon were adequate; the majority of council areas were judged as good;
- The One Children's Workforce toolkit self-assessments particularly on integrated working and safeguarding;
- The multiple effect of budget reductions.

An overview of the needs analysis identifies:

- the close correlation between socio-economic circumstances and achievement of the five outcomes;
- the continuing variability of access to services across the county which does not consistently correlate to need;
- the importance of peri-natal mental health care;
- the close correlation between domestic violence and harm to children and young people;
- the increase in older young people (18 – 24) not being in employment, education or training;
- the adult unemployment rate more than doubled in the south west between June 2008 and June 2009;
- rates of homelessness have increased for families in Devon;
- the impact of adult behaviour and compromised parenting on the lives of children;
- the consequence of multiple problems for young people and correlation between homelessness, substance misuse and low attainment;
- an estimated 1,513 children living in Devon have a parent in prison (which is a key indicator for poor outcomes);
- CAF data indicates the greatest needs of those involved in the process relate to emotional, social and behavioural development;
- the demographic shifts e.g. rising birth rate and increasing children and young people with diagnosis of special needs;
- the increase in referrals for children and young people who are self-harming and/or have eating disorders;
- the need to focus on key staff in the workforce in terms of their skills in working together to safeguard children.

## Performance Management of the CYPP

The outcomes 'star' of the CYPP provides a visual reminder of how all outcomes and elements of the plan inter-relate and the difficulties of seeing them in isolation.



We also have a very practical approach:

- We continue to test ourselves with children, young people and families using a variety of methods including the Children in Care council, pupil councils, parent carer forums, focus groups, surveys and individuals;
- For every outcome, priority and enabler in the CYPP there is a named lead officer and accountable officer;
- Every outcome, priority and enabler in the CYPP had an implementation plan for 09/11 which was signed off by the Children's Trust Partnership Council;
- The lead officer is responsible for the production and implementation of the plan and reporting to the Trust on its progress in a systematic way;
- The accountable officer is a senior officer to give support and challenge to the lead officer;
- For every outcome, priority and enabler in the CYPP there is an appropriate partnership group that has ownership of the plan and its delivery);
- Our monitoring, analysis and reporting schedule (MARS) has ensured that there is a systematic and thorough way of:
  - Reporting progress on the elements of the plan including the performance indicators;
  - Highlighting successes and concerns;
  - Ensuring actions are in place to address concerns;
- MARS reports are at a high level using spar.net (a data system) to record detail, benchmark and track trends; record progress against key actions within the plan; and with a summary sheet presented by the lead officer for scrutiny.

MARS ensures that:

- Our self-assessment is an ongoing process and not a once year event;
- Responsibilities are clear;
- Concerns can be escalated quickly and corrective action taken;
- The whole plan is scrutinised methodically by the Children's Trust including the Local Area Agreement.

Increasingly we are able to triangulate our data against the stories, or first hand information, of children, young people and families. The professional knowledge and expertise, supported by evidence based research, provides the third point of the triangle to ensure that we have intelligence for decision making and commissioning to improve outcomes.

Increasing our intelligence and use of information continues through:

- Building on our excellent practice in commissioning;
- Collecting information on the basis of smaller geographic communities to inform local needs assessment and local commissioning where it is most meaningful;
- Considering the needs of the most vulnerable groups of children and young people in a methodical way;
- Always comparing data, wherever possible, against trends and statistical neighbours;
- Participating in active research with focus on integrated children's services;
- Developing an evidence base on research and 'what works' and using to inform commissioning.

### **Further detail by CYPP Priorities**

*The risk of the **potential ending or reduction of funding** from April 2011 or sooner, 24 % in year 2010/11 cut to Area Based Grants for example, requires all the commentary below to be read in that context.*

## **BE HEALTHY**

### *Activity*

- Infant Feeding Strategy agreed and increased resources for breast feeding have been secured;
- Height and Weight Programme delivered and family based weight management interventions being trialled;
- 95% of schools accredited for Healthy Schools and over 250 schools signed up to Healthy Schools Plus programme focussing on either physical activity and healthy eating, emotional wellbeing, sex and relationships or substance misuse including 50% of schools from most deprived areas;
- Development of a clear and agreed specification for the Public Health Nursing service;
- Some capacity issues may limit response to the full service specification. However priority service areas will be maintained;
- Ongoing work to review Therapy Services and develop agreed specifications for equitable provision across Devon;
- Successful transfer of Community Maternity Services from Devon Provider Services into Maternity Services provided by the RD&E thus promoting the opportunities for developing more integrated working;
- Ongoing work to develop a core specification of midwifery services with the aim of a consistent provision within children's centres in Devon;
- Development of the strategy for Palliative Care Services in Devon with some agreed funding.

### *Performance*

- Percentage of year 6 children measured above target at 87.5% (2009);

- Increase in obesity at 11 in line with national trends from earlier decrease against national trends with 16.1% of 11 year old children classified as obese (2009) with Exeter having higher levels;
- Improvements in breast feeding recording now above target at 93.2% (Q4 2009/10);
- Breastfeeding rates improved to 48.7% against a target of 51.2% (2009/10);
- Target for physical activity achieved with 85% of schools engaged in delivering the Physical Education Daily Physical Activity and School Sport strategy but concerns on actual activity levels from some parents.

**Further Actions planned following the review:**

- Ensure levels and quality of physical activity are maintained and improved through the Physical Education Daily Physical Activity and School Sport award scheme;
- Build on review of public health nursing and commission on the basis of agreed priorities and need to deliver the Child Health Programme;
- Secure the commitment of schools and learning communities to the 'Pupil Attitude to School and Self' (PASS) Initiative to promote emotional wellbeing being and early identification of behavioural issues;
- Increase the range of family based weight management interventions available to overweight/obese children.

**Be Healthy - illustrations**

**STAY SAFE**

*Activity*

- Devon Safeguarding Children Board providing robust governance and holding partners to account, self-assessment completed;
- Joint Strategic Needs Assessment for safeguarding completed;
- Development of the child sexual abuse examination service where all children and young people can receive a consistent, sensitively managed and clinically sound examination service that meets their emotional, social and physical needs;
- Enhanced involvement of Children's Centres within the child protection conference process and within the DSCB;
- Multi-agency Case File Audits, undertaken regularly with reports and recommendations for action to Devon Safeguarding Children Board, demonstrate improvements in quality;
- Peer audit selectively using appreciative inquiry approach;
- Ground breaking Multi Agency Safeguarding Hub (MASH) co-located and up and running to support early intervention through improved information sharing (Ofsted identify as area of strength);
- Ongoing delivery of DSCB multi-agency safeguarding training although demand for safeguarding training is stretching capacity to deliver;
- Safeguarding Handbook for schools published January 2010 and well regarded;
- Learning from serious case reviews informing learning and development provision;
- Family Group Conferencing service established;
- Improvements in social care include:
  - Improvements in electronic case records (TRIM);

- Increased activity led to additional five social work posts established within safeguarding and an additional £2.9 million identified by Devon County Council as part of the response to Southwark judgement for 2010/11 (vulnerable young people on edge of care);
- Web-based manual of updated policies;
- Recording skills part of induction and 104 staff updated;
- Improved quality of recording and assessments against defined quality standards;
- Timeliness of child protection reviews continues at 100%;
- Programme TEAM established focussing on:
  - social care workforce remodelling;
  - development of Governance framework / practice model to enhance the quality of intervention;
  - supporting recommendations from Lord Laming and the Social Work Taskforce Programme;
  - evidence based interventions;
  - integrated working arrangements and support services infrastructure required to improve quality of interventions
- Introduction of level 2 social workers established in North Devon to focus on early intervention and de-escalation from level 3;
- Peer “unannounced inspection” programme focussing on contact, referral points and assessment teams;
- New guidance for Core Groups developed and implemented in Nov 2009 with Child Protection Conference chairs monitoring Core Group activity and performance;
- Engagement of independent schools in response to Singleton Report and safeguarding lead for education appointed;
- Ongoing multi-agency tracking of missing children;
- Development of systemic family therapy as a prompt joint intervention targeted at risk of family breakdown and keeping children safely at home;
- The review against the Ofsted framework identified improvements required with regard to equality and diversity issues;
- Agreement and publication of [SAFER](#) standard behaviour for multi-agency working (all practitioners).

#### *Performance*

- No child death or injury in the last year has required a serious case review;
- Adequate judgement for safeguarding (July 2009);
- Satisfactory unannounced inspection of referral and assessment services with areas of strength identified and no priority actions (June 2010)
- Improved quality in record keeping for children at risk evidenced through DSCB multi-agency audits and internal auditing;
- Green flag in Comprehensive Area Assessment for whole system approach to domestic violence;
- Hearing the voice of the child further embedded through evaluation, participation and engagement methods including advocacy;
- Dramatic increase in the number of referrals/contacts to around 18000 and child protection plans increased from 303 to about 420 in one year;
- No concerns were raised with regards to pupils feeling safe in any school Ofsted inspection 1/9/09 – 31/3/10;
- Result of the Positive Activities survey 2010 of year 11s showing that majority of Devon’s young people feel safe.

### **Further Actions planned following the review:**

- Learn from MASH pathfinder and roll out across the county with the next co-location planned for Newton Abbot;
- Revise working arrangements in response to new Statutory Guidance on Working Together to Safeguard Children;
- Review delivery of safeguarding training;
- Continue to carry out multi agency case file reviews and build on learning;
- Implement recommendations from safeguarding needs analysis;
- Establish equality and diversity working group to lead on addressing issues raised by review.

The Devon Safeguarding Children Board (DSCB) is in the process of producing its annual report which will inform future steps and to which the new CYPP for 2011 – 2014 will respond.

### **Stay Safe - illustrations**

## **ENJOYMENT THROUGH ACHIEVEMENT**

### *Activity*

- Targeted Intervention and Support Programme (TISP) strengthened;
- Devon music plan chosen as national exemplar;
- Devon Arts in Schools Initiative (DAISI) worked with 11,500 children and young people;
- Heaven in Devon arts event at Exeter Cathedral and other arts projects across Devon;
- All Gypsy, Roma and Traveller pupils based in Devon schools received personalised learning programmes;
- Some of the most vulnerable and hard to reach families given access to Home Access to Computers for All initiative;
- Target of 48 hour response to 6 week diagnosis of deaf babies maintained at 100%;
- All new referrals to speech, language and communication needs seen within eight weeks and all sat appropriate assessments with special arrangements;
- Parents opting for Elective Home Education supported and registered;
- Every Child a Reader and Every Child Counts (ECC) programmes (1:1 specialised tuition targeted at children in lowest 20%) exceeding expectations in take-up and ECC making average 13.3 months progress in 3 months;
- Every Child a Talker in development;
- Need for schools to prioritise ethnic minority achievement to secure inclusion, language and cultural diversity;
- Don't Stop Me Now programme national exemplar for toolkit in supporting partnership working to provide children in receipt of free school meals access to activities out of school.

### *Performance*

- Devon achieved its highest ever performance in the key measure of five or more GCSEs (or equivalent) at grades A\* to C including English and Mathematics at 51.7% which is 2% above the national average;
- Devon 3% above national expectation (25%) for 3+ GCSEs at A and A\*;
- OfSTED inspections:
  - 66% of primary schools were found to be Outstanding or Good in their overall effectiveness (66% nationally);

- 68% of secondary schools were found to be Outstanding or Good (63% nationally);
- 60% of special schools (10 in total) were found to be Outstanding or Good (83% nationally);
- 75% of short stay schools (4 in total) were found to be outstanding or good (70% Nationally);
- the performance gap between the lowest 20% and that of all pupils has reduced slightly at ages 6, 11 and 16;
- at 11 years 54.9% of children entitled to free school meals (FSM) achieved level four and above at key stage 2 in both mathematics and English;
- at 11 years 74.9% of children not entitled to free school meals (FSM) achieved level four and above at key stage 2 in both mathematics and English;
- at 16 years 24% of children entitled to free school meals (FSM) achieved 5+ A\* - C GCSEs including English and mathematics;
- at 16 years 53.5% of children not entitled to free school meals (FSM) achieved 5+ A\* - C GCSEs including English and mathematics;
- the small but increasing numbers of children from black and ethnic minority backgrounds (52 languages spoken in Devon schools) do not show any underachievement generally;
- standards for children with special educational needs (SEN) are improving in some areas and not in others, this may sometimes be to do with definitions of SEN; the attainment gap for children with a statement of special educational need has narrowed at 11 and 16;
- Results at 11 and 16 for children in care show a rise in some areas and a reduction in others from 2008; small numbers always make analysis unreliable but this remains an area of focus with the appointment of a virtual headteacher for all the children in care of Devon County Council;

#### **Further Actions planned following the review:**

- Review the targeted intervention and support programme (TISP) to give earlier support to schools where needs are indicated;
- Review and implement recommendations from the Devon Education Forum consultation on Future Educational Viability;
- Track and analyse the educational pathways of children in local areas to target intervention.

#### **Enjoyment through Achievement illustrations**

### **MAKING A POSITIVE CONTRIBUTION**

#### *Activity*

- We have promoted the achievements of all Devon's children and young people through a variety of events including:
  - Children's Trust Children and Young People Achievement Awards;
  - The Star You Are;
  - Individual schools holding awards and presentation events;
  - Awards event for Children in Care and Care Leavers;
  - Local celebration events in recognition of young people's achievements for 657 young people;
  - The Duke of Edinburgh's Award local and county presentations including targeted programmes for children in care.

#### *Performance*

- The Youth Offending Service has been rated well through inspections including excellent in the YJB capability and capacity assessment;
- Volunteering opportunities have increased; extrapolation of audit shows that 8% (4,800) of young people volunteer on a regular basis giving an estimated 249,600 hours of service annually. A further 22% (13,200) have volunteered for more than 4 hours during the past year representing a minimum of 52,800 hours of service;
- 5,000 voted in the UK Youth Parliament Elections electing 20 11-19 year olds to be representatives across the County.

**Further Actions planned following the review:**

- Continue to find ways to raise positive profile for young people;
- Combine Children's Trust celebration of young people's achievement and The Star You Are;
- Review of pathways for vulnerable adolescents;
- Review of youth strategy.

**Making a Positive Contribution illustrations**

**ACHIEVING ECONOMIC WELLBEING**

*Activity*

- 14 -19 partnership working is more established and coherent;
- The Common Assessment Framework (CAF) is not widely used for young people and this is limiting our support to them;
- Successful transition of Learning and Skills Council (LSC) functions to Local Authority;
- Very low figure of 'not knowns' post 16 at 0.8% compared to south west average of 2.4%;
- Take-up of Educational Maintenance Allowance is higher than regionally or nationally.

*Performance*

- The percentage of 16 – 18 year olds in employment, education and training has increased from 93.6% to 94.3%;
- Further Education Colleges success rate on qualifications is above the national and regional rates, the latter by 3.9%;
- Apprenticeship success rate is above the national and regional rate;
- 52% of 6<sup>th</sup> forms including special schools (25 in total) were found to be outstanding or good (67.3% Nationally);
- 67% of Colleges of Further Education (3 in total) were found to be outstanding or good (67.1% Nationally);
- there was an increase in unemployment amongst 18 – 24 year olds during 2008 and 2009 as measured by Job Seeker Allowance claimants. This figure is now starting to fall but is still above 2007 levels;

**Further Actions planned as a result of the review:**

- Increase the opportunities for work experience and apprenticeships through the employment strategies of partners;
- Ensure a full offer of a personalised and individualised curriculum is in place, through partnership, across the county for 14 – 19 year olds;
- Analyse educational outcomes in Devon post 16 including quality and range of provision;

- Increase the opportunities for work with training for 16 and 17 year olds;
- Develop apprenticeship opportunities;
- Review use of Additional Learners Support to target support to vulnerable groups particularly in lower performing schools;
- Address the low use of the CAF by those working with young people.

### **Achieving Economic Wellbeing illustrations**

## **STRENGTHENING FAMILIES**

### *Activity*

- The Think Family approach and use of evidence based parenting interventions now needs strategic sign up across all partners to make the fundamental differences needed;
- Family Group conferences offered and are having a positive effect and will increase in number next year;
- Quality of work for 'Don't Stop Me Now' (access to activities for children in receipt of free school meals through deprivation subsidy) recognised by former DCSF and TDA as exemplary;
- An approach to working with families based on key principles has been endorsed;
- 195 practitioners across agencies are trained up to deliver evidence based courses with 11 at level 3; with more in the pipeline.

### *Performance*

- Through the Family Intervention Projects 33 families have received intensive support for anti-social behaviour (21), youth crime prevention (10) and social housing challenge (2); Approximately 1,050 families of school aged children have received individual support from Parent Support Advisers;
- the role of Choice Advice Service in supporting vulnerable families through school transition points has been commended;
- over 400 parents completed evidence based parenting courses.

### **Further Actions planned following the review:**

- Family Support Review scoped and commissioned which has real potential to create cost effective 'Think Family' approach across adult and children's services which requires strategic drive to achieve.

### **Strengthening Families illustrations**

## **DEVELOPING MORE THINGS TO DO IN SAFE PLACES TO BE**

### *Activity*

- new youth service provision at Dawlish and Colyton (from September) and proposals in South Molton;
- Mapping of Extended Services in and around Schools and youth activity to match travel opportunities;
- Investment in developing local infrastructure to support schools in providing opportunities has been significant.

### *Performance*

1029 children have gone to out of school and holiday activities through the five LLC pilots for 'Don't Stop me Now' which is now being rolled out across the county but with no guarantee of funding post April 2011;

- 100% of primary schools now provide full access to childcare;
- 14 new or refurbished play spaces have been opened across Devon and 14 more are in hand;
- 10% increase in school holiday activities;

### **Further Actions planned following the review:**

- Consultation with parents, carers, children and young people on provision of childcare and activities;
- Analysis of what is provided and what is needed for child care and activities to inform action planning.

### **Developing more things to do in safe places to be illustrations**

## **IMPROVING ACCESS AND TRANSPORT**

### *Activity*

- wheels to learn scheme launched and potential over-demand for 16 bikes available;
- Focus on potential solutions in Honiton and Holsworthy to provide learning elsewhere;
- Access to 14 -1 9 provision in rural areas is fraught with challenges and not all resources are used effectively;
- Excellent feedback re Independent Travel Training programme with demand for places outstripping provision.

### *Performance*

- From 9/10 all post 16 students with a DCC pass will have concessions to public transport through agreements with bus companies;
- 2009 school census shows reduction in use of cars to get to school, increases in car sharing, walking and cycling;
- estimated 98% of maintained schools have travel plans.

### **Further Actions planned following the review:**

- Continuing to negotiate with bus companies on more flexible travel for children and young people;
- Use learning from local pilots;
- Use 14 – 19 partnerships to develop more rational transport plans;
- Ensure provision for children with additional needs includes consideration of transport implications and costs.

### **Improving Access and Transport illustrations**

## **REDUCING BULLYING**

### *Activity*

- County conference raised profile and promoted good practice;
- Prejudice related bullying guidance issued to all schools;
- Anti-bullying self review framework circulated to schools;
- Anti-bullying training programme;

- Piloting of single equality scheme;
- Implementation of Social and Emotional Aspects of Learning (SEAL) reviewed as outstanding.

#### *Performance*

- The key indicator, taken from Tellus, has not been available in Devon

#### **Further Actions planned following the review:**

- Use what data we have to improve analysis of situation, such as Ofsted reports and reporting of racist incidents;
- Concentrate efforts on those things where we can make the most difference, raising profile, setting expectations, sharing good practice and providing sign-posting to resources.

#### **Reducing Bullying illustrations**

## **REDUCING CHILD POVERTY**

#### *Activity*

- Duty now in force with new Act;
- Evidence of link between poor outcomes and poverty overwhelming;
- Piloting Total Place approach with Torbay and Plymouth;
- Devon Strategic Partnership taken on lead;
- Campaign to encourage benefit take-up for children with special needs has raised £5m additional benefit for 995 families.

#### *Performance*

- Needs assessment provides baseline data;
- Attainment gap between children in receipt of free school meals and peers:
  - at key stage 2 reducing significantly and lower than statistical neighbours (Devon 2007 51.3 to 47.1 2009 with statistical neighbours 52.1 2009);
  - at GCSE lower than statistical neighbours (2009 Devon 45.4, statistical neighbours 47.3);
  - at 19 gap increasing at level 2 in line with statistical neighbours;
  - at 19 gap at level 3 steady and below statistical neighbours (2009 Devon 24.9 and statistical neighbours 28.8);

#### **Further Actions planned following the review:**

- Task group to make proposals to Devon Strategic Partnership;
- Joint learning across south west peninsula using Ilfracombe Narrowing the Gap project.

#### **Reducing Child Poverty illustrations**

## **IMPROVING HOUSING AND SUPPORT FOR FAMILIES AND YOUNG PEOPLE**

#### *Activity*

- All eight districts have dedicated youth homelessness prevention service with common job descriptions and aims;
- National recognition of best practice in Devon in joint approach to Southwark ruling;

- Launched co-commissioned supported lodgings and emergency accommodation service with increased support in rural areas;
- Launch of Youth Enquiry Service (YES) in Newton Abbot with co-location of multi-skilled team;
- Our Southwark work commended by Department of Communities and Local Government.

**Further Actions planned following the review:**

- North Devon YES opening in Barnstaple July 2010;
- Resource commitment required to continue preventative work and exit strategy as funding ends for key workers supporting young people at risk of homelessness;
- Exit strategy required as funding for supported lodgings work ends.

**Improving and support for families and young people illustrations**

**IMPROVING SERVICES FOR CHILDREN WITH ADDITIONAL NEEDS AND SUPPORT FOR PARENTS, CARERS AND YOUNG CARERS**

*Activity*

- Major transformation programme Stepping Stones on track;
- Aiming High for Disabled Children programme is successfully supporting families and is a national exemplar;
- Person centred planning is increasing in momentum and effectiveness; growing alignment with adults services;
- Established early support programme for all children 0 – 5 who are identified with a disability;
- Young carers' consortia fully functional and supporting increasing number of young carers; network of 1,000 young carers;
- Completion of the transfer of Emotional Health & Well Being Services from Plymouth NHS into Devon Provider Services to ensure an equitable service for Devon children;
- Completion of the re-commissioning of Short Breaks in South Devon with the resultant re-commissioning with proposed additional support for Learning Disability Nursing in the community;
- Agreed additional funding for improved Autistic Spectrum conditions and increased equipment for children with additional needs and short breaks;
- Equitable therapy service provision across Devon with clear service definition and working towards reducing waiting times. Working to develop dysphasia services;
- An agreed clear plan of action for Emotional Health & Well Being Services, with improved service provision that meets the priorities of the service specification;
- Planning the implementation of the strategy for children with additional needs in the east of the county in dialogue with parents/carers with the remodelling of the specialist child development centre at Honeylands in Exeter;
- Virtual 6<sup>th</sup> form College for Special Schools produced second annual report and next steps agreed; funding gaps remain.

### *Performance*

- National indicator on services for disabled children shows increase from 57 to 61 (as very new indicator must be used with caution). See page 17 of the [Handbook of Definitions](#) for explanation of indicator;
- Information service for over 4,200 families, six area Parent Carer Forums, one Devon Parent Carer Voice and Big Conversations with over 500 parent carers contributing;
- 1,477 children received short break service in 09/10 from 1,011 in 08/09 (46% increase);
- Increase in waiting times for emotional health and well being services particularly in the east of the county;
- All children with statements of special educational needs permanently excluded from school have access to full time education but work in hand to ensure appropriate provision;
- Increase in self-harm locally and nationally.

### **Further Actions planned following the review:**

- Increase in NHS Devon funding with allocation of £1.25m to support the following areas:
  - Palliative care
  - Joint Equipment Store
  - Short breaks
  - Autistic Spectrum Conditions
  - Child and Adolescent Mental Health Services
  - Child Sexual Abuse Services
  - Children's therapies
- Pressures within the Emotional Health & Well Being Service have led to a Service Review Action Plan and the identification of increased resources;
- Phase 3 and 4 of Stepping Stones programme;
- Research into increase into self-harm and actions required.

### **Improving services for children with ADDITIONAL needs and support for parents, carers and young carers - illustrations**

## **IMPROVING LIFE FOR CHILDREN IN CARE**

### *Activity*

- Strong culture of corporate parenting with Chief Executive as corporate champion;
- Virtual headteacher and school team in place;
- Changes to foster carer provision have enabled 45 young people to stay with their long term carers post the age of 18 years;
- Co-location between Children in Care nurses and services now established;
- Transition protocols to adult services for children with learning disabilities or mental health who do not meet thresholds still challenging;
- Quarterly reviews of young people aged 16+ underpinned by joint practitioner working for those not in education, employment or training.

### *Performance*

- Good judgement for looked after children services from Ofsted (July 2009);
- Increase in children in care from 539 (31/3/09) to estimated 620 (31/3/10);
- Increase in percentage with personal education plan from 80.6% to 88.2%;

- 08/09 217 children received a Personal Educational Allowance, by 31/12/09 this had risen to 460;
- 14.8% of children in care missed 25 days or more of schooling;
- KS1 and KS2 has shown a narrowing of the attainment gap between Children in Care and the Devon peer group in five out of the six reporting areas;
- 20% reduction in days of fixed term exclusions and 7% increase in number of exclusions;
- No child in care was permanently excluded and managed transfers reduced from 24 to 10;
- Reduction in children in care subject to reprimand, final warning or conviction from 14.7% 31/3/09 to 8.3% 31/12/09.
- Fostering judged as good, Adoption judged as outstanding and all DCC children's homes judged as at least good;
- 89.8% of children in care had a health assessment/dental check in year;
- Increase in demand has put pressure on foster carer availability and placement stability is affected:
  - 13% 08/09 and currently 16.6% for three or more placements; means more instability;
  - 61.7% 08/09 and currently 63% for length of placement; means more stability;

#### **Further Actions planned following the review:**

- Pursue action plans to address stability of placements with focus on supporting families earlier to prevent children coming into care and increasing foster carer recruitment and retention;
- Stepping Stones programme to address exclusions;
- Develop transition plans with adult services and 14+ team;
- Improve attendance at school of individual children through revised plans;
- Improve tracking and encouragement to take up educational opportunities available including progress chasing Personal Education Plans;
- Develop joint approaches to take up of out of school opportunities;
- Increase analysis and support for access post education, employment and training;
- Develop work opportunities through partners.

#### **Improving life for children in care - illustrations**

### **REDUCING EXCLUSIONS FROM SCHOOL**

#### *Activity*

- Pressure on provision for excluded children;
- High excluding schools receive targeted support;
- Protocol for eliminating exclusions of children in care successful;
- Very difficult to reintegrate young people permanently excluded in year 10;
- Some permanently excluded primary school aged children with statements of educational need are being provided with education through Pupil Referral Units for too long.

#### *Performance*

- 100% of permanently excluded children offered full time education;
- Reduction in number of children with statement of educational need permanently excluded from 20 (1/4/09) to 7 (1/4/10)

- Permanent exclusions of primary age children low and static at 7 (1/4/09) and 6 (1/4/10)
- Reduction in permanent exclusions from secondary schools 78 (1/4/09) to 44 (1/4/10).

**Further Actions planned following the review:**

- Actions relate to Stepping Stones programme.

**Reducing Exclusions from school - illustrations**

**REDUCING TEENAGE PREGNANCY**

*Activity*

- First phase of Condom Card Scheme, initiated in 4 areas with total of 44 outlets, proving popular with young people;
- Health drop-ins established in 75% of secondary schools;
- Analysis of provision at all Devon secondary schools undertaken and learning embedded in action plan;
- Barrier to provision of emergency hormonal contraception at Exeter College overcome;
- Sex and relationship best practice guide for children in care published;
- Connexions leading join up of support to young parents in Exeter;
- Key Performance Indicators detailed within Teenage Pregnancy and Young People's Sexual Health Action Plan with data trails behind delivery implemented.
- Monitoring processes for funded projects established.

*Performance*

- Current rate for Devon is 33.1 per 1000 15-17 females which reflects little change from the 1998 baseline but remains below the national rate for England of 40.7 and the regional rate of 35.0 per 1000;
- Exeter has the highest rate in Devon at with 47.1 per 1000 15-17 yr old females.

**Further Actions planned following the review:**

- Increase opportunities for the voice of young people to be heard;
- Concentrate on evidence based solutions;
- Challenge misconceptions and ensure partnership ownership;
- Increase targeted approaches to communities and vulnerable groups with high rates.

**Reducing teenage Pregnancy - illustrations**

**PARTICIPATION OF CHILDREN AND YOUNG PEOPLE**

*Activity*

- Agreed annual report on messages from the voices of children and young people in Devon as key part of needs assessment;
- Three key safeguarding questions agreed as part of every survey with children and young people;
- Joint User Engagement Strategy with adult services and health under consultation;

- Young Commissioners and Young Inspectors providing real strength and national profile in supporting and challenging areas such as sexual health;
- Local Children's Trust engagement in development but long way to go.

#### *Performance*

- Over 100 young people engaged at any one time with Youth Banks distributing over £600,000 pa;
- 5,000 voted in the UK Youth Parliament Elections electing 20 11-19 year olds to be representatives across the County;

#### **Further Actions planned following the review:**

- Develop local engagement strategies and strengths;
- Improve use of intelligence available including using IT system;
- Act on learning from annual report.

#### **Participation of children and young people - illustrations**

## **WORKFORCE STRATEGY**

#### *Activity*

- 'Core Skills in Partnership Working' rolling out across the county with support at strategic level enabling engagement after shaky start;
- Multi-agency team development (MATD) for senior managers successful in two areas of the county and lessons learnt from third;
- Common induction tool developed;
- Integrated supervision framework in development;
- Safeguarding workforce review in place;
- Still problems in getting partners to fund their places on multi-agency courses;
- Greater engagement of partners on Workforce Commissioning Board with joint plan linking to partner plans.

#### **Further Actions planned following the review:**

- Agree and commit to small number of key priorities and make best use of all resources to address those priorities;
- Develop workforce focused manual, 'Telling the Integrated Working Story' from a range of perspectives with stories to improve understanding and working relationships;
- Embed workforce considerations into all commissioning;
- Agree workforce commitments as part of Children's Trust Memorandum of Understanding including funding of agreed priority training and release of staff to attend;
- Share data on workforce, particularly recruitment and retention issues of key staff, and build on best practice amongst partners is using data.

#### **Workforce Strategy - illustrations**

## **MULTI-AGENCY INTEGRATED WORKING: EARLY IDENTIFICATION AND INTERVENTION**

#### *Activity*

- web site updated with integrated working tool kit;
- social workers in North Devon path-finding engagement at level 2;

- development of role of Early Response Services to co-ordinate focus on preventing level 2 issues escalating;
- development of Further Response Services to focus on level 3..

#### *Performance*

- 74% parents / carers very satisfied following CAF process;
- 1,850 CAFs undertaken;
- 1,800 plus staff trained in CAF, uneven delivery of CAF across county amongst those trained;
- Ofsted judged July 2010, '*Early intervention and increased use of the common assessment framework results in more positive outcomes for increased numbers of children in need.*'

#### **Further Actions planned following the review:**

- Align pathways for Stepping Stones, TEAM, AXS, ESS, early years, integrated youth services and other workstreams;
- Partners to self-assess their contribution to integrated working;
- Partners to commit to integrated working with explicit expectation of which staff should engage and when;
- Review of local 'architecture' support integrated working, achievement through collaboration and best use of resources;
- Analyse and address issues where lower take-up of integrated processes apparent; escalating to Board where necessary.

#### **Multi-agency integrated working: early identification and intervention - illustrations**

## **JOINT COMMISSIONING**

#### *Activity*

- Since April 2009 there are agreed integrated commissioning strategies in place for Children with Additional Needs and Housing and Homelessness Prevention, support by aligned budgets;
- Local Children's Trusts have actively been involved in shaping county strategies through local priority setting;
- Young Commissioners programme established and up and running, undertaking eight service inspections and delivering a teenage pregnancy services review;
- Local Learning Communities continue to build local capacity for commissioning and delivery, with a successful round of Achievement Through Collaboration events resulting in an increased number of Headteachers and Governors involved in joint commissioning and planning;
- Joint Commissioning remains immature and needs to accelerate development to meet the future funding challenges.

#### **Further Actions planned following the review:**

- Urgently explore the possibilities of further integration of commissioning to ensure best use of reducing resources;
- Develop 'Strengthening Families' approach so that it can reach its full potential; key partners adult services;
- Make better use of third sector skills and capabilities;
- Review needs assessment and mapping of services and resources for priority and resource setting;

- Take forward the recommendations from the safeguarding JSNA particularly for strengthening families joint commissioning approach.

### **Joint Commissioning - illustrations**

## **Devon Children Trust's Children and Young People's Plan 2009-10 Review**

In 2008 Devon Children's Trust published its CYPP. In 2009 the refresh of the action plan was published. This report updates on progress against the 2009 action refresh. Regular reports have been provided to the Children's Trust Partnership Council using Devon's Monitoring Analysis Reporting Schedule (MARS) and SPAR.net.

### **Areas of the 2009 CYPP Refresh:**

#### Every Child Matters Outcomes:

Be Healthy  
Stay Safe  
Enjoyment through Achievement  
Making a Positive Contribution  
Achieving Economic Wellbeing

#### Priorities:

Strengthening Families  
Developing Things To Do and Safe Places To Be  
Improving Access and Transport  
Reducing Bullying  
Reducing Child Poverty  
Improving Housing and Support for Families and Young People  
Improving Services For Children with Additional Needs  
Improving Life For Children In Care  
Reducing Exclusions From School  
Reducing Teenage Pregnancy

#### Enablers

Participation  
Workforce Strategy  
AXS  
Joint Commissioning

*Link to Plans:* <http://www.devon.gov.uk/cypplan2008.html>

SPAR.net is Devon County Council's Corporate Performance Management Software. Programmes, Projects, Risks and Performance Indicators are recorded, monitored and reported via SPAR. The CYPP has been recorded in SPAR with partner agencies and organisations able to access, update and narrate progress against their relevant areas of responsibility. This report summarises the position of all areas of the CYPP 2009 Refresh. Additional drill down data can be viewed in SPAR.

*Link to SPAR:*

*External:* <https://app-sparnet-ext.devon.gov.uk/default.aspx>

*Internal:* <http://app-spar.net-int.devon.gov.uk/default.aspx>

## Summary Overview of Progress

**63%** **32%** **5%** % are rounded so may not equal 100

Status	Area
Orange	<b>Be Healthy</b>
Orange	<b>Stay Safe</b>
Green	<b>Enjoyment through Achievement</b>
Green	<b>Making a Positive Contribution</b>
Green	<b>Achieving Economic Wellbeing</b>
Green	<b>Strengthening Families</b>
Green	<b>Developing Things To Do and Safe Places To Be</b>
Green	<b>Improving Access and Transport</b>
Green	<b>Reducing Bullying</b>
Green	<b>Reducing Child Poverty</b>
Orange	<b>Improving Housing and Support for Families and Young People</b>
Green	<b>Improving Services For Children with Additional Needs</b>
Green	<b>Improving Life For Children In Care</b>
Orange	<b>Reducing Exclusions From School</b>
Red	<b>Reducing Teenage Pregnancy</b>
Orange	<b>Participation</b>
Orange	<b>Workforce Strategy</b>
Green	<b>AXS</b>
Green	<b>Joint Commissioning</b>

Project/Programme key:

Green	Project/Programme on track
Orange	Some milestones missed or objectives not achieved
Red	Some major blocks or lack of evidence on effect

National Indicators:

PI Key:

Upper/top banding
Middle/not banded
Lower banding
Bottom banding
Tellus

*Tellus NI (50, 69, 110, 115 & 199) do not provide an accurate representation of Devon due to inadequate numbers of secondary pupils participating.*

NI/PI Source: DfE Local Authority Interactive Toolkit 25th June 2010

# Be Healthy

Accountable Officer: Sara Gibbs, Lead: Ian Tearle

## Programme Summary:

Be Healthy is a complex outcome as it spans a wide range of targets and objectives that promote good health as well as other areas that require early identification and interventions to reduce the need for more specialist and acute treatments in childhood and later life.

There have been a number improvements in relation to the provision of a healthy start to life e.g. breastfeeding. The Healthy Schools Programme across primary, secondary and special schools continues to support children and families in making healthy lifestyle choices particularly for physical activity, healthy eating, emotional wellbeing, sexual health and substance misuse.

Maintaining the current levels of support will be challenging in the emerging resource environment where decisions will have to be made between preventive interventions and treatment and care programmes.

## Projects:

<i>Status</i>	<i>Project</i>
	Smoking, healthy eating & substance misuse in antenatal care
	Care pathway approach for overweight or obese children
	Child Health Programme
	Child Measurement Programme
	Closing the gap active children & young people in Devon Programme
	Develop approaches to emotional resilience and safety
	Emotional health & wellbeing in schools
	Encourage all parents to immunise their children
	Healthy Schools Plus
	Healthy Schools Programme
	Healthy Schools Status
	Identify & address inequalities
	Implement Devon's Young People's Substance Misuse Plan
	Improve support to young carers
	Improve outcomes for children in care action plans
	Increase public health capacity
	Integrate public health nursing teams
	Joint strategies, improving physical activity
	PEDPASS strategy
	Promote breastfeeding and produce new infant feeding strategy
	Reduce under-age drinking
	Specialist substance misuse treatments

# Be Healthy (PI)

		2007	2008	2009	Trend
NI50 - Emotional Health of Children	Devon	-	x	x	☒
	SN	-	61.0	55.9	-
	England	-	62.6	56.0	↓
NI51 - Effectiveness of child and adolescent mental health (CAMHS) Services	Devon	-	15.0	13.0	↓
	SN	-	13.3	14.9	-
	England	-	13.8	14.7	↑
NI52 - % of primary pupils who have school lunches	Devon	-	33.1	33.9	↑
	SN	-	38.1	29.8	-
	England	41.3	-	39.3	↔
NI52 - % of secondary pupils who have school lunches	Devon	-	-	34.0	↔
	SN	-	30.9	25.8	-
	England	37.7	-	35.1	↔
NI53a - Prevalence of breastfeeding at 6-8 weeks	Devon	-	47.1	48.8	↓
	SN	-	45.1	44.1	-
	England	-	-	-	↔
NI53b - Prevalence of breastfeeding at 6-8 weeks (Coverage)	Devon	-	90.6	-	↔
	SN	-	85.8	-	-
	England	-	-	-	↔
NI54 - Parents experience of services for disabled children	Devon	-	57.0	61.0	↑
	SN	-	60.0	61.4	-
	England	-	59.0	61.0	↑
NI55 - % of children in reception year who are obese	Devon	8.5	8.0	9.8	↑
	SN	9.1	9.1	8.8	-
	England	9.9	-	9.6	↓
NI56 - % of children in Year 6 year who are obese	Devon	14.5	14.2	16.1	↑
	SN	15.7	16.2	16.6	-
	England	17.5	-	18.3	↑
NI57 - % of C&YP participating in sporting opportunities	Devon	87.0	89.0	89.0	↑
	SN	77.7	83.7	86.3	-
	England	70.0	78.0	81.0	↑
NI58 - Emotional and Behavioural Health of Looked after Children	Devon	-	-	15.6	-
	SN	-	-	15.2	-
	England	-	-	13.9	-
NI112 - Under 18 conception Rates per 1000 girls (15-17)	Devon	32.6	33.4	-	↑
	SN	34.2	32.3	-	-
	England	41.7	40.4	-	↓
NI115 - Substance Misuse by young people	Devon		x	x	☒
	SN		10.3	10.8	
	England		9.3	9.8	↑

Tellus NI (50, 69, 110, 115 & 199) do not provide an accurate representation of Devon due to inadequate numbers of secondary pupils participating.

# Stay Safe

Accountable Officer: Alan Wooderson, Lead: Rory McCallum

## Programme Summary:

Ofsted rated Devon's safeguarding as adequate in July 2009. Post Ofsted Action Plan (POAP) delivered, ongoing actions are embedded into service delivery plans and plan has been signed off by the Children's Trust Partnership. DSCB overview of DCTB ongoing. No Serious Case Review has occurred within past 18 months. Quality Improvement and Performance Board delivering agenda to improve communication and quality of contact and referral services. Case file audits are regular and embedded into practice. The unannounced inspection in June 2010 resulted in several strengths being identified some areas for development with no priority action areas cited. National Indicators are inline or above those of our statistical neighbours and the national benchmarks. Fostering and adoption services are good and outstanding and the vast majority of settings across Devon have been judged to be good or outstanding with regard to safeguarding.

## Projects:

<i>Status</i>	<i>Project</i>
	Address the recommendations of the Ofsted Inspections
	Close any known gaps in services
	Comprehensive quality assurance and quality improvement framework
	Deliver key proactive safeguarding messages
	Develop approaches to emotional resilience and safety
	Embed frontline workforce practice and multi-agency policies in light of SCRs
	Extend awareness through parenting strategy
	Extended e-safety measures for CIC
	Improving outcomes for Children in the Care Action Plan
	Improving safeguarding - training, performance management & commissioning
	Invest in identifying where all children are located
	Investment in family support for a Devon-wide prevention service
	LSCB - achieve business plan incl. Child Death Review Panel
	Multi-agency threshold tool rollout
	Multi-disciplinary child protection training rollout
	Report on the experience of C&YP involved in safeguarding
	Safe recruitment, training and accountability
	Safeguarding inspections are adequate or better
	Social Care Performance & practice & quality improvements

# Stay Safe (PI)

		2007	2008	2009	Trend
NI59 - Initial Assessments - within 7 working days of referral	Devon	47.8	82.0	79.2	↑
	SN	66.2	68.5	59.5	-
	England	68.4	70.7	71.8	↑
NI60 - % Core assessments - within 35 working days of initial assessments	Devon	67.2	75.3	73.2	↓
	SN	75.5	77.8	75.1	-
	England	78.4	79.6	78.2	↑
NI61 - Stability of LAC adopted following an agency decision	Devon	84.4	77.8	81.1	↓
	SN	77.7	84.4	79.1	-
	England	75.1	76.3	75.8	↓
NI64 - Child Protection Plans lasting 2 years or more	Devon	8.0	4.9	5.3	↓
	SN	6.3	5.6	8.1	-
	England	5.8	5.3	5.8	↔
NI65 - % registered on the Child Protection Register, previously registered	Devon	7.6	15.9	10.8	↓
	SN	14.4	14.4	14.3	-
	England	13.4	13.6	13.5	↓
NI66 - Children whose cases had all been reviewed within statutory time limits	Devon	94.8	95.0	94.0	↑
	SN	92.1	93.3	91.8	-
	England	85.3	90.0	90.9	↑
NI67 - Review of child protection cases - %reviews completed in time	Devon	100.0	100.0	100.0	↑
	SN	100.0	98.9	98.8	-
	England	99.5	99.4	99.1	↑
NI68 - Referrals to children's social care going on to initial assessment	Devon	77.1	86.6	76.6	↓
	SN	69.8	71.4	78.1	-
	England	56.0	59.4	63.8	↑
NI70 - Emergency Hospital admissions caused by injuries to children	Devon	122.1	121.4	110.2	↓
	SN	124.9	120.9	117.1	-
	England	123.1	121.5	117.4	↑
NI71 - Children missing from home / care	Devon	-	-	8.0	↔
	SN	-	6.7	9.8	-
	England	-	7.4	9.9	↑

# Enjoyment through Achievement

Accountable Officer: Judith Johnson, Lead: David Lowes

## Programme Summary:

Experiencing the enjoyment of achieving is fundamental to well-being in all its senses. Creating the right conditions, experiences and opportunities for this enjoyment to flourish is fundamental to enabling our children and young people to develop into self-directed, lifelong learners. This in turn will equip them for the whole of their lives and help them be resilient and well balanced 21st century citizens, able to play their part in a rapidly changing global society.

The Enjoy and Achieve programme area is extensive, covering a broad range of national and grant-funded initiatives with their own parameters and plans. Devon's CYPP is committed to providing experiences for children and young people that foster the enjoyment of learning, mastering of new skills and meeting stimulating challenge. Our provision will consistently seek to be tailored for each child or young person recognising their personal needs and set in a caring safe environment.

## Projects:

<i>Status</i>	<i>Project</i>
	Establish programmes of events, promoting cultural understanding
	Full learning experience through area reviews
	Fully implement the School Improvement Partner Programme
	High achievers making appropriate progress
	Identify and share good practice in schools where achievement is high
	Identify schools that can work together for literacy and numeracy (Pri)
	Identify schools that can work together for literacy and numeracy (Sec)
	Improving the experience of pupils with SN in mainstream schools
	LLC commissioning to meet needs of vulnerable and address underachievement
	Narrow the gap between the achievement of vulnerable groups and their peers
	Promote transformational and personalised learning for all children
	Raising attainment of CIC
	Raising the Bar and Gifted and Talented strategies
	Support and challenge coasting schools
	Support for schools with lowest attaining 20%
	Support progress, attendance and inclusion
	Target support to areas of disadvantage and low performance

# Enjoyment through Achievement (PI)

		2007	2008	2009	Trend
NI72 - 78 points achieved across Foundation Stage with at least 6 points in each scale	Devon	40.0	43.0	47.0	↑
	SN	47.7	51.3	52.6	-
	England	46.0	49.0	52.0	↑
% of pupils achieving Key Stage 2 Level 4+ English & Maths	Devon	73.0	73.0	73.0	↔
	SN	71.3	72.4	70.9	-
	England	71.0	73.0	72.0	↑
NI75 - 5 or more A*-C grades at GCSE including English and Maths	Devon	46.6	49.5	51.8	↑
	SN	48.4	49.5	51.8	-
	England	46.3	47.6	49.8	↑
NI76 - Reduction schools where less than 55% of pupils achieve KS2 L4 in both English and Maths	Devon	16.0	21.0	19.0	↓
	SN	12.3	12.0	13.9	-
	England	1797.0	1359.0	1472.0	↓
NI78 - Reduction in schools where less than 30% of pupils achieve NI75	Devon	3.0	0.0	1.0	↓
	SN	3.5	2.9	1.7	-
	England	631.0	439.0	247.0	↓
NI81 - Inequality gap in the achievement of a Level 3 qualification by the age of 19	Devon	24.2	25.3	24.9	↓
	SN	30.9	29.5	28.8	-
	England	25.5	25.2	24.6	↓
NI82 - attainment of a Level 2 qualification by the age of 19 - FSM pupils	Devon	48.2	51.3	54.0	↑
	SN	46.7	50.9	53.2	-
	England	48.9	53.3	56.8	↑
NI84 - Achievement of 2 or more A*-C grades in Science GCSEs or equivalent	Devon	50.7	51.6	53.0	↑
	SN	53.1	54.1	56.5	-
	England	50.3	50.4	53.7	↑
NI86 - Secondary schools judged as having good or outstanding standards of behaviour	Devon	73.0	75.7	83.8	↑
	SN	77.8	80.8	80.7	-
	England	74.5	76.1	78.6	↑
NI87 - Secondary school persistent absence rates	Devon	6.3	5.0	4.1	↓
	SN	5.9	5.1	4.5	-
	England	6.7	5.6	4.9	↓
NI92 - Narrowing the gap between the lowest achieving 20% in FS profile and the rest	Devon	35.9	35.2	34.0	↓
	SN	34.8	33.5	31.9	-
	England	37.2	35.6	33.9	↓
NI93 - Progression by 2 levels in English between KS1 and KS2	Devon	85.0	82.0	82.0	↓
	SN	83.6	81.2	80.4	-
	England	84.0	82.0	82.0	↑
NI94 - Progression by 2 levels in Maths between KS1 and KS2	Devon	77.0	78.0	81.0	↑
	SN	75.3	76.3	78.5	-
	England	76.0	78.0	81.0	↑
NI102a - Attainment Gap FSM/non FSM Key Stage 2 inc English and Maths	Devon	19.7	25.9	21.7	↑
	SN	26.9	25.7	25.0	-
	England	23.9	22.4	22.3	↓
NI102b - Attainment Gap FSM/non FSM GCSE inc English and Maths	Devon	26.9	28.1	31.2	↑
	SN	30.3	30.8	30.0	-
	England	28.0	27.9	27.8	↑
NI103a - SEN statements issued in 26 weeks - excluding exceptions	Devon	-	89.0	-	↔
	SN	-	92.6	-	-
	England	-	91.0	-	↔
NI103a - SEN statements issued in 26 weeks - as a proportion of all statements	Devon	-	76.0	-	↔
	SN	-	88.2	-	-
	England	-	82.0	-	↔
NI104 - Attainment Gap SEN/non SEN Key Stage 2 inc Eng and Maths	Devon	51.3	49.7	47.1	↓
	SN	53.0	52.1	52.1	-
	England	51.8	51.0	50.9	↓

# Enjoyment through Achievement (PI)

		2007	2008	2009	Trend
NI105 - Attainment Gap SEN/non SEN GCSE inc Eng and Maths	Devon	45.2	45.8	45.4	↑
	SN	45.9	46.4	47.3	-
	England	44.4	45.6	46.5	↑
NI107 - KS2 attainment gap for Gypsy, Roma and Traveller Of Irish Heritage Group	Devon	-	x	39.9	↔
	SN	-	50.0	43.2	-
	England	-	45.3	47.1	↑
NI108 - KS4 attainment gap for Gypsy, Roma and Traveller Of Irish Heritage	Devon	-	49.5	51.8	↑
	SN	-	44.2	42.9	-
	England	-	41.0	41.6	↑
Local Authority Value Added Measure - Key Stages 1 to 2 (CVA from 2007)	Devon	100.0	99.9	-	↓
	SN	99.9	99.8	-	-
	England	-	-	-	-
Local Authority Contextual Value Added Measure - Key Stages 2 to 4	Devon	1001.5	1001.7	-	↑
	SN	1004.2	1001.3	-	-
	England	1000.9	1001.2	-	↑
% of Pupils making expected progress from Key Stage 2 to 4 in English	Devon	63.4	69.0	67.5	↑
	SN	63.6	65.6	66.4	-
	England	61.2	64.2	65.5	↑
% of Pupils making expected progress from Key Stage 2 to 4 in Maths	Devon	55.9	59.5	61.5	↑
	SN	59.0	60.1	61.4	-
	England	54.6	57.0	58.7	↑
% of pupils achieving Key Stage 2 Level 4+ English	Devon	81.0	82.0	81.0	↔
	SN	80.6	81.7	80.1	-
	England	80.0	81.0	80.0	↔
% of pupils achieving Key Stage 2 Level 4+ Maths	Devon	79.0	79.0	80.0	↑
	SN	77.1	78.0	77.4	-
	England	77.0	79.0	79.0	↑
% of pupils achieving Key Stage 2 Level 4+ Science	Devon	89.0	89.0	90.0	↑
	SN	88.4	88.7	88.6	-
	England	88.0	88.0	88.0	↔
Total absence from Primary Schools - authorised and unauthorised	Devon	5.2	5.0	5.1	↓
	SN	5.1	5.0	5.1	-
	England	5.2	5.3	5.3	↑
Total absence from Secondary Schools - authorised and unauthorised	Devon	8.1	7.4	6.9	↓
	SN	7.7	7.2	7.0	-
	England	7.9	7.3	7.2	↓

# Making a Positive Contribution

Accountable Officer: Judith Johnson, Lead: Dillon Hughes

## Programme Summary:

Projects in the CYPP are on track and demonstrating the positive contribution Devon's children and young people make to the area. Early intervention programmes, such as the work in the Youth Offending Service, judged as excellent in inspection, are demonstrating improved outcomes for C&YP in Devon.

## Projects:

<i>Status</i>	<i>Project</i>
	Develop more opportunities for young people to volunteer
	Develop the statutory Behaviour and Attendance Partnerships
	Encourage volunteering to enhance the PC of young people to communities
	Help young people to appreciate their place in the wider community
	Identify children and young people with multiple lower level vulnerabilities
	Increase the number of positive activities available out of school hours
	Integrated Youth Support Centres in each town and outreach approaches
	Investment into Youth Services to target anti-social behaviour
	Organise a campaign to promote a more accurate perception of young people
	Promote achievements of all Devon's children and young people
	Reduction of actual and perceived anti social behaviour
	Support the work of the YOS performance board to reduce recidivism rates
	Take up of disadvantage subsidy
	Use the national curriculum to enable all YP to realise their potential

## Making a Positive Contribution (PI)

		2007	2008	2009	Trend
NI19 - Rate of proven re-offending by young offenders	Devon	-	1.0	-	↔
	SN	-	0.9	-	-
	England	-	1.1	-	↔
NI43 - Young People in YJS receiving a conviction in court who are sentenced to custody	Devon	3.0	2.5	1.8	↓
	SN	3.8	3.4	3.7	-
	England	5.9	5.6	6.1	↑
NI45 - Youth Offenders engagement in suitable education, employment or training	Devon	68.5	67.1	68.0	↓
	SN	68.6	68.6	71.4	-
	England	67.9	70.0	72.4	↑
NI91 - Total participation in Education (inc PT) and Work Based learning - 17 Year Olds	Devon	76.0	76.0	78.0	↑
	SN	75.7	76.9	78.4	-
	England	77.0	78.0	80.0	↑
NI110 - Young Peoples participation in positive activities	Devon	-	x	x	☒
	SN	-	73.4	69.9	-
	England	-	68.2	65.8	↓
NI111 - First Time entrants to the Youth Justice System aged 10 -17	Devon	1450.0	1430.0	1140.0	↓
	SN	1924.0	1807.0	1333.0	-
	England	2039.0	1857.0	1472.0	↓

Tellus NI (50, 69, 110, 115 & 199) do not provide an accurate representation of Devon due to inadequate numbers of secondary pupils participating.

# Achieving Economic Wellbeing

Accountable Officer: Judith Johnson, Lead: John Davey/John Peart

## Programme Summary:

This is a challenging area of the CYPP due to the ongoing global economic crisis. NEET figures have improved but still remain a key focus. Better information on post 16 provision shows some variations in outcomes and quality of provision across the county. An analysis is in hand. 14-19 partnerships are developing well but policy and budgeting changes will prove a challenge. Work is taking place with the Environment, Economy & Culture Directorate of DCC around the development of skills development 14-19 and the need to integrate with the skills need of employers and economy of Devon. The 14-19 strategic team has promoted a high level of understanding around the skills agenda; further gains can be made in developing a coherent plan in a wider strategic partnership around progression into employment and adult education courses. The development of the 14-19 curriculum offer and the increase in entry level and level one qualifications are essential in the development of the skills agenda for Devon.

## Projects:

Status	Project
	Align AXS and Joint Agency Services Programmes
	Commission the Integrated Youth Support Service through the IYSS Board
	Deliver the Learning and Skills Council (LSC) transition
	Develop a personalised and individualised curriculum for young people 14+
	Develop individualised funding for children with disabilities
	Develop the Direct Payments Strategy to include 16 and 17-year-olds
	Develop the Stepping Stones programme
	Fully implement 14-19 strategy
	Implement the Devon Transitions Protocol for YP moving to adult services

PI		2007	2008	2009	Trend
16 - 19 year olds awarded N/SVQs	Devon	1937.0	1985.0	-	↑
	SN	1293.4	1323.9	-	-
	England	142512.0	153940.0	-	↑
16 - 19 year olds awarded VRQs	Devon	5512.0	6051.0	-	↑
	SN	4262.4	5172.7	-	-
	England	421047.0	510810.0	-	↑
NI 117 - 16 - 18 year olds known to "Connexions" that are Not in Education, Employment or Training (November)	Devon	5.9	6.4	-	↑
	SN	5.5	5.7	-	-
	England	6.7	6.7	-	↔
NI147 - Care Leavers at 19 - Suitable accommodation	Devon	84.2	92.9	91.5	↑
	SN	90.3	93.1	90.3	-
	England	87.3	88.4	89.6	↑
NI148 - Care Leavers at 19 - Education, Employment or Training	Devon	68.4	69.6	60.6	↓
	SN	70.2	68.6	64.4	-
	England	62.7	64.9	63.0	↑
GCE/A/AS Level - Average Point Score per candidate	Devon	704.1	706.1	712.4	↑
	SN	727.6	728.9	732.9	-
	England	731.1	739.8	739.1	↑
GCE/A/AS Level - Average Point Score per entry	Devon	205.2	206.1	210.5	↑
	SN	207.1	208.6	210.9	-
	England	207.5	209.4	211.7	↑
NI79 - Achievement of a Level 2 qualification by the age of 19	Devon	73.6	75.2	77.4	↑
	SN	75.0	75.9	77.9	-
	England	71.3	73.6	75.9	↑
NI80 - Achievement of a Level 3 qualification by the age of 19	Devon	47.3	48.2	49.4	↑
	SN	49.1	49.6	51.3	-
	England	46.2	47.6	49.4	↑
Inequality gap in the achievement of a Level 2 qualification by the age of 19 (FSM)	Devon	26.2	25.2	24.7	↓
	SN	30.3	27.0	26.3	-
	England	25.7	23.7	22.2	↓

# Strengthening Families

Accountable Officer: Rory McCallum, Lead: Philippa Court

## Programme Summary:

Projects around Strengthening Families are generally on target. A growing number of families in Devon have access to services and support to suit a range of needs, including evidence based parenting programmes, Parent Support Advisors, Family Intervention Projects, Family Group Conferences and the Disadvantage Subsidy. Much of this support aligns itself with the 'Think Family' approach to working and focuses on family intervention in a holistic way, thereby encouraging a degree of join-up between children's and adult's services. There is also a growing level of consultation with parents around the ways in which family services are planned in the future, thereby offering parents a stronger 'voice' in service provision and development. The Family Support Review will ensure that future provision of family services involves the most effective practice and value for money, using evidence based research as the foundation for its recommendations on delivery.

## Projects:

<i>Status</i>	<i>Project</i>
Orange	Deliver the Parenting Strategy and Think Family
Green	Develop a Family Group Conference approach across Devon
Green	Develop excellent services which can be proven to be effective
Orange	Ensure join up with services for adults
Orange	Provide accessible services which meet identified need
Green	Support and empower parents to participate in developing services

# Developing Things To Do and Safe Places To Be

Accountable Officer: Dillon Hughes, Lead: Claire Rockliffe, Philippa Court

## Programme Summary:

The programme has increased opportunities for children and young people to engage in positive activities. This has increased community cohesion and inclusion and reduced antisocial behaviour and criminal damage. During the programme 2 new youth centres have opened and another 2 will be opened within 12 months in addition 14 new or refurbished play facilities have opened with a further 14 to be opened within 12 months. 100% full Core Offer in place. Through the use of these facilities children and young people have been able to access safe places to engage in play, to access other services and to engage in planned, purposeful and progressive activities that increases confidence, resilience, skills, knowledge and understanding. This positive activity is helping alter the public perception of young people and the increasing amount of inter-generational work is leading to people feeling safer in their communities.

## Projects:

<i>Status</i>	<i>Project</i>
	0 - 19 years positive activities capital strategy progression
	Childcare Sufficiency meeting the need
	Developing children's centres throughout Devon
	Developing the market for positive activities
	Extended services subsidy
	Extending provision through schools
	Facilitation of termly Play Network meetings
	Implementation of play strategy
	Improve provision and availability based on understanding need
	Map existing provision by age range, geography and resource
	Participation by families
	Information on what is available from all providers using a common website
	Provide positive activities in places and at times C&YP have requested

# Improving Access and Transport

Accountable Officer: Debbie Pritchard, Lead: Lisa Boon

## Programme Summary:

The project is progressing well overall and the project team are clear on the objectives to be delivered. Through discussion and activities it has become clear that the group need to focus activity on a specific area. It has been agreed that this should mirror the area that Transport Co-ordination Service is undertaking an integration project on so all access issues can be considered. This approach will make outcomes deliverable in one area of Devon which can then inform how to overcome similar issues throughout the county. The group has agreed that the activity plan needs to be reviewed to reflect this more focussed approach going forward.

## Projects:

<i>Status</i>	<i>Project</i>
	Conduct an audit of the existing transport infrastructure
	Continue to support the Independent Travel Training programme
	14-19 Transport Partnership supports the improvement of access
	Extended Services in and around Schools Disadvantage Subsidy
	Identify sustainable access solutions
	Identify the courses and Diplomas which need transport support
	Identify the gaps in access and transport
	Identify where existing A&T infrastructures can be used more effectively
	Identify activities and extended services where transport support is needed
	Work of the 14-19 Transport Partnership supports extended access
	Map 14-19 activities (on an area basis)
	Use transport resources as effectively as possible

# Reducing Bullying

Accountable Officer: Debbie Pritchard, Lead: Annette Lyons

## Programme Summary:

Anti-bullying Programme is on track. Projects are predominantly RAG rated as green. The national indicator for bullying, NI69 is not usable for Devon due to low numbers of schools participating in the Tellus survey. National requirements in data collection with regard to measuring bullying were planned and so local plans were put on hold.

## Projects:

Status	Project
Green	Address cyber-bullying with a focus on secondary schools
Red	Creating strategies to collect, record and report incidents of bullying
Green	Developing a culture where there is more honest recognition of bullying
Green	Education about prevention and intervention for vulnerable groups
Orange	Engage children and young people in working with us on the issue of bullying
Green	Engage and Promote e-safety programme
Green	Establish a partnership approach to restorative justice across Devon
Green	Establish effective ways of engaging C&YP in finding solutions
Green	Help children and young people to feel safer travelling to and from school
Green	Identify, communicate, and build on good anti-bullying practice
Green	Link safer communities strategies and developing safe places in communities
Green	Promote community cohesion to reduce bullying

PI		2006	2007	2008	Trend
NI69 - Percentage of children experiencing bullying in the past year	Devon	-	x	x	☒
	SN	-	54.2	30.9	
	England	-	50.1	28.8	↓

Tellus NI (50, 69, 110, 115 & 199) do not provide an accurate representation of Devon due to inadequate numbers of secondary pupils participating.

# Reducing Child Poverty

Accountable Officer: Debbie Pritchard

## Programme Summary:

Child poverty is a growing concern in Devon. The life chances of C&YP growing up in poverty severely limit their chances of success and outcomes in all areas later in life. Links to education, health & other outcomes are all evident within the poverty needs assessment. The new Act provides duties for partners. The Devon Strategic Partnership has agreed to oversee this priority which goes far beyond services to children. The coalition are committed to the 2020 target.

## Projects:

Status	Project
	Assess what is happening in relation to child poverty
	Benefits take-up campaign for families with additional needs
	Develop needs assessment with a poverty focus

PI		2006	2007	2008	Trend
NI106 - YP from low income backgrounds progressing to Higher Education	Devon	17.0	19.0	-	↑
	SN	21.9	22.3	-	-
	England	-	-	-	↑
NI118 - Take up of formal childcare by low income working families	Devon	14.6	15.5	-	↑
	SN	15.5	16.4	-	-
	England	16.9	17.8	-	↑
NI102a - Attainment Gap FSM/non FSM Key Stage 2 inc English and Maths	Devon	19.7	25.9	21.7	↑
	SN	26.9	25.7	25.0	-
	England	23.9	22.4	22.3	↓
NI102b - Attainment Gap FSM/non FSM GCSE inc English and Maths	Devon	26.9	28.1	31.2	↑
	SN	30.3	30.8	30.0	-
	England	28.0	27.9	27.8	↑

# Housing

Accountable Officer: Rory McCallum, Lead: Tim Tod

## Programme Summary:

Success in this area of the CYPP requires excellent collaborative working arrangements with the District Councils and other partners. There are examples of good practice with evidence of good outcomes for C&YP & their families, such as the YES Centre in Newton Abbot. However, provision across Devon is not uniform. The end of grant funding creates future challenges.

## Projects:

<i>Status</i>	<i>Project</i>
	Commission Shelter to do an audit of integrated working
	Develop early intervention and education
	Develop joint funding streams
	Engage with users to improve the quality of decision-making
	Develop the joint working arrangements between all the relevant agencies
	Housing services working with YP and families have robust safeguarding
	Improve access to advice and information
	Improve access to emergency accommodation in rural areas
	Improve the quality and quantity of accommodation and support
	Increase the number of supported accommodation and move-on units
	Integrate delivery points
	Maintain clear links and close working with transport and employment projects

# Services For Children with Additional Needs

Accountable Officer: John Shaw, Lead: Anne Porter

## Programme Summary:

Stepping Stones defines a clear pathway for support and intervention for Children with Additional Needs in Devon. The first 2 phases have focussed on delivering the education foundation parts of equitable provision especially in secondary schools with a focus on Behavioural Emotional and Social Difficulties. Much of the multi agency work across the Children with Additional Needs programme aligns to this programme as a methodology of delivery based on the pathway from universal to targeted and specialist services.

We are now in Phase 3 of the 3 year programme - the delivery phase. The focus is on delivering new structures and working practices across Devon in priority areas of development. Full details are in the document: Stepping Stones Programme Update and Review March 2010. The Primary Strand is developing following consultation with some areas nearing completion. There has been slippage with some programmes such as Speechlink, although this is now out to tender rollout involving Speech and Language Therapists is agreed. In the Secondary strand PACCs were formed on April 1st 2010.

## Projects:

<i>Status</i>	<i>Project</i>
	Continue to re-commission all services for children with additional needs
	Continue to support parents of children with special needs to access benefits
	Create integrated teams of specialist staff
	Develop and expand the range and availability of carers' breaks
	Develop better person-centred planning for transition to adult life
	Early Support Programme
	Establish a strategy to support young carers effectively and consistently
Completed	Establish one strategic lead for children with special needs
	Improve information and advice available to parents and carers
	Meet the Full Service Offer for Aiming High for Disabled Children by 2011
	Needs of CAN are recognised in all other strategies linked to the CYPP
	Stepping Stones to provide integrated inclusion strategies and practice
	Work with families where children have complex needs

# Improving Life For Children In Care

Accountable Officer: Rory McCallum, Leads: Deborah Booth, Karen Cleave

**Programme Summary:** Achievements

Devon's CIC service was rated as Good by Ofsted in 2009. Projects in the CYPP are mainly on track to deliver improved outcomes for Devon's CIC. Educational attainment programmes are anticipated to see improvements in the results - Devon's CIC have monitored Personal Education Plans. Placement stability remains challenging

**Projects:**

<i>Status</i>	<i>Project</i>
	Action planning to respond to the Children and Young Person's Bill
	Continue the Raising Achievement of children in care project
	Continue to reduce fixed term exclusions for children in care
	Develop a 'virtual school' approach
	Develop a new integrated service for care leavers in south west Devon
	Develop an award for healthy children's homes
	Develop participation and make sure views are fully integrated
	Develop quality measures and focus on the wellbeing of Children in Care
	Develop targeted public health campaigns
	Establish a fully integrated system for health assessments
	Expand fostering services and housing projects to improve placement choice
	Extend mentoring, work experience and apprenticeship schemes
	Implement plans for Children in Care to address Ofsted recommendations
	Improve attendance for children in care
	Improve data collection to support targeting our resources
	Foster care service, offering an improved number of quality placements
	Improve support through trained and supported designated teachers
	Improve the quality of Personal Education Plans (PEPs) for children in care
	Improve the stability of placements for Children in Care
	Invest in foster carers and children's homes
	Investigate opportunities for more Devon-based specialist support for CAN
	Ensure that children in care and care leavers have access to leisure facilities
	Raise educational achievements and attainments
	Reduce offending by Children in Care
	Support for under 5s to access a full early years curriculum
	Train and support a group of care leavers to benchmark our services

## Improving Life For Children In Care (PI)

		2007	2008	2009	Trend
NI99 - Children in Care reaching level 4 in English at Key Stage 2	Devon	39.0	54.0	52.0	↑
	SN	43.1	55.2	44.4	-
	England	46.0	46.0	46.0	↔
NI100 - Children in Care reaching level 4 in Maths at Key Stage 2	Devon	30.0	42.0	62.0	↑
	SN	41.6	53.5	44.7	-
	England	43.0	44.0	46.0	↑
Children Looked After GCSE results 1+ A*-G	Devon	67.0	56.0	69.2	↑
	SN	68.8	68.2	74.2	-
	England	63.7	65.6	71.5	↑
% of Looked After Pupils achieving 5+ A* to C GCSEs	Devon	13.0	17.0	12.3	↓
	SN	27.0	18.0	19.2	-
	England	12.6	13.9	18.8	↑
% children looked after who missed 25 or more days schooling during the previous school year	Devon	15.0	15.0	15.0	↔
	SN	11.1	9.2	10.6	-
	England	13.0	11.9	11.5	↓
% of children looked after (10+) receiving final warnings, reprimands or convictions	Devon	3.7	3.9	3.2	↓
	SN	2.9	2.4	2.5	-
	England	2.3	2.1	2.5	↑
NI62 - % of children with three or more placements during the year	Devon	13.7	15.2	13.0	↓
	SN	13.1	12.0	10.6	-
	England	12.6	11.8	10.7	↓
NI63 - % LAC in the same placement for at least 2 years or placed for adoption	Devon	67.5	62.8	61.7	↑
	SN	62.2	65.2	65.6	-
	England	64.4	65.3	67.0	↑

# Reducing Exclusions From School

Accountable Officer: Judith Johnson, Lead: David Archer

## Programme Summary:

Exclusions have continued their downward trend for this academic year. There has been a significant reduction in the number of primary and secondary permanent exclusions and a continued reduction in both the number and length of fixed period exclusions across all schools in Devon.

There has been a continued reduction in the number and length of fixed period exclusions of children in care and in the number of managed transfers to prevent exclusion of children in care.

The continued reductions in exclusion have been due to the fieldwork of the Inclusion and Reintegration Officers and the the desire of schools to seek alternatives to exclusion.

## Projects:

Status	Project
	Develop clear policies and guidance with schools.
	Develop increasingly relevant and personalised learning pathways
	Expand existing work in exclusions and build on the lessons learnt
	Increase PRU capacity (Now known as Short Stay Schools)
	Increase the capacity of Behaviour and Attendance Partnerships
	Increase the capacity of formal alternative provision settings
	Target support towards schools and young people at risk

PI		2006	2007	2008	Trend
Primary pupils with one or more fixed periods of exclusion from school as a % of the school population	Devon	1.2	0.8	-	↓
	SN	1.0	1.0	-	-
	England	1.1	1.1	-	↔
Secondary pupils with one or more fixed periods of exclusion from school as a % of the school population	Devon	14.4	10.9	-	↓
	SN	10.3	9.0	-	-
	England	10.8	9.8	-	↓

Local data:	2008-09	2009-10	Trend
Permanant Exclusions Secondary Inc PRU	100	55	↓
Permanant Exclusions Primary - Inc Special	21	9	↓
Fixed Exclusions Secondary - Inc PRU (days lost)	9479	7643	↓
Fixed Exclusions Primary - Inc Specials (days lost)	1368.5	1267.5	↓

Source: LDP Exclusions July 2010

# Reducing Teenage Pregnancy

Accountable Officer: Sara Gibbs, Lead: Becky Carmichael

## Programme Summary:

The Teenage Pregnancy and Young People's Sexual Health Board holds the accountability for the implementation, monitoring and reporting of activity for this outcome. A detailed Action Plan has been agreed, reflecting the recommendations of the National Support Team following their visit in January 2009. The latest available data shows that there are still significant challenges to achieve the national reduction targets, although rates have not increased above the original base-line.

## Projects:

Status	Project
	Develop preventative interventions to meet the needs of vulnerable groups
	Provided an accessible, equitable young people-friendly sexual health service
	Sex and relationships education in schools and in the community
	Targeting resources and measure progress in reducing teenage pregnancy

PI		2006	2007	2008	Trend
NI112 - Under 18 conception Rates per 1000 girls (15-17)	Devon	32.6	33.4	-	↑
	SN	34.2	32.3	-	-
	England	41.7	40.4	-	↓

# Participation

Accountable Officer: Debbie Pritchard, Lead: Rachel Henderson

## Programme Summary:

Currently working with the safeguarding board to look at how to bench mark how safe cyp currently feel in order that we can then look specifically at the most vulnerable. The work with the Children in Care Council continues. There is a need to centralise information we gather from children and young people rather than looking for specific results. e.g. teachers, youth workers and other colleagues who have face to face contact with cyp gather information all the time. Previously we have not effectively used this information as it is not shared strategically. The new annual report provides a benchmark and communication which will aid future work and minimise duplication.

## Projects:

<i>Status</i>	<i>Project</i>
	Bridge communication between different generations
	CAMHS participation worker
	Children's Trusts to consult with and engage C&YP in decision-making
	Develop further Making a Difference training for workers
	Ensure specific outcomes as a result of children's involvement in the trust
	Establish opportunities for encouraging and hearing the most vulnerable YP
	Further develop our mechanisms to collate evidence to inform planning
	Monitoring delivery of the action plan for Hear By Right
	Use external reviews to measure our continued achievements

# Workforce Strategy

Accountable Officer: Debbie Pritchard, Lead: Ana Simons

## Programme Summary:

Currently working on integrating the CT workforce plan with key reform projects and service changes. Commissioning processes to include workforce needs analysis & mapping of roles, capacity and competence. Contracts to include minimum workforce expectations, including workforce development provision. Provision of a range of support for practitioners and managers include induction and supervision toolkits, developments in AXS and other core multi-agency training programmes. A review of safeguarding learning and development provision is planned.

## Projects:

<i>Status</i>	<i>Project</i>
	Developing a shared identity, purpose, vision, common values and language
	Developing of a high-quality, appropriately trained workforce
	Developing of the capacity to deliver and keep children safe
	The developing of integrated working practices

# AXS

Accountable Officer: Brenda Bartlett, Lead: Dave Roberts

## Programme Summary:

High satisfaction levels from parents/carers, children and young people and practitioners of experience of CAF process.

A total of approx 2000 CAF's have been undertaken to date with 800 during current calendar year.

Multi-agency training on the AXS pathway and supporting tools has now been delivered to multi agency staff in all 19 AXS clusters. Approximately 1,800 front line practitioners have received 'Integrated Working in Practice (AXS 03) training to date.

Detailed work in progress to better align key children's services pathways, building on the principle of CAF and related IW arrangements should be at the centre of all multi agency involvement with children and families.

## Projects:

<i>Status</i>	<i>Project</i>
	Stakeholder engagement, ownership and accountability for IW practice
	Alignment of the AXS Pathway with other key children's services pathways
	Develop, maintain and report performance measures for AXS related projects
	Embed the implementation of national IW tools, systems and processes
	Develop IW front line delivery through the introduction of 'managed networks'
	Join up locally the various funding streams which support early intervention
	Develop a model for the administration of individualised commissioned services
	Establish and implement a robust quality framework to CAF implementation
	Workforce planning and development
	Formalise the links with and responsibilities of Local Children's Trusts

# Joint Commissioning

Accountable Officer: Ingrid Fisher, Lead: Brian Grady

## Programme Summary:

Since April 2009 there are agreed integrated commissioning strategies in place for Children with Additional Needs and Housing and Homelessness Prevention, support by aligned budgets.

The involvement from children, families and the wider community in planning, review and delivery of services is key.

## Projects:

<i>Status</i>	<i>Project</i>
	Develop a Children's Trust Needs Assessment
	Lead sub-regional commissioning for fostering and special independent schools
	Develop support programmes
	Focus on joining up resources and action
	Improve outcomes for families, children and communities
	Introduce a programme of accreditation for training staff at all levels

## **BE HEALTHY**

### **Healthy School**

A primary school, as part of their Healthy Schools Plus Action Plan worked with 'hard to reach' parents. The approach was to address persistent absence and emotional health through creative parent partnership working. Family matters influencing attendance are diverse and here included domestic violence, special needs, alcoholism, drug abuse, families needing support and Gypsy Roma Traveller culture.

The school identified a target group of families who had significant need but were not engaged with the school or other agencies. They were invited to join a creative felting workshop to design a hanging for the school. This was a family workshop and a 'safe' environment. Members of the Pastoral Team joined the workshops and gradually relationships were formed. Parents increasingly engaged with the school and all went on to access support from the Pastoral Team. Engagement became so strong that parents went on to join interview panels, represent the school at special occasions and even planned their own 'wild challenges activities' to improve their parenting skills and benefit their children. Funding was drawn from NHS Devon as part of Healthy Schools Plus and also from undertaking the CAF process, which in turn involved liaising with wider agencies.

All of this has had a positive measurable impact on the children, with an improvement in their attendance, learning and behaviour.

The project gained momentum with others joining it. From an initial six week course the group continued to plan and develop opportunities and meetings to join together alongside the Pastoral Team, with a strong sense of ownership from the parents.

The ultimate measure of success is that a number of these parents have now gone on to adult learning opportunities and parents are working in partnership with the school to the benefit of themselves and their children.

The school now plans more family learning projects to engage more parents, support the children and help children have happier, healthier lives.

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## STAY SAFE

### Multi-Agency Safeguarding Hubs (MASH)

The MASH is a dynamic and exciting initiative being developed by Devon and Cornwall Police, Devon Children and Young People's Service and partner agencies, supported by the Devon Safeguarding Children Board.

Devon's Multi-Agency Safeguarding Hubs (MASH) will provide information sharing across all partners involved in safeguarding – including statutory, non-statutory and third sector sources.

All partners work together to provide the highest level of knowledge and analysis to make sure that all safeguarding activity and intervention is timely, proportionate and necessary.

MASH will focus on three key functions:

- **Identification of need and early intervention** to prevent future harm. This will be done by working with the Early Response Service to support children and young people whose needs do not meet the threshold for Child Protection Services.
- **Harm identification and reduction** by location and individual. This will be done by identifying children and young people experiencing the highest levels of harm and making sure partners work together to support them with harm reduction strategies and services.
- **Co-ordinating partner agencies** working with vulnerable adults and vulnerable children.

Examples of where this has already made a difference include:

- Two year old child presented at Accident & Emergency with scald injury to leg and the parents told medical staff that child fell in hot bath. The consultant paediatrician was not wholly satisfied with explanation. She was able to speak with the MASH and it was established that the 'father' not father of child and also had 'risk to child' marker with a history of physical abuse to children so child protection processes were commenced immediately.
- A bus driver saw a parent being rough with a child. A check by children's services shows nothing under the parent's name. The police do a similar check and discover a name change from a person convicted of a child's death. Child protection processes commenced immediately.
- A child is smelly and unpopular. Steps through the MASH discover the parent is bedridden and unable to cope, the family is living in squalor and the child is the carer. Parenting support provided includes very practical ways such as cooking lessons and a temporary re-housing whilst a deep clean took place. Now child and parent in much better health and child now making friends.

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## ENJOYMENT THROUGH ACHIEVEMENT

### 1. A care leaver's story

If you'd have said to me 2½ years ago that I'd be at university today, I'd have said you were crazy. I was stuck in a dead end job in a fish and chip shop and always on the lookout for something better; but without any real qualifications past my GCSEs it wasn't like I had a lot of choices.

One day my old foster carers, who I was living with at the time, suggested I talk to Children and Young People's Services about carrying on with my education, so I thought about it. While at school I'd always had an interest in biology, I enjoyed figuring out why things work as they do. We got in contact with Children and Young People's Services and a guy called Ben came to meet with me. He was really cool about it all and said that if I was willing to put in the effort that they would help me by funding my living arrangements and course fees. This was awesome as at the time, I was 20 and if I had been living with my parents there's no way I could have afforded to go.

Exeter College had the perfect course for me, and after a year of hard work I'd passed and could begin to think about going to uni, though that was the main reason for going to college I got something much better out of it; the confidence to know that I can do something I put my mind too, and some of the best friends I've ever had.

So here I am in my first year at Exeter University, and I'm not gonna lie to you the work is tough. But for all of that the fun times far outweigh the rough ones, and with the way things are at the moment with so many people losing their jobs, it's good to know that I'm gonna have something that puts me ahead of the pack when it comes to getting work.

Children and Young People's Services has promised to pay for all my accommodation and course fees for the length of my degree, and I've got the support of some brilliant friends and my amazing foster parents - without their help I wouldn't be here now typing this.

Like I said at the start, I never thought I'd be where I am now, but I wouldn't change it for the world.

Michael

*Post note:* for the last 5 years young people have been taken to Exeter University as part of the Aim Higher project to inspire / encourage them to think about going into Higher Education. This year we took 20 young people in Years 9 and 10 with their carers. We expect them to join (in time) those already in Higher Education. Devon will have 15% of its care leavers in Higher Education in September 2010 - which is double the national average.

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### 2. Extract from a recent Ofsted inspection report of a Devon school

Outstanding aspects of teaching observed included specialist subject knowledge in art, science and music, where the teachers' flair and imagination rub off on pupils and they respond with enthusiasm and enjoyment. This was evident in a science lesson where pupils investigated habitats and created

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'choice chambers' for woodlice in order to test their predictions. Similarly positive outcomes were seen to heart-warming effect as pupils on their residential visit accompanied their teacher's very lively and skilful piano playing by singing with great joy, harmony and sense of community.

Care, guidance and support are strengths of the school, which lie at the heart of its ethos. Teaching assistants are used well to support pupils. In particular, the inclusive care given to pupils with very complex needs is exemplary and enables all pupils to make valued contributions to their own and each other's learning.

Pupils enjoy a very stimulating curriculum enriched by topics and practical events.

These include, for example, the 'Viking market', the 'bee project' and the re-enactment of the 'Battle of Bosworth'. Importantly, these examples represent how the curriculum is superbly responsive to the pupils' own ideas and interests, a factor which significantly promotes the pupils' excellent commitment to learning. As Year 6 pupils enthused, 'Teachers really trust us. They value our ideas and by acting as a 'magpie', we share ideas and contribute to each other's learning.' Many pupils take part in the excellent range of extra-curricular activities which further enhance their expressive art and sporting skills. They benefit from regular swimming in an on-site swimming pool and their excellent adoption of healthy living is reflected in the school's Healthy School award.

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## **MAKING A POSITIVE CONTRIBUTION**

### **Volunteering and reducing offending**

Sam is a member of the Eastside Project, a police-led community project which aims to identify and support young people who are disadvantaged and at risk of offending. The Project offers them structured and regular activities leading to the Duke of Edinburgh Award.

Sam's educational achievements are below average. With the help of the Project he is now on a two year Painting and Decorating course.

Sam was invited to join the Project by the local Neighbourhood Beat Manager. He was sent a letter and had a follow-up home visit. He was identified because he had been in trouble with the Police. Several of his mates have been or continue to be in trouble with the Police.

Prior to joining the Project, Sam's view of the Police and of the local community was fairly negative. He didn't come into contact with many people and described himself as shy and awkward. He says that he was pretty relaxed at his first meeting of the Project. Listening to the description of the Duke of Edinburgh Award, he thought the Expedition walk was too far and found the Volunteering idea weird. He felt a bit awkward because he was in trouble with the Police and suddenly he was very involved with them.

He thought that doing the Award might keep him out of trouble and look good if he wanted to do anything else. He enjoyed the Expedition walks most of all. He realised that he could be stronger than he thought, both physically in carrying rucksacks, but also mentally. He could come up with good ideas in a group and he could do a lot of thinking whilst walking. He says his mental strength has gone up.

When it was offered, Sam was keen to progress to the Silver Award. He had enjoyed the Bronze and expected the Silver to be more challenging. He has learned that at Silver level he has to sort out his own activities, take more responsibility and do much harder walks. He has to be much more organised, relying less on leaders and doing the planning, bookings, route cards etc without so much help.

Apart from learning new skills, Sam thinks he has become more outgoing and confident. He felt pleased to represent the group when he met Prince Edward at the Devon County Show. Sam would advise anyone not to hesitate but to do the Duke of Edinburgh Award. It's a good opportunity, he says, to do whatever you want, to meet new people and to go on great walks.

### **How volunteering has helped me.**

I used to be shy and didn't mix with other kids, I was worried I'd be bullied so I used to spend a lot of time in my bedroom playing computer games.


The youth worker came to school to tell us about what we could do if we went to the centre. She said there was a chance to work behind the coffee bar if we wanted. After the lesson I talked with her and she invited me to a meeting at the youth centre before it opened later in the week.

At the meeting I was introduced to some youth workers and other kids that work behind the coffee bar. One of the other kids showed me how to use the till, where all

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the things were and the prices of stuff. When the youth club opened a lot of kids I knew from school rushed in and came straight to the coffee bar for drinks and sweets. Kids who ignored me at school were coming to me and asking for stuff. It was great to be trusted with the money and I was careful to give the right change.

I've worked behind the coffee bar for 2 nights for nearly a year and I've been asked if I want to do the junior leaders course so I can work as a junior youth worker with the younger kids that come in on a Wednesday. It's great to feel needed and to be trusted to do important things. The other kids I work with are now my friends and we hang out together when we aren't working and the kids at school who ignored me now chat and ask about the stuff happening in the youth centre. I'm much happier at school and I'm doing better in my classes. I think I want to be a youth worker as a job. I've been given a certificate for being a star volunteer and it's on my wall at home, I'm really proud.

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## **STRENGTHENING FAMILIES**

### **1. Family Intervention Project (FIP) *(all family names have been changed)***

#### **The Family**

The family consists of Jane and her children. Connor is 21 and lives in Newton Abbot, Dan (19) lives in Exeter and is in full time work. Claire and Lucas (18) are twins who have a different father to Connor and Dan. Claire lives in Newton Abbot with a friend, while Lucas lives with his father in Exeter. Mark is 14 and has a different father to the other siblings. He lives at a Children's Home. Kevin is 11 and lives at home with Jane. He too has a different father from the other siblings. Jane has no contact with her parents but does have contact with a grandmother who lives in Teignmouth. She has no other family network around her. The children have been in care three times in the past as a result of Jane's alcoholism, cannabis use and depression. She had a major breakdown which led to a suicide attempt.

#### **The Referral to FIP**

CYPS has been in regular contact with the family since 1992 but despite multi-agency involvement there has been little improvement in the situation. The family was referred to the FIP by the police due to the family's antisocial behaviour within the community. There were regular complaints including those of vandalism, noisy parties, underage drinking and alcohol being given to neighbourhood children. There was a stabbing incident and the family was reported for intimidation.

#### **The Intervention**

The Exeter FIP has been involved with the family for over two years and a project worker spends an average of 15 hours a week. Interventions include those that seek to stabilise relationships, modify behaviour, reduce neighbourhood nuisance, retain tenancy and assist family budgeting and debt management, supporting Jane to address her alcohol dependency, increase her parenting skills and adopt a healthier lifestyle. Through multi-agency working additional support has been secured to the children, including Mark, who was taken into care and attends a Personalised Alternative Curriculum Centre (PACC).

#### **Outcomes**

Jane's self esteem and confidence have risen and the family has a system of consequences and rewards in place which Jane is using very positively. Jane shares her experiences with professional agencies to help inform their work with families. The family has moved to a new property and is no longer under threat of eviction. The local community is accepting of the family and there have been no more reports from the police or housing since the FIP have been involved. Mark has discovered a talent for cooking and is undertaking a chef's course at his PACC. His relationship with his Mum is improving. The police have also had less involvement with the family with the reduction in complaints from neighbours.

\*\*\*\*\*

### **2. Parent Support Advisers (PSAs)**

A family came as a headteacher referral as a result of the CAF process. The mother was stressed and depressed by the loss of mobility, this resulted in a chronic sense of loss for the whole family. Parents focused their anxiety on the daughter and her school based issues. The year 3 student was happy at school but argumentative and aggressive towards mum at home. The three step siblings were struggling at home with their new role as carers. Mum's partner was struggling with a sense of loss and

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lack of space at home. There were also chronic housing issues, resulting in anger and frustration.

Support sessions were agreed to support both parents through their sense of loss and improve communication at home.

Outcomes: Both parents report a calmer household. Mum is beginning to recognise her own emotional and physical needs and how this has affected the dynamics at home and ways she may deal with it. The parent is able to identify issues with her own mother and how this affects the dynamic. She was offered parenting tips on boundaries and routine. Both parents report an increase in confidence as parents, learning new techniques and tools in communication; the parents agreed to seek rehabilitation support.

\*\*\*\*\*

### 3. Choice Advisers

Initial contact was made in the summer term by the headteacher of an East Devon primary school who was concerned about a year 5 child's choices for secondary school. The child had complex needs and had arrived from Poland in August 2007. The school had successfully managed the assessment process and got the child a Statement of Special Educational Needs (SEN) for cerebral palsy and learning difficulties. His Polish language level was around age 3 – 4 year and in English this was age 2 – 3 years. He was in need of intensive 1:1 support.

At the recent year 5 annual review the transition to secondary school had been addressed. However, the headteacher was concerned that the young, single Polish mother who was lodging at a local farm did not have enough English to understand the process or to have access to informed choice. The headteacher felt a special school placement would be appropriate, but the mother had formed opinion about it through attending a Saturday Club at the school which was attended by children with severe learning difficulties. Having already visited the local secondary school, it was considered too large an environment and the deployment of teaching assistants there unsuited to the need for intensive 1:1 support.

It was possible to contact the mother through the farmer's wife, who passed on messages and acted as a sort of mentor. Three school prospectuses were requested and sent to the mother to look at over the summer and an early autumn term meeting was arranged at the school with her and a member of the interpretation team from MultiLingua in Exeter. It was possible to discuss the child's needs, the mother's preferences, the choices available, transport and the application process through the interpreter. It was agreed that the Choice Adviser would arrange for the mother and the child to look around the special school of her choice, again with an interpreter, and some questions were discussed that she might ask the school.

The visit took place and the mother got her application in on time with help from the farmer's wife, putting the special school as her first choice and the local school second.

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## **ACHIEVE ECONOMIC WELLBEING**

**Extract from an Express & Echo item on Teen Team, 21 May 2010: written by local young people**

### **1. Young family are looking forward to happy future**

As the Teen Team Awards await nominations from readers, the Echo's Hannah Hope talks to a young couple who have been nominated for the Positive Future award.

At the tender age of 15 J had been kicked out of school with no qualifications and his girlfriend R was pregnant with his baby. The future looked uncertain for the couple as they struggled to come to terms with the fact they were going to have a child of their own to support. Now, both aged 17, they are living in a flat, as a family with their 10 month old daughter A, and have enrolled in vocational courses to set them up with jobs.

This is all thanks to the Connexions service, managed and delivered by Careers South West Limited, which gives 13-19 year olds information, advice, guidance and practical help in preparing for adult and working life and helping them fulfil their aspirations.

"Finding out I was pregnant at such a young age was a really big thing to go through," said R. "It wasn't planned, but I made the decision to go ahead with the pregnancy. I managed to sit all my GCSE exams before giving birth last July – five days after my high school prom – but my grades weren't very good. After A was born we moved between my mum's house and J's mum's house, but we had no home of our own and no real job prospects."

Regular visits to Connexions soon changed the couple's situation. R said, "Connexions helped us find somewhere to live and now we have a flat where the three of us can be together as a family. I've also just finished a life skills course called Newleaf, where I met other young mums. I feel much more confident and positive about myself now. I'm enrolling on a beauty course at a local further education college in the future, when A's a bit older. It's something I've always been interested in. Having a baby means you have to grow up fast. It's really matured us and has forced us to think about the future." she said.

J echoes R's sentiments. "When I found out R was pregnant I was pretty scared," he said. "I was worried about how I'd support the baby, especially as I was kicked out of school at 15 for being disruptive. I wanted to be a good role model and realised I needed to grow up and change my ways. Connexions has helped me enrol on a chef course the local further education college, as I've always enjoyed cooking. I should be in full-time employment in a year's time when I'm fully trained. I now feel really positive about the future. I'm not getting into trouble any more and am on the straight and narrow. I think having a baby was the best thing that could have happened to us."

\*\*\*\*\*

### **2. Supporting young people into work:**

#### **Not in Education, Employment or Training (NEET) project in Exeter**


During the latter part of 2009 and early 2010 Connexions, the Youth Service, the Youth Offending Team and Exeter College have been running a programme for

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NEET YP in the Wonford and St. Thomas areas of the City. Around 80 NEET young people were targeted leading to 22 attending the Wonford sessions and 25 attending the St. Thomas programme. These were young people who were not ready to start a full time college course or engage in work.

Young people were encouraged to start the Asdan qualification and took part in a range of activities including CV and job applications. They also worked towards first aid and health and safety qualifications. In total seven young people moved into employment, three moved on to Activity Agreement, one moved to Newleaf and one onto the Prince's Trust. A number of others have plans to start full time education in September. Staff also worked with the young people on softer outcomes such as substance misuse, sexual health, and trying to raise aspirations.

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## **DEVELOPING MORE THINGS TO DO IN SAFE PLACES TO BE**

### **Effect on the community of the new play facility in Broadclyst**

There has been high usage and even on a dull, cold Sunday morning, there was a swarm of children using the equipment. There were eight children, aged 5 – 10 on the VIP suite, two on the logs and three, between 7 and 12, on the Killerton height zip wire. Eighteen year olds have been seen using the equipment. Here are a few specific examples of benefits:

- A profoundly deaf child (caused by inner ear problem from birth) does not have the balance to use a normal swing and doesn't fit into the baby seats. The provision of a pendulum birds nest swing and a swinging hammock have enhanced her play time enormously. Not only does it improve her enjoyment and self esteem at being included, but it is also good for development of her balance and reducing the impact of the inner ear problem.
- A grandmother living opposite the park has her grandchildren (10 and 5yrs old) visiting each week and they have used the park for years. With the new equipment, the excitement and interaction that it encourages means that for the very first time they have spoken to and played with the local children in joint fun. She, like many local residents, are thrilled Broadclyst has had this opportunity to further develop the play area and can see the benefits to the community that interactive play brings.
- During installation, teenagers have taken an active interest in the ongoing work, purposely walking down straight after school each day to "see how they've got on today without us!" On top of the consultation that we carried out, this means that they are really positive about the equipment. They have taken ownership of the VIP suite (shed on legs) so much that they have carpeted it, put up curtains and requested heating and lighting (not provided!). There has been absolutely no vandalism and despite being noisy in the evenings, the atmosphere is good. We have not had to put in place any of the reward / punishment schemes we had considered at this point (three weeks after the VIP suite was erected).
- Families with several children over a wide age-range have said it's a nice change to have a park where all ages can play together by using the same piece of equipment in different ways. Especially popular with them were the phone links between the VIP suite and first log, the hammock and the birds nest swing.

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## **IMPROVING ACCESS AND TRANSPORT**

### **Independent Travel Training**

Independent Travel Training (ITT) helps both adults and children who need extra help or support to make journeys safely on their own using public transport. The term 'travel training' can include a very wide range of support and help by:

- providing short-term help to familiarise people with how public transport work in their area and giving them confidence to use it, or
- providing long term, regular, intensive one-to-one training to learn the most important skills needed to use public transport independently.

Many of us take for granted access to transport and the ability to travel. However access to transport - and the ability to use it safely and independently - requires, for many people with special needs, some kind of support. Travel training can provide this support and can help children have a more independent journey to school, and can give both children and adults the opportunity to access activities and services that would otherwise not be available to them. This is carried out through one-to-one training - like a "buddy system" by accompanying the person on public transport journeys until such time as they can travel on their own. Typically this can take from a few weeks to 18 weeks.

#### Key facts:

- Two travel trainers employed with funding from the 14-19 transport partnership
- 2008/09 academic year – 43 students trained and travelling independently
- 2009/10 academic year – 58 students trained and travelling independently

#### Quotes from parents:

- "I believe that the travel training project is an invaluable scheme enabling children that wouldn't necessarily have the opportunity to experience independence and it helps them to grow in maturity and confidence".
- "I am writing in praise of the service that our daughter has recently received....the ITT scheme is a well thought out and timely project."
- "The local services should be proud to be offering something that is so practical, hands-on and useful, giving young people independence."
- "I like the bus; I sit with my friends and chat"
- From a college: 'I am writing to you to pass on my appreciation for your travel trainer. Since establishing a link last academic year she has worked tirelessly to help these young people travel safely and independently and has made an enormous difference to the lives of the students and their families.'

The scheme has also shown that there can be an improvement in attendance if boys are able to travel independently. As well as providing life skills for young people Independent Travel Training offers better outcomes for less resource. The full year effect of the savings for the 2009/10 academic year is just under £92,000

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## REDUCING BULLYING

### Story of an idyllic primary school

In a small, rural primary school all seemed well but when the school undertook their healthy school baseline assessment they learnt things they did not know. Children told them that they could feel unsafe in the playground and it made them unhappy. There were spaces where they could get 'got at' and no adult knew or saw. This unhappiness affected them in a variety of ways including their concentration in school.

The school used a variety of approaches but key was working with parents and children with the school council taking a leading role. The school did practical things around the design of the playground space but more fundamental were activities such as workshops on what bullying was and how to deal with it. Together they rewrote their reducing bullying policy and used drama to examine scenarios and different types of behaviour in a safe way.

A play was presented to pupils, parents and school staff modelling the importance of supporting all pupils including those who had been seen to bully. Support was there for all pupils and support was from pupils too; including people is so important and stereotyping had played its part in the bullying behaviour. They realised that they needed to learn how to say 'No, I don't like that, please stop,' and practised saying it. This was needed and made a difference.

Everyone learnt a simple mantra with the acronym, ABC: '**A**sk people to stop, **B**ut if they don't, **C**ome and get an adult.' Resources come from within the school, from the community and wider including information gleaned from the Reducing Bullying Conference and books such as, '*But is it bullying?*'

Bullying is never totally eradicated and every week the school does a simple check on how everyone is feeling. When new people join the school they learn what is expected of them and how they contribute. What the school knows now is that it is a happier, healthier school.

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## REDUCING CHILD POVERTY

### Effect of 'Don't Stop Me Now' deprivation funding for children in receipt of free school meals to attend activities after school, at weekends and in the holidays

- Daniella took the opportunity to start windsurfing through the DSMN scheme in 2009. She started with a 2 day course which enabled her to join the windsurfing club. "It's one of the best things that's ever happened to me! Without the scheme I wouldn't have been able to do any of it. Apart from the obvious windsurfing achievements I have made new friends, got fitter and more confident and would love to work in the industry in the future". According to her instructors Daniella has huge potential to go far. She will compete for the first time in August and her windsurfing will open up a world of fantastic opportunities – and perhaps a career. Her Dad said "I just can't believe it- seeing Danni out there is the best thing. I am so proud of her"
- Message from a mother:  
'Thank you for forwarding that information. Annette has been doing street dancing with project dance and taking her dance exams. Before we had found out about the card it was touch and go as to whether she would be able to continue going every week let alone take the exams as my husband was made redundant and as the only income we have coming in is job seekers and child tax credit we were finding that even to try and find £3.50 was a struggle so this card has enabled us to keep Annette in the dance class that she really enjoys doing. Also I'm hoping that providing there is sufficient funds left that we will be able to get her into swimming lessons at the leisure centre. We think that the card is fantastic and as I said if it wasn't for that Annette would've had to leave her dancing until her dad was able to find another job and we were able to afford it again.'
- SEN child with a disabled single parent. The child has started horse riding lessons during the Subsidy pilot:  
'The past few weeks have really benefited her. The weather will not even stop her from riding, she wore her florescent jacket out and I could see her on the far hill through the fog. She rides the same pony called Breezy every time, and her new activities have given her more strength and determination, she is making lots of new friends and seems happier and more content with herself, she now talks about (her dad) in a happier way and she doesn't get upset when she does talk about him. Many thanks for everything'
- Secondary school pupil having behaviour problems within school:  
Subsidy funding providing walking boots and rucksack - to support being part of the Ten Tors Challenge. Significant improvement - the pupil is happier, excited and engaged with the training, often updating the Extended Services Coordinator (ESCo) on his latest orienteering activity. Teacher has noticed significant behaviour and overall improvement.

## **IMPROVING HOUSING AND SUPPORT FOR FAMILIES AND YOUNG PEOPLE**

### **Young man at risk of homelessness in Exeter**


MC (17) was asked to leave home in March 2010 by mum due to family arguments and his inability to financially contribute to the household. Previously he had been placed in a pupil referral unit as he found the school structure difficult but he left the pupil referral unit without gaining any qualifications. During this time he was also regularly smoking cannabis.

On contacting Exeter City Council for help MC was referred to the Young Devon Homeless prevention worker based at the Youth Enquiry Service (YES). The worker met with him at the YES centre weekly for several weeks; and at these sessions they would discuss housing options, benefits and the relationship with his family. From the first session the worker referred him to the under 18 advisor at Job Centre plus to ensure that he was claiming money for his essential items and also to CYPS for a child in need assessment (CIN).

A pathway meeting then took place at the YES centre between MC, Exeter City Council, Children & Young Peoples Service and the Young Devon worker. This was arranged to discuss whether MC wanted to become a Child in Care. He was unsure about this so the Young Devon worker met with him after the pathway meeting to further explain his options. From that meeting MC then decided that he needed the extra support and decided to become a Child in Care.

After he had made this decision the Young Devon worker and CYPS worked closely to ensure the best housing outcome was achieved for him. He expressed an interest in Young Devon supported lodgings therefore the workers presented this as the preferred option at the homeless prevention panel (HPP).

This turned out to be a success as MC moved into supported lodgings in Exeter at the beginning of June with positive feedback from all concerned. He has stated that he is no longer smoking cannabis. And now that MC is safely housed he has been able to re-look at his further education, employment & training needs and has just started a brick laying course through E2E.

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## **IMPROVING SERVICES FOR CHILDREN WITH ADDITIONAL NEEDS AND SUPPORT FOR PARENTS, CARERS AND YOUNG CARERS**

### **Yes U Can**

Poppy, Tron, Amy, Sam and Hayley have severe disabilities and attend Ellen Tinkham Special School. They developed a toolkit to help them express their opinions about the things that affect their lives. As Poppy describes, 'The thing we all have in common is that we are always facing barriers in our life because we have a disability. Some of us find it hard to communicate and can't physically do some of the things other young people can. But, really the biggest barrier is that other people don't think we can do things or even give our views about the things that matter to us. We don't agree with that so that's why we called our team and this toolkit 'Yes U Can!'

The toolkit describes their journey of discovery and provides practical approaches on engagement and communication for those working with young people like Poppy. They work as inspectors on the accessibility of their school and a housing project. Please look at the [Yes U Can pack](#) to get full details of how best to use flashcards and other different ways of communicating as well as their story in detail.

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## **IMPROVING LIFE FOR CHILDREN IN CARE**

### **1. Preparing for work**

Devon's leaving care service is working with the Embercombe project to give eight young people the opportunity to take part in a Young Leaders Course over the next ten months.

Embercombe is a third sector organisation that has an ethos of environmental awareness and personal development. They are based in the Haldon Hills and the young people go to the farm for three days at a time, every month; they live in yurts and undertake work on the farm. They also do outdoor activities; on the last visit they climbed Yes Tor which is the highest point in Southern England.

The young people are all struggling to gain training and employment. The programme aims to give them self confidence and support in addressing their own difficulties, both during the time they are on the farm but they also look to working with the young people between sessions. To date the young people have been very positive about their time at Embercombe, and their leaving care workers are commenting on the signs of positive change.


We will be working with Embercombe in the coming months to enable some young people to take up apprenticeships in building sustainable housing units as part of another project within the organisation.

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### **2. Preparing for travelling**

Devon's leaving care service work with Torridge Training on a project to provide young people with support in learning to drive. In a large rural county like Devon many young people are held back by transport problems and others find it a real problem in gaining employment. With Torridge Training we have been able to offer ten young people leaving care the chance to have driving lessons and also to take Pass Plus (a more advanced test which leads to insurance companies reducing their charges). Torridge Training are able to access funds which are not available to Local Authorities and they offer up to £500 of driving lessons, as well as specific support on the theory test – which many young people struggle with. Young people are expected to make a contribution by paying for the driving test.

The outcomes have been very positive; one young person who was in employment managed to get a job as a driver with the same company, another young woman whose mother was severely disabled was able to drive her mother's car so making the task of caring for her easier.

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## **REDUCING EXCLUSIONS FROM SCHOOL**

A secondary school was concerned that a Year 10 child in care was at serious risk of permanent exclusion and sought help from the Inclusion and Reintegration Officers. As in the agreed protocols to support schools with children at risk of exclusion, the Inclusion and Reintegration Officer (IRO) requested that the school set up an emergency multi-agency meeting as soon as possible, ensuring that any agency working with the child sent a representative to the meeting. At the meeting, the key issues that were placing the child at risk of permanent exclusion were raised by the school. Discussions then took place to identify the successes for the child, the child shared his aspirations and, building upon these, an educational package involving alternative education was put together. This involved the school and various agencies committing to contribute to the educational package. Social Care agreed to request a place at 'Frontiers', the school agreed to set up a work placement at 'Jigsaw' (a local furniture recycling firm) and the Inclusion and Reintegration Officer committed secondary dowry funding to pay for an alternative education place on a local project called the 'Whole Life Project' (land-based skills development).

These interventions have been extremely successful and the child is no longer at risk of permanent exclusion.

## **REDUCING TEENAGE PREGNANCY**

### **1. Specialist support in an outreach setting**

A 14 year old had been prescribed the pill by her GP and was taking it erratically and worried about getting pregnant. She was reassured by a negative pregnancy test and the opportunity to talk to a specialist nurse who enabled her to restart her pills correctly, talk to her about a long acting method of contraception and encourage her to attend for sexual health screening. She was advised to talk to mum about having a contraceptive implant (Implanon). The young woman's mother was very supportive and attended the implant fitting at the contraception service in Exeter, alongside her daughter.

The young woman is now happily using a method of contraception which is over 99% reliable (a pregnancy rate of less than one in every 1000 over three years).

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### **2. Support for a young teenage parent**

A 16 year old young woman was attending a young parents group in Exmouth and came to the attention of the Young Person's Health Adviser. The young woman had a difficult time ante-natally and was living with her parents at the time of the birth. The relationship with the baby's father was complicated and she was given support to enable him to have contact. The young woman was linked in with universal services (including contraception services) but retained the contact with the YP Adviser throughout. She was encouraged to pursue her studies and she secured a part-time job.

Three years on she is at college studying design and in a new relationship but most importantly she has not had a repeat pregnancy.



## **PARTICIPATION OF CHILDREN AND YOUNG PEOPLE**

40 children from Buckfastleigh Primary School took part in workshops that discussed Every Child Matters, what a Children's Trust is and why we need a Children and Young Peoples Plan. They explored how children like to get information and the best ways to present it. They decided that they would like a magazine, in strong colours with lots of games and pictures so that they could learn by being involved.

The children created games, worked on the magazine design and helped to make the information accessible for children.

The finished magazine is now available to be downloaded at  
<http://www.devon.gov.uk/cypplan-children.pdf>


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Several hundred pupils of all ages from schools across Devon have taken part in a range of conferences. The conferences are used to develop ideas on how to improve learning and related issues, such as transition to secondary school.

A rich source of ideas and good practice has been pulled together and will provide excellent source material for all schools. Available to download at  
<http://www.devon.gov.uk/pupilvoicereport2010.pdf>

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A thorough report on messages heard from the voices of children and young people in Devon can be found at: [www.devonchildrenstrust.org.uk/plan/cypp.html](http://www.devonchildrenstrust.org.uk/plan/cypp.html)

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## WORKFORCE STRATEGY

### **The Devon Core Skills in Partnership Working 2010.**

'Relationships are crucial; it's not about structures, it's about making it work out there for children'

*Social Worker Quoted in - The Government's response to Lord Laming – One year on. March 2010*

People who work well in a partnership environment are often described as having excellent 'soft skills'. The application of those skills and the experience of working alongside people who behave in this way creates, sustains and cements relationships. Feedback from practitioners led to the development of this programme; there was a general reluctance to question individuals who chose not to support positive relationships and display the characteristics necessary for good partnership working. A positive flexible 'can do' attitude is essential to make this work for children and young people. The breakdown of good relationships leads to poor communication, fragmented service delivery and reduces the likelihood of the most vulnerable children being identified and effectively supported.

The programme brings together busy practitioners in a geographic area, creates closer relationships, demonstrates practical communication and 'soft skills' techniques which initiate improvements in individual behaviours which in turn enhance partnership outcomes.

In essence the pilot initially brings up to 20 practitioners together for a two day event in which there are facilitated discussions based around a 'strengths management approach' drawing from the fields of Appreciative Inquiry, Emotional & Social Intelligence, and Non- violent Communication.

Following the initial event, delegates are supported during a workplace based phase 2 of the programme where they communicate regularly, shadow their colleagues, and engage in Action Learning events.

Phase 3 brings the delegates back together for one day to discuss their experience and learn how they might continue and develop new practices.


The programme is cost effective as it is based in the delegates' locality delivered where possible in partners' venues and facilitated by one trainer.

Evaluation includes:

*This has been the most challenging training I have done in a long time. Also invaluable time to make face to face connections that will support change in multi agency working.*

*It reached new and exciting places, united workers and brought out thinking together. Made me want to go and research further. It was brilliant.*

*Whereas before I might have worried about stepping outside your role or area of responsibility, this has given legitimacy to do it. Very valuable experience.*

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## **MULTI-AGENCY INTEGRATED WORKING: EARLY IDENTIFICATION AND INTERVENTION**

Hello, my name is Tiffany Shrubbs I am the Assistant to the Special Educational Needs Coordinator (SENCo) and the student support and intervention coordinator at Dawlish Community College. I have been in this post for 1.5 years and have enjoyed every aspect of it, increasing daily!

Since carrying out CAFs within the school the communication and relationships have increased within the school and the local practitioners. I have been recording the progress that the CAFs have been making on the young persons and families that I have assessed. On every young person that I have assessed there has been an increase in attendance and an average increase of 2 grades per core subject. The ability and confidence that the young people gain from the support they receive within the CAF is fantastic, the smiles and laughter are priceless!

The young person and families are able to help decide what, when and from whom they receive any support and assistance. This service has opened many doors to families requiring additional support or guidance and the CAF provides it around 1 table!

I enjoy working in this way as I personally feel that the relationship with the outside agencies and local practitioners that I correspond with has grown. This relationship with outside agencies has developed to the point where we are able to support one another with any issues relating to the CAF or for guidance and support on a one-to-one level.

I have undertaken and am currently working with 10 young people and families and so far I have **NOT USED ANY FUNDING, Why?** It's not that I have not wanted to; I have just never had to! Anything the young person has needed has been provided by the practitioners and their organizations who attend the TAC meeting or family and friends. The specified action plans that are developed during these TAC meetings are worth so much to the young people and families, and are often found to be so beneficial that I feel that there is no need for me to pursue funding as needs can be met by local practitioners and their organisations.

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### **Common Assessment Framework (CAF) Case Studies**

1. Emily is 6 years old. Her parents separated 9 months ago and her mother has moved away. Emily lives with her father John and his new partner Tracey. Emily spends time with her child minder both before and after school most days. Both John and Tracey have older children from previous marriages, they felt that Emily had a significant learning disability because she did not retain information, had no friends and appeared young for her age. After discussion it was agreed that Emily's CAF would be completed by the SENCo at her primary school, with her father and her class teacher contributing. The Team around Emily included an Educational Psychologist, Speech Therapist, School Nurse, Teaching Assistant, with SENCo as Lead Professional.

## Appendix two

### Review of Devon CYPP: ILLUSTRATIONS

The Action Plan included:

- Emily's individual education plan was reviewed with the Educational Psychologist, who made further recommendations.
- John and Tracey are spending time with Emily each day enjoying books and talking with her about her day.
- The School Nurse has made an auditory assessment referral and is investigating a specific learning difficulty which John and Tracey read about on the internet.
- Emily is following a structured literacy and numeracy programme with a Teaching Assistant.
- John and Tracey have arranged for different children to come home for tea once a week and are currently planning a birthday party, to which Emily has invited the whole class.
- Through the review process Emily's swimming has been identified as a significant strength, John is now planning to take her swimming weekly and is also looking into Brownies.
- The Speech Therapist has seen Emily in school and is working with staff and parents to develop Emily's communication skills.

**Outcomes:** John and Tracey report that Emily seems happier and they are having less problems with her coming to school. Emily has made considerable progress with her reading and writing. Her memory retention appears to have improved and she is becoming more independent in the classroom. Emily has been invited to a sleepover and her class teacher reports that children in the class want to play with her. Emily is looking forward to going away on the class residential. Parents and School staff agree that communications have improved significantly since the CAF has been in place.

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2. Dan is 14 years old, he lives with his older sister Mary who is 20 in an isolated village in Devon. Dan's father died 18 months ago, their mother died 4 years ago. Mary has been looking after Dan and trying to run the family home since their father died. They have some contact with an aunt and uncle who live up country. There is limited public transport to the village and Mary does not drive. A Social Worker had been working with these two young people, but both Dan and Mary had a very negative view of this input and were reluctant to engage with Social Care. Dan's attendance at school had become erratic, his behaviour was becoming confrontational and he had been excluded for a fixed period. There were concerns about Dan's eating habits and his emotional well being. Dan had also been getting into trouble with local boys, one incident included a firearm. Dan and Mary had a positive relationship with the School Nurse from Dan's school and agreed to complete a CAF with her.

The Team around the Young People included a Worker from CARGOMM (the housing support charity), the Deputy Head Teacher from Dan's School, the local Police Community Support Officer, a YISP (Youth Inclusion Support Programme) Worker with the School Nurse as Lead Professional. The Social Worker was gradually reintroduced through subsequent CAF review meetings.

The developing action plan included:

- The PCSO arranged for Dan to rejoin a local rugby club. CAF early

## Appendix two

### Review of Devon CYPP: ILLUSTRATIONS

intervention funding was agreed to pay for a taxi.

- The CARGOMM worker has been supporting both young people to attend appointments and do their shopping.
- Healthy eating plans have been put in place with support from the School Nurse.
- An alternative curriculum involving home tuition and a reintegration plan has been put in place by the Deputy Head.
- The YISP worker meets Dan on a regular basis.
- A package of driving lessons has been funded from AXS for Mary.
- The Social Worker now has regular contact with the siblings and parental responsibility is being awarded to Mary.
- Mary and Dan plan to sell the family home and pay off debts, once probate has been agreed.

**Outcome:** The PCSO has maintained positive contact with Dan until his risky/offending behaviour ceased. The Police Youth Intervention Officer now stays in touch with Dan. The Social Worker has arranged for a Family Support Worker to step in since the CARGOMM worker has moved on. Dan is gradually attending more lessons at school.


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**3.** Cody is a five year old with learning, emotional and behavioural needs. Cody lives in rented accommodation with his parents, his Dad works nights and he has a younger sister who has recently started pre school. Cody's parents find his behaviour very difficult to manage. When he started school his class teacher, who is also the school SENCo recognised that he found it extremely difficult to play with other children and take part in group activities. The SENCo quickly built a trusting relationship with Cody's mother and they agreed that a CAF would bring professionals together to look holistically at Cody's needs. Through the CAF process the parents were able to share their grief about the death of an older child and the trauma they experienced when Cody accidentally broke his sister's arm 18 months previously. This incident had involved Social Care as there were concerns about how the arm had been broken. The Team around the Child was made up of the Parent Support Adviser, the Health Visitor for the younger child and the SENCo as Lead professional.

The action plan included:

- Support from school around fun learning activities for the family to share.
- Link up between school and the Health visitor.
- One to one advice with the Parent Support Adviser (PSA) around attachment needs and boundaries.
- Planned bereavement counselling for both parents.

**Outcomes:** Both parents say that they feel more able to cope with Cody's challenging behaviour and have better understanding about how their parenting impacts upon his behaviour. The working relationship between home and school is strong and positive. Cody is making steady progress in playing with other children, staying on short tasks and showing an interest in books and other learning activities.

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## **JOINT COMMISSIONING**

### **Preventing young people becoming homeless**

In the Children and Young People's Plan 2009 refresh an objective was:

- Prevention of homelessness through improved advice and information delivered by Youth Homeless Prevention Workers across Devon. The workers will work through local Homeless Prevention Panels, identifying resources to match the needs of individual young people and preventing tenancy breakdown.

To help meet this objective, we have jointly commissioned a Devon Wide Supported Lodgings service. The scheme focuses on independent living skills; meaningful occupation; reducing harmful behaviour; emotional and mental wellbeing; and moving on to independence for 16/17 year old Children in Care, Care Leavers and vulnerable young people. It is accessed by the Districts and Social Care Assessment and Care Leavers Services and funded by CYPS, LPSA, Supporting People and housing benefit.

We have also jointly commissioned eight County Wide Youth Homeless Prevention Posts across all Devon Districts. They focus delivery on Homeless Prevention/Diversion from Care through working with families and housing option advice. They are accessed through District Councils and Youth Enquiry Service (YES) Centres.

The Children's Trust Housing Steering Group with key members of the District Housing Departments and Children's Services have secured a comprehensive pathway for young people. In January 2010 the new pathway was launched.

Young People being heard is at the centre of our strategy, engagement work with those who are most vulnerable being an important objective achieved, leading to a joint conference with young people at the heart of redesign this year.

Outcomes:

- July 09 - March 10: 300 16/17 year olds have presented at risk of homelessness
- Out of these 300 young people, 68 had become Children in Care
- 62 young people stayed with friends/extended family
- 108 young people returned home/to placement (including Care Leavers)
- 68 successfully placed in Supported Housing (including Care Leavers)

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### **Joint commissioning of services across agencies to ensure all aspects of needs are met.**

Devon demonstrates joint commissioning in the provision of placement services for looked after children with complex needs through an 'options appraisal' model for independent sector placements, which was subsequently adopted by its neighbouring authorities and adapted by other authorities nationwide. This model features the use of an anonymised needs and outcomes statement which is completed by multi-agency professionals and sent to a list of pre-vetted providers under a framework contract. This statement becomes the basis of the placement contract against which the outcomes of the placement are measured.

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### Review of Devon CYPP: ILLUSTRATIONS

This Joint Commissioning approach is most effective in cases of highly complex needs where a holistic solution is needed. Rather than focussing on meeting the most significant need, a joint commissioning approach will allow agencies seek services which meet a number of needs at the same time.

The Case Study below is taken from a Devon Needs and Outcomes statement:

“G is aged 15 was born outside of the UK. He attended primary school and moved up to secondary education in Year 7 along with his peers. G stood out and experienced bullying and racism. G had moved to Link Education with a package of activities during the week but because of deteriorating mental health G was moved to a residential specialist mental health unit“.

A joint commissioning approach was adopted between health, education and social care. Representatives from each agency contributed to writing the specification for outcomes, and funding proportions of the placement were agreed. With a quality multi-agency specification, this yielded a number of placement responses for G. A 52-week residential school provider was selected. This catered for his social care need for protection, his educational need for more structured learning, and a health need for therapeutic interventions. The Lead Professional reports that the school is working with the family, G is receiving speech and language input, music therapy and Cognitive Behaviour Therapy counselling is available. All three agencies are measuring the provision as good value for money, by measuring different outcomes related to their field.

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