



Cheshire's **Children**
& Young People's Plan
2008-2011

Building a brighter future





Contents

| | | | |
|--|-----------|---|----|
| Foreword | 4 | | |
| Executive Summary | 6 | | |
| Introduction: | | | |
| The Children's Trust – Arrangements for Co-operation, Principles and Priorities | 8 | | |
| Cheshire is Changing | 10 | | |
| Our Drivers for Change | 12 | | |
| Resources | 15 | | |
| Section 1 | | | |
| 'Introducing our Children Young People and Families' | | | |
| Summary of Information about our Children and Young People's Views and Needs | 16 | | |
| Section 2 'Our Priorities for Action' | 24 | | |
| Be Healthy | 26 | | |
| Stay Safe | 31 | | |
| Enjoy and Achieve | 39 | | |
| Make a Positive Contribution | 47 | | |
| Achieve Economic Wellbeing | 53 | | |
| | | Section 3 'Integration and System Change' | |
| | | Workforce Development and Reform | 61 |
| | | Joined Up Responses and Processes including Common Assessment and ContactPoint | 63 |
| | | Voluntary Community and Faith Sector Development | 64 |
| | | Children's Centres, Schools and Extended Services | 65 |
| | | Developing a joint approach to Commissioning | 66 |
| | | Section 4 'Targets and Managing Performance' | |
| | | Target setting and Performance Management/Reporting | 67 |
| | | Acknowledgements | |
| | | Section 5 'Appendices' | |
| | | Appendix 1 The Cheshire Children and Young People's Trust | 68 |
| | | Appendix 2 Mandatory Children's Plan Requirements | 70 |
| | | Appendix 3 Cheshire Index of Multiple Deprivation | 72 |
| | | Appendix 4 Glossary | 74 |
| | | Appendix 5 Cheshire Children's LAA | 75 |

Further information

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Foreword

156,000 children and young people are growing up in Cheshire, and as Chair of the Cheshire Children and Young People's Trust (CCYPT) and the Director of Children's Services, I am proud to introduce this new Plan for them.

Joan Feenan

*Cheshire County Council
Director of Children's Services*

In developing this Plan, children and young people of all ages have expressed views on what is important to them now and in the future. For a great many it is simple aspirations for good health, safety, happiness and a promising future. Stopping bullying, safe places to play and having a real say in decision-making were also consistently important. When we asked them what they wanted to see changed, the view the media presents of children and young people was high on their list – they want a more positive and balanced representation of all the great things that they do. Additionally children, young people and their parents have told us that they are often frustrated about how organisations don't work together and that support, information or advice was either difficult to get or came too late. We want to respond to these views positively and our Plan goes some way to addressing their concerns and challenges to us.

Our existing Children and Young People's Plan originally spanned a three-year period until 2009. However, the now fully established Cheshire Children and Young People's Trust saw the development of a new Plan as an important way of marking their commitments and affirming priorities.

The Children's Trust now comprises representatives of all those that have significant commissioning and delivery responsibilities for services in Cheshire. This Plan, more than any before it, can say it is a statement of joint shared intentions with resonance for everyone that works with or for children, young people and their families.

As Local Government in Cheshire goes through a major change further significance is given to this Plan. On the 1st April 2009 the existing 7 local Authorities in Cheshire will cease and two new Authorities for East and West Cheshire will be formed. The Trust has been explicit that during such organisational and political change it is

our duty to stay focused on retaining and improving good services and outcomes for our children and young people. Within this Plan the Trust has set out to highlight the needs of our most disadvantaged and vulnerable children particularly those who are in care or may be most at risk of poor outcomes.

The changes in Local Government do make this a transitional Plan, it offers a blueprint for some of the big organisational and process changes, but also seeks to sustain the momentum of change and improvement that has seen many of our children and young people achieving better outcomes and many of our services recognised nationally and regionally for their strong performance.

This is a Plan that sets challenging outcome and improvement targets for the next 12 months and alongside that a joint direction of travel for 'all' services to children and young people for the next 2-5 years.



The commitment:

“We believe that all
**children and
young people**

have the right to be healthy,
happy, and safe; to be loved, valued
and respected; and to have high
aspirations for their future...”

Executive Summary – Our vision and commitment

We want Cheshire to be a great place for children, young people and their families to live and grow up in – this Plan sets out the collective contribution of the Cheshire Children and Young People’s Trust to achieving that and the commitment shown on page 5:



Achieving our vision

To achieve this vision, we need to do things differently and this Plan sets out some of the things that we intend to develop and change. There is not a single solution to improving outcomes. The actions covered are targeted at the different needs and circumstances of children, young people and families; importantly they also focus on how we organise our services.

Our information is telling us that while the majority of Cheshire’s children and young people are doing very well and have improving prospects, a significant number, often living in the most disadvantaged parts of Cheshire, are not. Prospects for many of these children and young people, while improving, are not increasing as fast as those for their peers – therefore, in spite of improvements, the gap is widening between those with the best and poorest outcomes.

For children that are ‘looked after’ the gap is most stark.

There is recognition in the Plan that children and young people need different responses at different stages in their lives but wherever possible the aim has to be to get help and support before problems or risks become very established and complex. To date we have been quite rigid about how and where people can access help: this Plan takes a fresh look at where support and services are provided and proposes new ways of making services and processes simpler and nearer to home. There is particularly a changing role for schools, to become more at the centre of their communities with more effective links between them and other children’s services, so that together they can engage parents and tackle the barriers to the learning, health and happiness of every child.

A system will be put in place for the next 12 months to make sure that commitments are carried out and that our work is having the intended impact; many of the targets in this Plan will also become parts of other plans and the majority will need to be agreed with Government.

Working together

The combined spend of those that are represented on the Trust is over £850 million; this Plan should ensure that it is better and more effectively spent. At a minimum the combined resources of the Trust members need to align significantly against the priorities that they have agreed will have the most impact on improving outcomes.

The table overleaf sets out the principal priorities for Cheshire and those indicators that will form the basis for the 08/09 Local Area Agreement.

Children's Trust Priorities Summary

| Outcome Area | Be Healthy | Stay Safe | Enjoy and Achieve | Make a positive Contribution | Achieve Economic Wellbeing | Management and Process |
|--------------------------------|---|--|--|--|--|---|
| Cross Cutting Focus | A) Improving attainment in children and families from low income backgrounds B) Tackling the adverse impact of alcohol on poor outcomes for children and their families | | | | | |
| Outcome and Development | Teenage pregnancy and sexual health | Reducing levels of neglect | Raising achievement in targeted groups, schools and communities | Young people's involvement in positive activities and participation as influencers and decision makers | Full entitlement to education and curriculum – targeting vulnerable young people | Workforce development and reform |
| | Stopping the rise in childhood obesity | Tackling bullying | Increasing all children and young people's opportunities to participate in physical and creative activities outside school | Increasing pro social behaviour: ensuring children and young people stay out of trouble | Tackling worklessness in families where there are children | Joined up responses including processes e.g. CAF and ContactPoint |
| | Good mental health and emotional wellbeing | Positive choices; children, young people and parents stay safe and manage risk better. | Improve Opportunities and Outcomes for Children with disabilities | Reducing Alcohol, Smoking and Substance use/ misuse | Employers' engagement and support for 14-19 developments | Voluntary Community and faith Sector Development |
| | | Placement stability for Looked After Children | Improve Value-Added / progress in all Key Stages | | Support homeless and vulnerable young people | Children's Centres and Extended Services |
| | | Supporting children exposed to domestic abuse | | | Excellent Information, Advice and Guidance | Commissioning development |
| Cheshire LAA Targets | 1) Obesity in primary school age children in Year 6 2) Young people's participation in positive activities 3) First time entrants to the Youth Justice System aged 10–17 4) Substance misuse by young people 5) 16 to 18 year olds who are not in education, employment or training (NEET) 6) Under 18 conception rate | | | | | |

Introduction

This Cheshire Children and Young People's Plan is presented on behalf of Cheshire's Children and Young People's Trust (CCYPT).



The Trust is a broad coalition of all those interested locally in the wellbeing of children with the duty to cooperate to improve outcomes 'in action'. As shown in Appendix 1 it has representation from across the economy of Children's Services incorporating schools, health, police, fire and voluntary sector. Children's Trusts should be, *'visibly and demonstrably improving outcomes and, as a result, the lives and prospects of children, young people, parents and families in their local area.'*¹¹

The Plan summarises the priorities and intentions of the CCYPT specifically for the next 12 months proposing a direction of travel for services for the next 2-5 years.

To maximise the contribution the Trust can make to deliver its vision they have based the development of this Plan and priorities around four principles.

1. To have a tight focus around those things to which the Trust can add 'collective and collaborative value';
2. To concentrate efforts on vulnerable² children and families who are 'at risk' of poorer outcomes and life chances;
3. To focus on communities (by place or type) that have higher concentrations of need and vulnerability;
4. To consider wherever possible prevention and early intervention as the basis for responding.

Who is the Plan by and for?

Cheshire's Children and Young People's Trust has led the development of this Plan and its contents. Members are endorsing on behalf of their organisations the priorities, targets and actions within. Cheshire County Council is responsible for the production of the Plan on behalf of the Trust.

The Cheshire Children and Young People's Trust.

Cheshire's Children and Young People's Trust is a partnership of Statutory and Voluntary agencies, operating under the leadership of the County Council to fulfil the Children's Act 2004 'duty to cooperate' requirements. The Trust sits beneath the Cheshire LSP.

The purpose of the CCYPT is to ensure the best possible outcomes for all Cheshire children and young people by providing the necessary leadership and collaboration to enable this. The overall functions of the Trust are split between leadership, strategy and operations

Appendix 1 sets out the membership of the Trust and Key responsibilities/functions.

¹¹Children's Trusts: statutory guidance on inter-agency cooperation to improve well-being of children, young people and their families (DCSF 2008).

²The term 'vulnerable' is used here and elsewhere in the Plan as shorthand to describe those children and young people whose life chances and outcomes are jeopardised unless action is taken to increase their resilience and meet their needs. For such children there are often combinations of risks linked to their health, safety, engagement in learning, parenting etc. Most children will not be 'vulnerable' throughout their whole childhoods, but will go through periods of vulnerability for example children from poorer socio-economic groups, in care, with disabilities, at risk from significant harm, living with 'vulnerable' adults and who are asylum seekers/refugees.

The Plan is aimed at anyone that has an interest in children and young people's lives. It has a particular focus for all those who are responsible for services or activities that affect or relate to children, young people and their families in Cheshire; it is set out to cover the key issues and challenges for change that will sustain and improve outcomes for children and young people.

Content and format

Based on feedback received on previous Plans this one aims to be more readable, brief and accessible. Much of the detail on what is going to be done, by whom and when will be available within the more detailed specifications and action plans that will be posted on the Children's Trust website cheshireschildren.co.uk

Wherever relevant and possible we have presented information by East and West Cheshire.

The Plan has 5 main sections:

Section 1 'Introducing our Children, Young People and Families' covers some of the headline information on what they have said is important to them, need, outcomes and the Cheshire context for this;

Section 2 'Our Priorities for Action' sets out, in the context of the main drivers for change and the 5 outcomes, our response to what is happening to children young people and families;

Section 3 'Integration and System Change' breaks down the major process and organisational changes that are required across all members of the Trust to deliver improved services and outcomes;

Section 4 'Managing Performance and Targets' presents how the activity and outcomes will be tracked and reported in line with the refreshed ECM outcomes framework and National Indicators;

Section 5 'Appendices' are all the additional supporting papers and notes.

The Plan is not intended to reflect or cover the full extent of all the work that is done in Cheshire to support children and young people's outcomes, and therefore should be considered alongside all the many service and locality plans and strategies that underpin the work of the Trust. Its focus is those areas that have been viewed as collective or shared priorities and it deliberately does not restate or go into great detail about what is already set up or working well. Government guidance refers to how the 'story of place' should be articulated through the **Sustainable Community Strategy** – the Children's Plan supports this strategy and the articulation of place and leadership from the perspective of children, young people, their families and the services they use.

Mandatory requirements

The Children and Young People's Plan Regulations 2007 place a duty on the LA to provide statements in the Plan as to how they intend to deliver improvements for children, young people and families across the five outcomes with an additional specific reference to:

- i) The integration of services
- ii) Arrangements to safeguard and promote welfare (under section 11(2) of the Children Act 2004; and
- iii) Arrangements for early intervention and preventative action.

Responses to these required areas are covered consistently in the narrative describing the response to our local priorities and specifically in Appendix 2.

Cheshire is changing



The Local Government Minister John Healey confirmed in December 2007 the intention for a re-structuring of Local Government in Cheshire. From the 1st April 2009 2 unitary councils for East and West Cheshire will replace the existing seven (made up of 1 County Council and 6 District Councils). Elections to the new shadow authorities were on the 1st May 2008 and following these, plans will be made for how the new authorities will organise and deliver their services from 1st April 2009.

This is a significant change and will affect all aspects of Children's Services including schools, Social Care, play/leisure services and Children's Centres. The changes also affect the nature and future of partnership and Children's Trust arrangements beyond 1st April 2009.

The aim is to maximise new opportunities for Local Government and to ensure a seamless and safe transition of services and accountability. It is likely that each new authority will form its own Trust arrangements in shadow form

(initially) before the new authorities are established and then early in their tenure either refresh this Plan or develop their own, in accordance with local (East/West) priorities and needs as agreed with each authority's respective Children's Trust and partners.

As stated previously the Trust is committed throughout this period of change to ensure services and outcomes are sustained and improved. In addition the aim is to support the new authorities to develop arrangements that will best serve children, young people and their families.

Our Drivers for Change

This part of the Plan sets out some of the drivers for change that will shape children's services locally and nationally over the next 5-10 years. Almost all significant plans and expectations are linked to or built from the 5 principles that are set out within the 'Children's Plan – Building brighter futures':

1. Government does not bring up children – parents do – so government needs to do more to back parents and families;

2. All children have the potential to succeed and should go as far as their talents can take them;
3. Children and young people need to enjoy their childhood as well as grow up prepared for adult life;
4. Services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries;
5. It is always better to prevent failure than tackle a crisis later.

'The Children's Plan; Building brighter futures' draws much of the recent national policy requirements together in one strategic document, setting the priorities and context for the next 10 years. It re-casts and frames many of the Every Child Matters service reforms and commitments against new imperatives for a sharper focus on 'families'; localism, prevention/early intervention, personalisation and narrowing the gap in outcomes between those doing the best and poorest. Significantly, 'Building brighter futures' renews a focus on integration of leadership, processes and targets across all services for children.



Our³ local priorities and drivers for change substantially reflect the aspirations and approaches of the new national Plan – our joint local challenges are referenced within all parts of the Plan but are summarised below.

Leadership, commissioning and collaboration

The Trust has to offer effective strategic leadership to drive forward improvements and change. Change is dependent on a joint approach and to do this there needs to be leadership that is visible and confident enough to use its powers creatively to shape future services. The Trust is a member of a wider partnership and leadership network that includes the Local Strategic Partnerships and Local Safeguarding Children Board. The leadership role is one that stretches beyond services for children and links with wider accountability for public services and decisions that have to be made which affect whole communities to improve future quality of life and wellbeing.

Cheshire has many of the core components in place to make an effective Trust; membership and representation are good, a shared set of priorities is established and partners are committed to making it work. Governance and strategy is understood and an approach to commissioning is forming. The next step (of which this Plan is part of the process) is to lead delivery and impact against priorities. A tighter

performance management approach, bringing more challenge against the actions and progress, is an essential feature of the next period.

Most members of the Trust have a function as commissioners and as providers – future arrangements will need to ensure challenge in a process that delivers open and fair approaches when deciding how best to commission and reform provision.

Looked After Children

Nationally and in Cheshire outcomes for children in care have improved but there remains a significant and widening gap between these and the outcomes for all children. They are over-represented in a range of vulnerable groups including those not in education, employment or training post-16, teenage parents, young offenders, drug users and prisoners. Over the next period we have to respond in a number of ways that will require all members of the Trust to take responsibility for change.

Improving outcomes for those already in our care is the starting point. A range of approaches are needed but they will focus significantly on:

1. Increasing stability and options for where they live;
2. Learning engagement and opportunities when they leave school.

The Trust also recognises that in the next period we have to intervene in a more structured way to reduce the need for children and young people to come into care, (particularly teenagers). Currently, the options available to intervene with young people who are on the verge of coming into care are too limited.

Engagement and participation

Enabling children, young people and their parents to have their views heard and taken into account on all matters that affect them, with the opportunity to share in decision-making, is a major driver for change. There are examples of excellent practice but they are inconsistent – participation by young people in Youth Parliament elections is nationally recognised and work in Children's Centres engaging parents is well established. However, the Trust has, as a priority, to establish arrangements and processes that involve and recognise the views of those that receive and use services.

³Our and we are used interchangeably to describe the Trust as a whole.

Disabled Children

Disabled children and their families face a challenging set of circumstances that demand a unique and sometimes specific blend of universal, targeted and specialist services from many organisations and professionals to support them. Much progress has been made on making sure that the blending of services around the child's and family's needs is based on those needs and not the constraints of organisations or workers. However, more needs to be done and in the next period we would expect to see progress on developing single leadership and commissioning arrangements as well as joint teams that work around the family. From a universal services context it will be extended services that need to develop and deliver an offer to disabled children that is equivalent in quality and range as that to their non disabled peers.

Parents and disabled children are asking for change, reform and innovation around services; they are increasingly seeking more flexible arrangements that they can control themselves in ways that fit in with their lives – a huge increase in the take up of direct payments is testimony to this desire. 'Aiming

high for disabled children: better support for families' sets out the national strategy for improving the lives of disabled children and their families – the ambition is for a transformation in services for families with disabled children by 2011, with a particular focus on short breaks, childcare and self management of budgets.

Good Transitions

Our children and young people's lives are full of expected and unexpected changes and transitions, most manage these well and have the resilience to adapt to new settings and circumstances comfortably. However, for some children and young people this is challenging. Our evidence is telling us that at the change from primary to secondary school too many young people are knocked off track. They fail to adapt to the change in the learning environment and the different expectations of them. This difficulty is replicated at 16 when some young people are making choices about education, employment and training. It is particularly an issue for boys although it is presenting for girls. Failing to make a positive transition can have a long-term effect on children's outcomes and we need to

intervene quickly and effectively with those who are most susceptible.

Getting to grips with information and evidence

The first step as a parent to helping your child is to understand what the issues are and what help and support it is they might need. The challenge for us is no different. We have to get beneath what is happening to our children more effectively than we have before if we are to plan and develop responses that will successfully nurture and support.

We already have access to lots of good information and this Plan sets out how a lot of it is being used increasingly to inform the priorities we set and services we offer. However as a Children's Trust we need to improve the way we do this; it needs to be more systematic and in real time to put decision making in a sharper focus. Building very local profiles of need that get beneath the aggregates which can hide differences, is vital.

As the quality of information on need improves so must our use of evidence based approaches. There are already good examples of where this is being used and delivering results; in schools around learning

styles and behaviour management and for example in using tested approaches to parenting – it must however become more consistent and cover all services for children.

Narrowing the gap in outcomes

We are proud that most of Cheshire's children and young people do very well. Narrowing the 'gap' refers to the difference or deficit between the outcomes for most and for those who do least well. It is concerned with improving outcomes for vulnerable children and those who are most at risk – it is not about limiting the opportunities or reducing the outcomes for those that do well but sharpening a focus on improvements for those that do not.

Illustrations of the gap are apparent across the 5 outcomes, and some are noted later in section 1, for example the gap in educational attainment at KS2 English between children from all Cheshire schools and those attending schools in high scoring IMD areas, showed a 13% gap; at foundation stage the gap is close to 30% which is comparable to statistical neighbour authorities. Applying national research to Cheshire children from the 5% most disadvantaged households are more than 50 times more likely to have multiple problems at age 30, than

those from the top 50% of households. Looked after children are 10 times more likely to be NEET and in trouble with the police and courts than their peers.

Local and accessible services

Parents and children tell us that sometimes when they need and search for help our services often feel difficult to navigate and access; they are also asking wherever possible for services to be local to them. They (and we) know it is not possible for all services to be delivered within a short distance of home; but we can do much better at making them easier to get to and into.

There is no single definition and many different perceptions of 'local' and we need to ensure that whatever arrangements are made, a priority is that people feel they are accessible. Our strategy will be built significantly but not exclusively around individual and clusters of schools and children's centres; they are our key to "local" and "accessible". Neither will become the place that 'all' services are delivered from but they will make many services feel more within reach and accessible because they will be the axis for information and for a range of prevention and early

intervention services which are a gateway to other opportunities.

Extended Services in and around schools, Education Improvement Partnerships (EIPs) and Children's Centres are a good example of where the drives to make services as local and accessible as possible come together. For example, to develop the economies of scale around leadership, skills and services, schools are independently and through facilitation, working together to ensure there is an effective set of services for children, young people and families in their area. This goes well beyond the classroom and there are now exemplars of schools jointly commissioning such things as family support and counselling. In addition to schools jointly commissioning there are also increasing numbers of other support services like health, police and voluntary groups basing themselves inside and alongside schools.

This will be developed further in the next period and for example, where possible, new buildings will include space for co-located services.

Integrating services and processes

Big improvements have been made in the way individuals and organisations plan and work together especially around children; with disabilities, in care, needing protection or those aged 0-5. The establishment of a Cheshire-wide Integrated Youth Support Service (delivered by Connexions) in October 2007 is a massive step to more integrated services for our young people.

Information is shared more readily, there are more joint plans and most professionals say they are more familiar with their peers in other organisations in terms of what they do and how to access their services – Children's Centres and early years' services characterise the improvements for children aged 0-5 with more blended services and processes. However, for children aged 5-19 who are vulnerable or showing the first signs of difficulty, the system is less developed. The lack of shared processes, particularly for assessing and responding, makes getting help more uncertain. An additional critical element to whether services are effective at improving outcomes is how quickly different skills from



different services can be organised to respond.

The Trust is agreed that only by clarifying and integrating the processes of identification, assessment and management of response (for vulnerable children) can we make improvements in services and therefore outcomes. At the forefront of integration are Multi Agency Prevention Teams, Integrated and Targeted Youth Support Services, Common Assessment Framework (CAF), Children's Centres, Education Improvement Partnerships and Extended Services in and around schools.

Skills and workforce

'What makes the biggest difference to children is the people in their lives'⁴. To our children, young people and their parents, the 'workforce' as a concept doesn't really mean that much, but the quality of the teacher, social worker, childminder and volunteer is something they refer to consistently when feeding back on what made a positive difference.

Ensuring there is a shared core of understanding, level of skills and confidence across our workforce at the same time as developing new ways of working is the workforce challenge. A Trust-wide workforce strategy is being developed and priorities for the next year agreed.

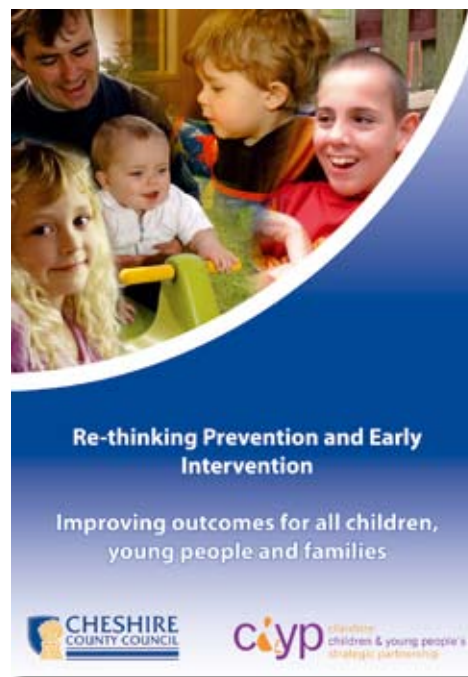
There is a significant change needed in leadership skills and competencies to manage more integrated working, teams and settings, as well as using different techniques to plan and develop services like commissioning. At the front line we have to retain and recruit key workers (especially where there are shortages) and develop our staff (and volunteers) particularly those that may not have had the development frameworks and opportunities their key roles deserve. There will be different dimensions of development for

different parts of the workforce for example those in early years, and the introduction of new processes like CAF brings with it a scale of training and development across the whole children's sector that encompasses thousands of workers in Cheshire.

Prevention and early intervention

The Government is explicit that Children's Trusts must have in place by 2010 consistent, high quality arrangements to provide identification and early intervention for all children and young people who need additional help in relation to their health, education, care and behaviour, including help for their parents as appropriate.

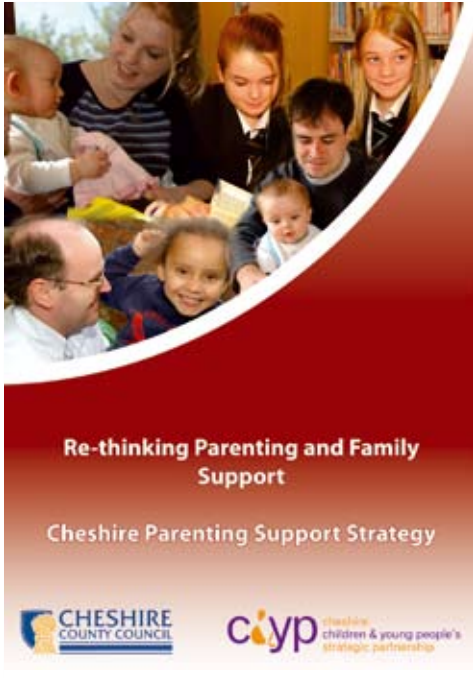
Our approach is, wherever possible, to move towards prevention and early intervention, rather than the treatment of problems once they have happened. Part of our strategy depends on ensuring effective primary prevention through public health and/or population-wide prevention and screening programmes. This will improve the life of the typical child and reduce the numbers whose health or development is not as good as it might be. A secondary benefit will



be to identify early those who will need some form of direct intervention to prevent problems escalating further that can be predicted or are emerging, for example by providing support for mothers suffering from depression or children with speech and language support. Schools, health, and early years' settings are crucial to delivering this part of our approach to prevention by looking for early warnings that children may need more help and by providing facilities for specialist services to operate so they can be easily reached by children and families

There is already a range of early intervention activities that support parents, children and young people around health, development, safety and wellbeing. However, as with other parts of children's services, there is still fragmentation and a lack of shared direction, making it difficult to connect children (and their parents) to the help they need when they need it – greatly reducing the potential impact.

⁴Speech by Kevin Brennan Children's Minister 03 April 2008 , Central Hall Westminster



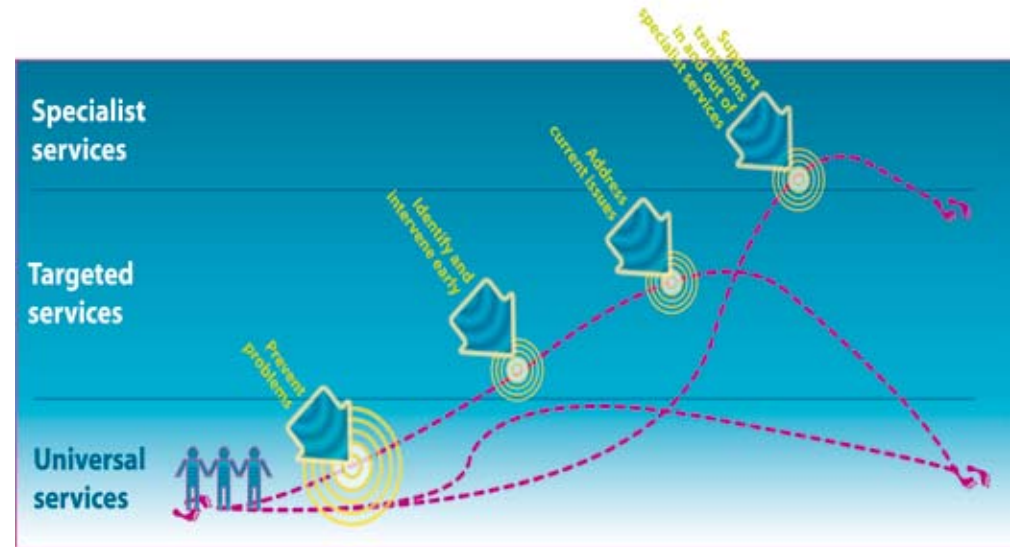
Improving and sustaining outcomes for children in families where there are multiple problems such as worklessness, poor health/parenting and inappropriate housing is almost impossible unless parents are also engaged. Much of our children's workforce excels at engaging with children and young people and the range of their skills is extensive, but we recognise that we lack the numbers of those who have sufficient capacity and skills to work with parents and whole families to support changes in behaviour, attitude and circumstances. This is particularly apparent in families that are on the edge of breaking down but have not crossed the threshold into specialist services like Social Care. To make a difference, we will need to draw more on the skills of colleagues from adult services.

Developing and implementing arrangements for parenting support, with strong links between building parental skills and confidence and engaging parents in their child's learning and development, are essential next steps. Only through multi-agency agreements on approach and working practices can we deliver co-ordinated and high quality parenting services.

Thinking parents and families

Every Child Matters put an intense focus on our children and their outcomes. We have responded to this with a range of reforms and changes that placed children more than ever before at the centre of our plans. Reflection and learning has demonstrated that improvements have been most significant and sustained where the focus has been on parents as well as their children.

The focus is on targeted services, but with important links to universal and specialist services



Resources

This Plan, the proposed activity and targets for next year, are all costed within current or projected expenditure from each member of the Children's Trust. The overall investment incorporating health services, Local Authorities, schools, and Connexions etc is estimated as close to £850 million. Between half and two thirds of this £850 million is ring fenced to funding arrangements like the Dedicated Schools Grant (which is a source of funding for schools' delegated budgets) and certain government prescribed centrally managed services.

In spite of this there is scope to align spend and manage delivery of services in different ways and a key advantage will be to use any fresh or specific funding for the transformation of children's services in ways that are in line with Trust priorities. There are opportunities to shift the balance of expenditure (and activity) so that less is spent on dealing with problems that arise and more on stopping those problems occurring in the first place. Using any opportunity to bolster prevention and early intervention activity and gradually reduce pressure on costly and intensive intervention services will be taken, thus achieving a better balance of expenditure.

Section 1 – Introducing our Children, Young People and Families

This section of the Plan summarises the highlights from our analysis of our population of children, young people and families; it covers some of the needs, trends and issues that have informed the priorities and focus for action.



The onus is on those areas where there is the most still do – it is just a snapshot of a more detailed analysis available at cheshireschildren.co.uk. Later this year a Joint Strategic Needs Assessment will be published which will cover in more detail the issues introduced below.

Summary

The vast majority of our children and young people do well in terms of all 5 outcomes – compared to others living in the region and across the country – our children are healthy, well cared for and do well at school. However, estimates suggest that across the County, around 17% or 26,000⁵ of all children and young people 0-19 are at 'risk' of poor outcomes and of this number perhaps up to 10,000 are significantly so.

On any given day in Cheshire there are between 500 and 560 children in care and close to 180 on the Child Protection Register; in addition to these there a further 3000 considered to be Children in Need. Commonly, between 3 and 5 children each day are first time offenders (average annual figures of between 1100 and 1400) and across Cheshire, there are over eight conceptions to women under 18 years of age every week.

The story of what is happening in the lives of our children and young people is characterised by a widening gap between the majority who are doing well and whose outcomes are improving and a minority who are commonly living in the most disadvantaged areas that are experiencing improvements in outcomes but at a much reduced and slower rate.

Population

There are close to 156,000 children and young people (aged 0-19) in Cheshire. The majority are living in or around the major towns and urban areas. From 2009 the split between East and West Cheshire will be 52% East and 48% West.

By 2026 there will be about 5% fewer children than there were in 2006. In 2005 97% of the population was classed as white. More recently there have been significant increases in the number of European Community immigrants mostly in the more urban parts of the County leading to significant increases in families and children accessing universal services like health and schools.

It is well known that deprivation is a major factor affecting the health and well-being of children and in Cheshire there are around 18,700 children (14%) living in low income

⁵Based on Profile of vulnerable young people living in Cheshire Aug 2007 Cheshire DAAT.

households. Cheshire has 44 areas falling within the 20% most deprived areas in England. This compares to 39 in 2004 (see appendix 3 for more information).

An analysis of ethnicity from 2001 census data showed at that time 96.3% of Cheshire's population described themselves as "White British" compared to 87% in England as a whole; in 2001 there were just 10,800 BME residents in Cheshire. Analysis of ethnicity by Children's Centres' footprints shows that the small population of BME residents is spread across the County with no areas having a BME population of more than 4%. Since then the significant growth has been in relation to migrant families.

The next set of headlines is broken down by aspects of children and young people's lives; health and wellbeing, safety, learning and development and family life.

| A snapshot of changing Cheshire | |
|--|--|
| East Cheshire | Cheshire West and Chester |
| There are 127 primary schools (26,000 pupils), 21 secondary schools (22,800 pupils) and 4 special schools in Cheshire East. | There are 130 primary schools (24,000 pupils), 22 secondary schools (22,600 pupils) and 10 special schools in Cheshire West and Chester. |
| Pupils perform well compared to the national average. The proportion of GCSE candidates achieving grades A*-C was 63% in 2006 compared to 59% for England. | Pupils perform well compared to the national average. The proportion of GCSE candidates achieving grades A*-C was 60% in 2006 compared to 59% for England. |
| Achievements in other Key Stages are similarly above average. | Achievements in other Key Stages are similarly above average. |
| The percentage of children eligible for free school meals is 7.7%. | The percentage of children eligible for free school meals is 11.4%. |
| In 2005/6 there were 4,150 referrals to Children's Services in Cheshire East. | In 2005/6 there were 5,158 referrals to Children's Services in Cheshire West. |



Health and wellbeing

Mental health

The quality and extent of our data on mental health and wellbeing is mixed. Our position is derived from national/local and international, surveys, reports and information on demand for and access to services. There is information that supports the national view that our children and young people's emotional health and wellbeing is deteriorating. According to the recent UN report⁶ children growing up in the United Kingdom have worse relationships with their parents and are exposed to more risks from alcohol, drugs and unsafe sex than those in any other wealthy country in the world. Across Cheshire we are seeing increased recording and referrals for services around children and young people's conduct/behaviour and specific mental health problems like depression.

Alcohol

During the 1990s young drinkers aged 11 to 15 in England doubled their average weekly consumption of alcohol, from five units in 1990 to 10 units in 2004. It has since stabilised for boys but continues to increase for girls. The greatest increase has been amongst girls aged 14. Alcohol is an issue for our children and young people in two distinct ways:

1. Adult alcohol consumption in Cheshire is disproportionately high with regional and national comparators; this follows through to higher than comparator admissions to hospital for alcohol related illness and accidents. For children's social care alcohol is an issue in almost 25% of all open cases and in 55% of incidents where domestic abuse is reported alcohol is 'involved'.
2. Young people's alcohol consumption has a strong connectivity with offending, violence and anti social behaviour/disorder. The Youth Offending Team reports that alcohol is the most significant substance in relation to offending behaviour – far more than drugs. Significantly, young people are most likely to be victims of violence as a result of alcohol.

Teenage pregnancy and sexual health

Young women from the poorest backgrounds are 10 times more likely to become teenage mothers than young women from professional backgrounds. Against the national and regional position 'Cheshire' has a relatively low rate of teenage conceptions. Between 1998 and 2006 the rate for the County has fallen by 15%, however, in some of the most disadvantaged neighbourhoods the figures are significantly higher and falling more slowly, for example in some parts of Crewe and Ellesmere Port the figures are between 2 and 6 times the County average figure.

Nationally, between 2001 and 2005, the rate of new diagnoses of Chlamydia among people who attended Genito-Urinary Medicine clinics greatly increased from 138 to 191 per 100,000. The largest increases in Chlamydia rates were seen in people aged 16 to 24 years. The highest rates were in females aged 16 to 19.

In Cheshire approximately 6.1% of young people (15-24) have been screened for Chlamydia. Such community-based screening in 16-24 year-olds has found a 10-11% positive rate, similar to that reported

nationally. A study at the Countess of Chester Hospital NHS Foundation Trust shows how the infection has increased in the younger population. The number of cases of uncomplicated Chlamydia detected at the Genito-Urinary Department increased five-fold between 1995 and 2004. A sevenfold increase was apparent in 16-19 year olds over the same period and the majority of cases diagnosed were in those aged 20-24 years.

Obesity

The number of children and young people with persistent and severe weight problems is rising across the County. The North West Child Height and Weight Measurement data for 2007 shows that the prevalence of obesity across Cheshire is similar to the rest of the region with rates of obesity and overweight reception and year 6 children commonly upwards of 30% (combined). Ellesmere Port and Neston reception year boys have the highest %age obesity in the northwest at 17.2%; it also has the third highest for girls. In contrast the prevalence of obesity and overweight in the reception year was the regional lowest for boys in Chester and the regional lowest for girls in Congleton.

⁶United Nations Children's Fund seventh annual report on child well-being in the wealthy nations of the OECD (Organisation for Economic Co-operation and Development) 2007.

Safety

| Child Protection Registrations | | | |
|--------------------------------|-------|-------|----------|
| Year | 05/06 | 06/07 | 01.04.08 |
| Child Protection Registrations | 174 | 153 | 181 |

Child protection and neglect

Evidence is telling us that the incidence and reporting of neglect are increasing; 44% of children who became the subject of a child protection plan in 2007 were as a result of neglect. There are currently (27.3.08) 109 children with child protection plans due to risks associated with neglect, which represents 57.9% of the total. Of the 109 children, 55% are 5 years and under. Overall the trend is a rising one for the number of children on the Child Protection Register.

Children and young people killed and seriously injured on the roads

Young people between 17 and 25 are disproportionately (compared to the rest of the driving population) represented in casualty statistics. Figures vary by times of day, times of the year but their risk varies between being about 4 to up to 10 times more likely to be involved in a fatal road traffic collision. Whilst this trend is downward, some young people are far more vulnerable than others. 20 under 16 year olds died in the 6 years between 2001 and 2006, but 63 17-21 year olds died in the same period. Road traffic collisions are the most common cause of accidental death of young males – young

female passengers are statistically more at risk of death and serious injury than their male counterparts.

Our information tells us that RTAs where children and young people are killed or seriously injured are not evenly distributed across the County. The postcode areas of CW7 (Winsford), CW1 (Crewe), and CH3 (Blacon in Chester) are those where the majority of accidents take place.

Domestic violence

The recorded number of children witnessing domestic violence (DV) in Cheshire is staggering. Cheshire Constabulary Data 2006/07 identified 11,477 children in households where a domestic abuse incident was reported. In the same period 289 different children were accommodated in Cheshire Refuges in 2006/07 and one in three child protection cases show a history of domestic violence to the mother.

Bullying

Bullying, along with safe places to play and go, come out top of almost every survey with Cheshire's children and young people. A third of children in the Tellus2 survey (2007) felt their school did not deal with bullying at all well and in the last Cheshire survey (2006) 44% of pupils reported that they were bullied in the previous year. 76% of parents that responded to the survey said they worry about bullying.

| Children and Young People killed and Seriously Injured in RTAs | | | | | | | |
|--|------|------|------|------|------|------|------|
| Age/year | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
| 0-16y | 97 | 102 | 94 | 104 | 100 | 72 | 71 |
| 17-21y | 122 | 97 | 119 | 126 | 142 | 118 | 98 |
| Total | 219 | 199 | 213 | 230 | 242 | 190 | 169 |



Learning and development

Early years primary school children

In Cheshire, there is a gap of 33.8% between the average Foundation Stage Profile (FSP) score of the lowest 20% of children and the median FSP score for all Cheshire children. This is an overall decrease on the 2006 figure (34.7%) and the 2005 baseline (35.9%). Work is continuing to focus on narrowing the gap. Recent analysis shows that the gap in East Cheshire has remained almost constant across 2005-7. By contrast, the gap has noticeably decreased in the same period in West Cheshire.

Nationally 49% of children had good outcomes in Communication, Language and Literacy Development (CLLD) in the FSP in 2007⁷ – the figure for the whole of Cheshire is 67%. However, this masks differences between different Super Output Areas. The gap in attainment between the geographical areas with the most poverty and other parts of the County is significant. In the 30% most deprived Super Output Areas in Cheshire, 49.1% of children were achieving a good level of attainment in Communication, Language and Literacy in the FSP in 2007. In contrast, 71.3 % of children

achieved this in the remaining Super Output Areas. There was a similar gap in 2006.

Our primary schools' performance in the core subjects of English and Maths over the last three years has consistently been above the national average at the end of Key Stage 2. However we are identifying a differential in outcome between boys and girls particularly in English and Maths. The outcomes, particularly for white British boys eligible for free school meals, are noticeably low compared to their peers not on FSM.

Secondary schools and leavers

The achievement of the majority of young people in secondary school is very good and this is evident in their results. OfSTED's Tellus2 survey confirms a high proportion of students liking and feeling they do well at school. However, such strong progress in educational outcomes is not the whole story and schools

are reporting that time managing students whose behaviour is poor, have troubled home lives or struggle in other ways with the social life of school, is increasing.

Overall the proportion of Cheshire's young people Not in Education, Employment or Training is reducing and this stands up well against national and regional counterparts. However in some geographical areas the figure remains significantly higher and for example for Looked after Children (cohort of 29) 41% are NEET – 10 times that of their peers. NEET is a strong predictor of poor outcomes, for example; nationally 71 per cent of young women who are NEET for six months or more between 16–18 years of age are parents by 21.

| Cheshire NEET | | | |
|---------------|----------|----------|-----------|
| | Nov 2005 | Nov 2006 | Nov 2007* |
| Actual | 5.3% | 4.1% | 4.8% |
| Target | 4.7% | 4.2% | 5.2% |

A view of family life for those with the poorest outcomes

29 of 163 wards (21% of the Cheshire population) have 56% of all lone parents in the County and just over 45% of all benefit claimants. A recent review of 2 of the 11 most disadvantaged parts of Cheshire where children and young people had the poorest outcomes, showed that each had:

- Over 35% lone parent households;
- An almost exclusively white British population;
- Triple the national %age of households with no adults in employment with dependent children;
- High levels of anxiety disorders and depression in adults;
- High levels of recorded alcohol and substance use and misuse.

⁷A score of 6+ in a scale of the Foundation Stage Profile is nationally considered good and means that children are working securely within the Early Learning Goals.

Significant trends

We have touched on some of the significant trends already; summarised below are further areas for consideration

Looked After Children

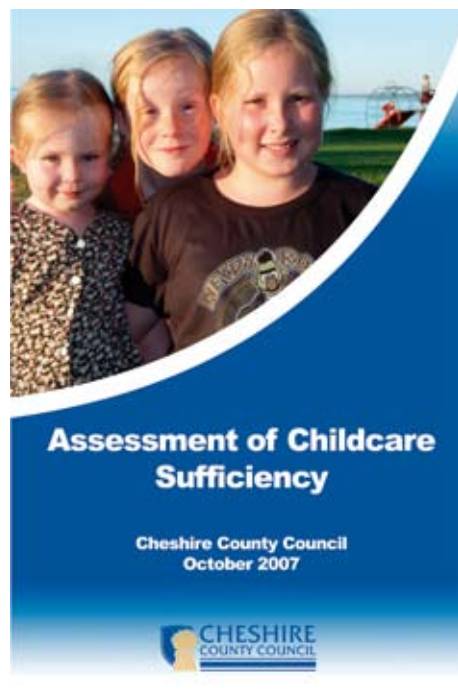
There has been a 14% increase in the number of Looked Children After and the biggest increase is the 11-15 year old age group and particularly boys. Consistently this results from an overwhelming breakdown of family relationships where the parent/s can no longer contain or manage the behaviour of the child/young person. The breakdown of school attendance and exclusion is increasingly identified as a factor that has tipped the balance for families from managing to not managing.

Increasing numbers of young women committing crime

While not on a par with their male peers, more young women are becoming first time entrants to the criminal justice system. While the male figure is steady and falling in many parts of the County, the figure for young women has shown a sharp increase in some places.

Childcare (sufficiency) as the gateway to work

Availability and take up of child care is a powerful factor in helping children and families on their journey out of poverty. Most support is needed for the significant minority of parents whose purchasing power is limited either because they do not work, their work is low-paid and part-time, or because they work longer hours, the context and background for this is covered in the Childcare Sufficiency Assessment available from www.cheshire.gov.uk/childrenandfamilies



Managing children's behaviour

Parents are telling us that they are struggling to manage their children's behaviour – anecdotal information is backed up by increasing numbers of referrals to social care and child and adolescent mental health services around behaviour difficulties. A brief study in Crewe highlighted dealing with tantrums and getting children to bed at a reasonable time were a major pressure and source of concern for parents with younger children. The number of parents who state they are struggling with their teenage children is apparent in the spiralling referrals to social care.

Self management

There is a direction of travel for the way children, young people and parents are seeking things like advice and services from places that they have not done so (in scale) before. This is largely linked to universal services but is also shifting to pick up targeted and some specialist areas

The expansion of the internet as a resource for all manner of information and opportunities ranging from social networking to advice and information on parenting and drugs, is a big change. The expansion of the independent and private sectors around childcare, sports and leisure opportunities is also a significant shift.

Direct payments are a further example of where the changing demands for how services are delivered and organised poses challenges. Disabled children and young people are wanting to self manage more and more – using the resources available to them in different ways than they have previously.

Children and young people's views

Children and young people are the richest source of information on what is happening and is important to them. There is some difference in view by where children live, how old they are and their circumstances, but overall there was great continuity.

Our children and young people are stating and demonstrating the desire to have more of a say in decision making. In a survey of 9000 young people in Cheshire 69% said they wanted to be involved in decision making and of the 9000 respondents in Cheshire, 80% agreed or strongly agreed that there was not enough to do outside of school, college or work. In the Tellus2 survey 65% felt the views of children and young people were not listened to. Over 20% of all eligible 11-18 year olds voted within the Cheshire Youth Parliament Elections – this is one of the highest numbers of young people anywhere in the UK who select their MYPs.

Safe places to go and things to do had high recognition. For our younger children they want parks and play areas that are free from bullying and intimidation – often, they felt, by older groups of children.

They were also explicit about broken glass and poor equipment. Safer streets, especially from cars that drive too fast, and safer places to cross roads were raised. Younger children also commented on the importance of clean and cleaner streets – the majority 'play out' near to where they live and cleaner, tidier spaces would make this more enjoyable.

Older children and young people wanted to see more structured opportunities that were affordable and accessible. Lots of our young people recognised the availability of many social and leisure opportunities but cost was a big factor: transport and entry costs were often prohibitive. Getting around Cheshire has been raised consistently by young people as difficult. Notably young people are increasingly commenting on and raising issues about the independent and private sectors' offer – an area on which the Trust has to date had the least influence.

The availability of information to help you when you needed it has had mixed reviews. Some services have been praised for the quality and availability, for example, Connexions and KOOH had good reports, but the consensus is that children and young people feel we could do better. They have singled out school as a place that could offer much more in terms of information and advice about a whole range of issues.



Section 2 – Our priorities for action

Summarised over the next few pages are those priorities that are agreed by the Trust for each outcome area, with a brief description of focus – the detail of the response to each is still being developed and is available at cheshireschildren.co.uk. Each group of priorities is drawn from a mixture of local, regional and national analyses of need and evidence or findings from consultation, inspection and services. They are significantly informed by the drivers for change referred to earlier.

| | |
|---|------------------------------|
|  | Be Healthy |
|  | Stay Safe |
|  | Enjoy and Achieve |
|  | Make a Positive Contribution |
|  | Achieve Economic Wellbeing |

“I’m looking forward
to getting back
to the **gym**”

Craig



Be Healthy

BH1: Stopping the Rise in Childhood Obesity

Obesity is one of the most serious challenges for children from all backgrounds and is linked to a number of poor outcomes – it is a growing problem in England – in 2005 nearly one in five children between the ages of 2 and 15, both boys and girls, were obese compared to around one in eight in 1997. The number of children and young people with persistent, severe weight problems is rising across the County but with some particular hotspot areas. Of most concern is Ellesmere Port and Neston where the National Child Measurement Programme reports the highest prevalence for obesity in the North West for boys in both reception year (5 year olds) and year 6 (11 year olds).

Stopping the rise in childhood obesity will focus on meeting the challenges by promoting healthier food choices and building physical activity into daily life. A particular focus for the period 2008-11 will be targeted action to identify families at risk – in families where both parents are overweight or obese, children are six times more likely to be so too.

Access to support programmes for obese children and young people in the first instance will be offered, as well as universal action to ensure all schools, early years and childcare settings and children’s centres promote healthy lifestyles and provide information, advice and guidance to parents around making healthy family choices, especially the promotion of breastfeeding.

The result we want for our children, young people and families is:

- Every Cheshire child to grow up eating well and enjoying being active;
- As many new mothers as possible breastfeeding;
- Obese children young people to have access to targeted services to help them achieve and sustain a healthy weight.

| Year 1 targets | Years 2/3 direction of travel | | | | | | | | | | | | | | | | |
|---|---|-------|---|-------|---|-------|--|-------|---|-------|---------------------------|--------|---|-------|----------------------------|--------|---|
| Measure 85/86% of children reception and year 6 children. | Steady rise in measures and quality of data on obesity. | | | | | | | | | | | | | | | | |
| Restrict obesity rises to less than 0.5% points, no increase at all or a reduction in obesity. | Continued restriction of increase. | | | | | | | | | | | | | | | | |
| 2 hours’ quality PE each week for all and participation in positive, structured activities such as drama, music, team sports, or volunteering. | Increase up to 4 hours. | | | | | | | | | | | | | | | | |
| Increase levels of breastfeeding at 6-8 weeks. | Sustain increase in breastfeeding levels. | | | | | | | | | | | | | | | | |
| <h3>Associated National Indicators</h3> <table> <tbody> <tr> <td>NI 55</td> <td>Obesity among primary school age children in reception year</td> </tr> <tr> <td>NI 56</td> <td>Obesity among primary school age children in year 6 – Cheshire LAA target</td> </tr> <tr> <td>NI 57</td> <td>Children and young people’s participation in high-quality PE and sport</td> </tr> <tr> <td>NI 53</td> <td>Prevalence of breastfeeding at 6 – 8 weeks from birth</td> </tr> <tr> <td>NI 52</td> <td>Take up of school lunches</td> </tr> <tr> <td>NI 198</td> <td>Children travelling to school – mode of travel usually used</td> </tr> <tr> <td>NI 88</td> <td>Number of Extended Schools</td> </tr> <tr> <td>NI 110</td> <td>Young people’s participation in positive activities</td> </tr> </tbody> </table> | | NI 55 | Obesity among primary school age children in reception year | NI 56 | Obesity among primary school age children in year 6 – Cheshire LAA target | NI 57 | Children and young people’s participation in high-quality PE and sport | NI 53 | Prevalence of breastfeeding at 6 – 8 weeks from birth | NI 52 | Take up of school lunches | NI 198 | Children travelling to school – mode of travel usually used | NI 88 | Number of Extended Schools | NI 110 | Young people’s participation in positive activities |
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| NI 53 | Prevalence of breastfeeding at 6 – 8 weeks from birth | | | | | | | | | | | | | | | | |
| NI 52 | Take up of school lunches | | | | | | | | | | | | | | | | |
| NI 198 | Children travelling to school – mode of travel usually used | | | | | | | | | | | | | | | | |
| NI 88 | Number of Extended Schools | | | | | | | | | | | | | | | | |
| NI 110 | Young people’s participation in positive activities | | | | | | | | | | | | | | | | |

BH2 Reducing Teenage Pregnancy and Improving Sexual Health

Early sexual activity is associated with poorer sexual health and educational outcomes. In the longer term this can also lead to reduced emotional and economic well being. In addition, the children of young teenage parents are at an increased risk of disadvantage due to links with poverty and the effects of inexperienced parenting.

Reducing Teenage Pregnancy and improving Sexual Health will focus on meeting the challenges in wards within Cheshire where the teenage conception rate is stubbornly high. While early involvement in risky sexual behaviour by both boys and girls appears to be of Countywide concern, the teenage pregnancy conception rates remain higher in wards of disadvantage. The local areas where under 18 conceptions are highest are Vale Royal, Crewe, and Ellesmere Port, with particular wards linking to higher levels of economic deprivation.

The result we want for our children, young people and families is:

- A faster rate of reduction in conception;
- Children enjoy healthy appropriate relationships;
- Easy access to excellent information, support and guidance around teenage pregnancy and sexual health;
- Participation and engagement of young people and families in the design and shape of supportive local services.

| Year 1 targets | Years 2/3 direction of travel |
|---|--|
| <p>A reduction in under 18:</p> <ul style="list-style-type: none"> • Conception rates; • Repeat conceptions; • Terminations; • Repeat terminations. <p>A reduction in under-18 conceptions rates amongst young people by area with a focus on children in care.</p> <p>Young people report positive experience of young people friendly sexual health services.</p> | <p>A further reduction of under-18 conception rate by area and children in care.</p> <p>An increased percentage of young people report confidence in accessing sexual health services that have adopted the “You’re Welcome” Standards.</p> <p>A stabilising or reduction in reported cases of Chlamydia.</p> <p>Teenage parents report improved confidence and enjoyment of their parenting roles and responsibilities.</p> |
| <h3>Associated National Indicators</h3> <p>NI 112 Under 18 conception rate – Cheshire LAA target</p> <p>NI 53 Prevalence of breastfeeding at 6 – 8 weeks from birth</p> <p>NI 110 Young people’s participation in positive activities</p> <p>NI 113 Prevalence of Chlamydia in under 25 year olds</p> | |

BH3 Good Mental Health and Emotional Well-Being

Strong social and emotional skills are essential to success in life and work, but the evidence shows that children from disadvantaged backgrounds tend to possess them to a lesser extent than their more advantaged peers. We want to ensure all children and young people develop these skills. Improvements in outcomes for children and young people facing particular risks in relation to their mental health can be helped through a focus on prevention and early intervention to ensure early identification of needs and issues.

Using ONS data to extrapolate a Cheshire position we can make a reasonable assumption that approximately 9,800 young people aged 0-16 are experiencing some type of mental health difficulty at any one time. For example Cheshire has 455 primary aged pupils at School Action Plan or with statements for Behaviour, Emotional and Social Difficulties (BESD). For secondary there are 815 pupils and in special schools 209. These numbers place Cheshire “in line” for primary children but ‘towards the higher end’ for secondary and special schools.

We need to break cycles of poor outcomes by helping parents and carers to provide a nurturing and stimulating home environment. We also need deliver more integrated services that meet mental health needs of all children and young people. The primary focus of Good Mental Health and Emotional Well-Being will therefore be to target communities by place and type to reach children, young people and families most at risk from vulnerability factors (e.g. LAC, care leavers, young parents and carers), but at the same time to have a universal approach to providing information, advice, guidance and access to services for all. The result we want for our children, young people and families is:

- Greater numbers of young people in good physical health and mental health;
- Greater emotional literacy in young people;
- Increased resilience and coping skills.

| Year 1 targets | Years 2/3 direction of travel |
|--|---|
| 100% of children accessing children’s centres engaged with the healthy children’s centre programme. | Continued expansion in secondary schools that have engaged in the SEAL programme during Year 7. |
| Increase in primary children engaged in SEAL. | |
| All Looked after Children to access mental health SDQ screening. | |
| <h4>Associated National Indicators</h4> <p>NI 50 Emotional health of children</p> <p>NI 51 Effectiveness of child and adolescent mental health (CAMHs) services</p> <p>NI 58 Emotional and behavioural health of children in care</p> <p>NI 110 Young people’s participation in positive activities</p> <p>NI 69 Children who have experienced bullying</p> <p>NI 62 Stability of placements of looked after children: number of moves</p> <p>NI 63 Stability of placements of looked after children: length of placement</p> <p>NI 148 Care leavers in employment, education or training</p> <p>NI 115 NI 115 Substance misuse by young people</p> | |

A close-up portrait of a young girl with brown hair, freckles, and a slight smile. She is wearing a white collared shirt. The background is blurred, showing a yellow object on the left and a blue object on the right.

“if I were in
charge

I would change
the pollution”

Leah



“I wish people
stopped
at red lights” *Daniel*

Stay Safe

SS1 Reducing Levels of Neglect

Reducing rising levels of identified Child Neglect is a priority if we are to effectively protect children from significant harm and enhance their life chances. The costs of failure in responding more effectively to the needs of children who are vulnerable to neglect cannot be understated.

Persistent neglect has significant neuro-developmental consequences. Neglectful parenting – characterised as inattentive or unresponsive – is often linked to non-organic failure to thrive in babies and young children, even fatalities resulting from lack of supervision. There is a significant and enduring connection between neglect and a child’s cognitive ability and educational performance. Neglected children not only do less well in terms of performance but also have more discipline problems and school exclusions. These difficulties often begin in primary school and both persist and deteriorate in secondary school.

In Cheshire a significantly higher proportion of child protection registrations are as a result of neglect than the national picture. Nationally, neglect is the most common category of abuse under which children are registered (44%

of children who became the subject of a child protection plan in 2007 were as a result of neglect). In Cheshire, in January 2008, neglect was recorded as the risk for 125 (62.8%) of the 199 children on the child protection register.

Alcohol is an increasing factor in neglect cases. Alcohol is an issue in almost 25% of children’s social care open cases and in 55% of incidents where domestic abuse is reported, alcohol is ‘involved’.

Our approach to Reducing levels of Neglect will focus early in the cycle of its development. Implementing and developing the common assessment framework will be key to ensuring effective early identification of cases where neglect may be emerging. The development of multi-agency prevention teams in Cheshire will also support the work across agencies in responding more quickly and effectively to the early indicators of possible neglect.

The result we want for our children, young people and families is:

- Clear identification of neglect at its earliest stages so that vulnerability to poor outcomes is exposed and resources mobilised to mitigate against this;

| Year 1 targets | Years 2/3 direction of travel | | | | | | |
|---|--|-------|--|-------|---|-------|--|
| Establish Multi Agency Prevention Teams and CAF. | Continuing reduction in Neglect incidence. | | | | | | |
| A reduction in the number of children subject to child protection plans for neglect . | More systematic assessment and recording of neglect with better understanding of thresholds of intervention to be well embedded in the practice of all professionals working with children and young people. | | | | | | |
| <p>The principal proxy measures of success will be:</p> <ul style="list-style-type: none"> • Reduced numbers of children identified as suffering neglect; • Reduced numbers of children on the child protection register in the category of neglect; • Reduced numbers of child protection plans in the category of neglect lasting 2 years or more; • Reduced numbers of children becoming the subject of a child protection plan in the category of neglect for a second or subsequent time; • Increased number of initial assessments for children’s social care carried out within 7 working days of referral; • Increased number Common Assessments carried out. | | | | | | | |
| <p>Associated National Indicators</p> <table border="0"> <tr> <td>NI 64</td> <td>Child protection plans lasting 2 years or more</td> </tr> <tr> <td>NI 65</td> <td>Children subject to a Child Protection Plan for a second or subsequent time</td> </tr> <tr> <td>NI 68</td> <td>Referrals to children’s social care going on to initial assessment</td> </tr> </table> | | NI 64 | Child protection plans lasting 2 years or more | NI 65 | Children subject to a Child Protection Plan for a second or subsequent time | NI 68 | Referrals to children’s social care going on to initial assessment |
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| NI 65 | Children subject to a Child Protection Plan for a second or subsequent time | | | | | | |
| NI 68 | Referrals to children’s social care going on to initial assessment | | | | | | |

- Where deficits in parenting are identified (which increase the likelihood of children and young people’s needs being neglected), that they are understood and addressed within a multi-agency context;
- Effective assessment, planning and intervention underpinned initially by the Common Assessment Framework (CAF) and later where necessary by the National Assessment Framework (NAF).

SS2 Tackling Bullying

The Children Act 2004 (Section 11) places a duty on statutory bodies to safeguard the welfare of children in discharging their functions and schools, both state and independent, have similar duties under the Education Act 2002.

Bullying is a safeguarding issue for children and young people. It is also amongst the top concerns that parents, carers have about their children's safety and well being on the way to and from school and in the wider community.

Nationally and locally bullying is also amongst the top concerns that children and young people themselves identify. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security. Bullying is the safety concern most commonly cited by children and young people.

Tackling Bullying will focus on implementing an anti-bullying strategy to be adopted by all schools and other appropriate children's services settings, and putting in place a reporting process that can inform activity and intervention and demonstrate that children's concerns are dealt with in a timely manner.

This will build on the work carried out by Cheshire's Inclusion and Education Service between 2003 and 2007 including an anti-bullying project which engaged schools in addressing anti-bullying developing materials and an anti-bullying policy for schools.

Work is now under way in order to ensure a robust and consistent approach to anti bullying across the County and all key settings and agencies, the Anti Bullying Strategy targets six areas for action:

- Policy and procedures;
- Data Collection and reporting;
- Training and support;
- Communication;
- Children and young people's participation;
- Standards.

The result we want for our children, young people and families is:

- That children and young people, particularly those 'Looked After' by the Local Authority and other vulnerable groups avoid the problems associated with bullying in order to achieve their full potential.

| Year 1 targets | Years 2/3 direction of travel |
|--|---|
| Children and young people in care and school feel confident about reporting bullying incidents and in the response they receive. | Establish wider consensus on approaches and reporting arrangements to ensure the scale of the problem is captured. |
| <p>The TellUs survey to report:</p> <ul style="list-style-type: none"> • A reduction in number of children being bullied; • Fewer LAC reporting bullying. | <p>To roll out best and better practice to all settings with a particular focus on out of school settings.</p> <p>Reporting of bullying increases but Children and Young People report satisfaction with how it is tackled.</p> |
| <p>The principal proxy measures of success will be:</p> <ul style="list-style-type: none"> • The proportion of children and young people (aged from 5 up to and including 15 years old) experiencing bullying is reduced; • The number of children and young people reporting bullying incidents is increased; • Children and young people who are Looked After and other vulnerable groups feel safer in schools and other settings; • Children and young people are confident that reported bullying incidents will be quickly and effectively dealt with. | |
| <h3>Associated National Indicators</h3> <p>NI 69 Percentage of children who have experienced bullying</p> <p>NI 50 Emotional health of children</p> | |

A close-up portrait of a woman with short brown hair, smiling warmly. Her cheeks are rosy, and her eyes are slightly squinted. She is wearing a light-colored jacket over a dark top with a pink collar. The background is blurred, suggesting an outdoor setting.

“I wish
the college to be
safe”
Victoria

SS3 Positive choices; children, young people and parents stay safe and manage risk better.

There are two ends to the risk spectrum, children and young people whose outcomes are at risk because of (1) the substantial risks they take and are exposed to, (2) those whose environment is so cosseted or protected that they have little or no exposure to 'normal' social/development opportunities and risk learning.

- 1) Government research indicates that there is a high correlation between social and economic disadvantage and risk taking behaviour including accidents in the home.
- 2) Parents' concerns about their children's safety is rightfully high, but it has been identified that over caution about some aspects of childhood, such as playing out of doors, can mean that children do not get the full range of childhood experiences. Indeed parents may be trying to protect their child from one perceived risk whilst introducing others, such as the impact on health of the lack of exercise.

Positive choices; children, young people and parents stay safe and manage risk better will focus on meeting the challenge of ensuring

that parents and children have the information and the skills to understand and manage the risks of the modern world focusing on:

- Potential new risks, such as cyber bullying and the safe use of technology;
- The likelihood of those risks occurring so that parents feel able to help their children manage those risks effectively. Parents need to be supported in being able to distinguish very high likelihood risks, such as accidents in the home for under 5s and rare risks such as abduction;
- There also needs to be a continued focus on known risks, such as accidents in the home/on the roads and in the reduction of harmful behaviours.

The result we want for our children, young people and families is:

- Children and Young people are able to identify risk in relation to their personal safety and wellbeing, and feel equipped to make good choices about the way to proceed;
- Parents feel well informed about the relative risks faced by their children, and are confident about giving advice and guidance and supporting their children in making the good choices.

| Year 1 targets | Years 2/3 direction of travel |
|---|--|
| Strategy for reducing number of children running away from home overnight. | Continuing reductions in children reported missing overnight. |
| Strategy to ensure that young people at greatest risk of serious road traffic accidents are targeted. | Increased engagement in positive activities outside school. Sustain downward trend in number of young people killed or seriously injured in Road traffic accidents. |
| Information campaign to alert parents to the 'relative' risks faced by their children. | Families report that they are confident about assessing and responding to risk and taking appropriate decisions. |
| Joint plan and response to the numbers of children who are accidentally injured in their home and community. | Families report that they are confident about assessing and responding to risk and taking appropriate decisions. |
| <p>The principal proxy measures of success will be:</p> <ul style="list-style-type: none"> • The outcome of the Tell us Survey indicates that children and young people feel safer, and fewer have experimented with drink; • Reduction in number of children who are reported as missing from home; • Reduction in number of children injured or killed in road traffic accidents; • Reduction in number of young people presenting at A&E with preventable injuries; • Reduction in number of accidents in the home for under 5 years. | |
| <p>Associated National Indicators</p> <p>NI 48 Children killed or seriously injured in road traffic accidents</p> <p>NI 71 Children who have run away from home/care overnight</p> | |

SS4 Placement Stability for Looked After Children

Placement moves are generally detrimental to outcomes for children, particularly as moves disrupt their relationships with friends, family and arrangements for their education. The corporate parenting responsibility for children in care makes the challenge of ensuring the best possible outcomes for Cheshire children who need to be looked after a high priority for all services. There is strong commitment from elected Members who recognise their particular duties towards looked after children and care leavers. The low proportion of children in care in Cheshire over the years has reflected the success of preventative strategies, although there has been a significant growth in the care population more recently.

Whilst the majority of children and young people benefit from family placements, residential care has an important part to play. Sometimes this is in order to enable other placement types to succeed, for example to prepare young people for foster placements, or to offer respite to foster carers.

Stability of Placements for Looked after Children will focus on meeting the challenge in Cheshire of achieving greater stability for children in care, including through placing more children for adoption (Cheshire has proportionately lower levels of children placed for adoption relative to its statistical neighbours).

Given the long term benefits that children derive from maximizing their educational achievement, it is particularly important that children in care are enabled to have continuity in their school placements. In order to achieve this it is desirable to remain in an appropriate placement long term. This means it is vital that there is a planned approach to placements, and that there is a good supply of skilled foster carers and other forms of placement.

The result we want for our children, young people and families is:

- Children and young people in care, following consultation, to be settled in appropriate placements which promote their well-being, avoiding the disruption associated with changes of placements, in order to achieve their full potential and lead successful adult lives.

| Year 1 targets | Years 2/3 direction of travel | | | | | | | | | | | | | | | | |
|--|---|-------|---|-------|---|-------|--|-------|---|--------|---|--------|--|--------|--|--------|---|
| Increased choice of local placements for those entering care and more stability for those in existing placements. | More children placed closer to home, fewer placement moves, and improved emotional wellbeing of looked after children. A reduction in the rate of children in care, and an increase in the percentage of these children placed with foster carers. | | | | | | | | | | | | | | | | |
| <p>The principal proxy measures of success will be:</p> <ul style="list-style-type: none"> • Increased percentage of children in care for 2.5 years who have been in the same placement for 2 years; • Reduced percentage of children in care who experience 3 or more placement moves within a year; • Increased percentage of children in care who are placed with family and friends foster carers in a planned way. | | | | | | | | | | | | | | | | | |
| <h3>Associated National Indicators</h3> <table> <tbody> <tr> <td>NI 62</td> <td>Stability of placements of looked after children: number of moves</td> </tr> <tr> <td>NI 63</td> <td>Stability of placements of looked after children: length of placement</td> </tr> <tr> <td>NI 58</td> <td>Emotional and behavioural health of children in care</td> </tr> <tr> <td>NI 99</td> <td>Children in care reaching level 4 in English at Key Stage 2</td> </tr> <tr> <td>NI 100</td> <td>Children in care reaching level 4 in Maths at Key Stage 2</td> </tr> <tr> <td>NI 101</td> <td>Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4</td> </tr> <tr> <td>NI 147</td> <td>Care leavers in suitable accommodation</td> </tr> <tr> <td>NI 148</td> <td>Care leavers in employment, education or training</td> </tr> </tbody> </table> | | NI 62 | Stability of placements of looked after children: number of moves | NI 63 | Stability of placements of looked after children: length of placement | NI 58 | Emotional and behavioural health of children in care | NI 99 | Children in care reaching level 4 in English at Key Stage 2 | NI 100 | Children in care reaching level 4 in Maths at Key Stage 2 | NI 101 | Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 | NI 147 | Care leavers in suitable accommodation | NI 148 | Care leavers in employment, education or training |
| NI 62 | Stability of placements of looked after children: number of moves | | | | | | | | | | | | | | | | |
| NI 63 | Stability of placements of looked after children: length of placement | | | | | | | | | | | | | | | | |
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| NI 99 | Children in care reaching level 4 in English at Key Stage 2 | | | | | | | | | | | | | | | | |
| NI 100 | Children in care reaching level 4 in Maths at Key Stage 2 | | | | | | | | | | | | | | | | |
| NI 101 | Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 | | | | | | | | | | | | | | | | |
| NI 147 | Care leavers in suitable accommodation | | | | | | | | | | | | | | | | |
| NI 148 | Care leavers in employment, education or training | | | | | | | | | | | | | | | | |

SS5 Supporting Children Exposed to Domestic Abuse

While Cheshire is currently exceeding its targets in increasing the number of reported incidents and reducing the number of repeat incidents we cannot afford to be complacent. British Crime Surveys indicate that probably at best only 25% of actual incidents are reported to the police, which mean that 45,000 Cheshire children are likely to have been exposed to domestic abuse in 2006/7.

| Police statistics Cheshire Constabulary April 2006-March 2007 | |
|---|--------|
| Domestic abuse incidents | 13,896 |
| Children in household | 11,477 |
| Repeat incidents | 4,030 |
| Arrests | 2,704 |

Strategic and operational work to address domestic abuse in Cheshire is co-ordinated through the Cheshire Domestic Abuse Partnership with the result that Cheshire has one of the most effective and comprehensive support infrastructures anywhere in the UK.

Supporting children exposed to domestic abuse will focus on meeting this challenge by pursuing a climate of zero tolerance towards any form of abusive behaviour, adult or child. When abuse or violence does occur, children will be

protected and supported quickly and effectively. We need to ensure that services are consistently available and have financial security. Our response to these challenges will include; adopting a family approach to the way services are developed in relation to domestic abuse – adult and child needs/ provision have to become more integrated. The scale and effectiveness of early intervention – particularly via Children’s Centres, the application of CAF and other universal services needs to increase as does responding to those already in touch with services because of offending, substance misuse and mental health issues address underlying domestic abuse. Sustaining the profile and funding for continuing already excellent specialist children’s services linked to domestic violence.

The result we want for our children, young people and families is that:

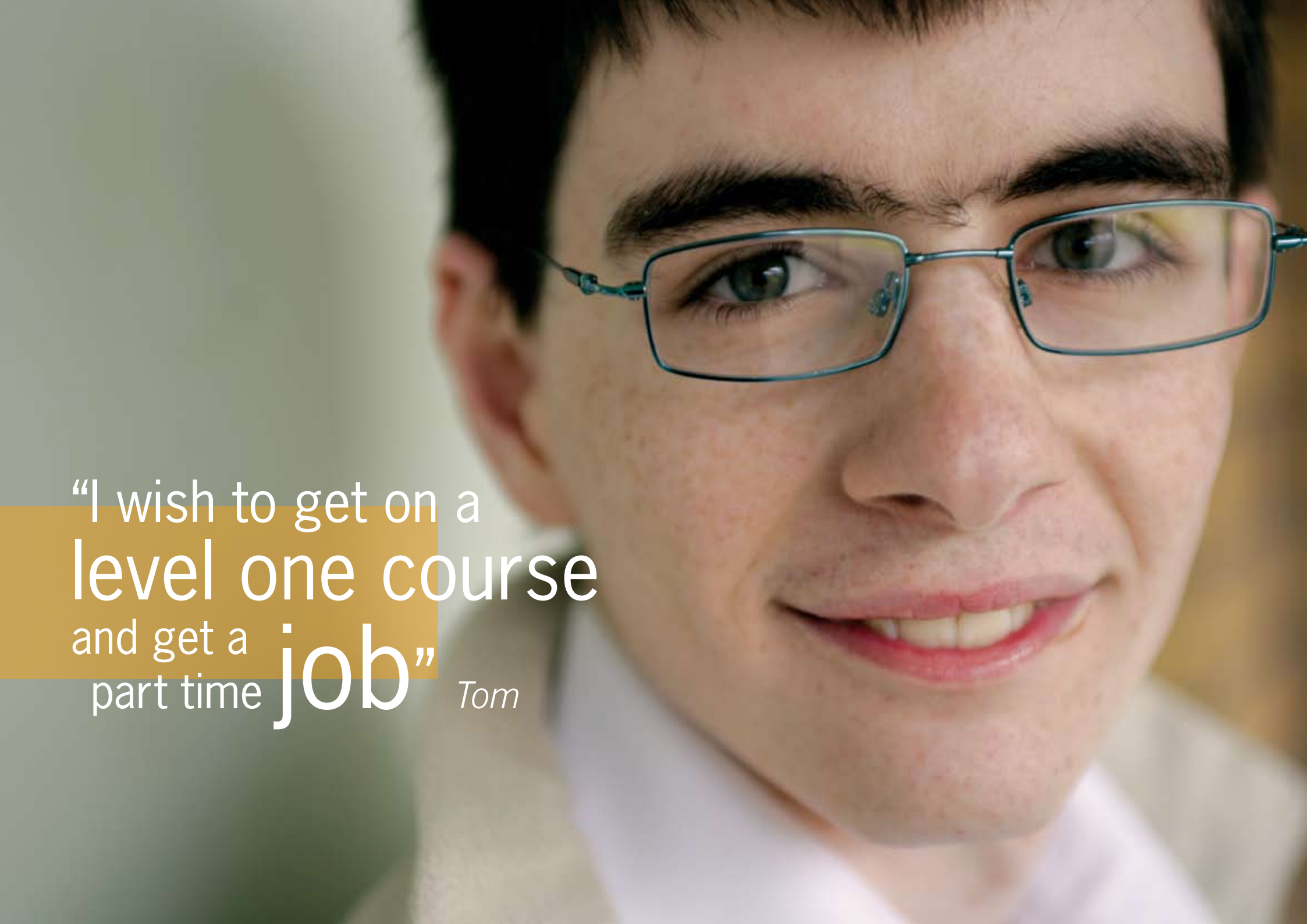
- Parents are supported to protect themselves and their children;
- Children and young people feel confident in seeking help and support when their personal safety or that of others is compromised;
- Children have access to a range of services which will increase their physical safety and emotional wellbeing.

| Year 1 targets | Years 2/3 direction of travel |
|--|--|
| Increased identification of domestic abuse via CAF. | Proportionate increases in CAF identification and early support plans in place. |
| Increase in identification of children impacted and to these individuals being effectively protected and supported. | Increase in the numbers of children exposed to domestic abuse being supported by specialist provision. |
| Increase Cheshire Schools communities’ awareness of the impact of domestic abuse on children and families via training and PSHCE projects. Increased domestic abuse training provision for staff working with children and young people. | All Cheshire schools to have had Domestic Abuse training and awareness of preventive programmes. All major plans impacting Children and Young People to have domestic abuse reference and associated actions specialist programmes and staff securely funded. Children, young people and their families to report that they feel confident in the responses of agencies to support and protect them. |
| <p>The principal proxy measures of success will be:</p> <ul style="list-style-type: none"> • Increased reporting of domestic abuse; • Reduced repeat incidents for survivors with children; • Reduced MARAC repeats for survivors with children; • Percentage of Children and Schools that have accessed PSHCE projects on domestic abuse; • Increased ability of universal services to identify and respond to domestic abuse; • Increase in support from specialist services; • Increased inclusion of domestic abuse in agency and partnership strategies; • Children and young people report feeling supported in dealing with domestic abuse. | |
| <p>Associated National Indicators</p> <p>NI 48 Repeat incidents of domestic violence NI 71 Domestic violence – murder NI 50 Emotional health of children</p> | |



“my wish is that
everybody
looks out for
each other”

Rowan



“I wish to get on a
level one course
and get a
part time **job**”

Tom

Enjoy and Achieve

EA1 Raising Achievement in Targeted Groups, schools and communities

Our information is telling us that there is an achievement gap and this is particularly apparent between white British boys on Free School Meals (FSM) and white British boys not eligible for FSM. Across Cheshire the average gap is 29% for English level 4+ and 23% for mathematics level 4+. It rises to its highest point of a 42% gap in one area. The other significant area is looked after children their achievement is well below the norm for their peers, albeit comparing well with the national figure for children in care. GCSE Results for Cheshire Looked After Children 2007:

- 1+ A*-G: 66% (peers 99%)
- 5+ A*-G: 46% (peers 94%)
- 5+ A*-C: 14% (peers 64%)

Raising the educational achievement in Targeted Groups, schools and communities will focus on meeting this challenge by overcoming and removing a number of barriers that prevent our targeted groups from achieving to the level of their potential. We are working to understand better the information behind the results but we believe the causes are likely to include:

- The number of care placements so that continuity of education at a school can be achieved (also home to school transport to support continuity of education in event of placement changes);
- Family factors, such as living in a workless household, poor parenting skills/engagement, poor housing;
- Appropriateness of curriculum – poor standard of teaching and learning;
- Motivation and aspiration within the target groups.

The result we want for our children, young people and families is that:

- The gap in educational achievement is progressively narrowed between children and young people in the targeted groups and their comparators, so that they achieve and fulfil their potential.

| Year 1 targets | Years 2/3 direction of travel | | | | | | | | | | | | | | |
|---|---|-------|--|--------|---|-------|--|--------|--|-------|--|-------|---|--------|---|
| To develop and implement a community based 'Turning the Curve' by the community action plan drawn up in line with their identified needs with respect to raising attainment for white British boys on FSM. | The gap between white British boys on FSM will reduce Year on Year at the end of Key Stage 2 and Key Stage 4. The gap should be in line with the local average or less. The ultimate aim is to close the gap between white boys on FSM and their peers. | | | | | | | | | | | | | | |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • Attainment and contextual value Added for Looked after children at the end of primary and secondary school; • Attainment and contextual value added for white British boys on Free School Meals in Blacon, Lache ward and Crewe at the end of primary (Key Stage 2) and secondary school (Key Stage 4). | | | | | | | | | | | | | | | |
| <h3>Associated National Indicators</h3> <table> <tbody> <tr> <td>NI 73</td> <td>Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)</td> </tr> <tr> <td>NI 102</td> <td>Achievement gap between pupils eligible for free school meals and their peers</td> </tr> <tr> <td>NI 74</td> <td>Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold)</td> </tr> <tr> <td>NI 106</td> <td>Young people from low income backgrounds progressing to higher education</td> </tr> <tr> <td>NI 75</td> <td>Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)</td> </tr> <tr> <td>NI 99</td> <td>Children in care reaching level 4 in English at Key Stage 2</td> </tr> <tr> <td>NI 100</td> <td>Children in care reaching level 4 in Maths at Key Stage 2</td> </tr> </tbody> </table> | | NI 73 | Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold) | NI 102 | Achievement gap between pupils eligible for free school meals and their peers | NI 74 | Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold) | NI 106 | Young people from low income backgrounds progressing to higher education | NI 75 | Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold) | NI 99 | Children in care reaching level 4 in English at Key Stage 2 | NI 100 | Children in care reaching level 4 in Maths at Key Stage 2 |
| NI 73 | Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold) | | | | | | | | | | | | | | |
| NI 102 | Achievement gap between pupils eligible for free school meals and their peers | | | | | | | | | | | | | | |
| NI 74 | Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold) | | | | | | | | | | | | | | |
| NI 106 | Young people from low income backgrounds progressing to higher education | | | | | | | | | | | | | | |
| NI 75 | Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold) | | | | | | | | | | | | | | |
| NI 99 | Children in care reaching level 4 in English at Key Stage 2 | | | | | | | | | | | | | | |
| NI 100 | Children in care reaching level 4 in Maths at Key Stage 2 | | | | | | | | | | | | | | |

EA2 Increasing all Children & Young People's opportunities to participate in Physical and Creative activities outside school

There are more and more opportunities for young people to participate in challenging and creative activities within school through sport and culture. But listening to young people the message is that they want more to do outside school.

The government has made a commitment that children and young people should have access to Five hours of Sport and Culture each week. Delivering this in Cheshire is a colossal undertaking and will require a commitment of all members of the Trust. Our starting point is to quickly appraise the current position of availability and evidence to allow us to say to what extent disadvantage, ethnicity, geography or other potentially limiting factors impact upon participation in physical and creative activities. Based on listening to young people, access to transport, family income and attitude all influence such participation, but this needs to be tested further to check if this is consistent.

Increasing all Children & Young People's opportunities to participate

in Physical and Creative activities outside school will focus on meeting this challenge by gathering up to date evidence for levels of participation amongst children and young people in physical and creative activities. This will identify those groups/areas that are 'weak spots' and inform the planning for interventions to make a difference in years two and three. As we move towards providing opportunities for those currently under-using services, there may be a need to disinvest in other areas.


Robust data collection and analysis is required in year one to ensure that performance and outcomes can be measured effectively. The aim of the data collection is to provide current information that can identify small target groups through specific combinations of demographic profiling. This type of survey is also a requirement for the Extended Schools Five Hour offer. Once current data is available a baseline 'norm' will be established against which comparisons can be made for different groups of children and young people, helping to identify under and over provision and informing judgements regarding future interventions.

| Year 1 Targets | Years 2/3 Direction of Travel |
|---|--|
| Have in place baseline data, step changes identified and an action plan to achieve these, to deliver against and communicate to our partners (taking into account East and West Cheshire needs). The 'Stuff2do' website will be launched. | Have in place baseline data, common delivery plans and some measurable improvement to equalise the opportunities to access physical and creative activities. Expect to hit improvement targets amongst those groups of children and young people identified in Year One as having the most limited opportunities to access sporting and creative activities, with sustainability programmes in place. |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> An increase in the percentage of children and young people engaged in physical and creative activities (with a specific focus on children with physical or learning disabilities, from geographically or financially disadvantaged backgrounds, and the children of economic migrants); An increased number of looked after children participating in these activities. | |
| <p>Associated National Indicators</p> <p>NI 57 Children and Young People's participation in high quality PE and sport.</p> <p>NI 110 Young People's participation in positive activities</p> | |


The result we want for our children, young people and families is:

- That all children and young people have the opportunities to access high quality physical and creative activity (through sports, active recreation, arts, museums and libraries);

- That increased numbers of children and young people are supported to take those opportunities (through accessible information, transport and infrastructure).



“I want lower
transport costs so I can easily get
around to mates’ houses,
events and fun places” *Scott*



“I hope that in my
town there will be
more things
for kids my age”

Becky

EA3 Improve opportunities and outcomes for children with disabilities

Our aspiration in terms of learning and achievement is for more children with Learning Difficulties and Disabilities to achieve at ‘above expectations’ in terms of their progress made over time. A further priority is to ensure the quality and range of short breaks for children (and their carers) is expanded to meet their changing expectations and needs.

Improve opportunities and outcomes for children with disabilities will concentrate efforts on establishing a multi-agency infrastructure around individual children and schools. For some children this may draw in short-break or residential placements planned coherently between education, social care and health.

Our short-break and respite care services will need to change, as we develop more innovative and different arrangements both in the home and outside. We will listen to parents and children when developing these new approaches. Trust members will need to commit to reshaping their current services so we can commission a more

varied range of services for example the use of school facilities to develop break opportunities as part enabling disabled children to access Extended Services.

The result we want for our children, young people and families is that:

- Every disabled child can have the best possible start in life, and the support they and their families need to make equality of opportunity a reality, allowing each and every child to fulfil their potential;
- Access and empowerment – flexible and tailored provision and involvement in package design.

| Year 1 Targets | Years 2/3 Direction of Travel |
|--|--|
| Improved educational progress of pupils with special educational needs to ensure that it is at least in-line and often better than expectations. Agreed three year strategy for enhancing short-break provision. | Year on year improvement of progress measured by value-added between key stages, alongside consistent narrowing of the gap in key measures of attainment at age 11, 14 and 16. |
| | Increasingly integrated assessment and provision for children with disabilities, where service delivery has been strongly influenced by families, resulting in good provision of information and transparent levels of support |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • Satisfaction across families’ general experience of services • Contextual Value-Added to demonstrate improving rates of educational progress over time; • Increased access to and satisfaction with short-break care for children and young people with disabilities. | |
| <h4>Associated National Indicators</h4> <p>NI 54 Services for disabled children</p> <p>NI 104 The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold</p> <p>NI 105 The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSEs including English and Maths</p> | |

EA4 Improve value added and progress in all key stages

Children and young people in Cheshire continue to reach higher than average standards at all key stages. However, the challenge (as acknowledged in our APA 2007) is one of raising the achievement of children and young people further and the value added achieved by our schools.

Significant progress has been made where it was needed most, in our secondary schools and sixth forms. Development of the 14–19 Strategy has made outstanding progress and concerted efforts across education and its partners are bearing fruit to the extent that the gap between the performance of children and young people in Cheshire and that of their peers at national level has been arrested. Cheshire secondary schools performed better than secondary schools nationally in several important respects in 2007.

Analysis of the 2007 results for schools however indicates that progress has faltered in primary schools, albeit inspection findings continue to be highly positive and the results of Cheshire's pilot project to promote early reading and writing (the Communication Language and

Literacy Development Project) is ranked equal first within the country.

Improvement in provision is strong in the early years and Foundation Stage, where the integrated services in children's centres are making an impact and the gap is narrowing at this point. However, the areas with the lowest FSP outcomes in 2007 in Personal, Social and Emotional Development and Communication, Language and Literacy were Blacon, Crewe, Lache, Ellesmere Port, Winsford and Northwich.

Notably some schools with low Value Added are located in areas with positive socio-economic indicators and there are also schools in areas of high deprivation where both the Value Added and attainment are below national expectations.

Improve value added and progress in all key stages will focus on meeting the challenge to have high attaining schools with high Value Added by tackling underachievement in schools that have pupils and students with the potential to do much better. Better use of data, sharper targeting of groups at risk of underachieving and quality teaching and learning are required in order to improve outcomes for children and young people.

Analysis of the performance data indicates that some schools and pupils/students are not making the expected progress. There are particular schools where the Value Added scores are low despite strong headline results at the end of key stages. Performance in the primary phase has stalled and schools within bottom quartile for Value Added are being targeted for bespoke interventions through the LA and the National Strategies joint plan.

The result we want for our children, young people and families is:

- Smoother transition from the Foundation Stage to Key Stage 1, Key Stage 2 to Key Stage 3 to secure good progress and pupil well-being across all phases;
- Raised attainment across all phases particularly in schools with low CVA and poor conversion rates;
- Improved progress and attainment for pupils on Free School Meals by narrowing the gap with peers not on Free School Meals (Cross reference to Narrowing the Gap service specification).

| Year 1 Targets | Years 2/3 Direction of Travel |
|--|--|
| <p>Reduce the number of schools whose Contextual Value Added and Value Added is significantly below national averages.</p> | <p>The majority of pupils/students to be making or exceeding expected progress across all Key Stages.</p> <p>All pupils/students in target areas/schools to make rapid progress and achieve at or above national expectations.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • Attainment in Key Stage tests improves – school and LA targets are met or exceeded year on year; • Conversion rates Key Stage 1 to 2 , Key Stage 2 to 3 and Key Stage 3 to 4 improve; • The attainment gap between pupils/students on FSM and non FSM narrows year on year; • CVA improves overall but particularly in schools with low CVA and poor conversion rates; • Improved pupil/student transition and progress between phases is maintained and sustained i.e. most pupils make the expected 2 levels progress per Key Stage (1-3); • The number of schools with below floor targets reduce. | |

| Associated National Indicators | |
|--------------------------------|--|
| NI 72 | Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy PSA 10 |
| NI 73 | Achievement at level 4 or above in both English and Maths at Key Stage 2 |
| NI 74 | Achievement at level 5 or above in both English and Maths at Key Stage 3 |
| NI 75 | Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths |
| NI 83 | Achievement at level 5 or above in Science at Key Stage 3 |
| NI 87 | Secondary school persistent absence rate |
| NI 92 | Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest PSA 11 |
| NI 93 | Progression by 2 levels in English between Key Stage 1 and Key Stage 2 |
| NI 94 | Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 |
| NI 95 | Progression by 2 levels in English between Key Stage 2 and Key Stage 3 |
| NI 96 | Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3 |
| NI 97 | Progression by 2 levels in English between Key Stage 3 and Key Stage 4 |
| NI 98 | Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4 |
| NI 99 | Looked after children reaching level 4 in English at Key Stage 2 |
| NI 100 | Looked after children reaching level 4 in Maths at Key Stage 2 |
| NI 101 | Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) |
| N106 | Young People from low income backgrounds progressing to higher education |

A portrait of a young woman with reddish-brown hair and freckles, wearing a black top, against a stone wall background. A red rectangular graphic is overlaid on the left side of the image, containing white text.

“I wish
everyone could
have their **say**”

Hayley

Make a Positive Contribution

PC1 Young People's involvement in positive activities and participation as influencers and decision makers

Young people are increasingly actively involved in decision-making – but our information tells us that disadvantaged young people are less likely to be involved in service design, consultation or decision making. We have worked hard to improve opportunities for our looked after children and while the focus must remain on them it must also consider particularly Disabled Children, those not using mainstream youth or children's services and young offenders. Consultation with Children and Young people in 2007 identified a need to produce comprehensive on-line information about activities for them to become involved in.

In addition to the issues above young people expressed frustration at the poor media coverage of all the great things that they do. Negative stereotyping of children and young people they say is creating the wrong impression.

Young People's involvement in positive activities and participation as influencers and decision makers will focus on meeting this challenge by establishing and reviewing current practice and getting organisations to adopt new approaches and different arrangements for engagement and participation. Setting baselines and targets for participation in this area is difficult and perhaps the only way we can judge impact is by samples of Young People telling us that things are good and or have improved.

Our initial focus is on young people and the new integrated youth support service will lead in enabling the voice of young people aged 13-19 to be heard in decision making. We need to further develop the mechanisms for ensuring those targeted children aged up to 12 have the opportunities of their older peers.

Now is a good time to be developing new approaches as the set up of the new Authorities offers opportunities to influence structures and practically, for example, involve young people in recruitment processes.

The many services that consult with children and young people will continue to be co-ordinated and joined up via the Children and Young People's Involvement Group (ChYPIG)

The result we want for our children, young people and families is that:

- Children and young people feel they have a say in matters that affect them particularly those that are often excluded from such opportunities;
- There is a range of different opportunities for young people to get involved in democratic processes;
- Children and young people enjoy taking part in consultations and decision-making.



| Year 1 Targets | Years 2/3 Direction of Travel |
|---|--|
| <p>Establish an approach to setting some targets and activity baselines across the Trust.</p> <p>Convene the Children in Care Council.</p> <p>Launch the Children and Young People's Charter.</p> <p>Target children and young people are participating in consultation, service design, delivery and monitoring.</p> <p>The Hear by Rights Audit tool completed by Trust members.</p> | <p>Systematic involvement opportunities and activities are developed across Trust member organisations.</p> <p>There is an equivalent to the Place survey set up that involves children and young people and represents their views on issues that affect them.</p> <p>Increase the number of children and young people involved in school councils and youth parliament.</p> <p>Establish arrangements for Ch and YP involvement in Children's Trust arrangements.</p> <p>100% of children and young people in care given the opportunity to be involved in influencing and decision making activities.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • The proportion of children and young people, especially those who are underrepresented that take part in decisions about service design, delivery and monitoring improves; • Increase the number and range of consultation and participation opportunities available to young people; • Widespread launch and recognition of the Children and Young People's Charter; • A visible and active commitment is made to involving children and young people by the Trust. | |
| <p>Associated National Indicators</p> <p>NI 110 Young people's participation in positive activities: Local Area Agreement Target</p> | |

PC2 Increasing pro Social Behaviour: ensuring Children and young people stay out of trouble

Those that enter the criminal justice system are likely to re-offend and the further into the system that they progress the more likely re-offending becomes. For many that offend access to education, training or employment is a problem.

In Cheshire the proportion of looked after children who are offenders relative to numbers of all young people offending are high (amongst the highest in the country).

The ratio of Looked after children offending compared to all young people had been an upward trajectory since 2002. Actions taken saw the trend reversed but it remains a major issue and we need to focus to reduce these offending rates through targeted and sustained interventions and diversionary activities.

Increasing pro Social Behaviour and ensuring children and young people stay out of trouble will focus on the challenge of reducing the numbers of young people either entering the criminal justice system or re-offending by providing targeted activities local to the young people.

There are a number of prevention programmes that are geographically located as a result of analysis of first time entry data. The data tells us while actual numbers have reduced in some of these areas the proportion of all offenders remains in those places. Alcohol and substance misuse are significantly causal in many offenders lives and this is apparent in the first time entrants analysis, which shows criminal damage and assaults as the main offences for what is predominantly young men.

The result we want for our children, young people and families is that:

- They will get involved in positive activities stay out of trouble and not break the law;
- Once young people have offended they will not re-offend the prevention of offending and reduction of re-offending by young people.

| Year 1 Targets | Years 2/3 Direction of Travel |
|---|---|
| <p>Bring down further offending rates of Looked after children.</p> <p>Sustain downward trend in the number of first time entrants to Criminal Justice System.</p> <p>Reduce the rate of proven re-offending.</p> | <p>Explore alternatives to using criminal justice sanctions like restorative arrangements where appropriate.</p> <p>Ensure that CAF is picking up and tackling those at risk of offending and developing prevention programmes are linked with existing arrangements of YIP, YISPs and Parenting.</p> <p>Increase targeted positive activities in areas with the highest offending rates.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • Reduce the number of children and young people committing crime in Cheshire and particularly the number of first time entrants to the Criminal justice system; • Reduce the proportion of looked after children who are involved in crime; • Reduce the rate of proven re-offending by young offenders; • Increase the number of activities available to young people and increase the proportion who take up of these opportunities particularly by those at risk of entering the criminal justice system. | |
| <h3>Associated National Indicators</h3> <p>NI 19 The rate of proven re-offending by young offenders</p> <p>NI 111 The number of first time entrants to the youth justice system aged 10-17: Local Area Agreement Target</p> <p>NI 110 Young people's participation in positive activities: Local Area Agreement Target</p> | |

PC3 Reducing alcohol, smoking and substance use/misuse

The negative impact of alcohol and drugs and other volatile substances such as gas, glue and solvents are national and local concerns and there are challenges in relation to accessibility, availability and affordability which cut across all ages, communities and public services. Tackling the issues of substance misuse is associated with universal, targeted and specialist services. The theme is prevention of misuse and this relates to the full range of interventions from education, support and enforcement – each need to play together for us to make a sustained difference.

The connectivity between offending, violence, anti social behaviour/ disorder and alcohol is hugely significant. There is a continuing rise in the number of offenders and victims where alcohol is cited as a key factor. Significantly the negative impact of alcohol on Children and young people’s lives is frequently the result of misuse by their parent/s and or carers. For children’s social care alcohol is an issue in almost 25% of all open cases and in 55% of incidents where domestic abuse is reported alcohol is ‘involved’.

The primary focus of Reducing Alcohol Smoking and Substance misuse will be on prevention and early intervention, targeting cohorts of vulnerable children and young people and communities. Parents, carers and families have been identified as having a key role in preventing problematic alcohol use amongst young people – and we need to do more to get them involved and take responsibility for educating and supporting their own children and young people.


The development of more effective provision for young people who are either at risk of or already misusing alcohol will require an increase in the levels of knowledge and skills amongst the young people’s workforce to deal with the issues that cause misuse and the consequences of it. Building on existing targeted services for those at risk e.g. Looked After Children, young offenders, NEET is equally as important.

| Year 1 Targets | Years 2/3 Direction of Travel |
|--|---|
| <p>Appraise current services impact on reducing use and misuse – establish agreement on Trust approach to tackling alcohol misuse.</p> <p>Increase parental engagement in tackling drugs and alcohol use.</p> | <p>Reduce the proportion of young people frequently using illicit drugs, alcohol, or volatile substances.</p> <p>Linking drug and alcohol related intervention strategies to the findings from CAF.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • To reduce the proportion of children and young people (aged from 10 up to and including 15 years old) reporting the frequent use of substances; • Looked after Children’s substance use should be no worse than their non-looked after peers; • Percentage of schools participating in the National Healthy Schools Programme; • Reduce the number of first time and repeat Youth offenders where alcohol is an aggravating factor in the offence. | |
| <p>Associated National Indicators</p> <p>NI 115 Substance misuse by young people</p> | |

For those where a problem exists we know there is more we can do to support transitional arrangements to help young people into and out of drug treatment services for example when leaving to prevent them returning to problems – ensuring there are education, employment, training and/or continuing other appropriate treatments/support services available.

The result we want for our children, young people and families is that:

- Children and young people avoid the harms associated with alcohol misuse in order to achieve their full potential;
- Reduce the proportion of young people frequently using illicit drugs, alcohol, or volatile substances.

A close-up portrait of a young girl with light brown hair, blue eyes, and freckles. She is smiling slightly, showing her teeth. The background is a soft, out-of-focus green, suggesting an outdoor setting. A dark red banner is overlaid on the left side of the image, containing white text.

“for where I live to
be tidier
and have no litter”

Jennifer



“I hope
no one
has to live in
poverty”

Alex

Achieve Economic Wellbeing

EWB1 Full entitlement to education and curriculum – targeting vulnerable Young People

There is evidence in Cheshire that vulnerable learners are disproportionately less likely to be in education, employment or training. Their complex and multiple needs challenge current arrangements which need to become more flexible to address their needs effectively.

For Teenage Parents: Only 34% of 16-19 year old mothers in Cheshire are in EET. The challenge is to find acceptable ways of engaging them in appropriate EET with appropriate support to ensure that they are set on the path to success and avoid poverty of aspiration and achievement. The figures are equally poor for Looked after Children and Young offenders our overall performance falls a long way short of the target of 90% in education, employment or training

Full entitlement to education and curriculum – targeting vulnerable young people will focus on meeting this challenge by developing strategies and plans to ensure that every child has their full entitlement to the 14-19 Learner Entitlement as outlined in the 14-19 Strategy and

that the levels of participation for children and young people in education and training up to 19 continue to increase, especially for children and young people from vulnerable groups such as looked after children, Young Offenders and Teenage Parents. For example we are involved in a Regional collaboration to develop an integrated apprenticeship scheme for LAC and Care Leavers

The result we want for our children, young people and families is that:

- Our most vulnerable Children and young people have the right skills as they become adults and move into further/higher education, or into work successfully;
- New opportunities and approaches to learning and training such as Diplomas and Apprenticeships are available and accessible to our target children.

| Year 1 targets | Years 2/3 direction of travel |
|---|--|
| <p>The levels of participation for children and young people in education and training up to 19 continues to increase, especially for Ch and YP vulnerable to poorest outcomes.</p> <p>The level of engagement and retention in education and training up to 19 increases especially for Ch and YP vulnerable to poorest outcomes.</p> | <p>Standards of achievement for children and young people in education and training up to 19 continue to increase, and in particular, narrow the attainment gap in education especially for children and young people from vulnerable groups.</p> <p>Continuing reductions in the numbers of children and young people who are NEET and for levels of exclusions at Key Stage 4 to decrease.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • Increase % of young people from vulnerable groups achieving L2 qualifications by age 19; • Increase % of young people from vulnerable groups achieving L3 qualifications by age 19; • Increase % of young people from vulnerable groups achieving 5+ A*-C grades including English and Maths; • Decrease % of young people NEET. | |
| <p>Associated National Indicators</p> <p>NI 45 Young offenders in suitable education, employment, training</p> <p>NI 90 Take up of 14-19 learning diplomas</p> <p>NI 117 16 to 18 year olds who are not in education, training or employment</p> <p>NI 148 Care leavers in employment, education or training</p> <p>NI 17 16 to 18 year olds who are not in education, employment or training</p> | |

EWB 2 Tackling Worklessness in families where there are children

There is a strong correlation between family worklessness and risks to children’s economic well-being outcomes – particularly in lone parent families. Work is the best route out of poverty for most parents and their children; and tackling worklessness amongst families in Cheshire to address this is a priority for all partners.

The smooth integration and implementation of New Services to Lone Parents is pivotal, as well as more support to help lone parents sustain and progress in employment. Extra help needs to be given to unemployed parents and families on low incomes where one is a wage earner. The Cheshire challenge is to address the difference in outcome within certain targeted wards.

Tackling Worklessness in families where there are children will focus on achieving an increase in the take up of Childcare and return or start work services to increase in the numbers of Lone Parents accessing employment or training. The introduction of the new services for

Lone Parents aims to achieve a decrease in all claimant rates in the targeted ward and an increase in the take up of “In Work” Benefits

The result we want for our children, young people and families is:


- To reduce the proportion of children living in households where no one is working & increase the number of children in lower income working families using formal childcare;
- Reduce inequalities for children in workless households;
- reduce welfare dependency and increase economic competitiveness by helping people to work wherever they can.

| Year 1 targets | Years 2/3 direction of travel |
|---|--|
| <p>All Phase one and two Children’s Centre staff to have full knowledge of JCP services to enable them to support JCP delivering within Children’s Centres.</p> <p>An increase in the number of lone parents accessing work and training in targeted areas.</p> <p>An increase in the take up of In Work Benefits.</p> <p>An increase in the take up of formal childcare and reduction in the proportion of workless households.</p> | <p>Job Centre Plus services across all Children’s Centres and staff to be actively influencing the growth of local childcare to increase the:</p> <ul style="list-style-type: none"> • availability of childcare during school holidays; • availability of childcare for children over 11 years. <p>Continuing increase in:</p> <ul style="list-style-type: none"> • the number of lone parents accessing work and training; • the take up of In Work Benefits; • the take up of formal childcare; <p>resulting in 70% Lone Parent Employment.</p> <p>Continuing reduction in the proportion of workless households – second Phase of New Services for Lone Parents fully integrated.</p> <p>Overall Reduction of numbers of children dependant on workless benefits.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • Reaching a 70% employment rate for lone parents; • Increase the overall employment rates to 80%; • Increase the take up of in work benefits; • Increase the take up of formal childcare by lower income families; • Improvement of children reaching a good level of development at the end of foundation stage and reduction of inequalities between the level of development achieved by children in the 20% most disadvantaged areas. | |
| <p>Associated National Indicators</p> <p>NI 116 Proportion of children in poverty</p> <p>NI 118 Take up of formal childcare by low-income working families</p> <p>NI 151 Overall Employment rate (working-age)</p> <p>NI 152 Working age people on out of work benefits</p> <p>NI 153 Working age people claiming out of work benefits in the worst performing neighbourhoods</p> | |

A close-up portrait of a young Black woman with her hair in braids, smiling warmly at the camera. She is wearing a white t-shirt under a grey jacket. The background is a soft-focus outdoor setting with greenery and a stone wall.

“I want more
options for people
to get jobs”

Mary



“I wish one day to
move out and get my
own place and **be**
independent”

Kirsty

EWB3 Employers engagement and support for 14-19 developments

Employers have a critical role to play in the successful delivery of the 14-19 service reform; achieving progress is dependent on increasing the number and range of work-based and work-related learning opportunities. Cheshire has issues to address regarding meeting rural needs and overcoming practical barriers to young people entering employment and training opportunities and gaining the commitment from employers to participate with engagement activities.

We are seeking to engage with a wider range and number of employers in Cheshire to ensure our young people are successful in the world of work by increasing the number of apprenticeships and jobs with training. Of particular importance for pre-16s and where employer support is essential, are alternative curriculum projects (especially directed towards the most vulnerable) and the new diplomas.

Employers' engagement and support for 14-19 developments will focus on meeting this challenge by establishing a cohesive and coherent employer engagement strategy and strengthening links with key partner agencies and employer bodies, focusing on needs of different sizes and nature of businesses. We will seek to encourage the relocation of businesses to rural areas whilst making provision in these areas for transporting young people to work (e.g. Wheels to Work).

The result we want for our children, young people and families is that:

- Improved work related learning opportunities for pre-16's including work experience placements to embed employability skills and better prepare young people for the world of work;
- Progression routes through to more apprenticeships and better jobs with training.

| Year 1 targets | Years 2/3 direction of travel |
|--|--|
| <p>Increased and improved access to safe, meaningful and monitored work related learning experiences, including appropriate provision for the most vulnerable such as Children in Care and those with Disabilities. Young people able to access diplomas scheduled for roll-out in 2008, with appropriate and sufficient WRL and WBL opportunities actively supported by employers.</p> <p>Achievement of level 2 and 3 attainment targets.</p> <p>Achievement of NEET Targets (Jan 2009).</p> | <p>Young people in Cheshire to have access to increased number of high quality apprenticeships.</p> <p>More young people, especially those considered most at risk of poor outcomes entering employment as a result of improved collaboration between partner agencies.</p> <p>Young People accessing an enhanced range of Work based Learning and Work Related Learning opportunities, including learning linked to diplomas introduced in 2009.</p> <p>A continued increase in the number of young people progressing to further and higher education.</p> <p>Young People accessing an enhanced range of WBL and WRL opportunities, including learning linked to diplomas introduced in 2010.</p> <p>Achievement of L2 and L3 attainment targets.</p> <p>Continuing improvement in Employment Education and Training figures.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • More apprenticeships, jobs with training; • Fewer NEET young people; • Meeting targets and priorities set by the Employment and Skills Board; • Attainment targets at Level 2 and 3. | |
| <p>Associated National Indicators</p> <p>NI 79 Achievement of a Level 2 qualification by the age of 19 PSA 10</p> <p>NI 80 Achievement of a Level 3 qualification by the age of 19 PSA 10</p> <p>NI 81 Inequality gap in the achievement of a Level 3 qualification by the age of 19</p> <p>NI 82 Inequality gap in the achievement of a Level 2 qualification by the age of 19</p> <p>NI 117 16-18 year olds not in education, employment or training – Cheshire LAA Target</p> | |

EWB4 Support homeless and vulnerable young people and families with dependent children

Young people are significantly over represented in those who are homeless or threatened with homelessness. Parental eviction continues to be one of the main reasons for homelessness across Cheshire. Insufficient suitable accommodation means too many young people are still being placed in B&B accommodation. Children living in temporary accommodation are some of the most disadvantaged and most at risk of social exclusion.

The approach to tackling youth homelessness is variable across Cheshire and while there are pockets of very good practice there is no uniformity of approach. For looked after children that are leaving care the quality of accommodation is still too mixed and often inappropriate. One of the challenges for the new unitary authorities will be to develop an approach that builds on existing best practice to tackling youth and family homelessness.

Support homeless and vulnerable young people and families with dependant children will focus on meeting this challenge by

responding to the need for: joint assessments to be completed by Children’s Services and Housing teams with particular regard to families and children leaving care; establishing multi-agency arrangements to improve the quality of services to them. A school based education programme on homelessness to aid early intervention and prevention is planned and discussions are underway for the development of a Cheshire Nightstop scheme to provide safe emergency accommodation for homeless young people.

The result we want for our children, young people and families is that:

- Wherever possible homelessness is prevented for young vulnerable people and families with children;
- To ensure that the support needs of vulnerable young homeless people and homeless families with dependent children are met;
- A reduction in the use of bed and breakfast accommodation for vulnerable young homeless people and families with children;
- Young people in care are assured of suitable accommodation and related support on leaving care.

| Year 1 targets | Years 2/3 direction of travel |
|--|---|
| <p>Implement a Night stop scheme to which young people have access; agree methodology for joint assessments; improve partnership working.</p> <p>Implement findings from homeless families research.</p> | <p>End use of bed and breakfast accommodation for all 16 and 17 year olds; increase awareness of homelessness prevention options; all schools to provide education on homelessness.</p> <p>Have a mechanism in place for the assessment of the accommodation needs of care leavers.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • Elimination of the use of bed and breakfast for vulnerable young homeless people and families with dependent children except in emergencies; • An increase in the number of cases where homelessness is prevented as a result of effective early intervention; • Improve the availability of mediation and counselling services; • Ensure that sufficient supported housing is available for vulnerable young homeless people and families with dependent children when that need is identified and that adequate move on arrangements are in place to help people to resolve their long term housing situation; • Reduction in number of care leavers or former care leavers in unsuitable accommodation. | |
| <p>Associated National Indicators</p> <p>NI 157 Care leavers in suitable accommodation NI 62 Stability of placements of looked after children: number of placements</p> | |

EWB5 Excellent Information, Advice and Guidance

Non participation in education, employment or training (NEET) after compulsory education is a major predictor of later unemployment, low income, involvement in crime and poor mental and physical health. Access to excellent information, advice and guidance (IAG) is essential to enable young people to make well informed and realistic choices about their future career and also other key decisions, such as lifestyle, sexual health or finance. Currently, the quality of information, advice and guidance on offer to young people across Cheshire is not fully clear.

No single agency is equipped to deliver the full range of information, advice and guidance needed by all young people; a coordinated and collaborative approach is essential. There needs to be more evidence that all stakeholders appreciate the significant impact of excellent IAG on participation and attainment, understand their own responsibilities in terms of IAG planning, delivery and evaluation, and are working towards delivering high quality information, advice and guidance as a collaborative venture, with clear development plans.

Excellent Information, Advice and Guidance will focus on meeting this challenge by identifying areas where IAG provision and vulnerable groups of children and young people need most support (not necessarily the areas of highest NEET) and to improve the provision and take-up of excellent IAG in those areas and for those groups.

We will produce area development plans and ensure cooperation of all partners in the implementation of planning. We will ensure that the development of IAG features in all key improvement planning and that information, advice and guidance for young people is accessible and appropriate for all age groups and ability levels and fully utilises the benefits of technology.

Every child and young person in Cheshire will have access to high quality and impartial information, advice and guidance, including accessible web based information on the full range of issues which concern them, e.g. learning and career progression, leisure opportunities and lifestyle choices; and to advice and guidance delivered by appropriately qualified staff at key decision making points in their lives. Young people who are vulnerable or disadvantaged receive

| Year 1 targets | Years 2/3 direction of travel |
|--|--|
| <p>All learning providers to be engaged in developing their performance towards the National IAG Standards for the full range of information, advice and guidance delivered by all professionals working in partnership within their organisation.</p> <p>Joint development planning in place for IAG, and key targets set.</p> | <p>A full on line prospectus in place supporting a common application system for further education and training opportunities.</p> <p>Integration of Quality Awards relating to information, advice and guidance.</p> <p>Collective delivery of excellent IAG relating to a personalised curriculum and to all diploma lines and other pathways available.</p> |
| <p>The principal proxy measures of success in relation to these targets will be:</p> <ul style="list-style-type: none"> • A higher number of young people entering and remaining in education, employment or training and achieving success; • Young people and their parents and carers express satisfaction that they have been provided with accurate, relevant, timely and impartial information and advice. | |
| <p>Associated National Indicators</p> <p>NI 117 16 to 18 year olds who are not in education, training or employment</p> <p>NI 90 Take up of 14-19 learning diplomas</p> <p>NI 91 Participation of 17 year-olds in education or training</p> | |

the additional information, advice, guidance and ongoing support they need to make and implement positive personal plans.

All providers of learning for the 11-19 age range will undertake a regular and systematic audit to ensure that information, advice and guidance available to their learners meets nationally recognised standards, and will contribute to improvement planning.

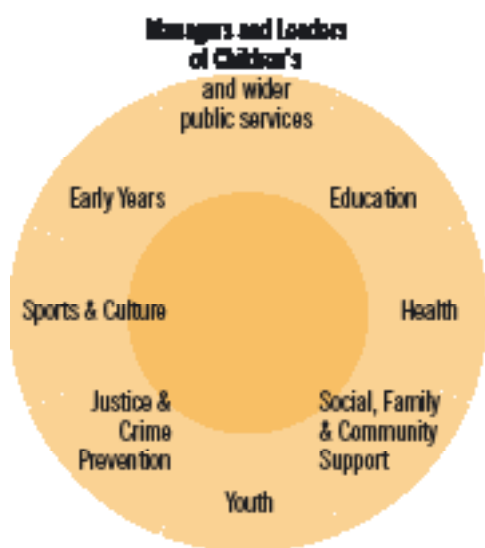
The result we want for our children, young people and families is:

- For all young people to have access to excellent information, advice and guidance (IAG) which meets their needs;
- For all young people to be enabled to utilise IAG to develop and implement successful and positive transitional plans to adult life.



Section 3 – Integration and System Change

This section picks up the work-streams that represent major areas of development that underpin our work on the all priority outcomes.



Core Children's Workforce: People who work or volunteer with children, young people and their families, who are responsible for their outcomes all the time.

Wider Children's Workforce: People who work or volunteer with children, young people and their families part of the time, or are responsible for their outcomes as part of their job.

Figure 1 – The core and wider children's workforce: everyone who works with children and young people and their families – or who is responsible for their outcomes (Next Steps for the Children's Workforce: DCSF 2008).

MP1 Workforce development and Reform

Creating a world-class workforce: that has the right people, with the right skills in the right place at the right time is a colossal undertaking – the Children's Services Workforce is as diverse as it is vast. It includes all those (paid and/or unpaid in the Public, Private, Voluntary, Independent and Faith Sectors) whose work brings them into contact with children, young people and families. In Cheshire our sights are set high and there are a number of priority areas for the next 12 months.

The Trust's shared aim is to build a workforce that supports high levels of achievement and success for children and young people in and out of school, supports families and carers in their role, and ensures that the workforce is able to reach and engage with those who are most in need. This will be achieved by ensuring that all people who work or volunteer with children, young people and/or their families/carers will have the best possible training, qualifications, support and advice.

Cross-cutting Priority Areas:

- Workforce reform and modernisation;
- Leadership, management and supervision;
- Investment in learning and development across the workforce;
- Recruitment and retention of the workforce; and
- Integrated working across the workforce;
- Common workforce data systems and information.

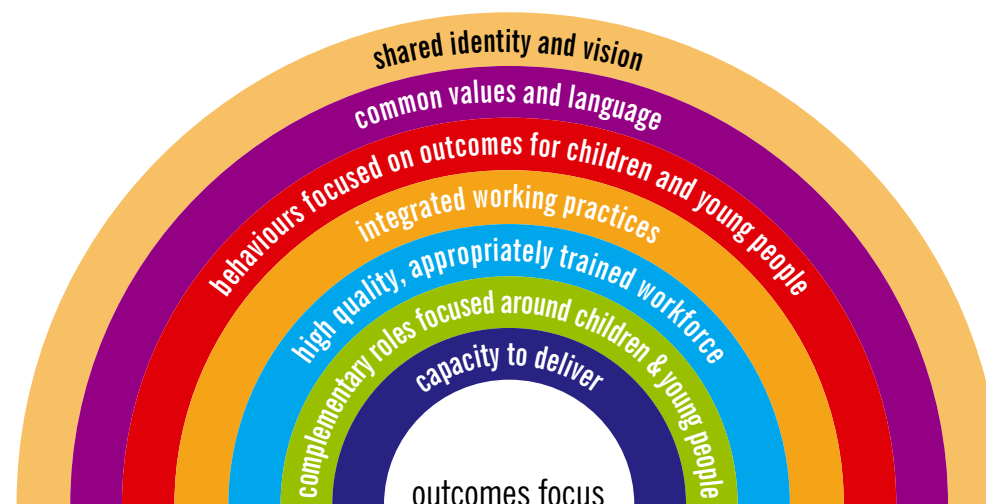


Figure 2 – Creating a world class workforce for children, young people and families.

A Definition of Workforce Reform/Integrated Working:

- Having enough people with the right skills, knowledge and experience working together in flexible ways;
- One workforce with shared values, language and purpose;
- Putting the voice and needs of children, young people and families at the centre of their work, leading to better services and better outcomes;
- Integrated working is where everyone supporting children, young people and their families, work together effectively to put the child at the centre, meet their needs and improves their lives.

The Trust is committed to agreeing and implementing an Integrated Workforce Strategy and Plan that will set the direction of travel for the next 3 years. A specific focus jointly with the LSCB is on ensuring safe recruitment practice is implemented by all by Autumn 2009.

| Year 1 Targets | Years 2/3 Direction of travel |
|--|---|
| <p>Achieve self assessment of integrated working/ workforce reform framework with all partner organisations and tested at the local level.</p> <p>Implement Hear by Rights framework to facilitate participation and meaningful engagement of children and young people and their families (CYPF) in all aspects of integrated working/workforce reform.</p> <p>Develop an agreed and consistent common Children’s workforce dataset.</p> <p>Ensure that local integrated children’s workforce strategies/ plans address and meet the need of providers of Children’s Services in the Third and Private Sectors.</p> | <p>Continue to bench mark progress, identify areas of good practice and/or collaboration required to achieve appropriate standards of integrated working/ workforce reform, focused on identification and early intervention for all children and young people who need additional help.</p> <p>Increased involvement at CYPF in the development and training of the workforce, including in policy and priority planning with the Trust.</p> <p>Improved intelligence on the children and young people’s workforce, based on an increase in the availability of accurate, relevant and comparable data. Implement Action Plan in line with recommendations outlined in the State of the Children’s Workforce DCSF March 2009.</p> <p>Continue to champion the effective inclusion and recognition of the third sector and the volunteer workforce.</p> |

Parallel to this will be establishing the Integrated Common Core Induction programmes that are to be developed and delivered by all partners. The development of skills around ‘work with parents’ will be achieved through the delivery of high quality Parenting/Family Learning programmes.

Workforce reform and successful development of integrated working will be underpinned by the implementation of the National Professional Development Framework for all those leading and managing Children’s Services (DCSF 2008).

The successful delivery of Common Assessment, Multi Agency Prevention Teams, Targeted Youth Support etc are dependent on new approaches, processes, skills and leadership skills that Workforce development and reform is fundamental to. *For more information on the Workforce Development in Cheshire visit cheshireschildren.co.uk*

MP2 Joined up responses and processes including CAF and ContactPoint

The tradition of collaborative working is strong but needs consolidating and clarifying. Our overall approach is consistently to prevent vulnerability through early recognition and action putting the child at the centre of service delivery; and there are good examples of such working within Children's Centres and Youth Inclusion Support Panels. However, these and other arrangements are not systematic or co-ordinated sufficiently for it to be considered a system of prevention and early intervention that is for example capable of delivering Targeted Youth Support.

ContactPoint and the Common Assessment Framework (CAF) are absolutely critical to the development of new approaches to establishing joined up responses and better outcomes. Practitioners will aim to identify at an early stage, any needs which may prevent a child achieving the 5 outcomes described in the Every Child Matters agenda. ContactPoint is designed to be a quick and simple way to enable staff in any of the services working with children to find out who else is

working with an individual child. Staff can then work with the child and family to complete a common assessment (CAF) that identifies needs clearly and helps partner agencies to work together in delivering an agreed support plan. These are new approaches and the expectation is that all agencies in touch with children young people and their families will use and apply them. A workforce analysis has shown that in Cheshire close to 6,000 staff will need training in the use of CAF and ContactPoint and nearly 30,000 will need to be aware of these processes and how they are used across services.

Cheshire is an Early Adopter of ContactPoint; our planned 'Go Live' date, when the system will first be available is October 2008. CAF is already in use in some areas and a programme of cross agency training aims to increase its use significantly from 2008.

Such an overhaul of process needs to be aligned with a reform of how services are organised and from where they can be accessed (see MP4). Children's centres are well on the way to making this reality with our 0-5's and arrangements for children/young people (and their families) aged 5-19 are next.

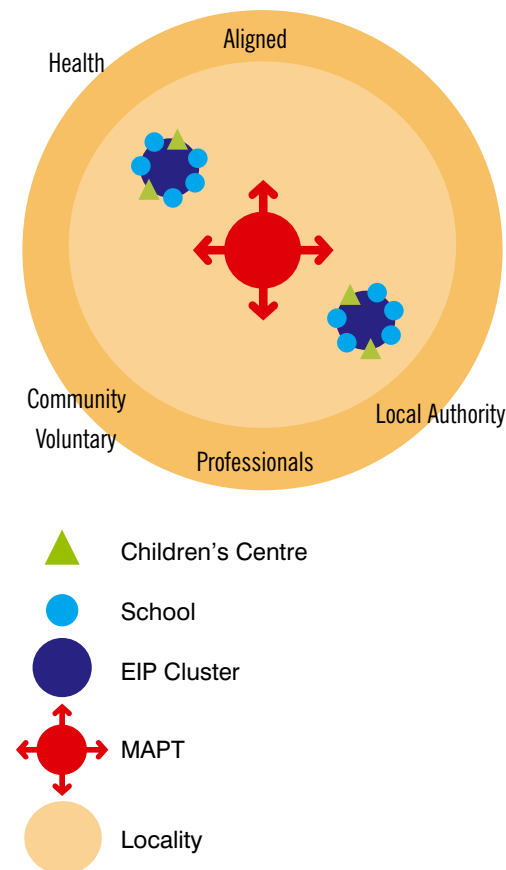
Reform will concentrate on the development of **Multi Agency Prevention Teams (MAPT's)** which will bring together professionals from all sectors targeting children identified through the CAF as vulnerable to poor outcomes. This approach will be the locus for our approach to **Targeted Youth Support**⁹ arrangements.

In the next year this will be developed in the 8 areas with the highest levels of need and referrals to specialist services.

Under the co-ordination of a named individual, each team will become the hub for multi professional responses in the identified areas. Each MAPT member will remain substantively within their host agency but will commit time to MAPT work. MAPT members are likely to include:

- Co-ordinator (FT);
- Connexions Personal Advisers;
- Primary Mental Health Workers;
- Education Welfare Officers;
- School Nurses;
- Learning Mentors;
- Early intervention Family Support Workers;
- Substance Misuse Workers;
- Police Officers.

Multi-Agency Prevention Teams



⁹Targeted Youth Support aims to ensure that the needs of vulnerable teenagers are identified early and met by agencies working together effectively – in ways that are shaped by the views and experiences of young people themselves.

MP3 Voluntary Community and Faith Sector (VCFS) Development

The voluntary sector has an important role to play in enhancing and improving children's lives its contribution is vast across Cheshire with a mixture of paid workers supported by thousands of volunteers giving time to run clubs, groups and activities ranging from the play groups to Cubs and Guides and through to some specialist information advice and support services.

Progress has been significant in the last 12 months. The development of the VCFS Hub for children and families has progressed very well there has been good and growing support from across the sector for the 'principle' and the approach. The Hub now has a broad representative platform, constitution, terms of reference and 2 representatives that sit on the Trust. A development Plan has been agreed that covers financing, communication etc. In response to this Plan the Trust are funding a lead officer to work for the Hub for the next 12 months – a first for Cheshire.

This position complements the continuing Workforce Development Champion for the Private Voluntary and Independent Sector and Faith Sectors.

The lead officer will work on behalf of the Hub and sector (as a whole) to ensure there is positive engagement and representation of views at major planning networks and work streams. This is a small but significant 'net' increase in support for capacity building and engagement although will need more resourcing to ensure the sector can maximise its participation and value in the delivery of improved outcomes.

Associated National Indicators

NI 7 Environment for a thriving third sector



MP4 Children's Centres, Schools and Extended Services

We have described throughout the Plan some of the processes and areas that will be reformed to deliver easier access to integrated help and services. Central to this are the settings that will act as focal and entry points for services and opportunities. Our Children's Centres, Schools and their extended services are pivotal to making access swifter, easier and earlier for children, young people and their families. Of central importance for the next period is the Trust, wherever possible, underwriting the approach for schools and Children's Centres to become the axis for service access and delivery at the community level.

The Children Centre programme is being rolled out nationally in three phases over the period 2004-2011. Phases 1 and 2 of the capital programme have been completed in Cheshire and 31 Children's Centres were designated by March 2008 (in line with government targets and timescales). Children's Centres offer a universal mainstream service principally for children age 0-5 years and their families. However, in line with the statutory duty to improve

the outcomes of all children under 5 and to close the gap between the most disadvantaged and their peers – increased emphasis is placed on reaching out to the more vulnerable children and families. Phase 3 planning is underway with the capital programme due to be completed by March 2011. The provisional government target is a total of 44 Centres (in Cheshire) by 2011. The majority of established Centres are in the West with the lion share of required future development in the East.

For Schools and Extended Services the target is for all families to have access to the full core offer by 2010, which is:

- 1) Quality childcare 8am-6pm all year round;
- 2) A varied menu of activities, including study support;
- 3) Parenting support, including family learning;
- 4) Swift and easy access to a wide range of specialist support services;
- 5) Wider community access to ICT, sports and arts facilities including adult learning.

In the short term 50% of all primary schools and 33% of all secondary schools should achieve the full core offer by September 2008. We are on track to meet this and at Secondary level this checkpoint position has been achieved already.

To deliver the range of services schools are increasingly acting with their Education Improvement Partnership, collaborating to jointly commission services to ensure there is some balance of offer across an area. Swift and easy access and Parenting Support remain the areas of the core offer that are most difficult to set up and sustain and much of the development investment will be targeted at these over the next 3 years. The development of Multi Agency Prevention teams and CAF are instrumental in helping schools deliver this core offer.

Challenges facing the development and sustainability of services delivered through Children's Centres and (extended) Schools are similar if not in scale then type; recruiting sufficient staff with the appropriate skill sets particularly those who can work with families that have the most complex needs, managing joint accommodation and co location of

staff to ensure there are single points of service delivery; setting up data collection and performance management systems to capture impact and outcomes and ensuring there is continuity of offer in a given area between services aimed at children of different ages.

Associated National Indicators

- NI 88 Number of Extended Schools
- NI 109 Number of Sure Start Children Centres

Developing a Joint commissioning approach

To develop this Plan the Trust has applied a commissioning approach that has followed on from the last review of the Children’s Plan. The process moves through the four stages of Analyse, Plan, Do, Review taking account of need, outcomes, services and resources. The ownership and underwriting of the specifications and responses gives the Trust a collective accountability for the priority and the response via a commissioning process and this is a first for Cheshire. The work has been completed largely through the Business Unit and the 5 Outcome Sub Groups of the Trust.

Analyse The priorities covered later have been developed from a mixture of approaches. We have listened to what children, young people, parents, teachers and other professionals have said about how services are organised and delivered, we have acted on a continually refreshed analysis of need that has set out how our population is changing alongside such issues as the extent to which outcomes are improving faster for some children than others. We have also incorporated feedback and guidance from Government departments at a regional and national level.

Plan The Trust has commissioned against each of the priorities a detailed specification that sets out the context and scale of the issues for Cheshire and accompanying challenges. Each specification also incorporates what is expected to be achieved in the next 1-3 years and the proxy indicators for success (including links to the national indicators).

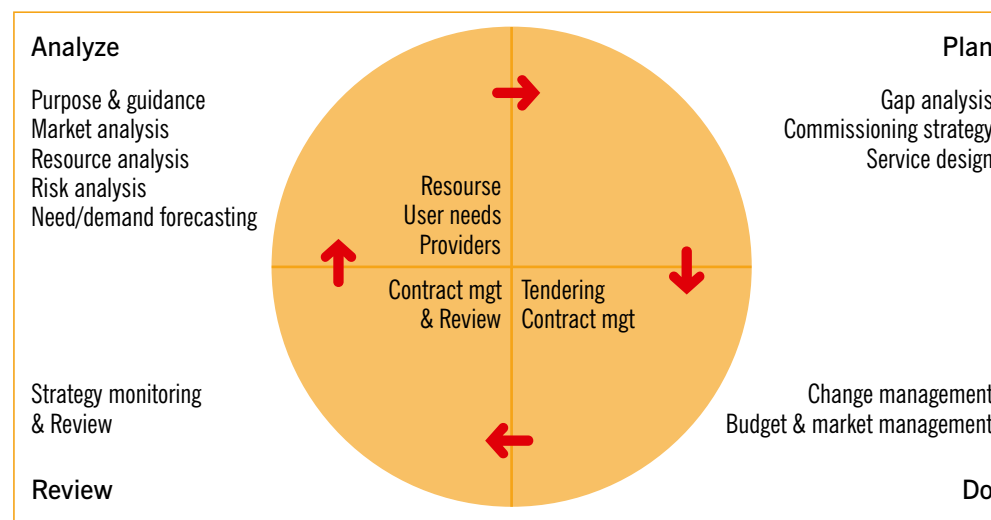
Do In response to each specification a process of review follows – the outcome of each is a multi agency action plan for tackling the issues raised in the specification. For a proportion of these a Turning the Curve (Results Based Accountability) session will be used to shape the next steps.

Review The final stage of the cycle is to ensure there is ‘measurable improvements as a result of what has been put in place. This happens via an appraisal of outcomes and activity. At Trust level a series of report cards against each priority and agreed indicators are presented at regular intervals.

The approach to developing this Plan is a good first step but it remains a priority over the next 6 months for an outline commissioning strategy for the Children and Young People’s Trust to be developed that incorporates:

- 1) A Commissioning model for the Children and Young People’s Trust to apply to redesign and joint investment;
- 2) A competencies/skills review and action plan to ensure the model can be delivered.

Commissioning



Section 4 – Targets and Managing Performance

The Trust is ultimately accountable for the collective performance and the achievement of improved outcomes (albeit) individual agencies and organisations remain responsible for their contribution and performance. The Local Safeguarding Children Board will monitor the effectiveness of collaborative working to safeguard and promote the well-being of children and young people in Cheshire.

The Trust has agreed a set of priorities (covering specific development areas) and work streams (covering management and process) that will be led by the Outcome Sub Groups and other relevant boards and bodies on the Trusts behalf. Their role is to make sure that there is appropriate partnership working in relation to their focus and achievement.

The Government will use the new National Indicator Set, the NHS Outcomes Framework, Local Area Agreements and Comprehensive Area Assessments to monitor our progress and accordingly Outcome and output targets are where possible are being developed in line with the National Indicators for Children and through the new Local Area Agreement. Targets in the Local Area Agreement include:

- Reducing the rate of teenage conceptions;
- Reducing the rate of obesity;
- Young people not engaged in education, employment or training;
- Statutory education targets;
- Substance misuse;
- Positive Activities;
- First time entrants to Youth Justice Service.

A summary of the Children's Local Area Agreement Targets is in Appendix 5.

Quarterly exception reports can be made to the Trust and there is an expectation more detailed progress updates at least 6 monthly. These outline briefly progress, risk management and the identification of further actions needed to achieve agreed outcomes.

Each Outcome area will create a simple report card that sets out the annual targets and expectations for their group of priorities; these will combine to create an overall report card for the Trust and are available at cheshireschildren.co.uk

Acknowledgements

Thanks go to the many individuals from lots of different services and agencies that have made contributions to this Plan. Particular recognition should go to the Chairs and members of the 5 Outcome Sub groups who are responsible for much of the content.

Thanks also to all the children and young people that have given up their time to participate in consultations and events, especially those whose faces and views are featured throughout.

Appendix 1

The Cheshire Children and Young People's Trust

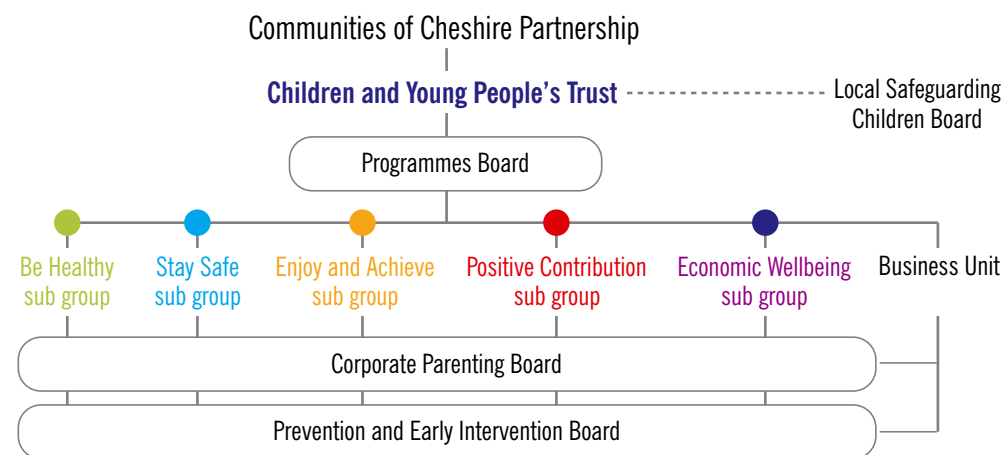
Cheshire's Children and Young People's Trust is a partnership of Statutory and Voluntary agencies, operating under the leadership of the County Council to fulfil the Children's Act 2004 'duty to cooperate' requirements. There are 5 core expectations of the Children's trust and they are:

- 1) Child-centred, outcome-led vision: the formulation of a compelling outcome-led vision for all children, young people and their families.
- 2) Integrated front line delivery: delivery organised around the child, young person or family rather than professional boundaries or existing agencies.
- 3) Integrated processes: effective joint working is sustained by a common language and shared processes. This includes the use of the Common Assessment Framework, ContactPoint across agencies, effective information sharing arrangements and the re-engineering of other local processes and procedures to support joint working.

4) Integrated strategy (joint planning and commissioning): joint assessment of local needs; integrated planning to prioritise areas for action; and joint commissioning of services from a range of providers supported by pooled or aligned budgets.

5) Inter-agency governance: the cornerstone must be the creation of a strong integrated governing board or structure representing all key delivery partners who work to improve the outcomes of children and young people.

Shown in the table right is a list of the Cheshire Children and Young People's Trust membership on 1 April 2008. A full breakdown of the duties and responsibilities of the Trust are set out in the Governance arrangements available at cheshireschildren.co.uk



| | |
|--|--|
| Cheshire County Council | Joan Feenan Director Children's Services (CHAIR) |
| Cheshire County Council | Cllr David Rowlands Lead Member for Children |
| Ellesmere Port Borough Council | Philip Hearfield Director of Operational Services |
| Macclesfield Borough Council | Helen Rowley Deputy Chief Executive |
| Chester City Council | Paul Gover Cultural & Communities Manager |
| Vale Royal Borough Council | Cathy Boyd Head of Strategic Partnerships |
| Congleton Borough Council | John Gerring Head of Healthy Communities |
| Crewe and Nantwich Borough Council | Su Turner Deputy Chief Executive |
| Association Primary Head Teachers (CAPH) | Val Cotterill CAPH Chair |
| Association Secondary Head Teachers (CASH) | Bill Evans CASH member |
| Association Special School Head Teachers (CASSH) | Dave Calvert CASSH Chair |
| Cheshire Association of Governors | Peter Gaskell |
| Cheshire Fire & Rescue Service | Philip Hales Community Safety Manager |
| Voluntary, Community and Faith Sector Hub (VCFS) | Dave Packwood Cheshire Youth Federation Chief Executive. Sue Conway VISYON Manager |
| Cheshire County Council Children's Services | Anne Goldsmith County Manager Social Care Linda Brown County Manager Inclusion & Education Sue Egersdorff County Manager Children & Families |
| Cheshire Police | Garry Shewan Assistant Chief Constable |
| Cheshire Police Authority | Moira Chapman Board member |
| Learning & Skills Council | John Barber Partnership Director |
| Connexions Cheshire & Warrington | Steve Hoy Chief Executive |
| Central and Eastern & Western Cheshire PCT | Neil Ryder Joint Commissioning Director |
| Western Cheshire PCT | Lizzie Wiffen Non-Executive Board Member |
| Central and Eastern Cheshire PCT | Dr Iain Purchase Non-Executive Board Member |
| Public Health | Wendy Meredith Director of Public Health |
| Drug Area Action | Tom Knight Manager |
| Cheshire Colleges Consortium | Meredydd David Principal Reeseheath College |



Appendix 2

Mandatory requirements

The Children and Young People's Plan Regulations 2007 place a duty to provide statements in the Plan as to how they intend to deliver improvements for children, young people and families across the five outcomes with an additional specific reference to:

1) The integration of services and arrangements for early intervention and preventative action

Throughout the Plan there are clear references to the way in which the integration of services provided by all relevant partners should improve the well-being of children and young people. Our approach goes across the spectrum of need and services from universal to specialist. The intention is that over the lifetime of this Plan there will be a step change in the arrangement of services particularly for those targeting vulnerable children. The process of identifying and assessing need will be integrated through CAF and ContactPoint and then along this spine of process there will be a mixture of targeted support through Multi Agency Prevention Teams and a blending of universal and targeted provision via extended services, children's Centres and Integrated youth Support. Our schools will be central to the identification and delivery of the new arrangements.

2) Arrangements to safeguard and promote welfare (under section 11(2) of the Children Act 2004

The Local Safeguarding Children Board (LSCB) represents the all significant organisations that provide services to children and families. It is not a sub group or peer of the Children's Trust and has a level of independence to enable it to hold the Trust and its members to account regarding safeguarding. The priorities and Business of the LSCB are outlined in the Children's Plan and there is a memorandum of understanding between the 2 setting out reporting and business links.

The LSCB has representation from the County and District Councils, the Health Service, Police, Youth Offending Team, Connexions, local Probation Service, Third Sector and the Children and Family Courts Advisory and Support Service. Their objectives is to co-ordinate and ensure the effectiveness of work that is done in safeguarding and promoting the welfare of children and young people under age 18 in Cheshire.

The vision of the LSCB is shared with the Children's Trust; that all children and young people have the right to: be healthy, happy, valued and respected, to have high aspirations for their future, and in order to achieve these things, they must also feel safe and loved.

A key objective is to support parents, carers and families in providing safe and stable homes for children and young people. Children and young people also need to feel safe as they go about their work in schools and colleges and whilst undertaking leisure and recreational activity in our leisure centres, extended schools, parks and sports clubs etc. In order to help achieve this, the LSCB will co-ordinate and monitor the effectiveness of work undertaken in ensuring that children and young people are: safe from maltreatment, neglect, violence and sexual exploitation and will support organisations that provide services to reduce the likelihood of children and young people suffering:

1. Accidental injury and death;
2. Bullying and discrimination;
3. Crime and anti-social behaviour in and out of school.

The LSCB will also ensure that all organisations that have a responsibility for supporting families in providing security, stability and care for children and young people are effective in the services that they provide. In order to oversee and support this work, the LSCB have a number of sub groups, each chaired by a Board Member, who will be accountable to the Board for the work of that group. The sub groups are:

Engaging partners and community

This sub group supports organisations that have a duty to make arrangements to safeguard and promote the welfare of children and young people (Section 11 of the Children Act 2004), and will also provide information to families and the community generally about improving children and young people's safety.

Policies and procedures

This sub group ensures that there are effective policies and procedures in place for all organisations who are working in the field of safeguarding children and young people and ensure that those at greatest risk of harm are responded to quickly and effectively.

Performance management and quality This sub group monitors the key performance indicators in relation to the work of the LSCB and partner organisations in keeping children and young people safe, and will also commission audits and other pieces of work to monitor the effectiveness of what is done. This will include reviews of cases when a child or young person has been seriously harmed.

Training and development

This sub group ensures that there is an effective training plan in place so that all those working with children and young people receive appropriate information and training in line with their needs and responsibilities.

For more information:
[www.cheshire.gov.uk/
socialcareandhealth/children/LSCB](http://www.cheshire.gov.uk/socialcareandhealth/children/LSCB)

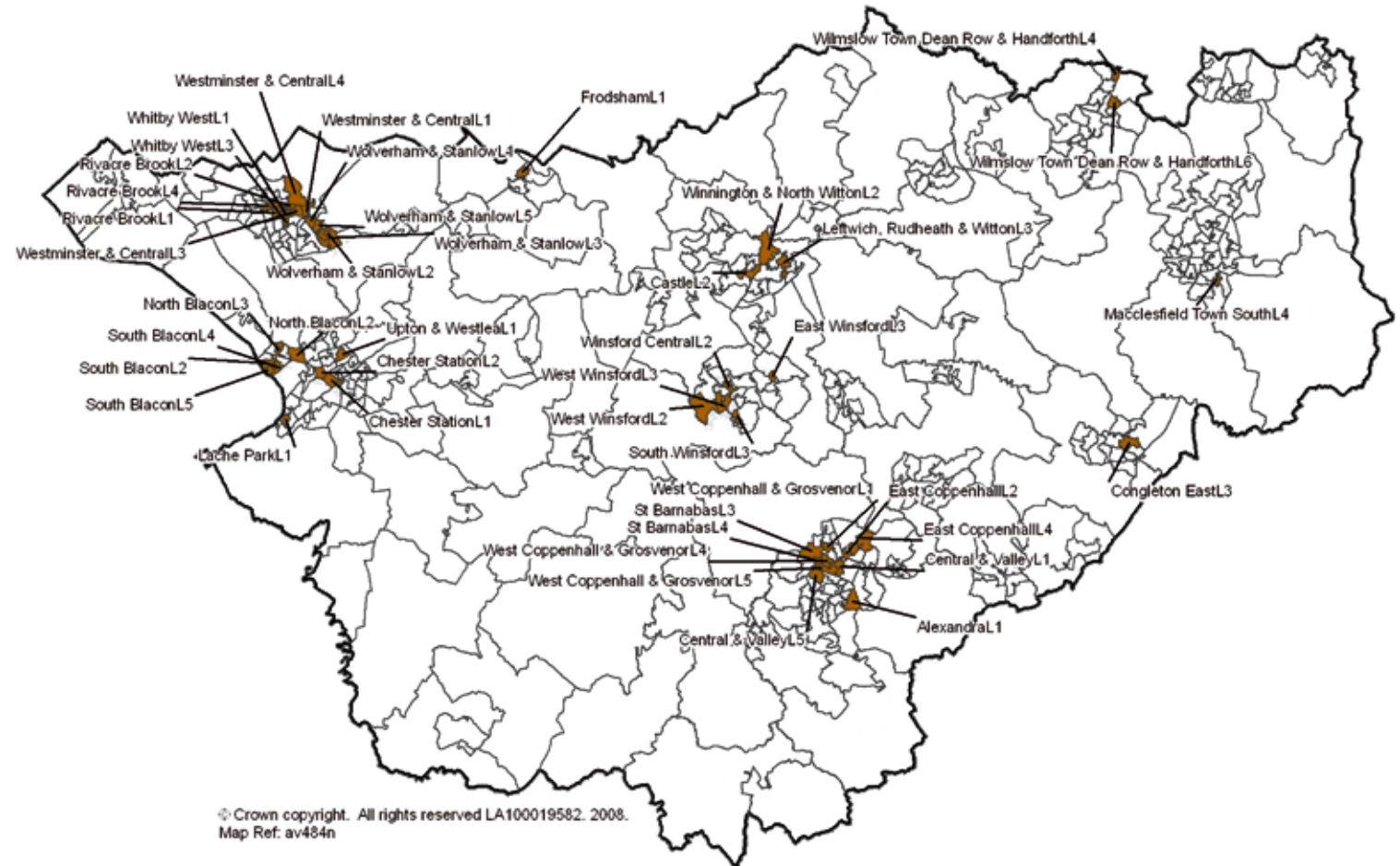


Appendix 3

Index of Multiple Deprivation 2007 by Lower Level Super Output Area:

Cheshire has 44 areas falling within the 20% most deprived areas in England. This compares to 39 in 2004. It is valid to compare super output areas across this index. However, caution must be used when comparing values (including ranks) between this and the previous IMD 2004

Overall Lache Park L1 ranked 363 nationally makes it the most deprived Cheshire LLSOA. More information, including individual domain details can be found on lilac.cheshire.gov.uk



| LLSOA | District | National 2007 Rank | Cheshire 2007 Rank |
|--------------------------------|-------------------------|--------------------|--------------------|
| Lache Park L1 | Chester | 363 | 1 |
| South Blacon L5 | Chester | 606 | 2 |
| West Winsford L2 | Vale Royal | 888 | 3 |
| Westminster & Central L4 | Ellesmere Port & Neston | 1,021 | 4 |
| North Blacon L3 | Chester | 1,679 | 5 |
| North Blacon L2 | Chester | 2,258 | 6 |
| St Barnabas L3 | Crewe and Nantwich | 2,459 | 7 |
| West Winsford L3 | Vale Royal | 2,767 | 8 |
| West Coppenhall & Grosvenor L4 | Crewe and Nantwich | 2,848 | 9 |
| East Winsford L3 | Vale Royal | 2,970 | 10 |
| Wolverham & Stanlow L2 | Ellesmere Port & Neston | 3,017 | 11 |
| West Coppenhall & Grosvenor L1 | Crewe and Nantwich | 3,148 | 12 |
| Leftwich, Rudheath & Witton L3 | Vale Royal | 3,443 | 13 |
| Alexandra L1 | Crewe and Nantwich | 3,633 | 14 |
| Rivacre Brook L2 | Ellesmere Port & Neston | 3,658 | 15 |
| Central & Valley L1 | Crewe and Nantwich | 3,664 | 16 |
| Wolverham & Stanlow L1 | Ellesmere Port & Neston | 3,683 | 17 |
| South Blacon L4 | Chester | 3,716 | 18 |
| Winsford Central L2 | Vale Royal | 3,775 | 19 |
| East Coppenhall L2 | Crewe and Nantwich | 3,991 | 20 |
| St Barnabas L4 | Crewe and Nantwich | 4,212 | 21 |
| Wolverham & Stanlow L5 | Ellesmere Port & Neston | 4,311 | 22 |
| Wolverham & Stanlow L3 | Ellesmere Port & Neston | 4,326 | 23 |

| LLSOA | District | National 2007 Rank | Cheshire 2007 Rank |
|---------------------------------------|-------------------------|--------------------|--------------------|
| Rivacre Brook L4 | Ellesmere Port & Neston | 4,561 | 24 |
| Westminster & Central L1 | Ellesmere Port & Neston | 4,810 | 25 |
| Macclesfield Town South L4 | Macclesfield | 4,978 | 26 |
| Whitby West L1 | Ellesmere Port & Neston | 5,004 | 27 |
| South Winsford L3 | Vale Royal | 5,132 | 28 |
| Whitby West L3 | Ellesmere Port & Neston | 5,340 | 29 |
| South Blacon L2 | Chester | 5,342 | 30 |
| Chester Station L1 | Chester | 5,634 | 31 |
| Wilmslow Town Dean Row & Handforth L4 | Macclesfield | 5,639 | 32 |
| Upton & Westlea L1 | Chester | 5,678 | 33 |
| West Coppenhall & Grosvenor L5 | Crewe and Nantwich | 5,725 | 34 |
| Central & Valley L5 | Crewe and Nantwich | 5,753 | 35 |
| East Coppenhall L4 | Crewe and Nantwich | 5,868 | 36 |
| Rivacre Brook L1 | Ellesmere Port & Neston | 5,869 | 37 |
| Winnington & North Witton L2 | Vale Royal | 5,921 | 38 |
| Chester Station L2 | Chester | 5,926 | 39 |
| Wilmslow Town Dean Row & Handforth L6 | Macclesfield | 5,955 | 40 |
| Westminster & Central L3 | Ellesmere Port & Neston | 6,022 | 41 |
| Frodsham L1 | Vale Royal | 6,091 | 42 |
| Congleton East L3 | Congleton | 6,235 | 43 |
| Castle L2 | Vale Royal | 6,407 | 44 |

Appendix 4

Glossary

- BESD – Behavioural Emotional and Social Difficulties
- CAF – Common Assessment Framework
- CAMHS – Child and Adolescent Mental Health Services
- CCC – Cheshire County Council
- CCYPT – Cheshire Children and Young People’s Trust
- DCSF – Department for Children, Schools and Families
- DV – Domestic Violence
- EET – Education, Employment or Training
- EIP – Education Improvement Partnerships
- EWO – Education Welfare Officer
- EWS – Education Welfare Service
- FFTB – Fischer Family Trust Benchmark
- FTE – First Time Entrants
- GONW – Government Office Northwest
- IMD – Index of Multiple Deprivation
- IRO – Independent Reviewing Officers
- IYSS – Integrated Youth Support Service
- JAR – Joint Area Review
- LA – Local Authority
- LAA – Local Area Agreement
- LDD – Learning Difficulties and Disabilities
- LSC – Learning and Skills Council
- LSCB – Local Safeguarding Children’s Board
- LSP – Local Strategic Partnership
- MAPT – Multi Agency Prevention Team
- NEET – Not in Education, Employment or Training
- NWIN – Northwest Improvement Network
- PAYP – Positive Activities for Young People
- PCT – Primary Care Trust
- PEP – Personal Education Plan
- PHSE – Personal, Social and Health Education
- PSED – Personal Social Emotional Development
- SCIE – Safeguarding Children in Education Team
- SEN – Special Educational Needs
- TLC – Transforming Learning Communities
- TP – Teenage Pregnancy
- TTS – Targeted Youth Support
- VCFS – Voluntary, Community and Faith Sector
- WBL – Work based learning
- YIP – Youth Inclusion Programmes
- YISP – Youth Inclusion Support Panels
- YOT – Youth Offending Team
- YP – Young People

Appendix 5

Cheshire Local Area Agreement Targets for Children and Young People

| Outcome | LAA Targets | Area | Baselines | Improvement Targets | | |
|-------------------------------------|--|--------|---|---------------------|---------|---------|
| | | | | 2008/09 | 2009/10 | 2010/11 |
| Be Healthy | NI 56 Obesity in primary school age children in Year 6 (DCSF DSO) | C/wide | (2007) 17.1% | 17.3% | | |
| | | West | (2007) 17.9% | 17.9% | 17.8% | 17.8% |
| | | East | (2007) 16.7% | 16.7% | 16.5% | 16.2% |
| Make a Positive Contribution | NI 110 Young people's participation in positive activities (PSA 14)* (SEE FOOTNOTE '1' BELOW) | C/wide | TBC in the Tell Us Survey Autumn 2008 | TBC | | |
| | | West | | TBC | TBC | TBC |
| | | East | | TBC | TBC | TBC |
| Make a Positive Contribution | NI 111 First time entrants to the Youth Justice System aged 10-17 (PSA 14) (SEE FOOTNOTE '2' BELOW) | C/wide | (2007/08) 1078 | TBC | | |
| | | West | (2007/08) 557 | TBC | TBC | TBC |
| | | East | (2007/08) 521 | TBC | TBC | TBC |
| Make a Positive Contribution | NI 112 Under age conception rate (PSA 14) | C/wide | Baseline 1998 and progress at 2007 is minus 15% | - 32% | | |
| | | West | | | TBC | TBC |
| | | East | | | TBC | TBC |
| Make a Positive Contribution | NI 115 Substance misuse by young people (PSA 14) (SEE FOOTNOTE '1' BELOW) | C/wide | TBC in the Tell Us Survey Autumn 2008 | TBC | | |
| | | West | | | TBC | TBC |
| | | East | | | TBC | TBC |
| Achieve Economic Wellbeing | NI 117 16 to 18 olds who are not in education, employment and training (NEET) (PSA 14) | C/wide | (2007) 4.7% | 4.5% | | |
| | | West | (2007) 4.2% | 4.1% | 4.0% | 3.9% |
| | | East | (2007) 5.2% | 4.8% | 4.4% | 4.1% |

FOOTNOTES:

- NI 110 and NI 115: data for these indicators will not be available until December 2008 and targets will be negotiated at December refresh 2008/09.
- NI 111, the Youth Justice Board data for this indicator will not be made available until December 2008 and targets will be negotiated at December refresh 2008/09.



Further information

For more copies of the Plan or information on any aspect of the contents please contact **Rick Howell – 01244 973228** or rick.howell@cheshire.gov.uk

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