



Tuesday, 22 January 2013 commencing at 9.00 am

Professional Excellence Centre, Acre Lane, Bromborough

09:00 Apologies and Introductions

09:05 Declarations of Interest

09:10 Minutes of the Last Meeting (Pages 1 - 6)

Chair

09:20 Health Visitor Development Plan and Family Nurse Partnership

Viv Harrison
Ann Buckley

09:50 Safeguarding Board - Quarterly Update (Pages 7 - 8)

Dennis Charlton

10:05 Child Poverty

Bev Morgan

10:20 BREAK

10:35 Integrated Behaviour Strategy (Pages 9 - 30)

Stephen Dainty

10:55 Commissioning Update (Pages 31 - 34)

Maureen McDaid

11:10 Positive Contribution Group Annual Update (Pages 35 - 42)

Maureen McDaid

11:35 Children's Workforce Training Needs Analysis (Pages 43 - 72)

Sue Blevins

11:55 Any other business

Date and time of next meeting: Tuesday, 26th March 2013 (Rearranged from 19th March)

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Minutes of the meeting held on Tuesday, 27th November 2012

Present: Cllr T Smith (Chair), Cllr C Meaden, Cllr W Clements, K Podmore, J Owens, L Loughran, B Morgan, S Dainty, S Patterson, V McGee, M Kilcoyne, L Birch, J Hassall, R Longster.

In Attendance: N Clarkson, Julie Lamin, D Robbins, C McKenna, J Pryce, P Rice, L Tomlinson, F Allen, E Hartley

1.0 APOLOGIES AND INTRODUCTIONS

Apologies: S Brown, J Martin, G Robinson.

2.0 DECLARATIONS OF INTEREST

Cllr C Meaden noted that her daughter works for the Children and Young People's Department.

3.0 MINUTES OF THE LAST MEETING

Minutes of the meeting of 25 September 2012 – no matters arising.

Resolved: The minutes were agreed as a true record.

4.0 SAFEGUARDING UPDATE

C McKenna presented the regular safeguarding update. The consultation for the new working together documents ended in September and the publication of the final documents are expected. Considerable change is expected.

Changes to criminal records and barring arrangements came into effect in September with further changes in December. The Government has issued a leaflet to explain the changes for organisations working with young people. C McKenna would send a policy briefing to the board members for further information.

J Owens asked for clarification regarding CRB checks and the responsibilities for schools.

C McKenna was asked by the board to ensure that once available further information was provided to the board including a specific briefing for schools.

D Robbins outlined the WSCB Quality Assurance Framework which is designed to allow the board to monitor and measure the quality and impact of safeguarding services.

J Owens noted that the WSCB schools membership was out of date on the webpage. D Robbins said he would ensure it was updated.

D Robbins also outlined Safeguarding Training needs analysis now being rolled out to determine precisely what training is needed for the children's workforce.

C McKenna outlined that work was ongoing in Wirral to review children at risk of sexual exploitation, with the development of a local child action plan and local work through Barnardos.

J Hassall noted that in the main Wirral children stay in Wirral which means they can be monitored effectively. The issues in other Local Authorities often occur when children are placed out of borough in children's homes. There is no complacency and there is continuous scrutiny on the monitoring arrangements for these vulnerable young people.

Work is also under way regarding runaways, in the main Wirral children run away to big cities. Return interviews are carried out in order to address the issues causing the behaviour. To date the numbers of children involved in return interviews is relatively low so this is being addressed. The resulting action plan from the work would be shared with the board once complete and will be under the scrutiny of the WSCB.

The board was updated on the progress regarding critical incident reviews and serious case reviews.

Resolved: That the Board noted the report.

5.0 REPORT FROM WIRRAL CHILDREN'S TRUST AND WIRRAL SAFEGUARDING CHILDREN BOARD EVENT: BEYOND MUNRO – DEVELOPING EARLY HELP SERVICES

The purpose of the day was to facilitate discussion and development on establishing a shared vision and understanding on what an early help offer would look like for Wirral children and their families.

A range of partners attended the event which was facilitated by Professor Jan Horwarth. A range of key points from the presentations were outlined. C McKenna noted that development work was underway regarding a 'gateway' approach with clear differentiation of early help and early intervention.

J Hassall noted that the approach was being refined in order to ensure families at the right level of need were being effectively supported and that the right type of early help could be provided.

C McKenna outlined the next steps and that further consultation would be carried out with partners in driving the developments. A further paper will be brought to a future board.

Cllr Smith noted that the pyramid of need diagram circulated at the event was very useful and requested it was sent again to the board for reference.

Resolved: That the Board noted the report and approved the planned next steps.

6.0 INTENSIVE FAMILY INTERVENTION PROJECT

E Hartley presented the report. The government has estimated that troubled families cost the public approximately £75,000 each per year. The criteria for identification as a troubled family have been identified as involvement in criminal or anti-social behaviour, a member of the family in receipt of out-of-work benefits and a child with attendance at school less than 85%. Wirral will work with 900 families from now until 31 March 2015. Full payment by results is achieved from impacting on all three criteria.

In year one the target is to work with 260 families. 77 families are currently involved with existing Family Intervention Project provision and 20 have achieved positive results to date. The first phase will focus on 80 families in the Seacombe area. The approach builds on successful interventions that have been used before. Staff will be working differently with key workers, fast tracked interventions, family sanctions and family role model service. The approach will also support community development through a range of partners. S Patterson noted that the seconded Fire and Rescue Service Staff was part of the team and would be working directly with families.

Wirral recently hosted a troubled families review day involving Louise Casey and Radio 4. Wirral Families who had been involved in previous family intervention work supported the approaches planned for Wirral and outlined how they had worked for them.

J Hassall noted how this project would influence the development of preventative services and early help offer on Wirral.

The board expressed their endorsement of the project and was encouraged by the developments made to date. They requested that the work was communicated across the partnership. E Hartley noted that a series of events was planned to demonstrate the planned work and that dates would be communicated when finalised.

Resolved: That the Board noted the report.

7.0 TEENAGE PREGNANCY PROGRESS UPDATE

At the March Board meeting the board had requested an update on teenage pregnancy at the November meeting. Lucy Tomlinson and Fiona Allen (Joint Teenage Pregnancy Coordinators) presented the report.

The most recent local data indicates that there has been a reduction in the number of under 18 pregnancies in quarter two. In addition there has been a reduction in the rate of conceptions in 14 and 15 year olds. This may signify that the additional investment in sexual health services in schools is having an impact in Wirral. The progress and challenges as outlined in the report were discussed.

V McGee asked about the intelligence available regarding the reasons for maintaining pregnancy. F Allen responded that there was still a lack of awareness around sexual health in some girls. J Pryce noted that this area was also about conception related to the number who do not continue with pregnancy and that provision of information was important. F Allen noted that a study had been undertaken to ensure root causes could be addressed and that this would be produced as a report which could be provided to a future board meeting.

Cllr Meaden agreed that communication was important for children and young people and that providing aspiration and role models for families would help some young people.

Cllr T Smith noted that £22 m health funding was coming into the Local Authority and this provided an opportunity to ensure priority areas are clearly identified and that all partners were fully engaged.

Resolved: The board noted the good progress made as outlined in the update. The board agreed to continue to support the targeted reduction in the under-18 conception rate of 2-3% for 2013 to 2015 and would support ensuring this area remains a priority despite budget constraints.

8.0 RISK TAKING BEHAVIOUR INTERVENTION TOOLS

A presentation - brief intervention tools as a behavioural change method for use with young people around risk taking behaviour was presented to the board by Pat Rice - Response Manager and Jayne Price - Relationships and Sex Education Curriculum and Policy Lead, NHS Wirral.

Individual engagement in risky behaviours can be influenced by a number of factors including low self esteem, lack of knowledge about the risks, lack of skills (e.g. using condoms), lack of negotiation skills (e.g. refusing sexual activity, alcohol & drugs) and the attitudes and prejudices of society which can affect access to services.

Brief, opportunistic interventions have been found to be successful in a range of areas including reducing excessive drinking and alcohol-related risk in young drinkers, reducing the incidence of STIs, increasing condom and contraception use, increasing the number of individuals screened for Chlamydia and reducing conceptions among under 18s.

The tools that have been developed not only address the consequences of risky sex and alcohol use, but also helps identify components of respectful relationships will also impact on young people's vulnerability to sexual exploitation and abusive relationships. As the tools are for both alcohol, and sex and relationship health, frontline workers will link the two in their work with young people which gives a holistic approach to tackling these important areas.

Brief Interventions are based on motivational interviewing and positive psychology approaches which means the conversations are based on a positive discussion, rather than judgemental and negative approaches which do not engage young people. They provide an opportunity for young people to consider their lifestyle habits which could impact negatively on their health, provide advice and encouragement, involve support for those who want to change and are delivered in a short time and friendly style.

The tools had been very well received by young people and their feedback had developed their use. Further developments include a parent guide and smart phone applications. The importance of training staff to use the tools and ensuring the project is sustainable was also outlined.

Public money has been used to develop these evidence based tools-but there is a danger in the changing climate that such tools will be lost. Public Health has made a commitment that by May 2012 an external evaluation of the toolkits and how they are used by workers will be completed. This will inform a suggested action plan for future commissioning of brief interventions around risk taking for young people and suggest ways to embed the tools and training for frontline staff within practice and policy.

K Podmore wanted to ensure that the toolkits were used across all sixth forms and colleges

J Owens thought the toolkits were very useful and invited Jayne Price to address School Governors to ensure good communication about the tools across the whole school community.

Cllr Smith thanked Jayne and Pat for a very informative presentation and noted the good impact this work had delivered for Wirral's young people.

Resolved: The presentation was noted.

Follow up work would be carried out by the presenters with board members:

K Podmore to ensure the toolkits were communicated in Birkenhead Sixth Form and Wirral Metropolitan College.

J Owens to carry out a communication session with Wirral Governors.

9.0 ENJOY AND ACHIEVE STRATEGY GROUP ANNUAL REPORT

S. Bellerby tabled the report, he noted that he would summarise key areas and referred the board to the full report which included more detail including case studies of good practice. The report was drawn from contributions from across the strategy group.

Focus was drawn to the educational attainment in all key indicators which had shown improvement in 2012, with the best ever Wirral results. Wirral had exceeded the Fischer Family Trust D level estimates (the top 25% nationally) for the first time at Key Stage Four. There were currently no Wirral schools in an OFSTED category which was a great achievement. In addition the Education Quality traded service set up in partnership with schools had gone from strength to strength, supporting schools to continue to maintain high standards.

There were also areas of continued focus regarding the attainment of Looked After Children and those eligible for free school meals. Behaviour issues in some primary schools had emerged and the Council was working with schools to develop a behaviour strategy, this would be presented at the next Board.

The changing national landscape regarding funding, the development of academies and the relationship of schools with the Local Authority were all areas that would require continuous scrutiny to ensure that the needs of all Wirral children were championed by the Local Authority.

Cllr T Smith thanked S Bellerby for the comprehensive report and was pleased to note the continued education progress made by Wirral's children and the understanding of the challenges that remained.

K Podmore noted that it would be helpful to have some Key Stage Five analysis in future reports. S Bellerby agreed that could be added in the future.

Resolved: The board endorsed the report.

10.0 QUARTER TWO PERFORMANCE REPORT

N. Clarkson presented the report and drew attention to performance headlines including the best ever educational attainment results in 2012. In addition all Child Protection Plans were renewed within required timescales.

The indicators that had not achieved the quarter two targets were outlined and corrective action put in place to address areas of underperformance was highlighted.

Resolved: The report was noted.

11.0 WIRRAL COUNCIL BUDGET OPTIONS

J Hassall presented the paper to the board and outlined the serious budget position facing Wirral Council. A range of options had been put forward for consultation.

Cllr Meaden emphasised that the Council was very keen for all stakeholders to get involved in the consultation process to ensure all proposals were fully scrutinised before decisions were taken.

Due to the range of the proposals the board proposed that an additional session was arranged in order to fully discuss the proposals in more detail and to provide a Board response to the consultation. An early evening session would be arranged and the invitation circulated to the board.

Resolved: The board recognised the difficult decisions that would be required regarding the current budget situation and requested an additional board meeting was convened.

12.0 ANY OTHER BUSINESS

There were no notifications of any other business.

DATE AND TIME OF NEXT MEETINGS

Tuesday, 22nd January 2013

Tuesday, 26th March 2013 (Rearranged from 19th March)

Tuesday, 21st May 2013

Tuesday, 16th July 2013

WIRRAL CHILDREN'S TRUST BOARD – 22nd January 2013

Wirral Safeguarding Children Board (WSCB) report to the Children's Trust

1.0 Background

1.1 This report forms part of a regular update from the WSCB to the Children's Trust Board on key developments locally and nationally on regulatory reform, updates on progress on local Serious Case Reviews and key challenges for the partnership and agencies.

2.0 National Drivers and reform

2.1 The Government announced, through the Children's Minister, a revision of the national framework for protecting children and Professor Eileen Munro was commissioned to undertake this national review. The work was complete over a two year period and concluded in May 2012 with a revision of Working Together to Safeguard Children which was concluded in September 2012 following consultation with LSCB's and other bodies. The Government signalled its intention to reduce the length of statutory guidance and to reform evaluation of statutory Serious Case Reviews by terminating Ofsted evaluation of these and a move towards systems learning as an alternative model of learning. LSCB's are still awaiting the final response from the Government on Working Together which has not as yet been re-issued. In the meantime Wirral LSCB has left the procedures in place whilst full consideration is given to changes anticipated through Working Together.

One of the significant implications anticipated in the new guidance is the ending of many of the existing child protection procedures and processes. There are, for example, no set timescales for assessments to be completed, leaving any timescales and processes subject to local arrangements. Whilst this local flexibility is welcomed, it will mean that there will need, to be in place, a clear understanding of the standards that all workers are following.

2.2 Child Sexual Exploitation work

2.3 The Government required LSCB's to develop a local action plan and review the arrangements for children at risk. WSCB developed an action plan for CSE work locally and across Merseyside where the police have a broad footprint covering five LSCB's. Whilst work is developing in this area Wirral CYPD have been commissioning Barnardos for several years to work with young people who have been identified as being sexually exploited. In terms of promotional and preventative work the action plan outlines the development of leaflets and materials, already used by Barnardos nationally, for parents, young people and professionals. Agencies within the CSE sub-group are reviewing the current service model for children who run away and those at risk of sexual exploitation in order for intelligence to be shared more immediately through the development of a Multi-Agency Safeguarding Hub, known as MASH, and the availability of front line staff to respond more flexibly outside of traditional office hours.

Serious concerns emanating from large-scale sexual exploitation, as evidenced in the Savile disclosures and the Rochdale investigations, are likely to have a significant impact on how agencies respond to sexual abuse allegations, particularly when there is

systematic grooming. There are likely to be a number of formal Reviews undertaken in relation to both of these scenarios that will impact on intelligence gathering and sharing of information, as well as forms of intervention.

2.3 Multi-Agency Safeguarding Hub (MASH)

The MASH development for Wirral is being considered through initial discussions lead by Merseyside Police. Considerable capacity is required by agencies to shift resources to facilitate improved information sharing and analysis at point of contact and referral. In addition the Intensive Family Intervention Project (IFIP) is developing a similar model of data sharing and this work needs to be developed alongside that of the MASH. The LSCB will be required to agree the MASH model and the Children's Trust will need to enable agencies to review current information sharing protocols and anticipate changes and challenges associated with this development. Once the LSCB has agreed a model of MASH for Wirral the Children's Trust will be presented with a work plan.

2.4. Serious Case Review- Child G

The submission date for this review has been moved to the 31st January 2013, two months extra than the six months required. This has been due to the significant work required and the capacity of two agencies to allocate Individual Management Review authors. The LSCB will need to consider how to improve release of senior staff to complete SCR's within the nationally prescribed timescales and inform the Children's Trust if there are commissioning issues that requires these to be addressed. An action plan will be agreed on the learning required from this review and published.

2.5 There is a requirement that LSCB's publish their completed Serious Case Review in full (in redacted form). This is intended to ensure that there is accountability for agencies working with children and their families in these cases. Recent statements from Government Ministers suggest that this requirement will be more robustly monitored by the Department of Health and that very few exceptions to full publication will be permitted.

3.0 Recommendations:

That Wirral Children's Trust Board notes the report.

Report Authors:

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Title: Independent Chair WSCB

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WIRRAL CHILDREN'S TRUST BOARD

22nd JANUARY 2013

Behaviour Strategy

1.0 Background

It was outlined in the Children and Young People's Plan 2012/13 that a revised Behaviour Policy should be produced in partnership with all Wirral schools including those with specialist provision by March 2013.

The aim of the strategy is to improve the social, emotional and behaviour skills of children and young people, raising their standards of achievement and enhancing educational inclusion. The refresh of the strategy has been informed by a working group involving Local Authority officers and Headteachers drawn from Primary, Secondary and Special Schools. It will be consulted on by schools and other LA stakeholders.

This strategy is not intended to be a 'comprehensive' plan that tries to identify all possible issues, but should be seen as 'work in progress' within which we aim to identify and work on key current priorities. It is anticipated that new tasks will be identified over time and that this strategy will be a rolling programme updated periodically as new issues and priorities emerge.

The documents attached support the verbal update on the progress of the policy review to date.

2.0 Recommendations:

Wirral Children's Trust Board note the report update.

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Appendices

Appendix One: Integrated Behaviour Strategy

Appendix Two: Managed Moves Procedures and Protocol

Appendix Three: Education Inclusion Bases - SEBD

Integrated Behaviour Strategy

Aims

The aim of the strategy is to improve the social, emotional and behaviour skills of children and young people, raising their standards of achievement and enhancing educational inclusion.

Introduction

The Education and Inspections Act 2006 makes it a duty for a Local Authority (L.A.) to promote high standards and maximise every child's educational potential. Schools are responsible for maintaining and improving attendance. Improvements can only be maximised through high levels of attendance.

As part of the Children and Young People's Plan it was decided to review the provision of behaviour support and reduce school exclusion.

Part of this initiative was to revise the policy and practice document relating to behaviour and exclusions. This refresh of the strategy has been informed by a working group involving Local Authority officers and Headteachers drawn from Primary, Secondary and Special Schools. It will be consulted on by schools and other LA stakeholders.

Generally Wirral does not have a serious problem with behaviour and attendance. We have lower exclusion rates, and good attendance when compared to national benchmarks. However, we recognise that continuing to improve our effectiveness in this area is important and that we need to respond to changing contexts as these emerge and to have processes that help us to do this effectively.

This strategy is not intended to be a 'comprehensive' plan that tries to identify all possible issues, but should be seen as 'work in progress' within which we aim to identify and work on key current priorities. It is anticipated that new tasks will be identified over time and that this strategy will be a rolling programme updated periodically as new issues and priorities emerge.

This strategy is not for Wirral Council to implement alone. It is expected that schools, parents/carers and other agencies will work in partnership with the Wirral Council to carry out the activities and tasks within the strategy.

Principles

The following principles underpin all Behaviour and Attendance work in Wirral

1. All children and young people together with their parents and carers are directly involved in decision making about their education.
2. We have collective responsibility within Wirral for inclusion.
3. We have early identification, intervention and preventative strategies delivered by a collaborative approach through SEN Code of Practice processes.
4. We are looking to build a continuum of support to assist in including all children and young people in mainstream education, and for ensuring their well being.

5. When a child or young person moves from a mainstream school to a specialist setting they should return to mainstream schooling as quickly as possible where this is appropriate.
6. We expect consistent levels of challenge, expectations and aspirations for children and young people across all provision.
7. Where possible, new or existing provision or specialist services should be co-located on mainstream sites with integrated governance and leadership.

Priorities

Priority 1: Improve emotional well-being and behaviour for learning in schools and settings through actions to promote and implement agreed values, principles and policies.

The Local Authority, following consultation, to give a clear lead on principles, policies and guidelines in key areas relevant to social and emotional well-being.

Priority 2: Improve emotional well-being, behaviour for learning and school ethos in schools and settings through support for the curriculum, whole school strategies, school systems and organisation.

Make effective use of data and monitoring to inform local authority planning, decision making and early intervention around behaviour and attendance.

Build school capacity to improve the quality and inclusiveness of the curriculum and develop teaching strategies in order to foster positive attitudes to learning and so reduce instances of low level disruption.

Assist schools to develop systems, strategies and a school environment that will help them manage challenging pupil behaviour effectively.

Assist schools and settings to develop an ethos that fosters social and emotional well-being and so reduce instances of bullying.

Promote and encourage consultation with pupils and their parents/carers specifically in developments around behaviour and attendance.

Priority 3: Improve emotional well-being, learning, behaviour and achievement by improving support for individual pupils and groups of pupils.

Clarify arrangements for access to and support from agencies working with schools to support individual pupils and groups of pupils.

Reduce the number of exclusions and improve provision for those young people educated other than at mainstream school.

Improve attendance and lower persistent absence.

Ensure equality of services offered to schools.

Priority 4: Improve emotional well-being and behaviour in families and communities

Support parents and carers to promote the social and emotional wellbeing of children and young people.

Support carers in the community to promote the social and emotional wellbeing of children and young people in care

Ensure arrangements for access to and support from agencies working with schools to support looked after children and young people.

Reduce the number of exclusions, lower persistent absence and improve provision for those young people in care

Inform the Children and Young Persons Plan by supporting discussions on Behaviour and Attendance in Children's Trust Boards

Provision – Age range 5 - 19 years

The following types of provision are available in Wirral

Primary Schools
Primary Schools with EBD bases
Primary Special Schools (SEBD)

Secondary Schools
Secondary Special Schools (SEBD)

Secondary Alternative Provision (WASP – PRU)

Access and support routes

The majority of children and young people will attend a mainstream school and their behaviour and attendance will be managed as part of the school's agreed Behaviour and Attendance policy.

For a small number of children and young people, further steps need to be considered when managing more challenging or persistently difficult behaviour.

CONTRIBUTION OF SERVICES: the following services all contribute to the delivery of the policy in Wirral.

Educational Psychology Service (CYPD)
Area Team (CAF, TAC)
Education Welfare Service (CYPD)
Primary Behaviour Coordinator
Secondary Managed Move Co-ordinator
School Nursing Service (HSIS)
Child & Adolescent Mental Health Services

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Managed Moves: Head Teachers Working Group

Managed Moves Procedures and Protocol

WORKING TOGETHER TO SUPPORT WIRRAL CHILDREN

These protocols have been written to promote a commitment to Wirral children and to support Wirral schools to work together to take collective responsibility for all Wirral children.

Managed moves support inclusive practice by providing a strategy, within the range of strategies available to schools.

It is expected that in most instances a managed move would be considered as an alternative to permanent exclusion and considered, after exhausting all other strategies. Managed moves should, in most instances, be thought about before a head teacher considers permanent exclusion. However, there may still be exceptional circumstances where a permanent exclusion would still be appropriate. Head teachers should always consult with the local authority, who will provide advice and, where relevant, support to the head teacher throughout the process of a managed move or permanent exclusion.

It is important that parents are aware of managed moves and therefore, schools should make reference to this document in their school behaviour policy.

Aim of a managed move:

To promote a collective agreement of responsibility between all Wirral Primary schools to meet the needs of and take responsibility for Wirral children with SEBD.

What is a managed move?

Managed moves can be used as an alternative to permanent exclusion in situations where giving a child a fresh start in a different school is likely to be successful. In most cases managed moves should be used when all other strategies have been exhausted.

Although there may be times when a managed move is considered to be appropriate after a single incident, this should be exceptional. A managed move will, as far as possible, take place between schools in the same local community; however, in exceptional circumstances it may be appropriate to consider a school out of the immediate local area.

Only in the most exceptional of circumstances should Looked After Children, children with a special educational need, children undergoing a statutory assessment of their special educational needs or with a statement of special educational need be considered for a managed move. For these children the procedure should be through an emergency review. For children with statements the procedure for managing the risk of a permanent exclusion should be through an emergency review or through an annual review. Head teachers should always discuss these cases with the local authority so that alternatives can be considered.

What should schools do prior to before a managed move?

Schools should explore the list below as appropriate:

- The child should have an IBP* in place and evidence to demonstrate that appropriate outside agencies have been involved with evidence of interventions and their effectiveness. In most circumstances this should be equivalent to five units of support over two terms. (Exceptional Circumstances will be considered);
- Stepped response to behaviour has been exhausted. This should be evidenced in the way that behaviour is normally recorded in school;
- Advice and support has been sought from Gilbrook Outreach and evidence that advice has been followed and a record of the effectiveness of advised strategies. In addition advice and support should be sought (Where appropriate TAC) from appropriate external agencies such as Educational Psychologists, CAMHs and ASD Specialist Teachers.
- At risk of exclusion form completed and sent to the LA;
- Discussion with LA Exclusions Officer;
- Agreement from the parents, and if appropriate the child, that a managed move is appropriate (Threat of exclusion must never be used to influence parents to remove their child from the school.);
- Completion of the 'Request for Managed Move' form

Good Practice in Writing IBP

- Identification of any underlying difficulty – e.g. – specific learning difficulty and consideration and appropriate differentiation of the curriculum and classroom activities have been put into place;
- Identification of any causal factors/circumstances outside of school– e.g. Family breakdown, Family trauma;
- Difficult times of the day have been identified and appropriate support has been put into place, for example, social skills lunch time club for vulnerable pupils;

Managed Move Procedure:

- Complete a request for a managed move form and email/fax to Alison Grimshaw,
- Complete a Risk Assessment
- Discussion between head teacher and AG
- Discussion/meeting with AG and Head Teacher of proposed school;
- A meeting should then be arranged to:
 - Identify strengths, difficulties and any concerns;
 - Discuss strategies that have been tried and their effectiveness;
 - Share relevant information;
 - Identify the support and resources needed,
 - Agree a transition plan
 - Secure commitment from all parties
 - Identification of a key worker,
 - Identify any other agencies that would be able to offer support;
 - Agree a transition plan that identifies the support needed to promote success and identifies responsibilities of key members. The transition plan will aim to meet the needs of individual pupils and consideration will be given to phased transition into the receiving school;
 - Set date for review meeting.

In most instances parents should be given the opportunity to express their school preference. However, it should be made very clear to parents that whilst their preferred school will be approached this is not an entitlement.

This meeting should be attended by:

- Parents,
- If appropriate the child. Every care should be taken to ensure that the child is supported to participate in the process so that he or she feels involved and able to contribute towards appropriate decisions;
- Exclusions officer,
- Head teachers from both schools,
- Relevant staff from both schools, staff
- Appropriate external agencies

It is important that every effort should be taken to understand why the child's difficulties have escalated to such a degree that a managed move is being considered and any underlying causal factors identified.

Role of original school

- To support managed move by attending meetings until child is removed from school's role;
- To provide allocation of Educational Psychologist (This child undergoing a managed move must be considered a priority by the original school);
- To provide information/evidence of support provided;
- To provide any other reasonable request identified at initial managed move meeting and/or managed move review meetings;
- To commit to any identified training need;
- To provide funding as detailed below.

In order that both schools feel committed to the success of the managed move the child will be dual registered for a period of up to two terms or where relevant, the third TAC meeting has taken place at the child's new school. This promotes shared responsibility and commitment to the success of the managed move.

Role of the parent

- To attend Tac meetings;
- To commit to any actions that are put into place;
- To make themselves aware of the schools' behaviour policy and agree ways in which they can support their child to fulfil the procedures set out in the policy, for example, trying to use positive language and issuing instructions to their child instead of using negative language such as 'don't' or 'stop'

Role of the child

- To commit to any actions that are put into place;
- To agree to try their best to follow the new school's behaviour policy;

Role of the LA

- To offer advice and guidance around the agreed protocols and procedures of managed moves with individual schools;
- To contact other the Head Teachers of other local schools to discuss the possibility of a child transferring to their school on a managed move basis;
- To liaise with the pupil's parents/carers and the head teachers of both schools to arrange the necessary meetings;

- To liaise with appropriate external services for example, Educational Psychologists;
- Signpost to Support Services;
- Attend transition planning meetings;
- Dissemination of good practice relating to transfer of vulnerable children;

SATS

If a child on a managed move is due to take a SATs exam before the child has been taken onto the new school role. The child should sit the examination at the school which they are currently attending. (***Procedures being checked with Di Hollis re papers***)

Funding

The receiving school will invoice the original school for the pro rata allocation of pupil led elements of the school funding formula (next year funding formula will change and may not be referred to as AWPU)

This funding should follow the child and may be used to meet the needs of the child within a mainstream setting;

If the managed move fails this funding will follow the child and will be used to contribute towards the cost of providing alternative short term provision, for example, funding home tuition.

The receiving school should invoice the original school, in retrospect for the appropriate, pro rata pupil led funding on a half termly basis.

Additional funding may also be sought from the original school. This funding will be in relation to individual pupil's needs. These needs will be identified through a risk assessment and in discussion with the local authority. Before any funding is exchanged it will be necessary for a clear action plan to be produced which identifies how the additional funding will support the child's development. However it should be recognised that the action plan remains flexible, to ensure that necessary adaptations can be made to meet the changing needs of the child.

(If this funding structure is agreed the proposal is that the fund to support vulnerable children that currently is used to provide additional funding to schools taking a managed move child be used to fund specialist teaching assistants to support the managed move transition).

Should above proposal be agreed in principal – proposal for group to look at this in more detail and report back to all head teachers. Difficulties – not extensive list – lack of funding!, Training needs, Transition plan for each individual child, phased entry and exit.

Also discussion needed – what are the different ways that the funding could be used? Centres of Excellence – TA's sent out from these schools? Each cluster buying specialist TA with contribution from LA and training and line management provided by LA?

What are the circumstances when a Head Teacher should request that a Managed Move is not considered?

A head teacher may request that a managed move to their school is not appropriate when:

- The year group is full – although in some circumstances, and only where appropriate, consideration may be given to putting the child into an alternative year group;
- The school has already taken a child on a managed move into the same year group as the child;
- The school has, in relation to other schools within the same area:
 - a high percentage of children involved with social care;
 - The school has a high percentage of children with statements of special educational needs;
 - The school has a high percentage of children with complex behavioural issues that are currently managed with the support of agencies external to the school

Due consideration will also be given to schools in an Ofsted category or a school causing concern.

Planning for a successful Transition

Wherever possible, a planned transition programme should be put into place to ensure that the child is given a good chance of success. The transition plan will be dependent upon the needs of each individual child and consideration will also be given to the circumstances within the original school. However, in most circumstances the transition will be phased and therefore the original school will be expected to continue to educate the child during this process. The process could take place over a number of weeks and therefore, the child, should continue to attend their original school on the days where they are not attending their new school.

Managed moves are likely to have an impact on a child's self esteem, confidence and self worth. All of which have an impact on the child's behaviour. To minimise this impact the original school should try, as far as possible to protect a child's self esteem by considering how to help the child to feel

- A sense of belonging;
- A sense of personal power;
- Good about themselves

It is important that children feel part of their new school very quickly. To help the child to identify with their new school it would be helpful if the new school could:

Provide items of clothing (such as book bag, sweat shirt and tie) and resources that are necessary to help the child feel a valuable member of school.

It is accepted that a successful managed move takes time, effort and commitment of the Head Teacher and all school staff especially in the early stages. It is important that a member of staff, who the child relates well to, is identified. In some circumstances this may initially be the head teacher or another member of the senior leadership team.

What happens if the managed move is not successful?

It is hoped that by providing the opportunity for a fresh start in an alternative school it will lead to the child being happy and successful. However, should the child continue to have difficulties, then the school may need to involve external agencies to provide advice and support to assist the school consider any underlying factors that that may

be contributing to the sustained difficulties. If during the time that the child is dual registered the pupil receives a fixed term exclusion this should be recorded by the original school. In cases where the managed move breaks down, either during the trial period or at the end of the trial period the child will return to their original school. At this point the LA will discuss with the head teacher whether appropriate, alternative arrangements can be made. If alternative arrangements cannot be made the Head Teacher may consider permanent exclusion.

Respite

An option that should be considered is working with a neighbouring school to provide, in consultation with the local authority, a short term placement for the child. This would give the host school time to plan, gather support from outside agencies and services, put agreed actions into place before accepting the child back.

Identification of training needs

Cluster of schools working together to:

- Support Managed Moves;
- Organise Training
- Peer Support
- Buying in resources and services such as Pressure Point, Family Support Worker

Training

- Team Teach
- Early Intervention
- Understanding Behaviour
- Creating a positive learning environment
- Using and interpreting the Boxall Profile;

Paper work

- At risk of permanent exclusion
- Managed move request
- Managed move meeting one
- Risk Assessment
- Review meetings format

Joint L.A. and Head Teachers Working Group

Managed Move Protocol

Aims

- To reduce permanent exclusions across the LA
- To promote secondary school collaboration in supporting mainstream schools with the education of Wirral students
- To develop the role of District Boards in the Managed Moves/Exclusion process
- To regulate and monitor the movement of challenging students
- To focus support on identified students

Key principles

- It is recognised that parents are key partners and will need to have been involved and in agreement of the managed move, at all stages of the process
- It is recognised that young people need to be fully involved in the process
- The priority group is 'Children at Risk of permanent Exclusion' as identified in the Behaviour strategy update Autumn 2006
 - Children at risk of permanent exclusion or disengagement who, through this strategy, can access a 'fresh start' at another school on the understanding that the child's place at the original school remains open. The strategy is used in these circumstances as a preventative device, offering schools a strategy to help reduce exclusions and disengagement.

The In Year Fair Access protocol applies to permanent excludees and Looked After Children

- children who have been permanently excluded and are the responsibility of the Local Authority, including those who have moved into the area and are seeking a school place.
- Children in public care who should, because of their circumstances, have their educational needs met as a matter of urgency
- Children who have recently experienced a traumatic family or domestic event or for whom there are clear medical grounds to support placement in a particular secondary school.

Such cases will be discussed in detail with the headteacher concerned before placement is confirmed. Again such placements will be made above the published admission number if necessary.

- The majority of students to be involved in this process will be KS3, however it may also be appropriate for some KS 4 students

- All schools, if approached, should accept up to three students within an academic year, confined to one student per year group
- Strategy will only succeed if **ALL MAINSTREAM SECONDARY SCHOOLS** are committed to the arrangements
- Financial incentives are not required as schools will participate in a quid pro quo relationship.
- Moves to be brokered initially through Principal Officer for Admissions and Exclusions (POA+E). However, it was agreed that due to a lack of capacity, resources need to be identified to support a secondment for additional part-time staffing, ideally from an experienced Year Head
- Applications for managed moves to be made via the host school's Headteacher or designated senior leader direct to POA+E
- Applications will only be verified and accepted if the host school has demonstrably identified the full range of strategies employed to support the student within their school in order to prevent permanent exclusion. i.e. a staged approach where the student is at the stage of a Pastoral Support Programme/plan which if ineffective would automatically lead to permanent exclusion (see criteria for support mechanism employed to prevent permanent exclusion) also (see page 31 paragraphs 1 – 6 Behaviour strategy update Autumn 2006)
- There will be no need for a Managed Move Panel, thereby reducing bureaucracy and lag time for movement. If P.O. contacts a HT with a request for a Managed Move and they refuse, the P.O. has the right of appeal to a panel of H.T.'s
- The period of trial will be negotiated at the initial joint meeting a review date set at that time. It will usually be expected to be at least four weeks, however terms and conditions will be negotiated at that meeting. A serious breach of the agreement could invoke an immediate review resulting in a return to the exporting school
- Registration and Roll Arrangements see page 31 and 32 of Behaviour strategy update autumn 2006. All students will be dual roll
- Parents will provide uniform but receiving schools to buy it back, should the trial fail
- Headteachers should consider reporting periodically to Governors on Managed Moves and Exclusions
- All relevant agencies to be notified of the managed moves
- A failed Managed Move precludes a parent from transferring the pupil to that school at a later date

Managed Move Procedure

1. Headteacher submits request to P.O. Admissions & Exclusions with relevant paperwork

ie. Request form completed.
Evidence of the support that the existing school has already put in place
ie. Supporting documentation

2. P.O. agrees/disagrees that referral is appropriate
3. P.O. contacts school proposed for Managed Move transfer and sends documentation
4. P.O. organises meeting at preferred school

At that meeting, the student, parents/carers, both headteachers (or representatives from senior management) and the appropriate Heads of Year will discuss the possibility of the move. If agreed, the time period for the review will be determined at that initial meeting

The receiving school has the final say about the success of the transfer. If they are satisfied, the student is taken onto their roll. However, if the Managed Move fails the receiving school does not have to permanently exclude. It would be incumbent upon them to inform the P.O. Admissions & Exclusions who would let the exporting school know that they must resume their educational responsibility for the student.

Those eligible for a managed move are pupils the headteacher has identified as presenting behavioural problems / at risk of P.Ex / serious one off incident, whereby a 'fresh start' is deemed appropriate

The following needs to be provided ;

- Brief case history and explanation of why a move is requested.
- Negotiation should take place with the P.O. Admissions and Exclusions as to circumstances of why a fresh start may be deemed appropriate

Supporting Documentation

- IEP/IBP
- PSP
- Attendance Register
- SATS scores
- Option Choices (when applicable)
- LAC (or not)
- Contacts of any external agencies involved with the student

APPENDIX ONE

MANAGED MOVE SUPPORTING INFORMATION SHEET

Name of Pupil _____

Year Group _____

Has the suggestion been discussed with parents ? YES / NO

Brief Description of Student

Description of why MM is thought to be beneficial

List attached supporting information

Education Inclusion Bases - SEBD

Function of the SEBD bases

The bases provide short term provision for children displaying social, emotional and behavioural difficulties. The bases are run along 'nurture group' principles and aim to help those children who, with support, are likely to be able to develop the necessary skills to access mainstream education. The length of time children stay in the bases is based on the needs of individual children but usually this will be between two and four terms. There will occasionally be times when the small base environment uncovers underlying difficulties which necessitates that the child attends alternative provision following the intervention. This may include:

:

- A different mainstream school;
- A move into specialist provision;
- A move into the mainstream school where the base is sited;

Age Range of pupils attending the EIB - SEBD

St Michael and All Angels Primary School – Key stage one pupils

Riverside Primary School – Key stage one pupils and lower end (Y3) KS2

Entry into the SEBD EI Bases

As soon as a school detects that a child has significant SEBD difficulties a letter of concern* should be sent into Behaviour Support Manager, PEC, Acre Lane.

The children in the bases remain the responsibility of their mainstream school whilst they are attending the base and wherever possible children should return to their mainstream school. Whilst the children are attending the base they should remain a priority for their mainstream school and as such the base school should receive a relevant allocation of the original's school's Educational Psychologists time. The children should, in the majority of incidents become dual registered with the lead school being the original school being the main dual registration and the school with the SEBD EI Base being the subsidiary dual registration. A charge will be made in line with the pupil-led elements of the school funding formula. If base schools are providing a child with a free school meal this should be recorded in the school management information system (SIMS). If there is a query then Housing and Council Tax Benefits Department should be contacted on 0151 666 3455 (This number is for schools only and not members of the public)

Each base will also have time with a Senior Educational Psychologist or Senior Practitioner Educational Psychologist's time to work through developmental issues and/or a solution focused problem solving sessions.

For all children that display social and communication difficulties the ASD team should be contacted. A member from the team will support the base staff by providing direct input for the child. This may take the form of providing advice and or helping staff to reflect on the child's behaviour. In addition the ASD teacher will work with the child to produce a child centred plan.

Transport is usually provided for children to attend the EIB – SEBD. However, should the child transfer into the base school mainstream the transport will cease.

Entry Procedure

The base is a Local Authority Provision and therefore all children that enter the base must do so through the procedures set out below.

When a child displays behavioural difficulties that school feels is causing a significant concern which puts the child at risk of exclusion the LA should be alerted by schools completing the 'Child causing concern form and sending it into the Behaviour Support Manager. This will enable the LA to monitor the number of children with SEBD difficulties in the bases. and help to provide a 'settling in' time for individual children entering the base

At this point support should be sought from:

- Gilbrook Outreach Team;
- Educational Psychologist
- Behaviour Support

And intervention procedures, based on the guidance provided, should be put into place. Schools must provide information on:

- Strategies and support used and how successful these have been;
- Planned Actions

Should the child continue to display social, emotional and behavioural difficulties beyond those that can be managed within the main stream setting then the school should provide evidence of intervention - this would usually be collected over two terms and should include IBP's, Boxall Profiles and IEP's.

To request that a place in one of the EI SEBD bases is considered, the Head Teacher should contact, Behaviour Support Manager, Professional Excellence Centre, Acre Lane, Bromborough. Paper work will be requested in the same way as a request for Assessment of Special Educational Need.

Transition into the EI SEBD Bases

Wherever possible, children entering the base will be staggered, providing individual children with a minimum of two weeks 'settling in' time.

Parents need to be informed that the base is not a permanent school and that transport is only available whilst the child is attending the unit – even if the child is offered a place within the mainstream school.

A multi agency meeting should take place prior to the child entering the EI – SEBD Bases. In addition, at least one review meeting should take place whilst the child remains in one of the bases.

Attendees may include:

Behaviour Support Manager

Representation from the original school

Base Staff

Parents

Educational Psychologist

Pastoral Care School nurse

Social Care

Other professionals that are involved, for example, Paediatrician, ASD team, Social Care

In addition, if the child is a 'Looked After Child', the following people need to be kept informed and invited to the six week review meeting:

Tracey Coffee

Simon Gardner

LAC Team Leader

The length of time a child remains in the base will be individual for each child but should normally be between two and four terms. A review will take place within four terms to discuss child's progress. If the child makes rapid, evidenced progress, before this time the exit plan can be moved forward. If the child is developing social and emotional skills but has not met the exit criteria then lengthening the time in the base will be considered. Family Circumstances may also be taken into consideration should they be deemed to be affecting the needs of the child.

Formal Assessment

When pupils require additional support the base will follow the Formal Assessment procedures. The evidence put forward to SNAP will include any paperwork collected and collated by any previous schools or settings and the child's placement at the EI SEBD Inclusion base should be taken into consideration as evidence that the child has significant social, emotional and behavioural difficulties.

Transition Plan

Parental visit, without the child, should take place first. (This may, in some circumstances, take place prior to the multi- agency meeting) This visit enables the parents to look around the base and the school and provides an opportunity for the parent to ask questions. The base staff can collect information which will be used for effective individual transition plans. Usually the parental visit will be followed by a number of 'Stay and Play Sessions'. The transition plan will be individual to each child and advice may be sought from other professionals.

Whilst the children remain in the base their progress** in the development of social and emotional skills will be closely monitored and this developmental progress will be used when considering:

- When reintegration should take place;
- The appropriateness of the child returning to mainstream education.

**Boxall Profiles, IBP's and EIP's will be used for this purpose.

Records

The following records will be kept by the base staff for each child within the bases and these will be passed onto the receiving school on exit from the base;

Boxall Profiles;

Analysis of the Boxall Profiles;

Children's review of progress sheet – completed by the children;

Educational Psychologists reports;

Exclusion letters;

IBP's/IEP's

Positive behaviour sheets – designed to illustrate that the child has developed the skills needed to access mainstream education;

Minutes of meetings;

Relevant diary extracts;

Diaries will also be completed at the end of each day on each child in the unit. The diaries will not normally be used for assessment evidence but will be solution focused and used to gain a greater understanding of each child's difficulties. Thus the main function of diaries is in meeting children's needs and guidance when considering next steps to supporting each child.

Exit Procedures

A review meeting should take place to consider the most appropriate placement for the child. Exit routes include:

- Child to return to their original school;
- Child to be offered a place in another mainstream school;
- Child to be offered a place within the mainstream school where the base is sited (This is not always possible if the base school is full);
- Formal assessment

Transition Plan

Transition plans will be formulated around the needs of each individual child. The plan will be drawn up during meetings where, staff from host school will be invited to work with staff from the base school, parents of the child and if possible, a LA representative. The following information will be given to all relevant parties prior to the meeting:

- Clear record of strategies that have been successful in meeting the needs of the child;
- A check list of good practice in meeting the needs of children with SEBD;

To ensure a smooth transition it is helpful if a TA from the Host school spends some time with the child in the base school. This enables the TA to start building a relationship with the child and in addition provides the opportunity for the TA to observe the strategies and procedures used in the base.

Support will be provided to the host school wherever possible to enable the host school to plan for the child's return to school. As a whole school approach is important, this support may take the form of whole school training.

At this point the host school should consider whether to apply for support from Gilbrook Outreach Team.

Attachments:

- Boxall Profile
- Boxall record of SEBD development
- Children's review of progress sheets
- Reintegration Readiness Scale

Positive Behaviour Profile
KEY SCORES N= never = 0 S=Sometimes=1 O = Often=2

SEAL		Please circle number indicating behaviour and total score	N	S	O	Comments
Self Awareness	1	Can indicate how he/she is feeling using strategies such as 'emotional caterpillar'				
	2	Appears to 'feel good about his/her self				
	3	Is confident in new situations				
	4	Appears confident when meeting new people				
	5	Can cope with change				
	6	Takes pride in own work				
Understanding and managing Emotions	10	Resists responding to distractions				
	11	Appears happy				
	12	Is able to express how he/she is feeling appropriately				
	13	Uses appropriate strategies to manage anxiety when prompted				
	14	Uses appropriate strategies to manage anxiety without prompts				
	15	Uses self control to manage anger appropriately				
	16	Can cope with making mistakes				
	17	Accepts new situations and challenges				
	18	Is able to accept the consequences of his/her actions				
	19	Is able to solve problems peacefully				
	20	Remains calm when he/she is upset				
Motivation		Attends school regularly				
		Appears to enjoy school				
		Comes into the school building willingly and appropriately				
		Remains within the school environs safely				
		Remains within the classroom appropriately				
		Listens to and follows instructions				
		Can sit still and listen to the teacher for appropriate length of times				
		Remains focused and on task				
		Can work independently				
Empathy	27	Takes care of other people's property				
	28	Is polite to his/her peers				
	29	Is polite to adults				
	30	Is kind to his/her peers				
	31	Is caring towards younger children				
	32	Is caring towards other children who are upset or hurt				
	33	Co-operates in group situations				
	34	Can share and take turns				
Social Skills	35	Uses age appropriate behaviour				
	36	Uses age appropriate language				
	37	Uses appropriate behaviour when angry				

38	Shows respect towards others				
39	Accepts consequences without escalating situation				
40	Is truthful				
41	Can share and take turns				
42	Can share own property				
43	Is able to loose a game				
44	Uses appropriate ways to gain attention from the teacher				
45	Uses appropriate ways to gain attention from his/her peers				
44	Is liked by other children				

Total Score

Completed by..... Designation..... Date.....

WIRRAL CHILDREN'S TRUST BOARD

22nd JANUARY 2013

COMMISSIONING UPDATE

1.0 Background

1.1 This report is an update on the commissioning programme in relation to the currently commissioned services. In addition the report presents a progress report on the recent Children's Services commissioning that took place in December 2012. The Trust is asked to note the report.

2.0 Introduction

2.1 The current commissioned services have been funded by the Early Intervention Grant and the contracts for these and other services will end on the 31st March 2012. In September 2012, permission was granted under delegation for the next commissioning round to be undertaken. The commissioning process was completed in December and a report including recommendations for service providers will be going to Cabinet for approval on 7th February.

2.2 The current commissioned services are subject to quarterly monitoring, this continued during the commissioning process. Due to the demands of the commissioning process, no performance reports were published. There will be a full update on performance at the next Children's Trust.

3.0 Current Position Current Commissioned Services

3.1 The next quarterly returns are due in by the 15 January. The completed report will be presented at the next available Children's Trust. The EIG Provider's Forum will take place on 9th January. This will provide an opportunity for commissioners and providers to look at exit strategies for those service areas that are known to be stopping in March 2013. Discussions with other service providers that are affected by the recent commissioning will not take place until decisions have been taken by Cabinet on 7th February.

4.0 Current Position Children's Services Commissioning- Changes to Specifications

4.1 There were 5 priority areas for which services were commissioned.

- PA1 Parenting Support
- PA2 Short Breaks for Disabled Children
- PA3 Risk Taking Behaviour in Children and Young People
- PA4 Specialist Services – statutory duty
- PA5 Intensive Family Intervention Programme

4.2 In Priority Area One, Parenting support, this area has been revised in light of an ongoing Family Support Review and the Intensive Family Intervention Programme. Needs assessments highlighted that the most effective support is where intervention reduces family breakdown and the need for specialist services.

4.3 Research with other local authorities suggests that Home Visiting Services are more effective if redesigned into an Edge of Care Service reducing the numbers of children in need and children on a child protection plan. In another area, the pilot project to support 16-18 year olds who were subject to relationship abuse did not produce the outcomes expected. This service was not part of the tendering process and discussions are ongoing with the Family Safety Unit on how this provision will be taken forward. Finally evidence based parenting programmes have not been commissioned. It was felt that there was duplication in this area with the work provided by Children's Centres and the Youth Offending Parenting Team. The four areas which were tendered for were:

- PA1.1 Parenting support for children on the edge of care
- PA1.2 Family support for children who have experienced domestic abuse 5-13 year olds
- PA1.3 Family support for Black and Minority Families
- PA1.4 Family support for Young Carers

4.4 Priority Area Two is Short Breaks for Children with Disabilities. The aim in this priority has been to sustain a range of services to meet the different needs of all children and enable them to access Short Breaks appropriate for them but change the service design for some of them based on consultation/feedback with service users and providers.

4.5 One existing service not put out for tender was the Direct Payment Support Scheme. This service provides support to families regarding the recruitment and HR implications when employing Personal Assistants funded through their Direct Payments award. Based on the low level of demand the need for this service to be commissioned specifically could not be supported. This activity will be picked up without the need for any additional investment by Wirral Council via its existing full time Directs Payments Coordinator and the Short Breaks Service. Twelve service areas under this priority area that were advertised are as follows:

- PA2.1 Creative Activity Club for Children with Disabilities
- PA2.2 Play Development Sessions
- PA2.3 Sports Based Activity for Children with Disabilities
- PA2.4 Weekend Activity Clubs
- PA2.5 Specialist Play schemes
- PA2.6 Activity Clubs for Children with Complex Health Needs
- PA2.7 Activity Clubs for Children with Autism
- PA2.8 Residential Weekends
- PA2.9 Short Breaks for Children with Autism (level 2&3)
- PA2.10 Short Breaks for Children with Autism (level 4)
- PA2.11 Friendship Support Service for Children with Autism
- PA2.12 Family Short Breaks

4.6 The commissioning priorities for Priority Area 3, Risk taking Behaviour in Children and Young People were revised in light of the Family Support Review and the Intensive Family Intervention Programme. The service area was titled Youth Challenge, Targeted Support and Youth Challenge, Universal Youth Support. The Needs Assessment identified the 5 areas in the borough with highest levels of child poverty, anti social behaviour, risk taking behaviour in children and young people. The commissioning in PA3 focused on two service areas,

- PA 3.1 Youth Challenge Targeted Support
- PA 3.2 Youth Challenge Universal Support

Targeted services will provide timely and effective interventions with young people receiving one to one support. This will be complemented by the provision of Universal open access activities to provide opportunities for vulnerable and at risk young people to

progress into developmental opportunities including opportunities for accredited learning. A key requirement will be for providers to develop a joint delivery plan thereby providing progression routes.

4.7 In addition to the previous three priority areas other priorities have been included in this commissioning round Priority Area 4 – Specialist Services and Priority area Five- Intensive family Intervention Programme. Specialist services cover those areas where the local authority has a statutory duty but the service can be delivered by an external organisation. Priority Area Five covered the additional services that are necessary for the effective implementation of the Intensive family Intervention Programme.

4.8 Details of numbers of applications Children’s Services Commissioning

Priority	Number of service areas	Number of tenders	Numbers interviewed
PA 1-Parenting and family Support	4	12	6
PA2- Short Breaks for Disabled Children	12	30	18
PA3- Risk taking Behaviour in Children and Young People	2	4 Targeted services 4 Universal services	5
PA4- Specialist Areas	4	7	5
PA5 – Intensive Family Intervention Programme	2	7	3

4.9 In this round of commissioning priorities and service areas have been reviewed to ensure that contracts are more efficient, effective and meet In this round of commissioning priorities and service areas have been reviewed to ensure that contracts are more efficient, effective and meeting the needs of vulnerable children, young people and families. An example of this is in priority Area 4 service areas have been merged in respect of Advocacy and Independent visiting.

5.0 Progress

5.1 The report recommending service providers will be going to Cabinet on 7th February. Subject to call in, discussions will take place with providers to ensure that services can be operational by 1st April. In addition, commissioners are discussing exit strategies with the providers of those services that will be decommissioned from 1st April.

6.0 Finance

6.1 The financial implications are subject to the current budget consultation and Cabinet approval on 7th February.

7.0 Recommendations

7.1 That Wirral Children’s Trust Board note the report.

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Appendices: None

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WIRRAL CHILDREN'S TRUST BOARD – 22nd JANUARY 2013

POSITIVE CONTRIBUTION STRATEGY GROUP ANNUAL REPORT TO THE BOARD

Introduction

The Positive Contribution Strategy Group has representation from Health, Wirral DAAT, The Voluntary Community and Faith Sector, Integrated Youth Support (Targeted and Universal) the Children and Young People's Department (Children's Social Care and Learning and Achievement). Meetings are held bi-monthly and the focus of these meetings is to monitor progress by group members in implementing the Positive Contribution section of the Children's Plan. The meetings also provide an opportunity the strategy group to identify emerging issues and discuss any impact on the work linked to the strategy group. An example of this has been the development of the use of Triage by the police to assess young people involved in anti social behaviour with the aim of identifying other interventions to reduce the number of young people who are referred to the Youth Justice System.

The work of the Outcome area is broad and ranges from formal interventions as undertaken by the Youth Offending Service to informal interventions such as helping young people to be involved in the decision making process at Pupil Panels or at Youth Forum meetings. The work of the group is balanced between ensuring that targeted interventions enable vulnerable and at risk young people to move on to more universal developmental activities and maximise the opportunities presented by positive activities such as those funded by the Early Intervention Grant.

Overview

Key recent achievements	<ul style="list-style-type: none">• Young people full members of the commissioning panel for Priority Area Three of Children's Services Commissioning.• Young people have been reporting their successes on Teen Wirral and challenging the negative perspective of young people.• Young people set the priorities for the allocation of the Youth opportunity Fund.• Young people decided on the allocation of the Youth opportunity Fund.• Approximately 2156 children have participated in a range of positive play opportunities including Short Breaks for disabled children.• The use of Triage by the Youth Offending Service is contributing to young people not entering the Youth Justice System.• The use of Restorative Justice with young people involved in anti-social behaviour has reduced the number of triages that have had to be used.• 1228 Alcohol Alright! Interventions were delivered to young people and which contributed to 529 young people reporting an increased awareness of the dangers of alcohol.• 22 young people including some from the children in Care Council (CiCC) took part in take over day and shadowed the Council Leader, Directors and staff from partner organisations.• Young people from the CiCC interviewed the Children's Minister regarding support for care leavers who wish to go to Further and Higher education
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Key issues	<ul style="list-style-type: none"> • Maintaining the balance in the work of the strategy group between targeted statutory interventions and universal open access opportunities for young people to engage in the decision making process. • Identifying the contribution of services to ensuring tangible outcomes for young people.
Key challenges ahead	<ul style="list-style-type: none"> • In light of the current economic climate, the provision of such a wide range of opportunities for young people is not assured for the future. The challenge will be to identify a sustainable approach to enable children and young people to make a positive contribution. The focus of any future Positive Contribution will be on ensuring that we maximise the opportunities presented by existing engagement mechanisms through which young people can influence decision making. The strategy will focus on the activities presented through following mechanisms: <ul style="list-style-type: none"> • Youth Voice Conference • Youth Parliament • “You’re Welcome” Peer Assessors • Peer Educators commissioned by the DAAT • Area Youth Forum • School’s Councils • Maintaining partnership working in a period of competing priorities. • Maintaining the balance in the work of the strategy group between targeted statutory interventions and universal open access positive activities. • Ensuring young people from both priority and non priority groups have opportunities to be effective in the decision making process. • Increased involvement by schools in the wider youth engagement agenda.
Risks to outcome delivery and proposed actions	<ul style="list-style-type: none"> • Pressures on existing resources to meet competing priorities. • Proposed to reduce the number of priorities • Priorities for Positive Contribution are not relevant to partners and delivery of the work is at risk. • Identify group partners after the priority (ies) have been identified. • Schools may not be able to be actively involved in the youth engagement planning process. • Proposed action is to ensure that early deadlines are set and schools continue to be informed of arrangements for the youth engagement agenda.
Areas requiring further partnership involvement	<ul style="list-style-type: none"> • Work with partners to increase participation in Youth parliament. • Partners’ response to the budget challenge. Are there areas where we can avoid duplication?
Equalities impact assessment areas for development and progress made	<p>Progress has been made in involving young people from minority groups in the decision making process. This has been made possible due to the increase by young people from minority groups in the commissioned activities. There has been an increase in the number of young people from vulnerable groups taking part in the commissioned activities. This is still an area for development and formalised in next year’s plan.</p>

Areas for promotion /publicity / communication / engagement	<ul style="list-style-type: none"> • The work of young people who attended the 2012 Youth Voice Conference and Youth Parliament and used the opportunity to present debates on a range of issues that affected young people. • Young people who attended the Youth Voice Conference and reported back to the police their concerns about personal safety. • The work of the Children’s Involvement Service which organised a meeting for young people who are in care to meet with the Children’s Minister. • The work of Wirral Involvement School’s Council which has enabled more young people with Learning Disabilities and Difficulties to take part in mystery shopping • The Alcohol Alright! Programme which has been developed in response to the views of young people and which is enabling more young people to make positive life choices.
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Areas for Reporting Focus

This year the work has focused on a number of areas which have included the effective implementation of the Integrated Youth Support Strategy. This has resulted in more effective and co-ordinated service delivery. This has resulted in fewer young people entering the Youth Justice System as First Time Entrants. This work has influenced the commissioning priorities which have resulted in two service areas being commissioned, Youth Challenge Targeted Support and Youth Challenge Universal Youth Support. The providers of both service areas will be required to address local priorities and issues ensuring that young people progress to positive activities and there is a reduction in anti social behaviour.

The Children’s Services Commissioning provided young people with the opportunity to influence decision making. Three young people were **full members of the commissioning panel** for Priority Area Three, **Risk taking Behaviour in Children and Young People**. In addition to this young people have acted as commissioners for the allocation of the Youth Opportunity Fund and set the commissioning priorities and subsequently allocated the funding.

The Alcohol Alright Programme was commissioned to address Risk taking Behaviour in children and young people. This has been particularly successful in engaging with young people and challenging their understanding of alcohol misuse. This programme has in one quarter engaged from July to November with 900 young people from vulnerable and at risk groups. Young people as a result of the intervention are able to critically assess the implications of their alcohol use. This has led to the development of an assessment tool for parents to use with their children and on themselves. This approach is innovative as youth workers in universal settings have been able to help young people take positive action to address negative behaviour. Previously this work was seen as specialist and only deliverable in clinical settings.

Case studies

Included are case studies from the Alcohol Alright Programme, the Children in Care Council and the Artsmark Project. The case study from the Alcohol Alright Programme includes quotes from young people, parents and other professionals. All case studies reflect how services have been planned to address needs in young people and enable them to make a positive contribution. They have been selected as they demonstrate how a planned approach will address individual needs and also show the breadth of the positive contribution agenda. The work of the Children in care Council (CiCC) this year has been particularly successful with its involvement in Take Over Day and also the trip to London when the CiCC were able to interview the Children’s Minister Edward Timpson. The Artsmark case study reflects the work of the youth theatre in enabling young people to make a positive contribution both from their own participation but also in their work with younger children.

Case Study 'A'

Alcohol Alright Case Study

Referral received for 14 Year old young woman from Health Services in Schools (HSIS).

Young Person is using alcohol to excess most weekends and has previously been admitted to A&E because of overdose of alcohol.

After completing initial paperwork in our first session, we moved onto an alcohol awareness session. The Alcohol Alright Quiz was used to open debate and raise points with the young woman around her alcohol use. The tool was easy to use for both myself and the young person, and allowed us to speak about the young persons alcohol use with the answers she had ticked on the quiz.

It helped me as a worker to identify that this young person often vomits and doesn't remember parts of the night. We discussed overdose and the dangers of this. We continued the session focussing on personal safety and what happens to the body when alcohol is used to excess. The young woman was totally stunned and agreed that looking to reduce her alcohol use would benefit her. The young woman felt that cessation was not an option so we looked at how to reduce the risks when drinking. Although we didn't fill in the green leaflet about changing drinking habit's (as it is a bit comprehensive for a 14 year old) we used it as a guide for looking at reasons to reduce, positives and negatives to reducing etc.

We finished the session by looking at the grey leaflet about how to look after a friend. The young woman found this really easy to read and understand.

When I asked if she felt she could now look after someone who had overdosed she replied 'yes, some of my friends drink too much and this could happen to them, I'd know what to do now!' I have used the alcohol alright grey leaflet in a variety of settings from A&E to Schools and it has always received a very positive reaction. Some of the comments I have received are listed below!

- 'This leaflet will help me to look after my boyfriend when he drinks, he sometimes has too much and I don't usually know what to do'
Young Woman Age 16
- 'The leaflet is clear and could save someone's life'
Nurse at A&E
- 'Some of the things in the "don't do" section I thought you should do so I've learnt something new!'
Young Woman Age 14
- 'I can give this leaflet to my son (age 15) and he won't think I'm nagging as it's not about his drinking, but how he can look after someone else! Maybe you should do a parents guide to drinking?'
Parent of 15 Year Old

Case Study B The Work of the Children in Care Council

Briefing on the Visit to London by the Children in Care Council (CiCC)

Our Children in Care Council meets once per month to represent views of children in care through policy, consultations, recruitment and selection of social care staff, contributions to discussions around budgets, changes to the way Wirral does things...CiCC is open to all young people who are in Care on the Wirral who are 13+.

We try to represent the voices of children in care on Wirral locally, regionally and nationally.

The young people wanted to see how national democracy works in action through a visit to Westminster and to present some of the things that have been discussed by the CiCC to the Children's Minister Edward Timpson at the Department for Education. 13 Young People accompanied by staff travelled to London on the 23rd November. As part of the theme of governance, they visited the Tower of London in the afternoon.

In the morning there was a tour of Westminster and the Houses of Commons, before heading over the Department for Education to meet with Edward Timpson. The group put their questions across to the minister and were provided with written feedback after the meeting. This information was reported back to other young people in the tri annual newsletter sent to all looked after young people in the care of Wirral between 5 and 18.

Case Study C The Artsmark Plus Project at Wirral Youth Theatre

ARTSMART PLUS (FUNDED BY THE EARLY INTERVENTION GRANT)

AIMS

ARTSMART PLUS aims to provide vulnerable and at risk young people aged 13- 19, including those who are looked after with:

- *a small group and one-to one training process - where they can learn a range of peer education and personal development skills*
- *practice and develop these skills in a volunteering role – including the provision for looked after children aged 8-13 years.*
- *gain accreditation via the Arts Award scheme.*

PROCESS

The process involves a mix of paper based exercises, group work, physical work, computer based research and one to one tutorials. From this, young people gain personal and social skills such as confidence, self esteem, communication, listening, empathy and responsibility. They also develop planning, time management, reading, writing, IT and research skills.

OUTCOMES

Through this process we have been able to identify and respond to issues regarding emotional, personal and educational needs of over twenty participants. In addition to this, young people involved have developed and influenced others, whilst having positive outcomes for themselves through the support and opportunities offered by the project. All participants are encouraged to make a positive contribution as a Peer Educator and outcomes for young people range from securing a place at University to running a small group work project with their peers or younger children.

CASE**STUDIES**

BC is involved in a TAC process and came to the project with very low self esteem, was self harming and with a poor attendance record at school. The project has enabled her to explore and develop coping strategies for dealing with family conflicts and improving her self esteem by focussing on her abilities to support and work with other young people. BC now volunteers as a Peer Educator on several projects including an after school dance provision in her own school. BC is hearing and visually impaired and has developed a particular skill and empathy for working with young people with disabilities which has helped her to feel more positive about herself and her abilities. The team have continued to attend the TAC meetings at school and provided positive reports on her achievement. Workers have also raised areas of concern for BC that have been missed by other professionals involved. Her school attendance and grades have improved and she is able to recognise her progression and aspirations.

EM is looked after and has progressed from the ARTSMART 8 – 12 yrs group to become a Peer Educator as part of ARTSMART PLUS. He has ADHD and at times has challenging behaviour. The role of the Peer Educator is progression route integral to the work of WYT and many young people aspire to this role. EM asked to be a Peer Educator and is part of the current ARTSMART cohort. As a result, he is developing confidence and leadership skills, holding better focus and demonstrates more positive behaviours for most of the time. Each participant is supported to set their own project to undertake with a group and EM is working on stereotypes and bullying for his as issues that he feels strongly about.

BH is a young man with Down's syndrome. ARTSMART PLUS has provided him with the opportunity to develop his communication and cognitive skills by enabling him to describe tasks and create movement, which in turn, helps him to develop confidence when leading and supporting groups. BM will be part of a group of young people with disabilities that will be working in a range of settings as Peer Educators and as positive role models for other young people with disabilities.

Brief SWOT Analysis of the Outcome Area

Strengths	Weaknesses:
<ol style="list-style-type: none"> 1. Multi-agency approaches to enabling young people to have better outcomes. 2. Different needs of young people are represented in strategy group. 3. Engagement agenda is shared across partners. 	<ol style="list-style-type: none"> 1. Not always able to have tangible outcomes 2. Not all groups are represented in strategy group. 3. Focus of Strategy is too broad 4. Too many priorities
Opportunities:	Threats:
<ol style="list-style-type: none"> 1. Establish shared priorities to maximise opportunities for children and young people. 2. Focus on the rationale for targeted and universal activities 3. Understanding of other partner's constraints. 	<ol style="list-style-type: none"> 1. Budget pressures across the partnership will reduce resource available. 2. Capacity of partners involved to deliver against the expectations of partners. 3. Positive Contribution is not a statutory duty and can be vulnerable to change in priorities.

Summary

This year the focus has been on the impact of services and programmes as in the development of the Integrated Youth Support service and the Alcohol Alright programme. It is important that we understand what interventions work well and make a difference. In the Positive Contribution Strategy Group There is a shared understanding of the need to balance the targeted and universal opportunities and the contribution both make to helping young people make progress in their personal circumstances.

Young people are becoming more involved in decision making as in the commissioning panel for the Early Intervention grant. Young People's involvement in decision making is impacting on the decision making process. It is in the area of decision making and young people's involvement that will be the proposed focus of this group in 2013-16. Given the current economic challenges facing services, it is important that young people can be actively involved to ensure services and policies are relevant to the needs of young people. It is in this area that there is still scope for improvement. The Positive Contribution Strategy Group will focus its work on further developing opportunities whereby young people can be involved in the decision making and make a difference. Within this agenda the challenge for next year is to ensure that performance targets are relevant to all partners and identified work areas are achievable and impact is demonstrated.

Recommendations:

That Wirral Children's Trust note the Report

Report Author:

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Appendices: None

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WIRRAL CHILDREN'S TRUST BOARD – 21 JANUARY 2013

Wirral Children's Trust Workforce Development Strategy 2012 – 2015

1.0 Background

1.1 Children's Workforce Development Strategy Group has been established as a priority area for the Children's Trust. It is recognised that working in a coordinated way, with common visions, goals and protocols will help to deliver better outcomes for Children and Young People.

1.2 In line with the aims of the Children's Workforce Development Strategy Group; the key priorities for the development of the children's workforce have been identified and a strategy has been developed around those priorities which are to:

- a. Develop our leaders and managers
- b. Develop a strategic approach to recruitment
- c. Create a single children and young people's workforce
- d. Develop integrated working
- e. Put safeguarding at the forefront of workforce development
- f. Develop a workforce knowledge bank

2.0 Introduction

2.1 The purpose of this report is to provide an update to the Children's Trust on the progress of the Wirral Children's Trust Workforce Development Strategy 2012 – 2015, in particular

- The Training Needs Analysis reflecting the core competencies required for staff/volunteers working with children, young people and families.
- To provide a preliminary analysis of the survey findings.

3.0 Current Position

3.1 The Children's Workforce Development Strategy Group have developed an online training needs analysis framework, which is envisaged to provide the Children's Trust with a detailed breakdown on competency – knowledge and skills gaps, and in addition will provide workforce planning data to inform future training requirement.

4.0 Progress

4.1 The group have reviewed progress against the Children's Workforce Development Action Plan 2012-2015 and as such the Training Needs Analysis (1.3, see Appendix One) has been distributed and the Strategy group are in a position to share the preliminary findings.

5.0 Findings

- In total 443 surveys have been completed.
- In terms of areas of work and response rate, initial analysis has found that responses were predominantly from Children's Centres. There was a positive response from Schools and evidently the communication through WESCOM performed, however it was felt that on the basis that there are over 6000 staff in Schools and only 50 completed the survey, improved communication could be explored to promote a more quantitative response. Furthermore, it was found that there were minimal responses from Merseyside Fire and Rescue, Merseyside Police and Merseyside Ambulance Service which is a cause for concern.
- From the survey there is a good representation of all levels of worker i.e. from frontline staff to strategic managers. This will support the next steps in terms of identifying if a specific level of worker requires specific targeted training.
- 58.5% of respondents work within a specific area on the Borough, whereas 41.5% of respondents work Wirral wide.
- The majority of respondents work either with children under the age of 5 or with children, young people and families collectively. This is expected given that the majority of responses were from Children's Centres.
- 79% of respondents work Monday to Friday's only, and interestingly no respondents work night shifts.
- In terms of professional and academic qualifications it was evident that a large number of individuals held more than one qualification. Furthermore, it was evident that a substantial number of respondents held qualifications to degree level and above, however it was not established through the survey if the level of qualification held is a requirement of specific job roles.
- When asked what their highest level of qualification held was, 47 respondents did not answer. It was felt that this question could be amended to encourage a higher response if the survey is to be further targeted at specific services.
- 50% of respondents spent between 1 and 5 days training over the past 12 months. However, 28 respondents had received no training in the past 12 months.
- There was a positive response in terms of barriers to attending training in that 38% of respondents had not experienced barriers to attending training. However, there was a range of barriers which could be explored and potentially challenged, for example course location and booking processes.

The key findings from the next section of the survey have been demonstrated in Appendix Two. These findings relate to the levels of confidence in dealing with the common work requirements faced by the Children's Workforce. The requirements reflect the skill set outlined in the Common Core of Skills and Knowledge, a document that sets out the basic skills and knowledge needed by all people whose work brings them into regular contact with children and young people.

6.0 Finance

- 6.1** If specific financial resources are identified as a result of completing the training needs analysis, the group will seek authority from the children's trust prior to undertaking any activity.

7.0 Recommendations:

7.1 Wirral Children's Trust to approve a review of low participation areas and to strongly encourage full participation from all staff/volunteers engaged in working with children and young people in Wirral, to complete the training needs analysis. The Chair of the Children's Trust Workforce Development Strategy Group defines a revised deadline for the completion of the survey and issue reminders to low participating areas.

7.2 Wirral Children's Trust Board to approve reports to specific service areas highlighting the key findings from specific service areas.

Report Author:

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Workforce Development Strategy Group

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Appendices:

Appendix One: Children's Trust Workforce Development Strategy Action Plan 2012-2015

Appendix Two: Training Needs Analysis Survey Results

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Wirral Children's Trust - Workforce Development Strategy Action Plan 2012 -15

Priority 1. Develop our leaders and managers								
Area of Focus	Action	Output	Responsibility	Timeframe	Milestones	Resources / Cost	Risk	Progress to date
1.1 Performance Management	1.1.1 Build performance management framework and have it agreed and in place	a. Performance management framework in place	GF	Sept 2013	<ul style="list-style-type: none"> Research the framework requirements Framework document produced Document shared and approved by group 	OD LB		Draft Framework developed
		b. 250 people trained per annum	GF	December 2014	<ul style="list-style-type: none"> Training programme produced Resources allocated Delivery undertaken 	OD HW	<ul style="list-style-type: none"> Staff do not make themselves available to do training 	
		c. Managers able to undertake high quality performance management sessions	GF	Within 3 months following undertaking formal training		OD Snr Manager assessment		

<p>1.2 Assess and Benchmark L&D Workforce Knowledge, Skills and Behaviour</p> <p><i>e.g. common induction framework, leaders development & managers document</i></p>	<p>1.2.1 Review the Children's Trust Workforce generic L&M competencies to assess:</p> <ul style="list-style-type: none"> • Are they still relevant • Are they known • Are they used 	<p>a. Inform our L&D strategy / plan</p>	<p>SB</p>	<p>April 2013</p>	<ul style="list-style-type: none"> • Schedule time for review to take place 	<p>AH</p>		
	<p>1.2.2 Assess if leadership and management development is informed by national policy, local policy and context (should this be moved up as it relates more to policy approaches rather than people)</p>	<p>a. Status against national policy is known and understood</p>	<p>HW</p>	<p>April 2013, annual review</p>	<ul style="list-style-type: none"> • Compile details of national policy etc to measure Wirral standard to 	<p>JD</p>	<ul style="list-style-type: none"> • Changes in national policy may conflict with deadlines i.e. new legislation passed after proposed completion date 	

	1.2.3 Benchmark generic L&M knowledge, skills and behaviour of the workforce	a. Inform our L&D strategy / plan	SB	April 2013		AH		
	1.2.4 Benchmark line management capacity against a range of common core competencies	a. Inform our L&D strategy / plan	SB	April 2014		AH		
	1.2.5 Assess if core behaviours are required across the partnership	a. Assessment undertaken and results identified	SB	December 2012	<ul style="list-style-type: none"> Undertake assessment 	AH YAB		
1.3 Training Needs Analysis	1.3.1 Undertake a joint training needs analysis to inform the L&D Strategy / plan	a. Needs clearly identified	SB/G F	April 2014	<ul style="list-style-type: none"> Design a training needs analysis process (as automated as possible) 	YAB	<ul style="list-style-type: none"> Low participation from CT membership 	

	1.3.2 competency / behaviour gap identified	a. Gaps identified	CWD G	June 2014				
1.4 Develop Strategy / plan	1.4.1 Develop a L&D strategy / plan to meet the partnership requirements identified	a. L&D Plan produced and in place	SB and GF	September 2014	<ul style="list-style-type: none"> Conduct an EIA 	OD Team and HW		
	1.4.2 In line with findings from 1.2 - develop core behaviours framework in consultation with partners and people who use services	a. New methods of learning and development implemented, in differing locations – making the most of resources	CWD G	ongoing	<ul style="list-style-type: none"> Contact partners and schedule time for the consultation 		<ul style="list-style-type: none"> Not gaining an adequate sample of the CT to undertake consultation 	
1.5 Implement	1.5.1 Through actions outlined in Priority 2 – 5	a. Share plan with Children’s Trust and published in relevant places	SB	December 2014		Admin/secr etariat support	<ul style="list-style-type: none"> The plan is not read and implemented by managers 	
1.6 Monitor and review	1.6.1 Review Integrated knowledge and skills framework	a. Monitor activity and milestones	SB	At bi monthly meetings		All meeting members		
		b. Review completed		December 2012				

	1.6.2 Inform leaders and managers about differing leadership approaches and their applicable e.g. distributed leadership, integrated leadership and matrix management	c. Bespoke leadership offer including as applicable training, conferences, networking developed in line with requirement	GF	June 2013	<ul style="list-style-type: none"> Leadership support package developed (1.6.1) 	CR		
1.7 Leader- ship Support	1.7.1 Develop a package of leadership support	a. Leadership support package in place	HW	Feb 2013		CR		
		b. Current leadership and development offer is utilised by appropriate parties e.g. ILM, Skills for Wirral Managers	CWD G	September 2012	<ul style="list-style-type: none"> Articulate the offer Market opportunities 	Chris Rollinson (ILM) OD team (Skills for Wirral Mgrs)	<ul style="list-style-type: none"> Inadequate capacity to meet training demands in a timely fashion 	
	1.7.3 Develop activities to share learning from current practice		AC	ongoing		AC		

1.8 Impact and Evaluate	1.8.1 Assess and evaluate impact of plan on leaders, managers, other employees, service users	a. Design and implement a mechanism for feedback	SB/G F	Dec 2014 and ongoing	<ul style="list-style-type: none"> Look at IEA for milestones employee appraisal External audit/critical self assessment Customer feedback sought and gained 	BS	<ul style="list-style-type: none"> Difficult to identify the impact of other factors on outcomes 	<ul style="list-style-type: none">
	1.8.2 Review feedback provided and use to inform future plan		SB/G F		<ul style="list-style-type: none"> Percentage of training uptake 	BS	<ul style="list-style-type: none"> Only limited feedback 	<ul style="list-style-type: none">
	1.8.3 Share feedback with the workforce group		SB/G F	Bi monthly		BS		
1.9 Child Poverty	1.9.1 Develop child poverty e-learning	E learning package in place	LL	Oct 2012		JT		Completed ready for pilot rollout
	1.9.2 Deliver train-the-Trainer child poverty	Trainers trained on delivery of programme	LL	Oct 2012 Commence delivery		JT	Train trainer package developed	Train the trainer package developed and ready to roll out

Priority 2. Develop a strategic approach to attracting and developing opportunities for the joint children's workforce								
Area of Focus	Action	Output	Responsibility	Timeframe	Milestones	Resources / Cost	Risk	Progress to date
2.1 A collaborative approach to recruitment and selection	2.1.1 Identify key posts requiring a collaborative approach to recruitment and selection e.g. hard to fill posts	a. Posts identified	LE	Dec 2012		HR across partners	Gaining accurate post information whilst departments are being restructured	
	2.1.2 Scope options for collaboration and develop joint principles on issues including: <ul style="list-style-type: none"> • Interviews and selection processes • Involvement of children and adults (people who use services) • Practice 	a. Framework of opportunities developed	LE	April 2013	<ul style="list-style-type: none"> • Collate information on existing processes • Identify good practice • Assess commonalities and differences in processes • Draft principles from the above 	HR across partners		
	2.1.3 Undertake appropriate collaboration activities	a. Joint careers fairs, stakeholder panels etc	LE	ongoing	Inform group of any projects in the pipeline that could be collaborated on	HR across partners	Conflicting timetables could make joint events a challenge	

					Identify appropriate activities fro collaboration			
2.2 A C&YP induction framework and programme	2.2.1 Discuss the findings from the review and the common induction programme	a. Analyse to inform future direction	LL	March 2012				Completed
	2.2.2 Update common induction programme in line with review findings to ensure it is fit for purpose	a. Modernised common induction programme that is fit for purpose	LL	June 2012	Dependant on 2.2.1		<ul style="list-style-type: none"> Delays in the review being undertaken 	Completed
	2.2.3 E learning developed to support face to face delivery	a. E learning package developed and in place	LL	Sept 2012		Jon Taylor – OD team		Completed
2.3 Promote C&YP workforce as a career opportunity	2.3.1 Identify pathways into employment and agree a targeted approach	a. Attend careers events Apprenticeships Work experience	GF	ongoing	<ul style="list-style-type: none"> Discuss policy for LAC ring fencing or guaranteed interview 	HR / OD Team		

Priority 3. As an outcome of Priorities 1 and 2 – Delivery of development activities for children and young people’s workforce								
Area of Focus	Action	Output	Responsibility	Timeframe	Milestones	Resources / Cost	Risk	Progress
3.1 Assess and Benchmark Workforce Knowledge, Skills and Behaviour	3.1.1 Identify and review cross organisational generic competencies and capabilities	a. Findings inform job descriptions and person specifications	SB	April 2014	<ul style="list-style-type: none"> Create a monitoring framework 	All		Completed - initial assessment and TNA of competencies
	3.1.2 Identify key stakeholders e.g. DASS	a. Key stakeholders identified and engaged with the process	GF	ongoing	Liaise with Trust admin for details Research new additions to the third sector - see Charities commission and others	YAB		
	3.1.3 Identify and scope opportunities for early intervention and prevention	a. Opportunities identified and assessed	LE / SH / JD	April 2013	Using information from 3.1.1 review			
3.2 Review current training provision through training needs analysis	3.2.1 Assess current single and multi agency training undertaken across the Children’s Trust	a. Current training activity scoped	HW	Dec 2012	Draw up a template for returns (see 3.2.2) Contact Trust organisations to request information	JM JD SH ML LB	<ul style="list-style-type: none"> Inadequate number or returns from the training needs analysis 	Work in progress – almost completed

					Arrange meetings with strategic members and ad hoc meetings upon request Chase up returns			
	3.2.2 As part of assessment identify delivery methods, location, attendance levels etc	a. Informs future training needs in years 2 and 3	HW	March 2013	Include criterion e.g. method etc, in the returns template doc 3.2.1 data	JM JD SH ML LB		
	3.2.3 Develop appropriate development activities	a. Development activities developed	CWDG	March 2014		JM JD SH ML		
3.3 Learning and Development Strategy / Plan	3.3.1 Produce a learning and development strategy	a. Strategy implemented	HW	Dec 2013		Training partners		
	3.3.2 Development of a programme of joint activities to train the workforce in line with identified training needs	a. Joint L&D across the children's workforce and with SAPB as applicable	HW	March 2014		Training partners	Provision is to meet the diverse needs across the Trust	
		b. High quality,	HW	Following	• Monitor the uptake	Training partners		

		appropriately trained workforce through joint learning and development		learning and development	of training			
		a. At least 25% of staff trained and competent, delivering high quality services place	HW	December 2013	Provide the capacity for 25% of staff to undertake the training Monitor the uptake of training Encourage greater uptake where required Create a mechanism for trained staff to provide an update when they begin delivering on the training	Training partners		
		b. At least 50% of staff trained and competent, delivering high quality services place	HW	September 2015	As above	Training partners		

		c. At least 75% of staff trained and competent, delivering high quality services place	HW	April 2016	As above	Training partners		
	3.3.3 Develop capacity across the third sector	a. Capacity developed	LL	April 2014	<ul style="list-style-type: none"> • Invite third sector to training 	Training partners		
	3.3.4 Promote behaviours focussed on outcomes for young people	a. People are aware of and understand their role in relation to outcome focussed behaviours based upon the needs of the children and young people	JM	June 2013	<ul style="list-style-type: none"> • Produce a briefing that outlines the required information with practical guidance • Cascade information to the Trust and publish in relevant places 	Young people ML		
3.4 Implementation and Evaluation	3.4.1 Joint learning and development activities evaluated to inform ongoing	a. Training embedded in practice	SB/GF	With 3 months of training being undertaken	<ul style="list-style-type: none"> • Identify evaluation criterion 	Manager led assessment of competence		

	developments			ken		SB		
		b. Staff competence levels maintained	SB/GF	ongoing		Individual and line manager SB		
	3.4.2 Promotion and communication plan developed		SB/GF	June 2013		with CYPD Communications/ Nikki Mullineux SB		
3.5 A clear framework of career progression linked to generic competencies and capabilities	3.5.1 Develop career pathways for generic roles across CYPD workforce	a. Map of career pathways and associated qualifications / learning in place	DV and Connexions	January 2014	<ul style="list-style-type: none"> Contact HR for supporting information on the pathways 	Operational Managers HR across partnership (CSDT business analysts do processes mapping)?		
3.6 Generic key workers pilot	3.6.1 Support the pilot of key workers for intensive support with families identified as level four across the partnership.		LE	April 2013	<ul style="list-style-type: none"> Identify level four families Draw up terms for participation in the pilot 			
	3.6.2 Extend options for skills development, knowledge and		LE	April 2014				

	skills, identifying new ways of working, increasing capacity and improving outcomes to staff working with families at level two and three and work with staff to achieve this							
3.7 Child Poverty	3.7.1 Develop child poverty e-learning		LL	Oct 2012		JT	1.9.1 Develop child poverty e-learning	Completed
	3.7.2 Deliver train-the-Trainer child poverty		LL	Oct 2012 - delivery		JT	1.9.2 Deliver train-the-Trainer child poverty	Completed about to roll out

Priority 4. Develop integrated working								
Area of Focus	Action	Output	Responsibility	Timeframe	Milestones	Resources / Cost	Risk	Progress
4.1 Integrated workforce strategy	4.1.1 Identify learning points from integrated workforce strategy	a. Information available to inform future integration programmes	TC / JD	Ongoing	<ul style="list-style-type: none"> Develop process to share practise. 	AC		
	4.1.2 Identify mechanisms to	a. Facilitate two briefings		Two per	<ul style="list-style-type: none"> Outline content of 	AC		

	share good practice and information from 4.1.1 e.g. focus groups, briefings, conference etc	per annum relating to learning from current practice and other agreed sharing outlets		annum and ongoing	the brief <ul style="list-style-type: none"> • Draft brief and circulate before meeting 			
4.2 Raise awareness of integrated working	4.2.1 Use the LTP definition and egg timer model of 'integrated workforce'	a. Common definition and egg timer model in place	TC / JD	Align with LTP timeframe when known	<ul style="list-style-type: none"> • Identify channels including the above to cascade information 	LTP – work stream 3 (workforce re-modelling) lead		
	4.2.2 Hold communication activities to raise awareness	a. Awareness of integrated working enhanced	TC / JD	September 2012				
4.3 Research and share best practice	4.3.1 Gather learning from best practice to inform the support required with regard to integrated working	a. Support requirements realised	TC / JD	ongoing				
		b. Support plan in place and operational	TC / JD	ongoing	<ul style="list-style-type: none"> • Identify avenue to feedback good practise • Collect good practise examples 			
4.4 Joint learning and	4.4.1 Joint learning and	a. L&D opportunities	TC / JD	March 13		Training staff		

development	development opportunities identified	identified				across partnership HW SW OD Team		
	4.4.2 Key stakeholders identified e.g. DASS	a. Key stakeholders identified and engaged with the process	TC / JD	Dec 12				
	4.4.3 Joint learning and development activities undertaken	a. Joint L&D across the children's workforce and with SAPB as applicable	TC / JD	Sept 13	<ul style="list-style-type: none"> • Dependant on 4.4.1 	Training staff across partnership HW SW OD Team	Delay in identification of the joint learning and development activities	
	4.4.4 Joint learning and development activities evaluated to inform ongoing developments	a. Practice embedded	TC / JD	March 14	<ul style="list-style-type: none"> • Identify evaluation criteria 	Evaluation by line manager	Delay in identification and implementation of the joint learning and development activities	<ul style="list-style-type: none"> •
4.5 The removal of workforce barriers	4.5.1 Identify workforce barriers and options for removal	a. Workforce barrier identified	TC / JD	Sept 13				
		b. Plan to remove workforce barriers developed	TC / JD	Dec 13		HR across partnership		

Priority 5. Put safeguarding at the forefront of workforce development								
Area of Focus	Action	Output	Responsibility	Timeframe	Milestones	Resources / Cost	Risk	Progress
5.1 Monitor, review and feedback safeguarding activity	5.1.1 Report safeguarding L&D multi agency activity from LSCB to the Children's Trust including: <ul style="list-style-type: none"> Attendance levels Evaluation 	a. Regular updates on safeguarding to Children's Trust	SB / GF	Quarterly	Collate safeguarding data	Safeguarding Learning & Development sub committee SW DK	Programme development and activity	

Priority 6. Undertake effective workforce planning								
Area of Focus	Action	Output	Responsibility	Timeframe	Milestones	Resources / Cost	Risks	Progress
6.1 Workforce Planning	6.1.1 Agree workforce data gathering framework / approach	a. Single data collection method in place	SB	July 2012		YAB	A single tool for data collection is critical	Completed –method to gather workforce data as part of TNA Process
6.1.2 Gather and analyse current workforce data	a. Data collection undertaken across partners	JM	Oct 2012	Ensure access to available data	All YAB	Some data may not be available, therefore comparisons between		

						similar organisations may be required.		
6.1.3 Cross reference workforce data against key indicators e.g. the local population, social work graduate rates etc	a. Analysis completed	JM	Jan 2013	<ul style="list-style-type: none"> Collate key indicators data 	All YAB	Delivery of the raw data will inform the ability to analyse data within the timeframe set		
	b. Report of findings generated and shared with CWDSG	JM	Feb 2013		All YAB			
6.1.4 Undertake visioning sessions to develop the future vision and develop ownership and engagement	a. Individuals, teams and organisations own and are equipped to deliver the vision	JM	As required	Produce meeting agenda Schedule joint meeting for sessions to take place	OD Team HR / Training Service Managers			
6.1.6 Support workforce remodelling		JM	As required		HR			

6.1.7 Produce an annual workforce plan	a. Workforce plan in place	JM	Align to the business planning cycle	Produce a draft document Circulate Get agreement on the document	All	Future plans for sustainability cannot be developed without a WFP.		
6.1.8 Review NWEO WFP tool to consider appropriateness to CYPD workforce	a. benchmark of current WFP position	JM						

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Appendix Two: Wirral Children’s Trust Training Needs Analysis 2012 – Survey Results

Effective Communication and Engagement with Children, Young People and Families

Wirral Children's Trust Training Needs Analysis 2012

Please answer the following questions					
Answer Options	Not relevant to role	Not confident	Developing confidence	Confident	Response Count
How confident do you believe you are in listening and developing empathy when working with children, young people and their family?	40	1	37	349	427
How confident are you in summarising and explaining situations clearly to individuals?	22	2	60	343	427
How confident are you in being able to inform, involve and help the child or young person to express what they are feeling?	53	4	77	293	427
<i>answered question</i>					427
<i>skipped question</i>					16

Appendix Two: Wirral Children’s Trust Training Needs Analysis 2012 – Survey Results

Child and Young Person Development

Wirral Children's Trust Training Needs Analysis 2012

Please answer the following questions					
Answer Options	Not relevant to role	Not confident	Developing confidence	Confident	Response Count
How confident are you in your understanding of child development?	48	7	83	287	425
How confident are you in observing children and young people and recording your judgments in the context of these observations?	64	9	67	283	423
How confident are you in understanding how children or young people may be affected by underlying problems faced by them or their families, or their peers.	32	4	89	299	424
<i>answered question</i>					425
<i>skipped question</i>					18

Appendix Two: Wirral Children’s Trust Training Needs Analysis 2012 – Survey Results

Safeguarding and Promoting the Welfare of the Child and Young Person

Wirral Children's Trust Training Needs Analysis 2012

Please answer the following questions					
Answer Options	Not relevant to role	Not confident	Developing confidence	Confident	Response Count
How confident are you in recognising the signs and symptoms of abuse?	40	8	107	267	422
How confident are you in understanding the action you need to take where abuse is suspected?	34	4	46	336	420
How confident are you in your personal competence and responsibility to involve peers, managers or relevant agencies?	30	2	53	337	422
<i>answered question</i>					423
<i>skipped question</i>					20

Appendix Two: Wirral Children’s Trust Training Needs Analysis 2012 – Survey Results

Supporting Transitions

Wirral Children's Trust Training Needs Analysis 2012

Please answer the following questions					
Answer Options	Not relevant to role	Not confident	Developing confidence	Confident	Response Count
How confident are you in identifying and recognising when a child or young person is in transition?	77	23	109	213	422
How confident are you in being able to provide support for a child or young person in transition/	82	25	107	207	421
How confident are you in knowing when and how to intervene in transition process of children and young people?	81	37	122	181	421
<i>answered question</i>					422
<i>skipped question</i>					21

Appendix Two: Wirral Children’s Trust Training Needs Analysis 2012 – Survey Results

Multi-Agency Working

Wirral Children's Trust Training Needs Analysis 2012

Please answer the following questions					
Answer Options	Not relevant to role	Not confident	Developing confidence	Confident	Response Count
How confident are you in communicating effectively with other practitioners and agencies by listening to them and ensuring that you are being listened to?	27	5	74	314	420
How confident is your judgement of when you should provide support to a child or young person yourself and when you should refer the situation to another practitioner or agency?	52	6	77	283	418
How confident is your knowledge and understanding of the range of organisations and individuals working with children, young people, their families and carers and how to access their expertise?	30	27	136	226	419
<i>answered question</i>					420
<i>skipped question</i>					23

Appendix Two: Wirral Children’s Trust Training Needs Analysis 2012 – Survey Results

Sharing Information

Wirral Children's Trust Training Needs Analysis 2012

Please answer the following questions					
Answer Options	Not relevant to role	Not confident	Developing confidence	Confident	Response Count
How confident is your understanding of the Data Protection Act and other relevant legislation?	4	25	139	249	417
How confident are you in assessing the relevance and status of information - for example whether it is observation or opinion - and handling it appropriately?	18	14	128	256	416
How confident are you in understanding the importance of confidentiality and consent including when consent may not be required?	8	10	61	335	414
<i>answered question</i>					417
<i>skipped question</i>					26