

The Vision for Herefordshire

Welcome to the second Children and Young People's Plan for Herefordshire. This plan has been developed through the Children's Trust arrangements in Herefordshire and takes us to a new level in partnership working, something which has always been a strength in this county.

Our vision is to achieve the very best for all our children and young people, from birth until 25 years of age for those young people with complex needs, by ensuring all those involved with them, see them holistically and work effectively together to improve their life chances. We need to work closely together, with families and young people themselves to achieve this. The role of parents, carers and families is paramount and we must provide the services to support them. We have high aspirations for all our children and young people and want specifically to narrow the gap for those that are more disadvantaged.

We want every child to grow to reach their full potential within a happy, healthy and secure environment both at home and during their learning. There should be opportunities for children and young people to explore their environment through stimulating play, outdoor adventure and social and cultural experiences. They need to develop their own skills so they are better prepared for adult hood, able to manage their own affairs and inter relate with others effectively. We hope our young people will want to continue their learning and development as adults, taking an increasingly active part as citizens.

We will provide high quality universal and targeted services, whilst also ensuring that specialist services are available to children and young people who have complex needs. Through the delivery of this plan, and our emerging Children's Trust, we aim to be seen as one team, one service through joint working across partner agencies. Together we will pursue the provision of high quality outcomes for children and young people through earlier identification of need and intervention, and provision of preventative services. Joint working will achieve greater efficiency, coordination and integration in planning and service delivery.

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1. Introduction

This is the second Herefordshire Children and Young People's Plan, and will cover the next three years from April 2008 to March 2011.

The Children Act 2004 requires all Local Authorities to develop a Children and Young People's Plan with its partners, which identifies the local priorities to promote the well-being of children and young people. Well-being is defined through the five shared outcomes which are, being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The government's intention is that there is one overarching strategic plan for a local area, detailing the services for children and young people up to the age of 19, young people aged 20 and over leaving care, and young people up to the age of 25 with learning difficulties.

This plan has been agreed by all those partner agencies that provide or commission services for children and young people in Herefordshire, through the Children's Trust (see section 4). It details the priority areas where improvements are needed to enhance outcomes for children and young people, and to lessen the gap between those who are disadvantaged and those more fortunate. These priority areas have been decided through a comprehensive analysis of need (see section 7), in partner discussions and workshops, and gathering children and young people's views. The outcome groups of the Children's Trust have undertaken much of the detailed planning work, which is contained within an annual delivery / action plan that supports this main strategic plan.

2. National Context

The government, through its challenging Every Child Matters (ECM) programme aims to deliver joined-up arrangements that puts children and young people at the centre, with agencies working together to support them and their families.

The NHS *National Service Framework for Children, Young People and Maternity Services* was launched in 2004 and gives a ten year strategy for change. The Herefordshire Primary Care Trust is leading on this work, although it will be delivered in partnership and links well with the Every Child Matters approach. There are eleven standards against which quality and performance can be measured:

1. Promoting health and well-being
2. Supporting parenting
3. Child, young person and family-centred services
4. Growing up into adulthood
5. Safeguarding and promoting welfare
6. Children and young people who are ill
7. Children and young people who are in hospital
8. Disabled children and young people and those with complex health needs
9. Mental health and psychological well-being
10. Medicines for children and young people
11. Maternity services

At the time of writing, there are NSF delivery action plans in place and on track for Standards 1-5 and 8-9. Standards 10 and 11 now have working groups in place to develop delivery action plans and some work has already been done. Work on action plans for Standards 6 and 7 are to be developed, although some work has already taken place.

The involvement of local schools in delivering the ECM agenda is critical. The Education and Inspections Act 2006 extends the duty on local authorities to promote high standards of education to embrace the whole well-being of the child. The legislation now recognises schools as having a duty to promote well-being and community cohesion, and the views of parents must be taken into account. Again the changes brought about in this legislation can only be delivered in partnership and collaboration by integrating services through children's centres, extended schools initiatives and children's trust arrangements.

The UN Convention on the Rights of the Child is an international human rights treaty that applies to all children and young people aged 17 and under. It gives children and young people a set of comprehensive rights, many of which are compatible with the five ECM outcomes, and also gives them the right to express their views and be taken seriously by adults. There are 54 "articles" most giving children social, economic, cultural or civil and political rights and there are additional rights for some vulnerable groups, for example, children in care or with disabilities. The government has agreed to make all laws and policies compatible with the UN Convention and this must be adhered to by all those agencies delivering services to children and young people in the county.

A new national ten year Children's Plan was launched by the Department for Children, Schools and Families (DCSF) in December 2007. This plan for Herefordshire picks up many of the main areas highlighted in the national plan, particularly the need to support parents and families in raising their children and by involving them in decision making and developing services that they need for their children and young people. The national plan sets out the government's vision and ambitions and this will be supported by new initiatives and action plans over time. The weblink to the plan is: <http://www.dcsf.gov.uk/publications/childrensplan/>

3. Local Context

In Herefordshire, the local strategic partnership is the Herefordshire Partnership (HP), under which the Children's Trust sits (see glossary). The HP manages the Local Area Agreement (LAA) which details the priorities for the whole of the county, negotiated with government. The current LAA covers the same time period as this Children and Young People's Plan and the priorities identified for children were fed into the LAA negotiation process. Additionally, the Community Strategy for Herefordshire launched in 2006 contains a vision for the county to 2020, which links with the LAA priorities. This means that all these strategic documents contain the same priorities for children and young people ensuring consistency and concentration of effort by all agencies in the county.

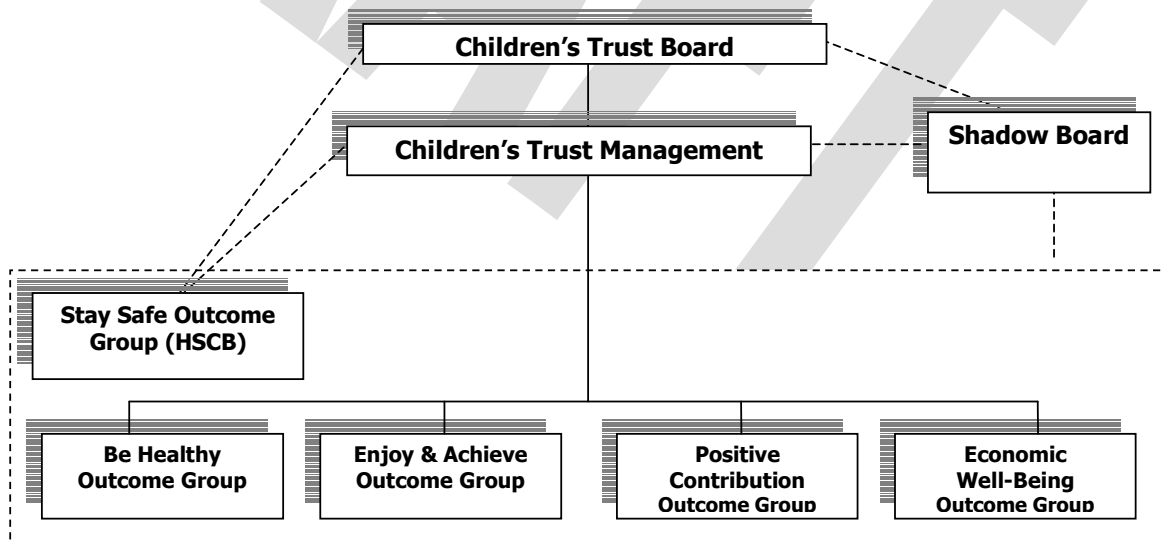
The production of this new plan comes at an exciting time in Herefordshire with the appointment of a joint chief executive across the Council and Primary Care Trust to strengthen partnership working. These changes will complement the Children's Trust.

4. Children's Trust Arrangements

During the summer of 2007, new arrangements were put in place to support the move to a Children's Trust in Herefordshire, replacing the existing Children and Young People's Partnership Board. Whilst in its early embryonic stages (as this plan is written), the new groups are starting to work well together and will support the move to more integrated working across the partner agencies. There is an annual review process to ensure appropriate representation and procedures are in place. Current membership includes:

- Herefordshire Council, including schools
- Herefordshire Primary Care Trust, including GPs
- Herefordshire Voluntary Sector Health and Social Care Alliance
- West Mercia Constabulary
- Learning and Skills Council, Herefordshire, Worcestershire and Shropshire
- Connexions, Herefordshire and Worcestershire
- Hereford Hospitals NHS Trust
- Worcestershire and Herefordshire Youth Offending Service
- Herefordshire Probation Service

The current structure is shown below



Key:

HSCB – Herefordshire Safeguarding Children's Board

Key roles and responsibilities within the Trust are as follows:

- The Children's Trust Board is the decision-making body, comprising those agencies that currently commission or buy services that impact on children and young people. The Board is supported in this work by a Management Group.
- For each of the five Every Child Matters outcomes, there is an outcome group that is responsible for delivering an agreed work programme that aligns with specific elements of the Children and Young People's Plan and the supporting annual delivery plan.

- The Stay Safe outcome group is the Herefordshire Safeguarding Children Board and has a key role to report to and challenge the Children's Trust on arrangements that safeguard and promote the welfare of children and young people. Currently an audit of section 11(2) of the Children Act 2004 is being undertaken across agencies that have an involvement with children and young people to assess their arrangements to safeguard and promote welfare. An action plan will be produced and implemented.
- The third sector (community and voluntary sector) is represented at every level of the structure, particularly in terms of its role as a key provider of local services.
- The Children's Trust Shadow Board is made up of children and young people and they take an active role in the work of the Children's Trust, commenting on documents and attending meetings of outcome groups, the management group and board.

Further details on the governance structures of the Children's Trust can be found at:
http://www.herefordshire.gov.uk/community_and_living/young_people/29111.asp

The Performance Improvement Team in the Council's Children and Young People's Directorate support the groups with regular performance reports to inform decisions around actions and improvements. Quarterly performance reviews take place at the Board and Management Group levels to review all the performance indicators that link to the priorities and the actions detailed in delivery plan. The quarterly performance review is informed by exception reports from each of the outcome groups.

The Herefordshire Council's Children and Young People's Directorate Plan sets out the contribution that the directorate makes to deliver the priorities set out in this plan. The directorate plan is then supported by a network of team plans which link to individual staff appraisals.

The Primary Care Trust's (PCT) Local Delivery Plan sets out the strategic vision for the PCT, together with its commissioning framework, and covers adults and children.

Other links with organisations, agencies and forums will be through structured reporting lines or representation on the outcome groups.

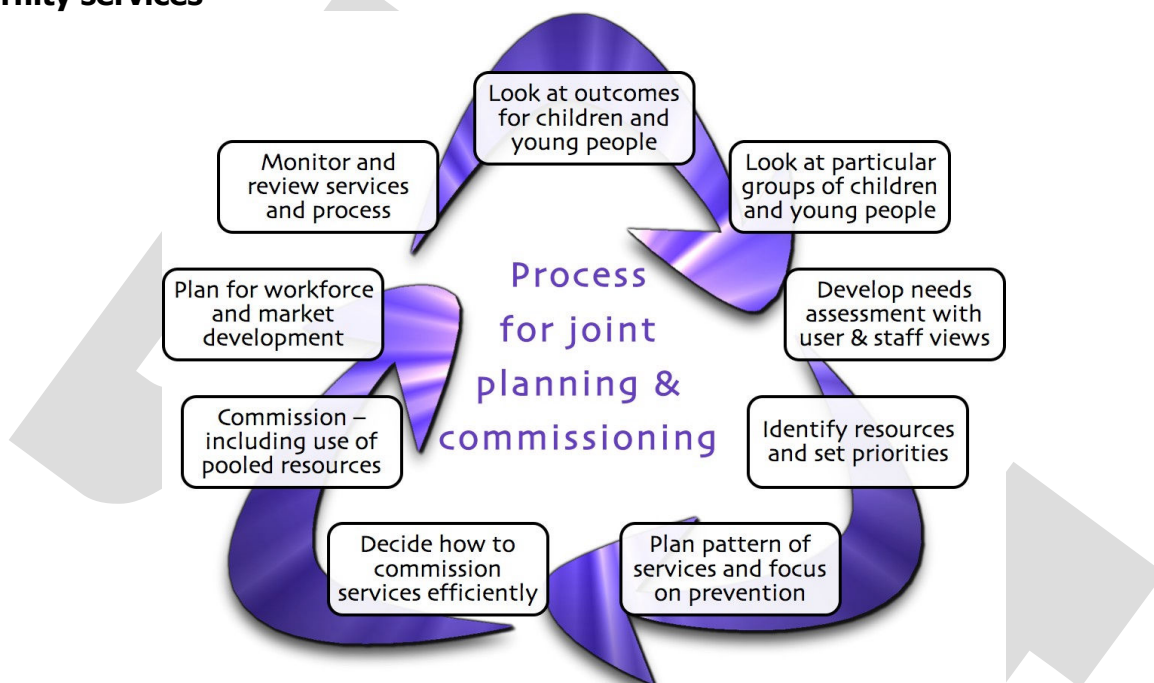
4.1 Joint Commissioning

One of the main aims in developing Children's Trusts is to enable partner agencies to share resources and pool budgets ensuring greater efficiencies and avoiding duplication, when buying services.

To support this in Herefordshire, a joint commissioning function will be set up, though plans are at an early stage. This will sit within a joint commissioning unit under a new, joint Council and PCT Director of Integrated Commissioning. Further details will be picked up through the service management annual delivery plan as this work progresses (see section 9.6).

By undertaking the needs assessment and identifying the priorities in this plan, the next stage will be to develop commissioning plans that enable the priorities to be delivered. A joint commissioning unit would support this work, as well as placing and monitoring contracts and moving in time toward developing the market, and de-commissioning services where necessary. Additionally, through the Compact with the third sector there is agreement over commissioning and contracting processes. Commissioning is a continuous cycle as shown in the nine stage diagram below.

Department for Education and Skills and Department for Health 2006 Joint Planning and Commissioning Framework for children and young people and maternity services



5. Key opportunities and challenges in the delivery of the plan

Over the next three years, and beyond, there are significant opportunities and challenges that must be faced by the Children's Trust which are outlined below and throughout this plan.

5.1 Integrated Services

The ECM agenda is very much about directing resources to delivering multi-agency services based around the needs of the child, young person and their family. Herefordshire has a good track record of working well with partners and the co-terminous county and PCT boundaries have been one driver in achieving good joint working. The government's aim is to deliver services locally and in a more integrated way. In Herefordshire this is being developed, within the level of resources available, in hubs, possibly based around school clusters or partnerships. This links closely with the provision of children's centres and extended schools, where a variety of services are available at a local level. However access and transport are issues that need to be considered, along with information-sharing across agencies for any new model of provision. It will be important to secure a good fit between health, education and social care services.

It is intended that having services delivered at a much more local level, than currently, along with the implementation of a Common Assessment Framework, will enable earlier intervention with more preventative work being undertaken to support children and young people's needs before they escalate. This work is being led by the Director of Children's Services initially, with a restructure of the Children and Young People's Directorate services being implemented for January 2009, with other agencies coming alongside gradually either virtually or through co-location. At the same time there are some services that will need to remain county-wide to foster a cohesive

approach (such as the provision of school transport). Some services are crucial to the safeguarding of children of the county and are therefore more cost effectively delivered centrally.

5.2 Extended Schools / Children's Centres

Linked closely with the move to integrated teams is the use of extended schools and children's centres. The intention is that these facilities will bring together services for children at a local level, providing support for families and responding to local needs. Children's centres aim to support parents and communities through the integration of early education, childcare, health and family support services for under 5's. The aim behind the extended schools agenda is that by 2010 every primary and secondary school will be expected to offer access to childcare, a varied menu of activities (e.g. sport, arts, music, homework clubs etc), parenting support, swift and effective referral to specialist services and community access to ICT, sports and art facilities, including adult learning. How these services are delivered and sustained is an element of partnership working for the Children's Trust.

5.3 14-19 Reform Programme

This is a key area, driven by central government to focus on raising attainment of young people and equipping them for further education and work. Locally, this involves designing new curriculum with schools and colleges in providing new and varied qualifications, for example, vocational qualifications, apprenticeships, that engage more young people in training. Stimulating local collaborative delivery not just with educational establishments but also by engaging local employers, is another key aspect of this.

6. Involvement and Participation

Listening to the voice of children and families in Herefordshire is a critical element to all those involved in delivering services to children. The Children's Trust will continue to ensure that listening and responding to children, young people, families and carer's views is an integral part of its work and over this three year period will develop and implement a participation strategy, using the Hear by Right standards, to further strengthen the existing structures and processes in place.

6.1 Children and Young People

As mentioned above there is already a Shadow Board in existence, plus a Youth Council, Youth Funding Panel, schools councils in 70% of schools, youth forums plus groups specifically dealing with more vulnerable children, like those in care or with learning difficulties and disabilities. Regular consultation events, like "You Talk, We Listen" and surveys, such as the Youth Survey are further methods in which the views of children and young people can be gathered. Ensuring primary and younger children and hard to reach groups are included needs to be further addressed through the participation strategy.

6.2 Parents, families and carers

The Children's Trust is committed to improving the involvement and participation of parents, families and carers, enabling them to shape the services that they need to support their children and young people. The traditional concept of a family unit has changed and the Children's Trust needs to adapt its consultation methods to reflect this.

7. Needs analysis

This piece of work has been developed from a wide variety of sources (see appendix 1). As the population changes, and its needs, this analysis will be regularly refreshed with a major review every three years to support each subsequent children and young people's plan. This will ensure our resources are focused appropriately to address these changing needs.

7.1 Herefordshire – the county context

Herefordshire is a predominantly rural county, covering some 218,283 hectares. The City of Hereford is the major centre of population and there are five market towns – Ledbury, Leominster, Ross-on-Wye, Kington and Bromyard. Its usual resident population is 177,800, a growth of 4.6% since 1998, and the average population density is 0.8 persons per hectare, giving Herefordshire the 4th lowest population density in England.

54 areas in the county, predominantly rural, fall within the 10% most deprived against the Access to Services domain (Index of Multiple Deprivation), which measures road distances to a GP, supermarket, primary school and Post Office.

The recent growth in the population is due to net in-migration, predominantly from London and the South East which accounts for 64% of the net migrants. The largest flows, in and out of the county, are in the 20-24 year old age group.

Herefordshire has an older age profile than the rest of England and Wales – those aged 60 and over represent 26.6% of the total population. 27.6% of the population is under 25.

7 areas in Herefordshire are in the 25% most deprived in England – six in Hereford City and one in Leominster. Two of these areas also fall within the 20% most deprived – the Ridgemoor area in Leominster and the Golden Post-Newton Farm area in Hereford City. However, there are significant areas of deprivation in small pockets throughout the county.

Mid-2004 estimates suggest that 3.5% of the population is from minority ethnic groups, representing a growth of 40.9% compared with a 1.7% growth for the whole population. Migrant workers continue to have the most significant impact on the workforce in the county and Herefordshire has seen the fastest growth in the number of migrant workers, over the last three years, of all the counties in the West Midlands. The majority of migrant workers are single and aged under 35 years of age, and mainly find work in agricultural and related activities.

The employment rate in Herefordshire is good at around 78%. However, there are a higher proportion of part time employees (27.9%) than both the West Midlands and England. Wage levels are, on average, 6% less than in the West Midlands region as a whole and generally people in the county work much longer hours than the rest of the region. Over a quarter of the working age population have no qualifications with higher proportions in the urban areas and rural towns, compared with the rural villages.

Low levels of earnings, coupled with relatively high house prices, mean that affordability of housing is a major issue in the county. There is a higher proportion of detached properties than other areas – but a lower stock of affordable housing.

Given the sparsely populated nature of the county, transport and travel is a significant issue. There are 1.3 cars per household and the 2006 Lifestyle survey suggests that 58% of residents travel to work in a car or van and 46% use the local bus service.

Overall levels of recorded crime are falling although Hereford city centre falls within the 10% most deprived against the Crime and Disorder Domain (Index of Multiple Deprivation). The level of vehicle crime is still relatively low (5.5 per 1000 population) compared with other English authorities. The fear of crime has gone down across all crime categories.

7.2 Herefordshire – Children and Young People

In Herefordshire, 27.6% of the population is under 25 years of age, compared with 31% in England and Wales. Since 1998, Herefordshire's population has grown by 4.6% which is broadly similar to the national rate (3.2%), but there are large differences within individual age groups. The numbers of people in the older age groups have grown much more in Herefordshire than in England and Wales as a whole; conversely, the numbers aged 25-34 and 0-4 have fallen more rapidly.

The only average net out-flows from the county are in the 15-19 and 20-24 year old age groups, the largest in the former group. In general, the highest concentration of the under 25 age groups is in the Hereford City wards and Ledbury.

The population forecasts to 2011, from the State of Herefordshire report 2007, suggest that changes within age-groups in Herefordshire will generally be in the same direction as those seen between 1998 and 2005, i.e. growth in the older age-groups (from 45-54 onwards) and falls in the younger age-groups.

The last school census showed that 3.96% of pupils were from minority ethnic groups.

7.3 Key data is shown at appendix 1

7.4 Annual Performance Assessment 2007

The 2007 Annual Performance Assessment (APA) judged that:

“Herefordshire Council delivers adequate services for children overall. Children's services are making good contributions to improving the educational achievement and health of children and young people. Provisions for safeguarding children, involving them in their community and equipping them for future prosperity are adequate.”

The overall recommendations from the APA were to:

- Improve dental health of children and young people.
- Increase compliance with timescales for initial and core assessments.
- Improve services to combat domestic violence.
- Complete audit of compliance with safe recruitment practice across agencies.
- Monitor Key Stage 1 standards to ensure the effectiveness of guided writing programmes.
- Increase attendance by reducing unauthorised secondary school absence.
- Complete and implement the family support strategy.
- Reduce re-offending of young people.
- Increase the proportion of young offenders in education, employment and training.
- Deliver the revised strategy for a coherent area-wide 14–19 curriculum that provides access to a wider range of vocational courses.
- Improve performance management across front-line services.
- Strengthen the capacity for children's services to influence local priorities by ensuring children's services targets are integral to wider local authority plans.

Further information is shown at appendix 1. The complete letter can be viewed at http://www.herefordshire.gov.uk/community_and_living/young_people/27226.asp

7.5 Priorities meeting with Government Office

An annual Priorities meeting is held with Government Office West Midlands in order to agree the priorities on which the Children's Trust will focus in the coming 12 months. The priorities are derived from an analysis of performance and the recommendations from the APA. The priorities for 2008/2009 have been agreed as:

- Improve dental health of children and young people
- Increase the percentage of initial assessments completed in timescale
- Improve educational attainment, particularly at Key Stages 1 and 2
- Reduce offending of young people
- Deliver the revised strategy for a coherent area-wide 14-19 curriculum
- Deliver an effective strategy for education, employment and training of 16-19 year olds, particularly vulnerable groups

8. Priorities

Based on the needs assessment work, and through various consultation and involvement events with children and young people and professionals across the partner agencies, the following table identifies the main priority areas that will guide the work of the Children's Trust through this plan over the next three years.

Whilst these priorities have been "assigned" to an ECM outcome area, there is clear overlap across the five outcomes and this must always be borne in mind. The achievement of these priorities means they are everyone's business, not just a particular outcome group.

There are specific vulnerable groups (see section 8.1), that are an ongoing priority for the Trust, so for example, priorities for children who are looked after or have learning difficulties or disabilities will be addressed by each outcome group. Additionally specific issues like transitions at key life stages, particularly transition from child to adult services, are critical areas that need to be considered by all outcome groups. This will be monitored through annual delivery plan actions.

Cross-cutting priorities are further emphasised by the enablers. These are mainly processes or tools which will support all five outcomes and will join up and facilitate the services, actions and initiatives identified in this plan. Enablers are described further under the service management section at 9.6. The reorganisation planned for January 2009 in the Council's Children and Young People Directorate will play a major part in ensuring services are structured in a way to enable delivery of these priorities.

This plan is a strategic document, and includes a summary of actions and some key performance indicators or measures that will show progress toward achieving the priority areas (see section 9). Wherever possible the new national indicator set has been used to provide key indicators; in some cases locally set indicators have also been used. This plan does not provide the detail of specific actions that will help to deliver the priorities in this plan. These details will be in an annual delivery plan which will be managed and monitored quarterly by the five outcome groups, reporting to the Management Group and Board. These will also be published on the council's website.

Priorities for Children and Young People in Herefordshire 2008-2011

<i>Be Healthy</i>	<i>Stay Safe</i>	<i>Enjoy and Achieve</i>	<i>Positive Contribution</i>	<i>Economic Wellbeing</i>
<ul style="list-style-type: none"> • To promote emotional health and well-being and improve access to universal and targeted mental health services • To promote healthy lifestyles generally and, in particular, to reduce obesity and dental health problems in children and young people • To provide quality information and services to reduce substance misuse, including alcohol abuse • To provide quality information and services to improve sexual health 	<ul style="list-style-type: none"> • To reduce the impact of domestic abuse on the lives of children in Herefordshire • To ensure that referrals of children in need to children's services are timely and appropriate • To promote e-safety in order to reduce the risks associated with media and the commercial world • To raise awareness of bullying in order to reduce the impact and incidence of bullying (in and out of school) • To ensure safer recruitment practices across all agencies working with children within Herefordshire 	<ul style="list-style-type: none"> • To improve the educational attainment of children and young people, particularly at Key Stages 1 and 2 • To improve school attendance, particularly at Key Stages 3 and 4 and for looked after children • To provide a broad, balanced curriculum (both in and out of school) that engages children and young people in learning, play, cultural and recreational activities at all ages • Improve prospects of children and young people, particularly vulnerable groups, in terms of addressing social inclusion 	<ul style="list-style-type: none"> • To increase the participation of children and young people in shaping strategies and services that affect their lives • To increase access to positive activities for all children and young people, including volunteering and targeted activities for vulnerable groups • To reduce offending, anti-social behaviour and bullying by children and young people 	<ul style="list-style-type: none"> • To implement a strategic approach to support young people into employment, education and training • To ensure all 14 to 19 year olds have access to the 14-19 learning entitlement • To implement a strategic approach to employer engagement that fits with the 14-19 learning entitlement
<p><i>Enabled by...</i></p> <p>A quality infrastructure to support service delivery across partner agencies</p> <p>Quality assured services based on effective performance management and active involvement of service users</p> <p>Targeted and pooled resources providing cost-effective services</p>				

8.1 Specific Groups

At any time, children and young people can come up against situations that make them vulnerable, sometimes requiring additional support. The Children's Trust is mindful of particular groups that have more complex needs. A multi-agency group have agreed a number of categories of vulnerable children (see appendix 3); a child can move in and out, or be included in several categories at any time. Whilst some of these are explicit to a particular outcome group, others need to be considered by all outcome areas, as highlighted below.

Gifted and talented children

Children and young people who show particular talents need to be provided with greater challenge and opportunities to develop their potential, whether this is academic, recreational or cultural pursuits. Without acknowledging and supporting these children, they themselves can become vulnerable through boredom or being treated differently by their peers.

Children with learning difficulties and disabilities

Children and young people with disabilities are valued members of their communities and, as they grow into adulthood, they need support to realise their full potential in personal and social terms. As far as possible, opportunities will be provided to enable children and young people with disabilities to be successful in all the activities typically available to a young person of the same age.

A multi-agency strategy for children with disabilities is currently being developed as this plan is written; the resulting action plan will be implemented through the Children's Trust arrangements.

Looked after and adopted children and young people and those leaving care

There is a statutory obligation across all agencies to monitor and support the needs of looked after children and their families. These children are some of the most vulnerable as a consequence of their traumatic early experiences and it is likely that earlier and more comprehensive support would prevent the tragedy of adoption breakdowns and children having to re-enter the looked after system.

Children from minority ethnic groups, including Travellers and Gypsies

From the needs assessment work (section 7) plus latest information and feedback, it is clear that there is an increase in the number of minority ethnic groups and non-English speaking children in Herefordshire. This is a new challenge for the Children's Trust to ensure these vulnerable children are adequately supported and that services are best delivered to suit their, and their families, needs.

Pregnant teenagers and young parents

Nationally through the government's teenage pregnancy strategy there is clear evidence that these vulnerable young people suffer poorer outcomes than older mothers due to poor emotional health and well-being experienced by teenage mothers, poor child health, and increased risk of teenage parents and their children living in poverty.

Young Carers

There are strong links between being a young carer and underachieving at school, with many failing to attain formal qualifications. Almost a third of young carers have serious educational problems or have dropped out of school, with nearly all reporting missing school when the person they care for is having difficulties. These children often miss out on other aspects of childhood that their peers enjoy.

9. Outcomes into action

9.1 Outcome area: **BE HEALTHY**

We aim to....	Success will be measured by	The actions needed to achieve this are ...
<p>1. Promote emotional health and well-being and improve access to universal and targeted mental health services</p>	<p>Increasing % of children waiting 11 weeks or less from referral to assessment for CAMHS Increasing % of children waiting 18 weeks or less from referral to treatment for CAMHS</p> <p>NB May use the proposed indicator for emotional health of children once published</p>	<ul style="list-style-type: none"> ▪ increasing the number of locality based outreach workers at tier 1 and 2 ▪ raising awareness of existing mental health services ▪ supporting and encouraging schools to promote universal spiritual, mental and emotional health through curriculum / school ethos
<p>2. Promote healthy lifestyles generally and, in particular, to reduce obesity and dental health problems in children and young people</p>	<p>Reducing obesity among primary school aged children in reception year (NI55) and in year 6 (NI56)</p> <p>Increasing % of 5 year olds free from dental decay from 2001/2002 baseline (1020HC – local indicator)</p>	<p>General</p> <ul style="list-style-type: none"> ▪ developing and implementing the Healthy Care Programme for children and young people who are looked after <p>Dental</p> <ul style="list-style-type: none"> ▪ proceeding with investigation of the feasibility of fluoridation of drinking water ▪ employing a Health Promotion worker in dental public health ▪ strengthening capacity in dental public health ▪ developing a dental health promotion action plan ▪ improving communication on how the public can access dental health services <p>Obesity</p> <ul style="list-style-type: none"> ▪ implementing a targeted intervention programme to tackle obesity ▪ developing a sustainable peer support approach to breastfeeding ▪ referring children to specific targeted programmes to tackle obesity ▪ developing universal services around physical activity

We aim to....	Success will be measured by	The actions needed to achieve this are ...
		<ul style="list-style-type: none"> ▪ providing targeted training and development for the children’s workforce to enable them to deliver messages to tackle obesity more effectively
<p>3. Provide quality information and services to reduce substance misuse, including alcohol abuse</p>	<p>Reducing substance misuse by young people (NI115)</p> <p>Reducing alcohol related hospital admissions among young people</p> <p>Reducing smoking in young people</p>	<ul style="list-style-type: none"> ▪ ensuring youth workers and healthy schools staff have up to date information to advise and refer young people appropriately ▪ implementing the annual Young Persons Substance Misuse Plan ▪ implementing the Hidden Harm action plan ▪ delivering theatre in education project: teenage alcohol abuse programmes in secondary schools ▪ effective enforcement of underage cigarette sales legislation
<p>4. Provide quality information and services to improve sexual health</p>	<p>Increasing detection of Chlamydia and the number of young people receiving treatment</p>	<ul style="list-style-type: none"> ▪ ensuring schools have a Relationship and Sex Education (RSE) policy and action plan ▪ training professionals to deliver education on RSE ▪ increasing the availability of 4Us clinics ▪ providing greater support for younger parents ▪ increasing the detection rate of Chlamydia

9.2 Outcome area: **STAY SAFE**

We aim to....	Success will be measured by	The actions needed to achieve this are ...
1. Reduce the impact of domestic abuse on the lives of children in Herefordshire	Reducing the repeat incidence of domestic violence (NI32)	<ul style="list-style-type: none"> ▪ raising public awareness of the impact of domestic abuse ▪ raising professional awareness of the impact of domestic abuse through training ▪ launching the multi-agency risk assessment conferences (MARAC) process
2. Ensure that referrals of children in need to children's services are timely and appropriate	Improving initial assessments for children's social care (NI59)	<ul style="list-style-type: none"> ▪ raising awareness of the Herefordshire Safeguarding Children Board (HSCB) and its work ▪ developing a methodology to gather evidence on identified topics e.g. alcohol abuse, road safety, to inform the HSCB about safeguarding arrangements ▪ improving the timeliness of initial assessments
3. Promote e-safety in order to reduce the risks associated with media and the commercial world.	Establishing a baseline in line with the new strategy, and subsequently setting targets	<ul style="list-style-type: none"> ▪ developing and implementing an e-safety strategy ▪ developing an education package for parents / carers ▪ implementing and evaluating a pilot restorative justice programme for schools
4. Raise awareness of bullying in order to reduce the impact and incidence of bullying (in and out of school)	Reducing the number of children who have experienced bullying (NI69)	<ul style="list-style-type: none"> ▪ developing an education package for parents / carers ▪ implementing and evaluating a pilot restorative justice programme for schools ▪ ensuring schools have an effective anti-bullying strategy in place ▪ promoting peer support schemes in schools and other children and young people's settings
5. Ensure safer recruitment practices across all agencies working with children	All HSCB member agencies undertaking regular checks, in line with safer recruitment practices, for their staff working with children and young	<ul style="list-style-type: none"> ▪ appointing a Local Authority Designated Officer (LADO) ▪ developing a network of named senior managers and officers across all agencies ▪ establishing a position statement on safeguarding arrangements for

within Herefordshire	people	<p>all agencies</p> <ul style="list-style-type: none">▪ developing a safer recruitment checklist and quality standard to be used across all agencies▪ training Human Resource officers/operational managers in safer recruitment practices▪ considering the wider involvement of young people in recruitment of children's workforce, as part of the participation strategy
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9.3 Outcome area: ENJOY AND ACHIEVE

We aim to....	Success will be measured by	The actions needed to achieve this are ...
<p>1. Improve the educational attainment of children and young people, particularly at Key Stages 1 and 2</p>	<p>Progression by 2 levels in English between Key Stage 1 and 2 (NI93)</p> <p>Progression by 2 levels in Maths between Key Stages 1 and 2 (NI94)</p>	<ul style="list-style-type: none"> ▪ improving Early Years Foundation Stage Profile results ▪ improving Key Stage 1 (KS1) results year on year ▪ improving Key Stage 2 results in Maths and English by 2 levels progress through the delivery of the Primary action plan ▪ implementing the social, emotional and spiritual aspects of learning ▪ implementing the primary national strategies for assessment for learning, pupil tracking and assessing pupil progress ▪ implementing the Quality Assurance processes for the primary school improvement partners in order to provide greater rigour and challenge to school leadership ▪ maintaining improvements at GCSE level and value added between Key Stages 2 and 4. ▪ working with the School’s Library Service to support reading and literacy
<p>2. Improve school attendance, particularly at Key Stages 3 and 4 and for looked after children</p>	<p>Reducing the Secondary school persistent absence rate (NI87)</p> <p>Reducing children looked after absent from school (HCS 35a,b,c)</p>	<ul style="list-style-type: none"> ▪ implementing the school attendance strategy action plan ▪ closely monitoring and providing appropriate interventions for the attendance of looked after children at school

We aim to....	Success will be measured by	The actions needed to achieve this are ...
<p>3. Provide a broad, balanced curriculum (both in and out of school) that engages children and young people in learning, play, cultural and recreational activities at all ages</p>	<p>Increasing young people's participation in positive activities (NI110)</p> <p>Schools and children's centres offering the core range of extended services by 2010 (NI88 and NI109)</p>	<ul style="list-style-type: none"> ▪ improving opportunities to play, through implementation of the play strategy ▪ developing partnerships outside schools to deliver learning, leisure and cultural activities ▪ providing broader experiences and opportunities to try new activities by maximising the use of other local facilities ▪ promoting schemes such as Bookstart, Bookcrawl and the Reading Challenge to parents and carers to engage children and families in reading and learning ▪ full implementation of the extended schools and children's centres activity countywide ▪ developing primary stage curriculum to enable breadth, balance, enrichment and opportunity for cross-curricular skills development ▪ developing collaborative approaches to the curriculum through local area networks
<p>4. Improve prospects of children and young people, particularly vulnerable groups, in terms of addressing social inclusion</p>	<p>Overall reduction in rate of permanent exclusions from school (NI114)</p>	<ul style="list-style-type: none"> ▪ moving to zero permanent exclusions from primary schools through promotion of managed transfer protocol ▪ considering zero permanent exclusions from secondary schools for vulnerable groups, particularly from minority ethnic groups, pupils in the Looked After System, and those with a Statement of Educational Needs ▪ maintaining a consistent approach to dealing with exclusions across the county

9.4 Outcome area: **MAKE A POSITIVE CONTRIBUTION**

We aim to....	Success will be measured by	The actions needed to achieve this are ...
1. Increase the participation of children and young people in shaping strategies and services that affect their lives	Increasing the proportion of 13-18 year olds who feel they can influence decisions affecting local services (local indicator HCS38)	<ul style="list-style-type: none"> ▪ consideration of developing an advocacy service wider than just for looked after children ▪ improving service user data, information gathering and dissemination to inform service development ▪ promoting the voice of children and young people in wider community agendas, e.g. transport, housing, environment, adult services, education, employment and community safety ▪ feasibility of undertaking research with specific vulnerable groups of children
2. Increase access to positive activities for all children and young people, including targeted activities for vulnerable groups	Increasing young people's participation in positive activities (NI110)	<ul style="list-style-type: none"> ▪ raising awareness of what positive activities are available and how to access information about them ▪ implementing an ongoing programme of seeking views on what children and young people want ▪ enhancing activities available through extended schools and children's centres
3. Reduce offending, anti-social behaviour and bullying by children and young people	<p>Reducing first time entrants to the youth justice system aged 10-17 (NI111)</p> <p>Reducing the rate of proven re-offending by young offenders (NI19)</p>	<ul style="list-style-type: none"> ▪ developing, promoting and implementing a county wide anti-bullying policy ▪ implementing the annual Capacity and Capability Assessment action plan ▪ implementing the children and young people's elements of the Herefordshire Community Safety and Drugs Partnership Strategy and action plan 2008-2011 in respect of offending, anti-social behaviour and bullying

9.5 Outcome area: **ACHIEVE ECONOMIC WELLBEING**

We aim to....	Success will be measured by	The actions needed to achieve this are ...
<p>1. Implement a strategic approach to support young people into employment, education and training</p>	<p>Reducing the number of 16-18 year olds that are NEET (NI117)</p>	<ul style="list-style-type: none"> ▪ developing early identification, intervention and support systems for young people at risk of disengagement. ▪ developing more flexible post-16 provision for young people not in education, employment and training (NEETs) ▪ supporting national initiatives e.g. National Apprenticeship Service, Skills pledge etc. to increase the availability of jobs with training ▪ ensuring that there is both sufficient and a broad range of childcare provision available and accessible to meet the needs of young people. ▪ ensure young people aged 16-17 who are homeless/estranged from parents are placed in appropriate accommodation and in receipt of relevant support
<p>2. Ensure all 14 to 19 year olds have access to the 14-19 learning entitlement</p>	<p>Increasing the achievement of a level 2 qualification by the age of 19 (NI79) Increasing the achievement of a level 3 qualification by the age of 19 (NI80)</p>	<ul style="list-style-type: none"> ▪ increasing the number of learners undertaking vocational, applied and collaborative options at Key Stage 4 ▪ increasing the number of young people accessing Apprenticeship provision in Herefordshire ▪ mapping progression pathways in priority subject areas ▪ mapping a progression pathway for foundation learning tier provision ▪ implementing an area wide strategy for information, advice and guidance in line with national standards ▪ developing an area wide action plan for workforce development to enable the implementation of 14-19 in the county
<p>3. Implement a strategic approach to employer engagement that fits with the 14-19</p>	<p>Increasing the participation of 17 year olds in education or training (NI91)</p>	<ul style="list-style-type: none"> ▪ increasing the level of employer engagement in 14-19 in Herefordshire ▪ ensuring 14-19 strategy reflects labour market demand by developing links with the County Economic Development Team ▪ increasing the range and opportunities provided by the public service

We aim to....	Success will be measured by	The actions needed to achieve this are ...
learning entitlement		sector

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9.6 SERVICE MANAGEMENT

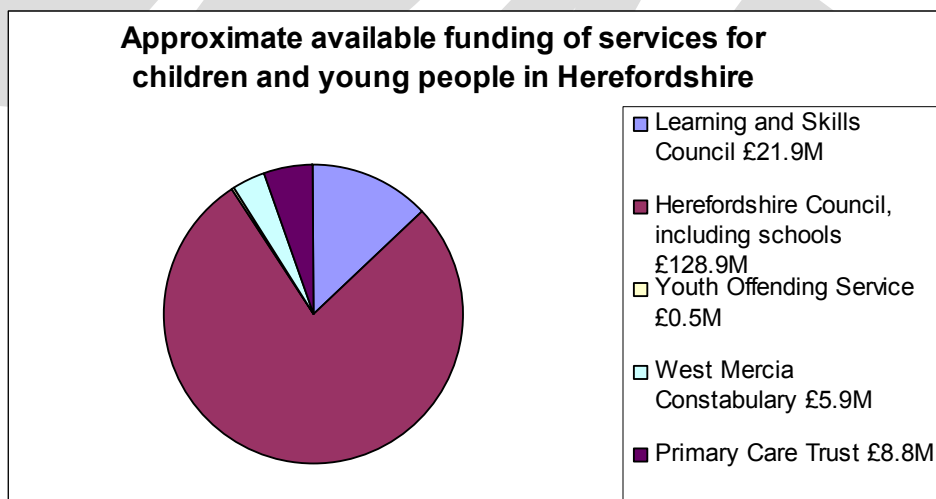
We aim to....	Success will be measured by	The actions needed to achieve this are ...
<p>1. Provide a quality infrastructure to support effective service delivery across partner agencies</p>	<p>Implementing area based teams from January 2009</p> <p>Increasing the number of staff across all agencies achieving common core standards</p> <p>Increasing the proportion of children and young people who do not require access to more specialised / complex services i.e. whose needs can be met via CAF and CAFTAC (see glossary)</p>	<ul style="list-style-type: none"> ▪ reorganising the Children and Young People’s Directorate ▪ implementing the workforce development strategy, as resources allow ▪ working with partners, as appropriate, to support virtual location of teams and possible co-location in the future ▪ highlighting with relevant partners, and the Rural Access Partnership, the need for accessible, rural transport services, and supporting its delivery ▪ developing and implementing information sharing arrangements across partner agencies ▪ developing and implementing action plans for the early identification and targeted support of children and young people with additional needs through the implementation of the Common Assessment Framework and the team around the child concept ▪ critically evaluating and developing early intervention and preventative services to support families, children and young people in local schools and communities ▪ improving access to, and the availability of, good quality Information, Advice and Guidance to service users, professionals and partners
<p>2. Quality assure services based on effective performance management and active involvement of service users</p>	<p>Improved inspection results, survey responses, and RAG ratings on Field Force visits</p> <p>Improvement in key indicators</p>	<ul style="list-style-type: none"> ▪ embedding performance management processes across the Children and Young People’s Directorate and Children’s Trust arrangements

We aim to....	Success will be measured by	The actions needed to achieve this are ...
	<p>Increasing the % of people who feel they can influence decisions in their locality (NI4)</p> <p>Increasing the % of 13-18 year olds who feel they can influence decisions affecting local services (HCS38)</p>	<ul style="list-style-type: none"> ▪ developing and implementing a participation strategy ▪ evaluation of children, young people's, families and carers responses to consultation processes
<p>3. Target and pool resources providing cost-effective services</p>	<p>Improvement in key indicators</p> <p>Increase in services delivered via pooled budgets</p>	<ul style="list-style-type: none"> ▪ ensuring mainstream and grant funding structures are in place to support the priorities within this plan ▪ developing joint commissioning capacity to enable partners to pool resources and budgets in buying services that deliver the priorities in this plan ▪ embedding performance management processes across the Children's Trust arrangements, moving to integrated performance and financial management reporting

10. Financial Arrangements – deployment of resources to achieve outcomes

Under the Children Act 2004 and subsequent government changes to finances, there is increasing expectation that services will be commissioned through the Children's Trust, maximising opportunities for the alignment and pooling of resources and budgets.

The pie chart below shows a very approximate figure of the funding available for children and young people's services in Herefordshire. This must be viewed with caution however. Some partners cover a wider geographical area than Herefordshire; others financial reporting processes do not specifically capture expenditure on children but for the whole population. These figures, therefore, are estimates based on reasoned rationale and calculations.



Area based grant (ABG)

A new Local Area Agreement (LAA) will be in place from April 2008 (see glossary) with funding from the area based grant to support its delivery. Many existing funding sources are being directed through this grant and the Children's Trust will manage this for all children and young people's activities. With the flexibility offered by the ABG in that it is not ring-fenced and can be carried over into subsequent financial years, this is a real opportunity, and challenge, to ensure that resources are directed towards priority areas. This further emphasises the need for effective joint working to ensure the Children's Trust provides value for money and targets resources effectively. Whilst there is very little new money, meaning current activities will need to be reviewed as to whether they are continued or not, the ABG amounts to £3.7million in 2008/09, rising to just over £4million in 2009/10.

Glossary

14-19 Programme

The development of education and training for young people aged 14-19 including new diplomas, qualifications and vocational work to ensure all young people can experience a mix of learning which motivates and challenges them.

Area Based Grant

A non-ring fenced grant which can be used flexibly to address the actions needed to achieve the priorities identified within Herefordshire.

Common Assessment Framework (CAF)

A common approach for determining an individual child's current need which leads to better understanding as to how these needs might be met.

Emotional health and well-being

The spiritual, moral, social and cultural development of children to prepare them for the opportunities, responsibilities and experiences of life. (National Curriculum definition)

e-Safety

Using information and communications technology safely and with an awareness of the benefits and risks involved.

Hear by Right

A standards framework for statutory and voluntary sector organisations to assess and improve the engagement and active involvement of children and young people.

<http://www.nya.org.uk/hearbyright/home.asp?cid=180&cats=215>

Herefordshire Partnership

The local strategic partnership for Herefordshire, combining public, private, community and voluntary sector agencies. <http://www.herefordshirepartnership.com/Partnership.aspx>

Herefordshire Safeguarding Children Board (HSCB)

A statutory Board consisting of all those agencies involved in safeguarding children to ensure their effectiveness in safeguarding and promoting the welfare of children in Herefordshire.

Integrated Services

Multi-agency services working together in a co-ordinated way, normally under one roof, with the common purpose of meeting the needs of children, young people and their families.

Key Stage

Early Years Foundation stage covers children aged 0 to 5 years.

Key Stage 1 – ages 5 to 7

Key Stage 2 – ages 7 to 11

Key Stage 3 – ages 11 to 14

Key Stage 4 – ages 14 to 16 (GCSE)

Key Stage 5 – ages 16 to 18

Local Area Agreement

A formal agreement between Herefordshire and the Government Office for the West Midlands on the priorities and service developments that will be delivered over a certain time period.

Team around the child (caTAC)

A way of providing interprofessional support to a child and his/her family which involves professionals and family forming a Team Around the Child.

Further information can be found at the Department of Children, Schools and Families website at <http://www.dfes.gov.uk/>

and the Every Child Matters website at <http://www.everychildmatters.gov.uk>

Appendix 1 – Key data from the Needs Assessment

Please note that the following provides a selection of key points from a needs mapping exercise undertaken in the autumn of 2007. Data has been drawn from a number of sources, including State of Herefordshire Report 2007, Health in Herefordshire: Annual Report of the Director of Public Health 2007, Tellus2 Survey 2007, Youth Survey 2007, Key Stage examination results 2007 and Performance Digest 2006/2007.

The full report can be viewed at:

http://www.herefordshire.gov.uk/docs/CommunityAndLiving/Every_Child_Matters_in_Herefordshire_November_2007.pdf

Key Data: Be Healthy

- 48% of babies are breastfed at six weeks of age. Although this represents a sharp decrease from initiation when the figure is at 78%, it is above national and regional averages.
- Dental decay rates are high – an average of 1.75 teeth per five year old are either decayed, missing or filled
- Obesity levels are similar to national levels – a weight survey of reception and year 6 classes in 2006 showed that 22.9% of reception and 31.2% of year 6 were either overweight or obese
- Teenage pregnancy levels are relatively low – the conception rate for girls aged 15-17 years was 32.9 per 1000 girls, compared with 45.8 in the West Midlands region. However, the overall low rates mask hotspots in the Belmont, St Martins and Hinton and Leominster South wards.
- The Teenage Lifestyle Survey (2006) revealed that 7% of respondents smoked at least one cigarette in the week before the survey, of which 25% were Year 10 girls. Overall, 8% say they smoke 'regularly' or 'occasionally'. 26% had at least one alcoholic drink in the week before the survey – the biggest consumers were Year 10 girls at nearly 50%. The Tellus2 survey (2007) showed higher levels of drinking and smoking in Herefordshire respondents, than nationally.
- The health of children and young people in Herefordshire is generally good, although here, as elsewhere in the country, poorer health outcomes are experienced by those living in the socially deprived parts of the county. Infant mortality, hospital admissions for falls and hospital admissions for alcohol related conditions are all higher in the areas of highest social deprivation.

Key Data: Stay Safe

- The number of looked after children in Herefordshire averages around 170 per year, the majority of which are placed in local authority foster care.
- On average, less than 10% of looked after children have three or more placements during the year, which is significantly better than national figures.
- The number of children on the child protection register averages around 54 per year and the biggest category of registration is neglect.
- In the Youth Survey (2007), 24% of young people reported being bullied in the last 12 months. Younger ages were more likely to say that they had been bullied and bullying covered "calling them names" and "getting them into trouble", mainly in school/college. Just under half had asked for help or advice and 39% reported that it had been dealt with seriously/very seriously.

Key Data: Enjoy and Achieve

- There are 81 primary schools, 14 high schools, four special schools and three pupil referral units in the county
- Key Stage 1 is an area for improvement. Whilst reading is above the national average, there has been a 3% decline in results for science which is 2% below the national average. The decline in writing mirrors the national decline but maths is also declining and is now 1% below national results.
- There have been improvements at Key Stage 2 compared with 2006. In the summer 2007 exams, 81% achieved level 4 or above in English (compared with the national average of 80%) and 77% achieved level 4 or above in Maths, which is in line with national performance.
- The results at Key Stage 3 are all ahead of the excellence cluster and national comparisons with 80.5% achieving level 5 or above in English and 79.2% achieving level 5 or above in Maths.
- Similarly, at GCSE, results are all ahead of the excellence cluster and national comparisons with 94.3% achieving 5 or more A*-G including English and Maths.
- Herefordshire is just below the median of all English authorities for the percentage of half days missed in primary schools, and just above the median for secondary schools. Issues at individual schools have had an adverse effect on the overall figures.
- The Tellus2 survey (2007) showed that 48% of pupils enjoy school always/most of the time and would enjoy it more or do better if it was more fun and there were more interesting lessons.

Key Data: Make a Positive Contribution

- The Youth Survey (2007) revealed that 31% of young people undertake some kind of volunteering outside of the home, at least once a month, which is ahead of the adult volunteering rates.
- In the same survey, 31% of 13-18 year olds felt that Herefordshire Council did enough to enable them to influence decisions, which is a significant improvement from the 2005 baseline of 19.2%.
- In 2006, 50% of Herefordshire's 2004 cohort of young offenders had re-offended over the last two years – an improvement of 4% on the previous cohort.
- In 2005/2006, 344 young people entered the Youth Justice System for the first time – a decrease of 35 from the previous year. The majority of young offenders are male, aged 15-17 years. Theft and handling, violence against the person and criminal damage are the most common offences committed by young people.

Key Data: Achieve Economic Wellbeing

- In 2006/2007, 5.5% of 16-18 year olds in Herefordshire were not in education, employment or training, compared with 7.7% nationally.
- 81.5% of 16-19 years olds with learning disabilities or difficulties and 31% of 16-19 year old teenage mothers were in education, employment or training.
- Around 13% of children aged under 14 live in households dependent on 'workless' benefits
- Transport is a major issue for the county. Around 20% of respondents to the Youth Survey (2007) said that lack of transport prevented them getting involved in activities outside of

school/college or work time. Young people in the Golden Valley, Kington area and Ross surrounds were more likely to be affected.

Key Data: Additional needs

- Government guidance suggests that as many as 20-30% of children and young people could be defined with additional needs for either short or long term periods
- The number of pupils in Herefordshire with statements has fallen by 16% over the last four years. Increasingly, these pupils are having their needs met through additional resources allocated via the banded funding system.
- Analysis of banded funding applications over the last year show that 43% were to meet specific learning difficulties and 17% to meet behaviour needs. 17% were to meet learning development delays and this category is rising each year. Overall, banded funding applications show significant growth, particularly at levels 3 and 4.
- Up to 90% of children with disabilities aged 14+ have a transition plan to support their move to adult services.
- Around a quarter of the young people identified as at risk of becoming involved in anti-social behaviour or criminal activity are recorded as having special educational needs.

Annual Performance Assessment 2007

A summary of the strengths and areas for development, by outcome, is shown below:

Outcome	Strengths	Areas for development
<p>Be Healthy “The contribution of services to improving outcomes for children and young people in this aspect is good”</p>	<p>All schools engaged in the Healthy Schools programme and 68% have achieved Healthy Schools Status.</p> <p>Very good progress on provision of a comprehensive Child and Adolescent Mental Health Service (CAMHS).</p> <p>Very good access to, and services for, looked after children with health assessments being maintained at 90%.</p>	<p>Improve the oral health of children and young people</p>
<p>Stay Safe “The contribution of services to improving outcomes for children and young people in this aspect is adequate”</p>	<p>Thresholds for service reviewed and understood across agencies</p> <p>Significant increase in numbers of referrals to social care services and proportion of referrals leading to initial assessments</p> <p>Very good compliance with requirements for allocating child protection cases and timeliness of reviews</p> <p>Good arrangements to support looked after children, good placement stability and good quality of care in foster</p>	<p>Some weaknesses remain in safeguarding arrangements</p> <p>Falling performance against timescales for initial and core assessments</p> <p>Delay in auditing of compliance with safe recruiting practices across agencies</p> <p>Need to improve provision to combat domestic violence</p>

	placements	
<p>Enjoy and Achieve</p> <p>“The contribution of services to improving outcomes for children and young people in this aspect is good”</p>	<p>Substantial improvement in educational standards at Key Stage 4 since 2005</p> <p>Good educational outcomes for looked after children, and those with learning difficulties and/or disabilities</p> <p>Significant increase in the proportion of schools judged to be good or better</p>	<p>Decreasing standards at Key Stage 1, with writing the weaker of the three measures</p> <p>Recently increased unauthorised absence figures in the secondary sector, focused on specific schools</p> <p>Limited participation in out-of-school activities because of transport challenges and limited variety</p>
<p>Positive Contribution</p> <p>“The contribution of services to improving outcomes for children and young people in this aspect is adequate”</p>	<p>Progress on improving coordination and provision of earlier intervention and preventative services through the development of a comprehensive family support strategy</p> <p>Good consultation processes for children and young people including the Youth Council, school councils, and Shadow Children and Young People Partnership Board</p>	<p>Family support strategy needs finalisation and implementation</p> <p>Need to effectively address the numbers of first-time entrants into the youth justice system, and the rate of recidivism</p> <p>Increase the proportion of young offenders aged 16 and above in education, employment and training</p>
<p>Economic Wellbeing</p> <p>“The contribution of services to improving outcomes for children and young people in this aspect is adequate, with several good features”</p>	<p>Good outcomes for young people in terms of basic qualifications and training</p> <p>Reduction in numbers of 16 to 18 years olds not in education, employment or training, to below the national average</p> <p>Satisfactory outcomes for 16–19 year old learners and good for vulnerable young people</p> <p>Higher proportion of young apprentices complete their training than nationally</p>	<p>Slow progress towards developing an area-wide programme for 14–19 learning, although now improving</p> <p>More involvement with schools to provide a wider range of vocational opportunities</p>
<p>Service management</p> <p>“The capacity to improve, including the management of children’s’ services is adequate, with some good features”</p>	<p>Good partnerships between agencies to improve health and welfare for children and young people.</p> <p>Good leadership and effective participation by schools</p> <p>Good outcomes for children and young people with learning difficulties and/or disabilities, and those looked after</p> <p>Sense of common purpose amongst service managers.</p>	<p>Performance management strengthened but needs to be embedded across all service areas.</p> <p>Downward pressure on resources because of falling rolls</p> <p>Challenge to ensure a sufficient proportion of local authority resources is allocated to children’s services.</p>

Appendix 2 – Links to local, regional and national strategies

(NB this is not an exhaustive list)

Local

- Children with Disabilities strategy
- Parenting strategy
- Child and adolescent mental health (CAMHS) strategy
- Workforce Development strategy
- Anti-bullying policy
- Primary and secondary school strategies
- Herefordshire Community Safety and Drugs Partnership strategy
- Capacity and Capability Assessment and action plan (Youth Offending Service)
- Early Years foundation stage framework
- School attendance strategy
- Play strategy
- Economic Development strategy
- Early Years and extended schools strategy
- Childcare Sufficiency strategy
- Teenage pregnancy strategy
- Sustainable school travel strategy
- 14-19 strategy and education plan
- HSCB business plan

Regional

- "Choosing health for the West Midlands"
- Regional health and well-being strategy

National

- Children's Plan (DCSF)
- Primary and secondary school National Strategies
- Health Care Matters White Paper
- Every Child Matters; agenda for change
- Children Act 2004
- National Service Framework for Children, Young People and Maternity Services

Appendix 3 - Categories of Vulnerable Groups

as defined by the Vulnerable Young People's Group

Those in looked after system including aftercare
Pregnant teenagers and young parents
Those excluded from school – permanent and temporary
Home educated young people
Those out of education system / 'local' arrangements
Those in receipt of hospital education
Young offenders and those at risk of offending
Substance misuse including alcohol
Homeless (including those in temporary accommodation)
Young carers
Learning difficulties and disabilities and 'statemented' children
Those with difficult home circumstances including those on Child Protection Register and those identified as part of Child Concern Model
Non English speaking young people and those with English as a second language
Minority ethnic groups including migrant working families, and those from the travelling community.
Disaffected young people
Lower ability young people requiring access to provision other than mainstream including those needing access to pre E2E (Entry to Employment) provisions
Young people subject to bullying
Truants / non-attenders
Young people with mental health issues
NEET (Young people not in education, employment or training)
Young people who are rurally isolated
Vulnerable young people in further education and in work based learning
Young people who self harm
Young people who have been sexually abused