

# CYPP 2009/11 Draft Priority Action Plans

## 16 January 2009

### Version 2.0

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Stakeholders are invited to comment and feedback on this draft - responses can be completed online by visiting [www.hertsdirect.org/childrenstrust](http://www.hertsdirect.org/childrenstrust).

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<b>Theme</b>	<b>Safeguarding</b>
<b>Priority 1</b>	<b>Children and young people are safe from abuse and neglect</b>
<b>Priority Lead</b>	Ann Domeney, Deputy Director (Social Care)
<b>Every Child Matters Outcome</b>	Staying Safe

<b>(a) Population</b> <i>What specific groups of children will this priority focus on?</i>
All children and young people aged 0 to 19 in Hertfordshire at risk of abuse and neglect.
<b>(b) Conditions We Want To See</b> <i>What positive conditions of wellbeing do we want to see?</i>
<p><b>Children and young people:</b></p> <ul style="list-style-type: none"> <li>• Are protected from abuse and neglect wherever they live.</li> <li>• Can access preventative services earlier and more easily.</li> <li>• Are involved in and consulted over services they receive.</li> </ul> <p><b>Parents and carers of children and young people:</b></p> <ul style="list-style-type: none"> <li>• Can access information and services to help them support their children.</li> <li>• Can access preventative services to prevent problems from escalating.</li> </ul> <p><b>Partners working with children and young people:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a minimum base of core safeguarding competencies.</li> <li>• Communicate and share information with one another effectively.</li> <li>• Are helped to improve the quality of their safeguarding practice by the Hertfordshire Safeguarding Children Board.</li> </ul>
<b>(c) The Story Behind The Baseline</b> <i>How have we been performing against this priority in the last year?</i>
<p><b>Improvements</b></p> <ul style="list-style-type: none"> <li>• Dissemination of learning from the evaluation of Serious Case Reviews, from the last two years, through multi-agency workshops and the Spring conference</li> <li>• Stronger foundation in place for the Hertfordshire Safeguarding Children Board (HSCB) activities</li> <li>• More engagement of agencies regarding serious case reviews</li> <li>• Significant improvement in the timeliness of initial and core assessments, and the quality of assessments must be maintained</li> <li>• The multi-agency suite and team at Lister Hospital 9 Bramble Suite) provides an appropriate environment for 0-18 child protection medicals and safeguarding discussions.</li> </ul> <p><b>Areas for further development</b></p> <ul style="list-style-type: none"> <li>• Increase the use of the Family Intervention Support Service (FISS)</li> </ul>

- Greater understanding of partner roles, at an individual and an organisational level
- Getting to grips with and the appropriateness of bureaucratic systems, e.g. Integrated Children's System (ICS)
- Address the fear amongst partner agencies of responsibility for safeguarding
- The need to become smarter at evaluating the impact of operational issues
- Recruitment of Social Workers
- Availability of services to support care plans e.g. CAMHS, drug support
- The difficulty in investing in the preventative agenda, give the need to maintain the level of specialist support.
- Need a greater awareness of the Common Assessment Framework (CAF) and the thresholds for accessing specialist services
- Ensure the quality of practice, not just the timeliness
- Raise awareness of the role of the Hertfordshire Safeguarding Children Board (HSCB)
- Ensure advice is given to voluntary organisations and the community regarding safeguarding
- Ensure there are clear processes to move 'inappropriate referrals' and cases out of specialist services to targeted support.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) The numbers ( %) of Common Assessment action plans implemented**

Lead Agency CSF  
Frequency Quarterly

**(2) The number of children reported missing (a) from home (b) from school (c) from care**

Lead Agency CSF  
Frequency Monthly

**(3)The number of children subject to a child protection plan for more than two years.**

Lead agency CSF  
Frequency Monthly

**(4) % of initial assessments for children's social care carried out within 7 working days of referral**

NI 59 (LAA2 target)

**(5) % of core assessments for children's social care that were carried out within 35 working days of their commencement.**

NI60 (LAA2 target)

**(e) Action Plan for Priority 1: *Children and young people are safe from abuse and neglect***

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
1.1	Improve the quality of Hertfordshire Children's Trust Partnership (HCTP) safeguarding practice through the work of the Hertfordshire Safeguarding Children Board (HSCB)				
a)	Ensure that the recommendations from Serious Case Reviews are included within all safeguarding training to improve practice	June 2009	HSCB	Chair HSCB	HSCB Strategic Board
b)	Audit the quality of single and multi-agency training to ensure that safeguarding training meets safe, consistent standards	October 2009	HSCB	Chair HSCB	HSCB Strategic Board
c)	Raise the awareness of the role of the Hertfordshire Safeguarding Children Board (HSCB) and enhance communication networks between HSCB, strategic partners and other stakeholders.	December 2009	HSCB	Chair HSCB	HSCB Strategic Board
1.2	Improve the quality of HCTP safeguarding processes and systems to improve the outcomes of children at risk				
a)	Continue to improve the timeliness and quality of initial and core social care assessments for children at risk of harm (via monitoring of timescales and audit)	December 2009	CSF	Ann Domeney	HCTP Exec Group
b)	Evaluate the effectiveness of Family Group Conferences (via user feedback, those not coming into care following one or where care proceedings avoided) and develop business care for wider roll-out	March 2010	CSF	Alison Twynam	HCTP Exec Group

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
c)	Improve the attendance of partner agencies at Child Protection Core Group meetings to ensure that all HCTP partners contribute effectively to safeguarding arrangements.	October 2009	HSCB	Chair HSCB	HSCB
d)	Develop skills, capability and capacity of front line practitioners to deliver services of high quality	December 2009	HSCB	Ann Domeney/Jessica Linskill	HSCB
1.3	Support vulnerable parents by ensuring services to vulnerable families are included in the core offer for all Children's Centres and Extended Schools	March 2010	CSF	Helen Ashdown	HCTP Exec Group
1.4	Clarify the role of specialist services and reduce inappropriate referrals to social care. Improve screening and advice at the CSC to increase completion of CAFs	March 2010	CSF	Ann Domeney	HCTP Exec Group
1.5	Improve resources to respond to the effects of domestic abuse upon children and young people				
a)	Establish clearer referral routes and thresholds	June 2006	CSF	Alan Dinning	HCTP Exec Group
b)	Increase number of cases discussed via Multi Agency Risk Assessments	October 2009	Probation	John Hughes	HSCB

<b>Theme</b>	<b>Safeguarding</b>
<b>Priority 2</b>	<b>Children and young people achieve their full potential whilst in and moving on from care</b>
<b>Priority Lead</b>	Ann Domeney, Deputy Director (Social Care)
<b>Every Child Matters Outcome</b>	Staying Safe

**(a) Population**

*What specific groups of children will this priority focus on?*

All children and young people in Hertfordshire who are currently in local authority care or who are leaving care<sup>1</sup>.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

The right Children and young people are in care.

Children and young people looked after:

- Receive timely and quality care planning
- Have a choice of placements to meet their needs
- Attend school and have flexible and supportive arrangements to do so.
- Have regular health and dental assessments to stay healthy.

Children leaving care:

- Can access appropriate accommodation and do not become homeless.
- Can access appropriate skills and qualifications to live independently and remain in education, employment and training.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

We have made significant improvements in services for children looked after as can be demonstrated by increased performance in PEPs, Health Assessments, Reviews and the participation of children in their care planning. While more children have allocated social workers, children report that they see too many changes which are likely to affect their achievements.

We recognise that we need to do more to improve the quality of care planning and ensure that there are sufficient good quality foster carers to help children and care leavers achieve their potential. We want to expand the support for children to live with family and friends. There needs to be a broad range of semi independent provision.

We want to improve the health of children looked after and ensure that services are accessible to promote their emotional wellbeing and provide advice, particularly in the area of sexual health. Children's views matter and we need to ensure that the views of all children are sought and affect the service they receive

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

<sup>1</sup> Care leavers are defined as those who have spent 13 or more weeks in local authority care prior to their sixteenth birthday that are making the transition from the direct care of the local authority to independence. This includes children and young people with learning difficulties and disabilities with continuing care needs.

**(1) Children Looked After cases which were reviewed within required timescale**

National Indicator 66 (LAA2 target)

Lead Agency CSF

Frequency Monthly performance data set

**(2) Children and young people feel safe and settled in matched placement which meets their needs:**

- (a) Number of placements within period of time (NI62)
- (b) Care leavers in suitable accommodation (NI147)
- (c) Timescales to achieve adoption and permanency (NI61)

Lead Agency CSF

Frequency Monthly performance data set

**(3) The percentage of children and young people looked after aged 16 to 19 in Hertfordshire who are not in education, employment or training**

*This indicator is now also proposed as part of the Priority 7 indicator.*

Lead Agency Youth Connexions

Frequency Monthly

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**(e) Action Plan for Priority 2: Children and young people achieve their full potential whilst in and moving on from care**

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
2.1	<p>Ensure children looked after are healthy:</p> <ul style="list-style-type: none"> <li>• Increase health and dental assessments</li> <li>• Improve access to targeted mental health services</li> <li>• Improve access to effective Sexual and relationship education services (SRE)</li> </ul>	Sept 2009	CSF/PCT	<p><b>Deborah Brice</b> (Amanda Flower) (Teenage pregnancy project worker)</p>	SCPMG / Monthly SC dataset
2.2	<p>Ensure children looked after receive excellent services by improving the timeliness and quality of care planning and casework:</p> <ul style="list-style-type: none"> <li>• Timescales and quality standards met for Personal Education Plans.</li> <li>• Ensure children looked after are able to participate in their reviews in a form most suitable to them.</li> <li>• Ensure that reviews report that children are well matched and supported in their placement.</li> <li>• Ensure that children participating in the process receive feedback in a way which is meaningful.</li> <li>• Ensure that CLA have access to a consistent adult during their time in care.</li> <li>• Family support is targeted to help children at risk of significant harm to stay within families and communities.</li> </ul>	Sept 2009	CSF	<p><b>Dawne Brent</b> (Felicity Evans)  (Martin Bailey) (Ann Domeney) (FIS manager)</p>	SCPMG / Monthly SC dataset
2.3	<p>Improve the opportunities and services available to care leavers in Hertfordshire:</p> <ul style="list-style-type: none"> <li>• Increase the range and quality of provision of accommodation for care leavers ( including specialist teenage placements) (monitored by % of care leavers in appropriate accommodation)</li> <li>• Improve the range of placements, including teenage placements (<i>monitored by % of teenagers in-house foster care</i>)</li> <li>• Increase the use of support of friends and family care (<i>monitored by %</i></li> </ul>	<p>(Sept 2009)</p> <p>(April 2010)</p> <p>(April 2010)</p>	CSF	<p><b>Aidan Moffat</b> (Lin Phillips)  (Karen Devereux) (Karen Devereux)</p>	SCPMG / Monthly SC dataset

	<p><i>of CLA placed with Friends and Family foster carers)</i></p> <ul style="list-style-type: none"> <li>• Ensure young people are consulted in the choice of placement</li> <li>• Ensure care leavers have a timely pathway plan which is reviewed every six months and meets quality standards</li> </ul>	<p>(From April 2009) (From April 2009)</p>		<p>(Dawne Brent) (Lin Phillips)</p>	
2.4	<p>Agencies work effectively together to ensure CLA achieve their full education potential:</p> <ul style="list-style-type: none"> <li>• Improve attendance of children in education (<i>by reducing CLA absent from school for 25 days to 12%</i>)</li> <li>• Ensure Personal Education Plans (PEPs) are high quality and are undertaken in a timely manner</li> <li>• Ensure effective pathway planning by ensuring pathway plans are reviewed within timescales</li> </ul>	<p>April 2010 (Sept 2009) (Sept 2009) (Sept 2009)</p>	CSF	<p><b>Felicity Evans</b>  (Lin Phillips)</p>	SCPMG / Monthly SC dataset
2.5	<p>Increase the proportion of children looked after who are engaged in positive leisure activities (e.g. sports, arts) and volunteering to promote building of self-esteem.</p>	<p>Sept 2009</p>	CSF	<p><b>Felicity Evans</b></p>	SCPMG / Monthly SC dataset

<b>Theme</b>	<b>Safeguarding</b>
<b>Priority 3</b>	<b>Children and young people are confident to respond to bullying</b>
<b>Priority Lead</b>	Gill Jones, Head of Standards and School Effectiveness
<b>Every Child Matters Outcome</b>	Staying Safe

**(a) Population**

*What specific groups of children will this priority focus on?*

All children and young people in Hertfordshire who are affected by bullying. This includes bullying related to:

- Race, religion or culture, disability or special educational needs.
- Appearance or health conditions, sex or sexual orientation.
- Home circumstances or any other form of oppressive behaviour.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

**Children and young people:**

- Have confidence that bullying is being dealt with effectively in schools and in communities.
- Feel empowered to respond confidently to bullying.
- See a reduction in the number of bullying incidents over time<sup>1</sup>.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

In Hertfordshire approximately 29% of children and young people reported being bullied in school once or more in 2007/08 (compared to 25% nationally)<sup>2</sup>. Children's fear of bullying is higher than actual bullying, and is higher amongst girls<sup>3</sup>.

Verbal forms of bullying are increasing steadily, while physical assault has reduced slightly, but is still high. Combined elements of cyber bullying remain comparatively low. The most common form of bullying is around appearance/size and there has also been an increase of bullying related to gender in 2007/08.

In 2007/08 36% of Hertfordshire pupils report that their schools deal quite or very well with bullying (national 35%)<sup>2</sup>.

The Hertfordshire Safeguarding Children Board has an important role in monitoring that all HCTP agencies have appropriate policies, practice and procedures in place for anti-bullying.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

<sup>1</sup> Increased reporting initially may indicate improvement in practice

<sup>2</sup> Ofsted TellUs3 survey

<sup>3</sup> HRBQ survey

**(1) The percentage of children who report that their school deals well with bullying (Ofsted TellUs)**

(annual)

**(2) The number of bullying and racist incidents reported by schools.**

(termly)

**(3) The percentage of schools and other settings with anti-bullying accreditation (measured by those who have achieved accreditation and those working towards)**

(termly)

**(4) Children who have reported experiencing bullying**

(National Indicator 69, definition to be confirmed)

(Local Area Agreement 2 Target)

(annual)

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**(e) Action Plan for Priority 3: Children and young people are confident to respond to bullying**

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
3.1	Monitor, support and challenge practice in schools and other settings: <ul style="list-style-type: none"> <li>• ensure comprehensive and timely reporting of incidents via local authority systems</li> <li>• provide revised Hertfordshire anti-bullying guidance</li> <li>• provide training and support to schools, partners and other settings</li> <li>• provide peer support training to children and young people (via HABI)</li> </ul>	ongoing	CSF	Maggie Woods	HSCB  CSF/SSE  Behaviour and attendance wellbeing sub group
3.2	Promote the Hertfordshire anti-bullying accreditation programme to develop anti-bullying and harassment policy in schools and other settings	ongoing	CSF	Karin Hutchinson	CSF/SSE  Behaviour and attendance wellbeing sub group
3.3	Engage partners and the wider community in identifying joint working opportunities to promote and further develop anti-bullying policy and practice within the context of community cohesion, including: <ul style="list-style-type: none"> <li>• police protocols in and around schools</li> <li>• mechanisms for information sharing and partnership working with DCTPs</li> <li>• mechanisms for monitoring incidents through integrated practice (eg CAF, admissions, ESTMA)</li> </ul>	ongoing	CSF/Hertfordshire Constabulary/DCTPs	Liz Biggs/ Richard Beachey	
3.4	<ul style="list-style-type: none"> <li>• Establish a programme for engaging school governing bodies in monitoring and evaluating policy and practice</li> <li>• Embed effective practice by school governing bodies in anti-</li> </ul>	July 2009	CSF	Carole Connelly	CSF/SSE  Behaviour and

	bullying work	ongoing			attendance wellbeing sub group
<b>3.5</b>	<ul style="list-style-type: none"> <li>Support parents, carers and schools through the development of independent advocacy and mediation services</li> <li>Roll out the mediation service to other areas</li> </ul>	ongoing Sept 2009	CSF	Maggie Woods/Karin Hutchinson	CSF/SSE Contract monitoring

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<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 4</b>	<b>Children and young people's emotional wellbeing and mental health is well supported</b>
<b>Priority Lead</b>	Catherine Pelley, Assistant Director, Children's Commissioning, West, East & North Herts PCTs
<b>Every Child Matters Outcome</b>	Being Healthy

**(a) Population**

*What specific groups of children will this priority focus on?*

All children and young people aged 0 to 18 years who are resident, educated or registered to a GP in Hertfordshire.

For a full list of vulnerable groups covered by the CYPP 2009/11, please consult **Section (d)** of the Introduction to the Plan.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

**Children and young people:**

- Fewer children and young people self-harm, attempt or commit suicide.
- Are better equipped to cope with change in their lives and worry less.
- Can access local services to support their emotional and mental health.
- Take part in leisure activities to improve their emotional and mental health.

**Parents and carers of children and young people:**

- Know what services are available to support their child's emotional and mental health and where to access them.

**Partners working with children and young people:**

- Are trained to recognise children's emotional and mental health needs, and can direct children to earlier, appropriate support.
- Reduce inappropriate referrals to specialist services by offering earlier support, making services available to children with most complex needs.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

The ONS survey on the mental health of children and adolescents completed in 1999 identified that mental health disorders are more common in boys than girls. In the 5-10 year age group 10% boys and 6% of girls had a mental health problem. In the 11-15 year age group, the proportions of young people with a mental health disorder were 13% for boys and 10% for girls. Applying this to the child population of Hertfordshire (based on PCT populations) we can estimate that there would be a total of 14,366 children and young people needing to access some form of mental health support. However, this should be viewed as a conservative estimate as it does not include figures for children under five or adolescents between 16-18 years for whom there are no prevalence figures currently available.

The Health Related Behaviour Survey and Tellus3 show that, exams, transition, and relationships are the issues that worry children and young people most. Further work is needed to understand the impact in these areas of services such as the counselling in schools

project. Further knowledge about the causes of mental ill health, risk and resilience factors make clear that a whole system approach is required to improve the emotional wellbeing and mental health of children.

Over the last year:

- Good progress has been made in the last year with the building blocks put in place to enable us to achieve better outcomes for children and young people. This has included the development of a strategy that covers the wider issues of emotional health and wellbeing rather than just CAMHS and HPFT issues.
- Hertfordshire contributed to the national CAMHS review to help shape the national view of how emotional health and wellbeing should be considered.
- Hertfordshire has been successful in becoming a pilot for the Targeted Mental Health in Schools project.

The strategy will focus on the development of the following priority areas:

- Promoting psychological wellbeing by undertaking activities to effectively engage with the wider community to raise awareness, tackle stigma and advocate early help seeking.
- Working in partnership to deliver a range of integrated early intervention services that are age appropriate, flexible and accessible in supporting and meeting the needs of all children and young people.
- Developing services to ensure that children and young people with more complex mental health needs receive effective and timely services.
- Developing appropriately targeted services for children and young people from vulnerable groups.
- Ensuring we have in place robust arrangements which support the children, young people, parents and carers accessing our services and the staff working in them.

Key challenges moving forward include:

Being able to demonstrate the impact of our actions

- Raising awareness amongst universal and targeted services of the wider emotional health and wellbeing agenda as well as the role CAMHS services have in meeting children's needs.
- Services complain about access to CAMHS but do not take up the opportunity to shape services by attending planning events.
- Ensuring the views of children and young people shape the planning and evaluation of services
- The need to ensure the integrated practice agenda is embedded.
- Reflecting the non-clinical time as having an impact overall on the emotional health and wellbeing of children and young people by supporting universal services.
- The relevant level of workforce that is competent to meet the needs of children and young people with emotional health and wellbeing needs.

**(c) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) The effectiveness of child and adolescent mental health services – LAA indicator National Indicator 51 (LAA2 target)**

**(2) The number of children & young people in Hertfordshire aged 0-18 who wait more than 13 weeks for a CAMHS outpatient appointment**

From April 2009 CAMHS services will also have to work towards the NHS 18 week target which will shorten again the waiting times for children.

**(3) The % of schools and other settings participating in Hertfordshire 'Feelin' Good' week to promote children's understanding of emotional and mental health services.**

Potential Development indicators around

- perceptions of parents and pupils
- new Ofsted indicators around emotional health/resilience

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**(e) Action Plan for Priority 4: Children and young people's emotional wellbeing and mental health is well supported**

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
4.1	Develop a quality monitoring framework for services that contribute to supporting children and young people's emotional health and wellbeing in Hertfordshire by: <ul style="list-style-type: none"> <li>Establishing a Framework and putting it in place</li> <li>Development of data that allows impact to be measured</li> </ul>	2010 2011	CAMHS	Amanda Flower	EH&WB Steering Group
4.2	Implement the CAMHS Strategy with particular focus on the following strands. <ul style="list-style-type: none"> <li>Promotion /prevention</li> <li>Early intervention</li> <li>Targeted</li> <li>Specialist</li> </ul>	2009 2009 2010 2011	PCTs	<i>Amanda Flower</i>	EH&WB Steering Group
4.3	Develop themed snapshot of pressure points to include: <ul style="list-style-type: none"> <li>Bullying</li> <li>Self-harm</li> <li>Eating disorders</li> </ul>	Every 6 months	CAMHS	<i>Amanda Flower</i>	Every 6 months Via EH&WB Steering Group
4.4	Provide training & development opportunities for all HCTP staff: to promote earlier intervention and prevention in children's emotional wellbeing and mental health, including: <ul style="list-style-type: none"> <li>HCTP Multi-agency Conference</li> <li>Next phase of resilience programme phase rolled out</li> <li>Full coverage of resilience programme</li> <li>Bimonthly workshops</li> </ul>	5/09 From 9/09 3/11 From 6/09	CAMHS	<i>Amanda Flower</i>	EH&WB Steering Group

4.5	Promote better awareness of emotional and mental health services for children, young people, parents and carers		CAMHS	<i>Amanda Flower</i>	EH&WB Steering Group
	a) Continue to raise awareness of Child and Adolescent Mental Health services to HCTP staff and political representatives via: <ul style="list-style-type: none"> <li>• CSF News</li> <li>• Integrated Practice Bulletin &amp; networks</li> </ul>	Ongoing		<i>Amanda Flower</i>	EH&WB Steering Group
	b) Develop a set of tools for children, parents, carers and staff that provide information on emotional wellbeing key issues, and signpost them to services, including <ul style="list-style-type: none"> <li>• The use of Channel Mogo.</li> <li>• 'Keeping Your Child Safe' toolkit</li> <li>• Bereavement</li> <li>• Divorce</li> <li>• Transition</li> <li>• Adolescence</li> <li>• Exam stress</li> <li>• Coping with peer pressure and bullying</li> </ul>	July 2009  Completed & updated by March 2011. (½by March 2010)		<i>Amanda Flower</i>	EH&WB Steering Group

<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 5</b>	<b>Children and young people have a healthy weight</b>
<b>Priority Lead</b>	Hilary Angwin, Consultant in Public Health, East & North Hertfordshire Primary Care Trust (PCT)
<b>Every Child Matters Outcome</b>	Being Healthy

+

<b>(a) Population</b> <i>What specific groups of children will this priority focus on?</i>
All children and young people in Hertfordshire aged 0 to 19 years, particularly those who are overweight or obese, and children aged 0 to 5 years.
<b>(b) Conditions We Want To See</b> <i>What positive conditions of wellbeing do we want to see?</i>
<ul style="list-style-type: none"> <li>• Children and young people are not overweight, and lead healthy lifestyles in and out of school</li> <li>• Parents and carers are aware and take responsibility for their children's healthy lifestyles.</li> <li>• Partners working with children and young people work with local communities to provide children and families with advice, support services and accessible opportunities to lead healthy lifestyles, and with each other to develop a targeted approach to improving children's health lifestyles, participation in sport, and access to free play opportunities.</li> </ul>
<b>(c) The Story Behind The Baseline</b> <i>How have we been performing against this priority in the last year?</i>
<p>In 2008, the Hertfordshire Childhood Measurement Programme weighed over 85% of children in Reception and Year 6. The Programme found that <b>32.33%</b> of boys and <b>28.03%</b> of girls in Year 6 were overweight or obese. Whilst obesity rates have fallen in the west of the county, they have risen in East &amp; North Herts and targeting Year 6 boys in Broxbourne is a key priority</p> <p>78% of Year 8 and Year 10 pupils interviewed through the TellUs3 survey felt they received sufficiently high quality information on how to eat healthily, which was consistent with the previous year's results.</p> <p>Healthy Weight, Healthy Lives, a draft strategy to reduce childhood obesity levels in Herts 2009-2011 has been produced which proposes multi-agency actions and is being consulted upon with a wide range of stakeholders. It covers both the prevention of obesity and proposed personalised support for obese children and their families</p>
<b>(d) How will we know if we have improved?</b> <i>Which key performance indicators will tell us if we are improving?</i>
<p><b>(1) Obesity among primary school age children in (a) Reception and (b) Year 6 in Hertfordshire</b></p> <p>(National Indicator 55 &amp; 56 (LAA2 target))</p> <p><b>(2) Prevalence of breastfeeding at 6-8 weeks from birth in Hertfordshire</b></p> <p>(National Indicator 53)</p> <p><b>(3a) Take up of school lunches</b></p>

(National Indicator 52)

**(3b) Children and young people's participation in high-quality PE and sport**

(National Indicator 57)

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**(e) Action Plan for Priority 5: *Children and young people have a healthy weight***

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
5.1	Ensure local agencies promote awareness of the impact of obesity and being overweight in Hertfordshire districts by implementing a local response to the National Strategy on Social Marketing: <ul style="list-style-type: none"> <li>• Promote awareness of the Change4Life campaign in Children's Centres and Extended schools by using promotional materials and social marketing to reinforce messages.</li> <li>• Develop &amp; promote local champions for a healthy lifestyle, through Children's Centres and Extended schools.</li> </ul>	March 2010	PCTs	Hilary Angwin	Local response will have timed actions
5.2	Improve the measurement of the numbers of mothers breastfeeding and continuing to breastfeed and work with young mothers to increase the prevalence of breastfeeding: <ul style="list-style-type: none"> <li>• Produce a Hertfordshire wide breast feeding strategy with multi-agency actions to promote breastfeeding</li> <li>• Ensure Sure Start Children's Centres become 'Breastfeeding Friendly Places'</li> </ul>	March 2010	PCTs	Hilary Angwin	Quarterly 6-8 week breast feeding rates
5.3	Promote healthy lifestyles to children, young people, parents and carers through children's centres, schools, and their extended services.:				

	<p>(a) Further increase capacity of Children's Centres and Extended Schools to provide activities to increase children's and parents' healthy lifestyles, particularly in areas with higher numbers of obese and overweight children:</p> <ul style="list-style-type: none"> <li>• The implementation and evaluation of healthy life styles programme across 74 schools in the St. Albans district over the next 3 years, working with parents and children</li> <li>• Extended schools consortia to develop specific projects in Broxbourne area tackling obesity in primary school aged children</li> <li>• Raise numbers of schools achieving Healthy Schools status to 75%</li> <li>• Pilot specific programmes (such as Mini-Mend/HENRY) to promote healthy lifestyles for under fives, through Children's Centres in East &amp; North Herts</li> </ul>	<p>March 2010 March 2010 Dec 2009 March 2010</p>	<p>CSF</p>	<p>Helen Ashdown</p>	<p>513 Prevention Fund monitoring  Children's Centres/Extended schools Implementation Group</p>
	<p>(b) Strengthen the healthy lifestyle aspects of the Early Years Foundation Stage</p> <ul style="list-style-type: none"> <li>• Identify areas for targeted work and develop an action plan, using data from 2008 Childhood Measurement Programme</li> <li>• Provide on-site training and support to early years practitioners in target areas.</li> <li>• Incorporate healthy lifestyle information for parents within the 'Building Brighter Futures' campaign</li> <li>• Increase physical activity through play, including for non-traditional groups, through 22 Play Builder sites</li> </ul>	<p>Ongoing  From 04/2009  Sept 2009 July 2009 March 2010</p>		<p>Sally Orr</p>	<p>Early Years Outcomes Steering Group</p>
<p>5.4</p>	<p>Ensure partners work together to implement and increase the participation of children and young people in sport and physical activity both in, and outside, of school.</p>		<p>CSF</p>	<p>Nic Holmes</p>	

	<ul style="list-style-type: none"> <li>Establish a countywide Physical Education &amp; Sport Strategy for Young People (PESSYP) group.</li> <li>Evaluate the impact and quality of participation of the 93% of 5-16 year olds engaged in 2 hours or more of high quality PE &amp; sport, and determine an agreed method of data collection for sport and physical activity.</li> <li>Increase the 5 hour offer by (a) maximising competitive opportunities and (b) enabling "Sport Unlimited" to contribute to the 5 hour offer.</li> <li>Ensure partners are engaged with national resources (to be identified by Dept of Health) available for the 20% "non-sporty" children.</li> </ul>	<p>August '09</p> <p>December '09</p> <p>Ongoing</p> <p>December ' 09</p>			<p>First mtg. held; County plan in place</p> <p>PESSYP group</p>
5.5	Maintain the take-up of healthy school meals.	Ongoing	CSF	Lin O'Brien	Hertfordshire Catering Service Senior Management Group

<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 6</b>	<b>Vulnerable under fives are well prepared for life</b>
<b>Priority Lead</b>	Alan Dinning (Deputy Director, Integrated Children's Services)
<b>Every Child Matters Outcome</b>	Enjoying and Achieving

**(a) Population**

*What specific groups of children will this priority focus on?*

Vulnerable children in Hertfordshire aged under 5 years.

For a full list of vulnerable groups covered by the CYPP 2009/10, please consult **Section (d)** of the Introduction to the Plan.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

**Vulnerable children aged under 5:**

- Are physically and emotionally healthy.
- Are supported to reach their appropriate developmental milestones.
- Are able to communicate, socialise and play appropriately for their age.

**Vulnerable parents and carers of children aged under 5:**

- Have access to high quality information about the range and quality of early years' services available to them locally via children's centres.
- Take up early years' services in their local area, and are able to make more informed decisions about their childcare arrangements.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

2008/9 has seen rapid change and there is now a need to complete and consolidate and embed changes:

- 2008 Foundation stage profile results saw significant gains in all 6 areas of learning have improved and the gap between the lowest 20% of children and all children narrowed slightly, although narrowing this gap remains a priority.
- The introduction of the statutory framework for the Early Years Foundation Stage and Ofsted changes to registration and inspection have had significant impact on all early years practitioners.
- 50 of the 82 Children's Centres are now providing services to their communities while lead agencies for the remaining 32 have been selected
- Working protocols agreed with key statutory partners, health and Job Centre Plus
- Data collation system in place to monitor the local impact of Children's Centre services
- Over 900 early years practitioners are being funded to study for higher level qualifications, keeping Hertfordshire on course to meet graduate leader targets for 2015, although there are still some variations in take-up across the county.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) % of take-up of the free place entitlement for 2, 3 and 4 year olds**

- The number of phase 1 and 2 Children's Centre communities with take-up of 3 and 4 year old free place entitlement of less than 90% (*Aim is to increase, current baseline 20/50 communities*)
- 75% of eligible 2 year olds under the revised scheme take-up the free place entitlement

**(2) The number of children's centre communities with referrals to social care below 10 per 1,000 aged 0-4.**

*Baseline is 22/82 (Successful early interventions would lead to an increase in this number.*

**(3) Narrow the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and all other children in Hertfordshire**

National Indicator 92 (LAA2 target)

**(4) Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy.**

National Indicator 72 (LAA2 target)

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**(e) Action Plan for Priority 6: *Vulnerable under fives are well prepared for life***

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer	How will we monitor progress
6.1	<p>Improve the capacity of children's centres to meet the needs of children most at risk of poor outcomes.</p> <ul style="list-style-type: none"> <li>- Designation of 32 phase 3 centres</li> <li>- Phase 1 &amp; 3 centres delivering full offer</li> <li>- Annual performance monitoring of all phase 1 &amp; 2 centres in place with a focus on impact on vulnerable children</li> <li>- Use estart system to monitor progress.</li> </ul>	March 2010	CSF	Caroline Swindells	Early Years Outcomes Steering Group
6.2	<p>Improve the quality of early years provision to vulnerable families in phase 1 children's centre communities via:</p> <ul style="list-style-type: none"> <li>• Targeted training and support for the implementation of EYFS based on the setting's RAG rating <ul style="list-style-type: none"> <li>- <i>RAG ratings system implemented in type 1 areas</i></li> </ul> </li> <li>• Qualified teacher involvement impacting on the quality of provision in the children's centre community</li> <li>• Achievement of HQS modules from local providers <ul style="list-style-type: none"> <li>- All providers in type 1 CC are encouraged to take part in HQS process (buddying project has targeted 4 initial communities)</li> </ul> </li> </ul>	<p>Reduction in red/amber ratings by 10% by 06/2009</p> <p>ECERS ratings completed on all providers within type 1 communities by March 09</p>	CSF	Megan Wilcox	Early Years Outcome Steering Group
6.3	<p>Raise the qualification levels, skills and competencies of early years practitioners by:</p> <ul style="list-style-type: none"> <li>• Developing the role of EYPs and early years graduates to encourage recruitment and retention</li> <li>• Allocating the funding through GLF to continue the trajectory towards a graduate in every setting</li> <li>• Embedding the legislative requirements for safeguarding and allegation management in the private and voluntary sector</li> </ul>		CSF	David Shevlane	Early Years Outcomes Steering Group

<p><b>6.4</b></p>	<p>Improve the wellbeing of young children by:</p> <ul style="list-style-type: none"> <li>• Monitoring that under the revised specification for health visitors face-to-face support for families is taking place across the county</li> <li>• Monitoring the health visitor activity to ensure the needs of the most vulnerable families are met</li> <li>• Increase the take-up of evidenced based parenting programmes in children's centre communities with the higher rates of social care referrals in this age group</li> <li>• Increase access to information and signposting to services for the most vulnerable families through the FIS and outreach workers</li> <li>• Improve the quality and impact of support for teenage parents.</li> </ul>	<p>Parenting programmes commenced 9/09; evaluation of impact completed 3/10</p> <p>Information available in all above CC communities Sept. 09 Evaluation March 2010</p> <p>TP Support Groups in high-rate communities by 01/10; Evaluation of impact 09/10</p>	<p>PCT/CSF</p>	<p>Elaine Fisher/David Silverman</p>	<p>Early Years Outcomes Steering Group</p>
<p><b>6.5</b></p>	<p>Through the successful implementation of the 0-7 Partnerships Pilot and the Buddying Pilot, investigate, develop and deliver innovative models of:</p> <p>a) supporting young children and their families through transitions  b) strengthening leadership and embedding collaboration and buddying amongst lead practitioners</p>	<p>Local projects implemented Sept 2009</p> <p>Pilot evaluation completed March 2011</p>	<p>CSF</p>	<p>Sally Orr/Lucy Connolly</p>	

<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 7</b>	<b>Vulnerable children achieve as well as others</b>
<b>Priority Lead</b>	Gill Jones, Head of Standards and School Effectiveness
<b>Every Child Matters Outcome</b>	Enjoying and Achieving

**(a) Population**

*What specific groups of children will this priority focus on?*

Vulnerable children and young people in Hertfordshire at risk of underachieving.

For a full list of vulnerable groups covered by the CYPP 2009/11, please consult **Section (d)** of the Introduction to the Plan.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

We want to see the gap in performance between underachieving groups and all groups of children and young people reduce.

**Vulnerable children and young people:**

- Are healthy with a sense of wellbeing.
- Attend school and other settings at least as well as other pupils.
- Remain in school<sup>1</sup>.
- Progress to post-16 further and higher education, training or further learning in greater numbers
- Make at least as good progress as other children..
- Participate more in out of school/extended school activities.
- Make an increased contribution to life at school, college or other settings.

<sup>1</sup> **The use of 'school' here is intended to include further education and other learning settings.**

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

The performance of children and young people from vulnerable groups in Hertfordshire is better than the national average, but this is in the context of higher achievement of all children and young people in the county. There are still significant gaps in educational attainment between children and young people who are looked after, from certain black and minority ethnic backgrounds, and from low-income families and all other children.

In 2008, the achievement gap for underachieving BME groups has reduced at both key stages 2 and 4; the group made similar progress to the Hertfordshire average and better progress in mathematics at key stage 4.

The gap at both key stage 2 and key stage 4 widened for children looked after from 2007 to 2008. The CLA cohorts had a large percentage of children with special needs this year.

However, one of the largest gaps between a vulnerable group and the Hertfordshire average is for those in receipt of free school meals; although this gap has narrowed at key stage 2, it has widened at key stage 4.

Evidence of the effect of actions taken forward through the 2008/09 CYPP will be available in the autumn of 2009.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**Indicator 1**

**Narrow the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers, specifically (a) underachieving BME groups, (b) children looked after (for at least 12 months during the key stage) (c) those eligible for free school meals and (d) children with LDD:**

- the achievement gap between each group and their peers achieving the expected level at the early years foundation stage, key stage 2 and key stage 4

**Indicator 2**

**The percentage of vulnerable children aged 16 to 19 who are not in (a) education employment or training (NEET) and (b) NEET for 6 months or longer. Broken down by:**

- underachieving BME groups
- those living in 20% most disadvantaged super-output areas (SOAs)
- Children looked after
- Children with LDD

**Indicator 3**

**Reduce the percentage of vulnerable children out of school settings compared to the average, measured by persistent absence, fixed term and permanent exclusions. Broken down by:**

- underachieving BME groups
- those living in 20% most disadvantaged super-output areas (SOAs)
- Children looked after
- Children with LDD

**(e) Action Plan for Priority 7: *Vulnerable children and young people achieve as well as others***

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
7.1	<p>Ensure schools and early years settings offer effective targeted support to accelerate the progress of underachieving groups and pupils.</p> <p>Actions to include (more detailed breakdown available):</p> <ul style="list-style-type: none"> <li>• Ensure ambitious target setting for vulnerable children is in place.</li> <li>• Focused support programmes for vulnerable groups and pupils</li> <li>• Training and support for schools and early years workforce</li> <li>• Targeted recruitment of governors to reflect local communities and training to ensure they are well placed to fulfil their duty to promote high standards</li> <li>• Ensuring easy access to early education and childcare (see Priority 6)</li> <li>• Provide intensive support for children and young people at times of transition</li> <li>• Ensure all vulnerable children and young people have access to a mentor</li> <li>• Priority access to school places for vulnerable groups, e.g. children looked after</li> <li>• Intensive improvement programme for low achieving schools</li> </ul>	Ongoing From April 2009	CSF	Gill Jones	HCTP CSF / SSE
7.2	<p>Accelerate the progress of children from low-income families.</p> <p>Actions to include:</p> <ul style="list-style-type: none"> <li>• Identify children and young people from the 20% most disadvantaged areas</li> <li>• Ensure ambitious targets are set for the progress and achievement of these children and young people.</li> <li>• Make efficient and effective use of one to one tuition to support and</li> </ul>	Ongoing From April 2009	CSF	Ros Cooper	CSF/SSE

	accelerate the progress of this group ('Making Good Progress' initiative).				
7.3	<p>Provide additional targeted support for underachieving groups and pupils through extended services in and around schools.</p> <p>Actions to include (more detailed breakdown available):</p> <ul style="list-style-type: none"> <li>• Targeted extended learning opportunities for vulnerable groups</li> <li>• Development of 'Playing for Success'</li> <li>• Ensuring that feedback from children and young people influences the development of extended school provision</li> <li>• Monitoring take-up of out of school/extended school activities by children and young people from vulnerable groups</li> </ul>	Ongoing From April 2009	CSF	Helen Ashdown (Liz Biggs)	CSF / ICS
7.4	<p>Support parents, families and communities to be involved in children's learning and development:</p> <p>Actions to include</p> <ul style="list-style-type: none"> <li>• Promote community cohesion</li> <li>• Ensure parents and families are able to participate in decision-making</li> <li>• Provide targeted services for adult education and family learning through extended schools and children's centres</li> <li>• Target the work of parent support advisers on the families of underachieving children</li> <li>• Improve the partnership with, and impact of, complementary and supplementary schools</li> <li>• Ensure schools engage parents in support for their children's learning</li> </ul>	Ongoing From April 2009	CSF	Maggie Woods  (Helen Ashdown)	CSF / SSE  Parent Support and Information Strategy Steering Group
7.5	<p>Strengthen support for underachieving groups and pupils in 14-19 provision</p> <p>Actions to include:</p> <ul style="list-style-type: none"> <li>• Ensure actions are taken by SAPGs to identify clear learning pathways for vulnerable young people and that there is targeted support to accelerate their progress</li> <li>• SAPGs and SIPs to monitor effectiveness of 14-19 provision</li> <li>• Better provision of experience of work and applied learning and promotion of higher aspirations for vulnerable groups</li> </ul>	Ongoing From April 2009	CSF	Eileen Gordon	Hertfordshire Strategic Partnership Group

	<ul style="list-style-type: none"><li>• Develop systems for more detailed analysis of post-16 attainment and progress</li></ul>				
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<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 8</b>	<b>Children and young people with learning difficulties and disabilities are empowered to reach their full potential</b>
<b>Priority Lead</b>	Justin Donovan, Deputy Director (Chief Education Officer)
<b>Every Child Matters Outcome</b>	Being Healthy

**(a) Population**

*What specific groups of children will this priority focus on?*

All children and young people in Hertfordshire aged 0 – 19 with learning difficulties and disabilities. A child or young person should be regarded as disabled if he or she has special needs in the area of health, education or physical, intellectual, emotional, social or behavioural development due to:

- Multiple and complex health needs
- Sense impairment such as hearing loss, visual impairment or deaf-blind
- A significant learning difficulty
- A chronic physical illness
- Autism (autistic spectrum disorder) and communication disorder
- A significant pre-school development delay

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

- Children and young people with LDD who need coordinated high quality, timely, multi-agency support will receive this through appropriate services working together with their parents/carers and families.
- Children and young people with LDD will take part in and enjoy leisure and educational activities outside of school that reflect their interests and meet their needs.
- Children and young people with LDD will progress into adult life having benefited from a range of opportunities that meet their needs, reflect their aspirations and enhance their quality of life.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

Significant strides have been made over the past 12 months in relation to the planning and provision of services for children and young people with LDD in Hertfordshire. A jointly developed Service Improvement Plan across CSF and Health is in place and regularly monitored.

A major government initiative, Aiming High for Disabled Children (AHDC), will provide additional funding from April 2009 to support the transformation of services for children with LDD and their families. This has and will continue to provide a focus for partnership working across key agencies.

Progress has been made in providing more co-ordinated services to children 0 – 4 with LDD through the Early Support approach. However there is a need to further embed integrated practice more widely and across all age groups.

There has been an increase in the number of parents/carers of children and young people with LDD registered on the Hertfordshire Additional Needs Database (HAND). Registration provides

information about recreational organisations that offer access and concessions for children with LDD and their carers in some cases. In addition an organisation, 'Out and About', has been engaged by Hertfordshire to support local leisure providers to become more inclusive in meeting the needs of children and young people with LDD.

Progress has been made in working with parents and carers in service developments, particularly a review of short breaks provision. There has also been an increase in the percentage of children and young people with LDD who participate in their own reviews. However further work needs to be undertaken to coordinate a strategic approach to the involvement of parents/carers and young people with LDD.

A new Transition Service has been developed across children's and adults' services and it is intended that this is implemented on a phased basis from April 2009. A Team Manager has been appointed and planning is underway to improve the operational arrangements to support young people with LDD moving from childhood to adulthood.

Programmes to support young people with complex needs in local college placements have reduced the reliance on out of county placements. More young people with LDD are employed or in further education in their local community. However this group is still significantly disadvantaged compared to their non-disabled peers.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) The % of children who have been assessed by the Complex Care Panel who have a nominated Lead Professional.**

**(2) The % of young people aged 16 – 19 years in Hertfordshire with learning difficulties and disabilities who are not in education, employment and training (NEET).**

**(3) The % of parents/carers who respond to the pilot evaluation of parental satisfaction who say they have received a good service (in advance of NI 54)**

**(4) Services for disabled children**

National Indicator 54 (LAA2 target)

*NB: This indicator is stil undergoing development nationally.*

**(e) Action Plan for Priority 8: *Children and young people with learning difficulties and disabilities are empowered to reach their full potential***

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent all actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
8.1	Implement a joint model of service delivery to meet the requirements of the Aiming High agenda and the full service offer	March 2011 AHDC Business Plan Identifies key milestones	CSF/NHS	Justin Donovan CSF	JDSG Service Improvement Plan
8.2	Implement a strategy to enable children and young people with LDD and their parents/carers to influence the planning of services and to contribute to their own individual reviews	Sept 2009	CSF	John O'Loughlin and Sheila Reynolds	JDSG Service Improvement Plan
8.3	Develop and implement a strategy to increase the confidence, skills and commitment of the workforce in meeting the needs of children and young people with LDD	March 2011 AHDC Business Plan Identifies key milestones	CSF/NHS	John O'Loughlin and Sheila Reynolds CSF	JDSG Service Improvement Plan
8.4	Ensure that children and young people with LDD and their parents/carers receive sufficient, timely and co-ordinated multi-agency assessment and intervention to meet their needs	March 2010	CSF/NHS	John O'Loughlin and Catherine Pelley CSF/NHS	JDSG Service Improvement Plan
8.5	Develop and implement a multi-agency transition service to support children and young people and families in their transition to adulthood	March 2011 AHDC Business Plan Identifies key milestones	CSF/ACS/ Connexions	John O'Loughlin, Sue Darker and Andrew Simmons/CSF, ACS/ Youth Connexions	JDSG Service Improvement Plan

<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 9</b>	<b>Young people get a wide range of opportunities to learn</b>
<b>Priority Lead</b>	Andrew Simmons, Head of Youth Connexions, HCC
<b>Every Child Matters Outcome</b>	Achieving Economic Wellbeing

**(a) Population**

*What specific groups of children will this priority focus on?*

All young people in Hertfordshire aged over 16, with a particular focus on vulnerable young people.

For a full list of vulnerable groups covered by the CYPP 2009/10, please consult **Section (d)** of the Introduction to the Plan.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

**Young people:**

- Aged up to 18 participate in, complete and achieve from learning and employment opportunities<sup>5</sup>.
- Aged over 16 are able to access the Hertfordshire Learner Entitlement.
- Have their learning needs met by the Hertfordshire curriculum.
- Continue to learn beyond NVQ Level 3 or equivalent.

**Fewer young people:**

- Are unemployed, with youth unemployment eradicated in the long-term.
- Are absent or excluded from 14 to 16 year old learning opportunities.

**More Hertfordshire employers:**

- See the value of young people participating in learning as part of their employment, and offer flexible opportunities to enable young people do so.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

The proportion of young people participating in some form of learning aged 16 & 17 continues to increase. Hertfordshire now has the highest shire county participation rate in England for 16 year olds and one of the highest at 17.

The gap between participation by disadvantaged groups and the whole cohort continues to narrow.

The economic downturn is having a deep and immediate impact – job opportunities have reduced significantly over the past six months. This is particularly prevalent in the retail and service sectors that offer jobs with less formal learning content. This is particularly evident in 18 year olds where the NEET rate has increased significantly.

There is some early evidence that young people are less certain about continuing their

<sup>5</sup> Up to 25 years for young people with learning difficulties and disabilities

learning post age 18. Linked to reduced numbers indicating they are taking a gap year before University.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) The overall percentage of 16 to 18 year olds in Hertfordshire not in education, employment and training (NEET)<sup>6</sup>**

<b>Lead Agency</b>	Youth Connexions
<b>Frequency</b>	Monthly
<b>Source</b>	Youth Connexions / IYSS Dataset
<b>Contact Officer for Target</b>	Simon Gentry

**(2)The number of 16 to 18 year olds in Hertfordshire recorded as ‘situation not known’ for employment, education and training (EET)**

<b>Lead Agency</b>	Youth Connexions
<b>Frequency</b>	Monthly
<b>Source</b>	Youth Connexions / IYSS Dataset
<b>Contact Officer for Target</b>	Simon Gentry

**(3) Sept guarantee data – offer of an appropriate place in learning for all 16 & 17 year olds.**

<b>Lead Agency</b>	Youth Connexions
<b>Frequency</b>	Annual – published October / November each year
<b>Source</b>	Youth Connexions
<b>Contact Officer for Target</b>	Simon Gentry

<sup>6</sup> The NEET of children looked after, BME young people and young people with LDD is monitored across other CYPP Priorities

**(e) Action Plan for Priority 9: *Young people get a wide range of opportunities to learn***

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer	How will we monitor progress
9.1	<p>Establish multi-agency data group to identify what information is available about young people's experience of learning, in order to:</p> <ul style="list-style-type: none"> <li>• Understand factors young people's disengagement or drop-out from learning in Hertfordshire</li> <li>• Measure Hertfordshire young people's satisfaction or perception their learning needs have been met</li> <li>• Gather data on (a) 16 year olds achieving and completing at NVQ Level 2 or equivalent and (b) 19 year olds achieving and completing at NVQ Level 3 or equivalent</li> </ul>	August '09	14 – 19 Strategic Partnership Group	Eileen Gordon	Multi-Agency Data Group updates
9.2	<p>Develop Targeted Youth Support Strategy to target and assist vulnerable groups in Hertfordshire most at risk of not engaging in learning or employment with training through:</p> <p>(a) Embedding arrangements for personalised action planning for vulnerable young people.</p> <p>(b) Using skills passports – with accreditation and personal learning opportunities linked with that is already in place</p> <p>Refresh existing NEET Action Plan to ensure that it has been 'recession proofed'. Deliver actions against agreed timescales in 2009 / 10</p>	April 2009	Youth Connexions	Andrew Simmons	NEET rate (progress towards LAA PRG Target)

<b>9.3</b>	Make the Learner Entitlement accessible to all young people and their Parents / Carers in Hertfordshire through working closely with libraries and Channel Mogo and increasing targeted publicity and communication.	By Sept 2009	14 – 19 Strategic Partnership Group / SAPGs	Eileen Gordon / SAPG Co-ordinators	Strategic Partnership Group / SAPG updates
<b>9.4</b>	Increase young people's and employers' engagement in learning and training:				
	(a) Create alternative opportunities for young people to create new industry through forging stronger links with employers, commerce, businesses, communities and Business Link	By December 2009	14 – 19 Strategic Partnership / HERT	Tim Hutcins (CoC)	14 – 19 Strategic Partnership
	(b) Implement guaranteed apprenticeships for young people leaving Year 11 through National Pathfinder as agreed by Department for Industry, Universities and Skills, as part of wider, more coherent employer engagement <ul style="list-style-type: none"> <li>o Implement new National Apprenticeship Service arrangements and planned growth in Apprenticeship numbers</li> <li>o Develop full time volunteering (V) Pilot as an alternative learning and development opportunity</li> </ul>	From Sept 2008 From April 2009 From April 2009	14 – 19 Strategic Partnership Group  Youth Connexions	Andrew Simmons  LSC / NAS  Andrew Simmons	IYSS Monitoring of Apprenticeships  No of Volunteering Opportunities
<b>9.5</b>	Develop a family centred approach to learning through: <p>(a) Encouraging life long learning and continued progressions by linking with 14 – 19 continuum of learning and HAFLS</p> <p>(b) A coherent parent and family strategy where parents and children are aware of learning opportunities and have access to mentoring</p>	From May 2009	TBA	TBA	TBA

<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 10</b>	<b>Children and young people make a positive contribution to decisions about services</b>
<b>Priority Lead</b>	Ian Knowles, Head of Performance & Business Support (CSF)
<b>Every Child Matters Outcome</b>	Making a Positive Contribution

**(a) Population**

*What specific groups of children will this priority focus on?*

All children and young people aged 0 to 19 in Hertfordshire, particularly vulnerable children and young people.

For a full list of vulnerable groups covered by the CYPP 2009/10, please consult **Section (d)** of the Introduction to the Plan.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

**Children and young people:**

- Are actively involved in how the HCTP plans and delivers services.
- Are consulted over decisions that affect them, and are provided with feedback on how they have impacted services or outcomes.
- In the council's care and registered on the Child Protection Register contribute consistently and meaningfully to their care plans and reviews.
- Are involved in recruiting and appointing staff.

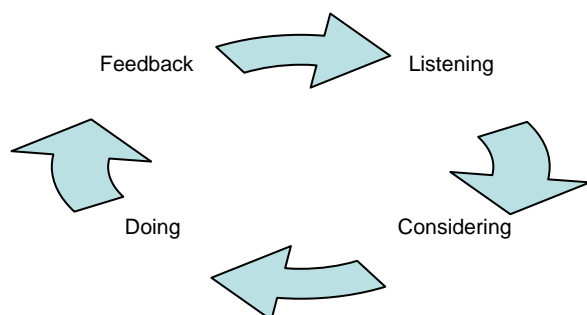
**Partners working with children and young people:**

- Recognise and actively promote children and young people's rights.
- Provide opportunities for children to influence and shape decision-making.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

This year has seen pockets of good practice, but involvement of children and young people in decision making and shaping services is ad hoc. Feedback from the TellUs 3 Survey shows that, in the action research cycle, we are good at listening, sometimes good at considering and doing, but rarely feedback to young people what impact their participation has had:



This reflects the fact that the focus of work in 2008/09 was on process. The challenge this year is to be able to measure and demonstrate the impact that children and young people's

views are having on service development.

The HCTP has made progress this year by successfully launching Channel Mogo – a Youth Portal for the county. Children and young people have also been involved in the recruitment of senior managers within HCTP. The children and young people involved valued their input into this process and saw it as a useful learning process. However, there is no evidence that their views had an impact on any of the appointments made. It is felt that children and young people have impact when involved in appointing people to posts which have direct contact with them, for example Head teachers and Heads of Children’s Centres.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) The number of children involved in decision making**

Lead Agency: Youth Connexions / CSF

Frequency: Annual

**(2) The % of ‘Big Spend’ funding spent by young people on youth activities**

Lead Agency: Youth Connexions

Frequency: Annual

**(3) The % of Year 8 and Year 10 pupils who respond positively when asked if their views are listened to in decisions about the local area**

(Measured by TellUs 4 Question 5a)

Lead Agency: CSF

Frequency: Annual

**(e) Action Plan for Priority 10: Children and young people make a positive difference to decisions about services**

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
<b>10.1</b>	Develop an infrastructure across HCTP to ensure that the views of children and young people are recorded, considered and acted on at a strategic level and that feedback is provided on the outcomes:				
	(a) Develop the skills of all partners to engage effectively with different groups of children and young people	<i>tbc</i>	CSF / Youth Connexions	Ian Knowles	<i>tbc</i>
	(b) Develop a systematic approach to collecting feedback from children and young people and establish a 'bank' of evidence which demonstrates the ways in which this feedback has been responded to	<i>tbc</i>	CSF	Martin Bailey	<i>tbc</i>
	(c) Enable all partners to access this information, so that work is not done in isolation, but is maximised upon across HCTP	<i>tbc</i>	CSF	Martin Bailey	<i>tbc</i>
	(d) Work with HCTP Youth Board and other networks of young people to create a scrutiny process which enables young people to challenge and improve the outcomes of the CYPP	<i>tbc</i>	Youth Connexions	Jonathan Jack	<i>tbc</i>
	(e) Develop & implement minimum Quality Standards for involvement of children and young people in the provision of activities?	<i>tbc</i>	CSF	Martin Bailey	<i>tbc</i>
<b>10.2</b>	Work with HR departments across HCTP to encourage the practice of involving children and young people in recruitment to posts with which they have direct contact	<i>tbc</i>	CSF	Paul Chamberlain	<i>tbc</i>
<b>10.3</b>	Embed Children in Care Council involvement in decision making for children who are looked after	<i>tbc</i>	CSF	Ann Domoney	<i>tbc</i>
<b>10.4</b>	Embed the use of Channel Mogo across HCTP and maximise its benefit	<i>tbc</i>	Youth Connexions	Lynne Coulthard	<i>tbc</i>

<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 11</b>	<b>Children and young people are free from poverty</b> (priority wording tbc)
<b>Priority Lead</b>	Andrew Simmons, Head of Youth Connexions
<b>Every Child Matters Outcome</b>	Economic Wellbeing

**Please note that this new priority is still at an early stage of development**

**(a) Population**

*What specific groups of children will this priority focus on?*

- Deprived communities – e.g. Cowley, Waltham Cross, Bedwell, South Oxhey & communities in isolated rural areas
- Families with children with disabilities & Families with parents with disabilities
- Migrant workers
- Children of prisoners
- Extended families where worklessness extends across several generations
  - work with family groups
  - low level of qualifications
  - low level of numeracy and literacy

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

We recognise that it is not possible to tackle Child Poverty without addressing wider family and community needs.

We want to see conditions where our most deprived communities and the families within them are supported and eventually empowered to tackle deprivation by improving their skills and earning capacity.

We propose to develop an integrated whole system approach that helps remove barriers to learning and jobs and supports individuals and families in addressing key issues such as health, crime and fear of crime, housing and life skills.

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

The impact of the current economic climate is already presenting challenges in this area:

- Accommodation – struggle to remain in housing
- Crime – Shoplifting / Burglary (e.g. WGC up 27% this year)
- MAU/Benefits – Issues surrounding debt impacting on Marriage Breakdown (citing debt/unemployment) & Housing
- More young people staying on in education than normal (but potentially wouldn't have – dropout rates but few job opportunities) & employers are reluctant to take on apprentices and 18 yr old employment rates down (common in crunch)
- Education Maintenance Allowance (EMA) (national scheme) Implementation/process delayed payments; this has impacted on dropout rates
- Lone Parents (+ disabled ex-offenders)
  - Work solutions (ACS) report difficulties supporting lone parents
  - Employer attitudes – skills & childcare
  - Move from income support to jobseekers
- Already evidence (DWP/EU targets) that getting people back into work is proving difficult

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) Proportion of working age people with children on out of work benefits in targeted communities.**

*(narrowing the gap between families in targeted communities & the Hertfordshire norm)*

**(2) Proportion of children in poverty (family income)**

National Indicator 116 (LAA2 Target)

**(3) Take up of formal childcare by low-income working families**

National Indicator 118

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**(e) Action Plan for Priority 11: Children and young people are free from poverty**

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent all actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
11.1	Develop strategy and delivery arrangements for improved partnership working in deprived communities – joining up services to provide more coherent approach and improved outcomes in identified deprived communities (link to LAA PRG proposals)	From April 2009	Herts Forward / HCTP / Safer & Stronger Communities Group	Andrew Simmons / Ian Knowles / Philip Winter	Delivery of milestones in published Action Plan
11.2	Improving access to information, services and benefits through: <ul style="list-style-type: none"> <li>• Specific targeting of most deprived groups through the use of Children’s Centres, extended schools and one-stop shops for all advice and information</li> <li>• Improving access to services through developing transport links to Children Centres, youth centres and one-stop shops</li> <li>• Improving access to benefits through lobbying to reduce costs of applying, reducing paperwork and linking with other initiatives across the county.</li> </ul>	TBC	TBC	TBC	TBC
11.3	Increase the take-up of Free School Meals through increased publicity	TBC	TBC	TBC	TBC
11.4	Increase the skills and employment opportunities of people in deprived communities through: <ul style="list-style-type: none"> <li>• Actions that empower communities to support themselves, improve resilience and community awareness.</li> <li>• Providing crèche and childcare facilities to enable parents to access services</li> <li>• Providing life skills courses for parents, ranging from managing personal finance to cooking and self-esteem.</li> </ul>	TBC	TBC	TBC	TBC

<b>11.5</b>	Improve the housing options for people from deprived communities through: <ul style="list-style-type: none"> <li>• Providing consistent advice and information regarding housing, debts and benefit</li> <li>• Improving the communication between CSF and Housing Partnerships to ensure the children from the most deprived families have suitable housing</li> </ul>	<i>TBC</i>	<i>TBC</i>	<i>TBC</i>	<i>TBC</i>
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<b>Theme</b>	<b>Narrowing the Gap</b>
<b>Priority 12</b>	<b>Keeping children and young people on the right track</b>
<b>Priority Lead</b>	Tom Rees, Assistant Director, Youth Justice Service
<b>Every Child Matters Outcome</b>	Making a Positive Contribution

**(a) Population**

*What specific groups of children will this priority focus on?*

All children and young people between the ages of 10 and 18(21?) who are at risk of going off the track or are already engaged in harmful behaviour.

**(b) Conditions We Want To See**

*What positive conditions of wellbeing do we want to see?*

Children and young people:

- Are valued, listened to and regarded positively
- Have increased confidence and resilience in order to cope well with risks and pressures
- Are nurtured well

Our services:

- Are accessible, welcoming and children and young people friendly
- Are in suitable locations, have good opening times and are well marketed
- Have relevant information, are knowledgeable and timely
- Understand the causes of why children and young people go off the right track

**(c) The Story Behind The Baseline**

*How have we been performing against this priority in the last year?*

In Hertfordshire, there are 250,000 children and young people of whom 12,000 are potentially at risk of engaging in harmful behaviour. When compared to national statistics, Hertfordshire has a relatively low number of children and young people at risk; however, children and young people are often portrayed in very negative terms, especially in the media. Children's positive behaviour and contributions to society must be celebrated and highlighted.

All children and young people in the county must be able to access services that are specific to their needs and that they can access. It is important that children feel safe and welcome when using public services, for example, in the recent TellUS3 survey, young people in the county reported having most negative feelings about public transportation. However, these negative feelings were location specific and therefore highlight the need to inject consistency into our service provision.

**(d) How will we know if we have improved?**

*Which key performance indicators will tell us if we are improving?*

**(1) First time entrants to the Youth Justice System aged 10-17**

National Indicator 111

**(2) Substance misuse by young people**

National Indicator 115

**(3) 16 to 18 year olds who are not in education, training or employment – (NEET)**

National Indicator 117

*Currently used as Indicator 1 for Priority 9*

**(4) Young offenders' engagement in suitable education, training, and employment**

National Indicator 45 (LAA2 target)

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**(e) Action Plan for Priority 12: Keeping children and young people on the right track**

The following key actions will make the greatest contribution to improving performance against this priority in 2009/10. Please note these do not represent **all** actions taking place to improve this priority, but the 5 actions that will have most impact.

No	Actions	Milestones / Timescales for Delivery	Lead Agency	Lead Officer / Agency	How will we monitor progress
12.1	Develop a media strategy which promotes positive messages about children and young people.	<i>Tbc</i>	Hertfordshire Constabulary	Richard Beechey	<i>Tbc</i>
	a) Lead person in each agency to collect positive stories about children and young people and to feed these through to Lead Officer.	<i>Tbc</i>	<i>Tbc</i>	<i>Tbc</i>	<i>Tbc</i>
12.2	Develop strategies to increase the confidence and resilience of children and young people so that they cope well with risks / pressures.	<i>Tbc</i>	CSF	Lindsay Edwards	<i>Tbc</i>
12.3	Assess and develop accessibility to services by children and young people.	<i>Tbc</i>	CSF	Lynne Coulthard	<i>Tbc</i>
	a) Develop pilots of Department of Health 'You're Welcome' quality standard in Youth Connexions, A-DASH, and selected Children's Centres.	<i>Tbc</i>	CSF	Lindsay Edwards	<i>Tbc</i>
	b) Identify and promote good practice to establish initial screening for additional needs, especially for dyslexia.	<i>Tbc</i>	CSF	Kathy Dunnett	<i>Tbc</i>
	c) Skill up the relevant people in the children's workforce on initial screening for additional needs such as dyslexia.	<i>Tbc</i>	CSF	Pauline Kellett	<i>Tbc</i>
	d) Improve access to sexual health and contraceptive services in identified areas of need.	<i>Tbc</i>	CSF	Liz Bell	<i>Tbc</i>

	e) Identify gaps and develop specific models of services where needed, e.g. domestic violence, substance misuse, and where parents are in custody.	<i>Tbc</i>	CSF	Christine Oker	<i>Tbc</i>
<b>12.4</b>	Identify the reasons children and young people go off the right track.	<i>Tbc</i>	CSF	Gill Gibson	<i>Tbc</i>
	a) Ensure that the common core skills of the children's workforce include the identification of risks for children and young people going off the right track.	<i>Tbc</i>	<i>Tbc</i>	<i>Tbc</i>	<i>Tbc</i>
	b) Ensure that the workforce is actively looking out for early signs in children of those risks and know how to take positive action.	<i>Tbc</i>	<i>Tbc</i>	<i>Tbc</i>	<i>Tbc</i>
<b>12.5</b>	Ensure that young people who are coming out of custody receive a wider level of support in semi-independent living situations.	<i>Tbc</i>	CSF	Lin Phillips	<i>Tbc</i>

<b>Service Management Priority 1</b>	<b>Develop Shared Systems and Processes to Deliver Effective Services</b>
<b>CYPP Priority Lead</b>	<b>Alan Dinning, Deputy Director (Integrated Children's Services), CSF</b>

<b>No</b>	<b>Actions</b>	<b>Milestones / Timescales for Delivery</b>	<b>Lead Agency</b>	<b>Lead Officer / Agency</b>	<b>How will we monitor progress</b>
<b>13.1</b>	Build an excellent children's workforce across Hertfordshire				
	(a) Ensure safe staffing policies and practices are embedded across HCTP	TBC	CSF	Alan Dinning	TBC
	(b) Develop a vision and values for an excellent children's workforce		CSF	Alan Dinning	TBC
	(c) Build upon workforce development strategy around core competencies, focusing on <ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Learning and development</li> <li>• Workforce planning</li> <li>• Performance management</li> </ul>	Workforce action plan submitted to CWDC June 2009	CSF	Alan Dinning	Workforce Development Group?
	(d) Ensure that staff are technologically equipped and trained for mobile working	TBC	CSF	Alan Dinning	TBC
<b>13.2</b>	Ensure that ICT systems are introduced in a timely and co-ordinated way in relation to system requirements and government expectations. In particular: <ul style="list-style-type: none"> <li>• ICS</li> <li>• CAF/ eCAF</li> <li>• ContactPoint</li> <li>• Systems in relation to Youth Connexions and Youth Offending Teams</li> </ul>	TBC	CSF	Stuart Campbell	TBC

13.3	<p>Make Integrated Practice (IP) everybody's business and embed it as a part of the day job by:</p> <ul style="list-style-type: none"> <li>• Ensuring that all partners own the IP agenda and are supportive in taking it forward.</li> <li>• Replacing existing systems with a consistent set of tools: <ul style="list-style-type: none"> <li>• CAF</li> <li>• eCAF</li> <li>• ContactPoint)</li> </ul> </li> <li>• Develop new uses of ICT which model sustainability, such as use of Facebook.</li> </ul>	<p>From April 2009 Jan 2010 Oct 2009</p>	CSF	Gill Gibson	TBC
13.4	Ensure that national multi-agency strategies are embedded across HCTP:				
	(a) Children's Centres	TBC	CSF	Helen Ashdown	TBC
	(b) Extended Schools	TBC	CSF	Helen Ashdown	TBC
	(c) Integrated Youth Support Services (with Youth Connexions)	TBC	Youth Connexions	Simon Gentry	TBC
	(d) Information sharing protocol	TBC	CSF	Gill Gibson	TBC
	(e) Family Information Service	TBC	CSF	Helen Ashdown	TBC
	(f) Building Schools for the Future	TBC	CSF	Simon Newland	TBC
	(g) Equality standard for Local Government	TBC	CSF	Alan Dinning	TBC

<b>Service Management Priority 2</b>	<b>Ensure services make best use of resources and provide good value for money</b>
<b>CYPP Priority Lead</b>	<b>Ian Knowles, Head of Performance &amp; Business Support (CSF)</b>

<b>No</b>	<b>Actions</b>	<b>Milestones / Timescales for Delivery</b>	<b>Lead Agency</b>	<b>Lead Officer / Agency</b>	<b>How will we monitor progress</b>
<b>14.1</b>	Continue recruitment and retention of Children's Services staff across all agencies to improve staff capacity to deliver and plan services for children and young people:				
	(a) Implement HCTP joint induction process throughout the partnership	TBC	TBC	Alison Cutler	TBC
	(b) Implement the One Children's Workforce Tool	TBC	CSF	HCTP Workforce Reform Group	TBC
<b>14.2</b>	Embed HCTP Commissioning Process - align commissioning activity with 2009/2010 CYPP priorities				
	(a) Use Outcome-based Accountability methodology to develop a set of performance indicators which demonstrate the difference that commissioning is making	TBC	TBC	TBC	TBC
	(b) Develop relationship with district groups to facilitate their involvement in local commissioning	TBC	CSF	Gary Heathcote	TBC
	(c) Co-ordinate work with the Building Schools for the Future (BSF) programme in order to maximise BSF resources	TBC	CSF	Ian Knowles	TBC
<b>14.3</b>	Establish framework for use of pooled resources to pump-prime joint priorities:				
	(a) Review funding streams to release capacity to invest in preventative services	TBC	CSF	Ian Knowles	HCTP Core Executive Group
	(b) Implement and communicate the framework for pooled / aligned resources and sign off how the resource will be used	TBC	CSF	Ian Knowles	HCTP Core Executive Group

	(c) Agree the investment activities for preventative services	TBC	CSF	Ian Knowles	HCTP Core Executive Group
	(d) Extend the remit of the Inward Funding Group in order to maximise all inward funding streams	TBC	CSF	Ian Knowles	HCTP Core Executive Group
<b>14.4</b>	Ensure value for money is continually monitored, and financial outcomes of HCTP commissioning, services and projects are evaluated effectively:				
	(a) Ensure value for money is evidence across all HCTP activities and timescales for capacity, review and evaluation are built in	TBC	CSF	Ian Knowles	TBC
	(b) Develop a means of assessing value for money and use of resources across HCTP	Tbc	CSF	Rebecca Price	Tbc
	(c) Develop a joint commissioning framework to ensure best use of resources in the delivery of specialist services, targeted at areas such as: <ul style="list-style-type: none"> <li>• Children who are looked after</li> <li>• Children with learning difficulties and disabilities</li> <li>• Child and adolescent mental health services</li> <li>• Teenage pregnancy</li> <li>• Substance misuse</li> <li>• Speech and language therapy</li> </ul>	Tbc	CSF	Gary Heathcore	Tbc
<b>14.5</b>	Identify the range of resources available to support children's services within Hertfordshire, and develop a financial statement for inclusion in future Children & Young People's Plans.	Tbc	CSF	Ian Knowles	Tbc

<b>Service Management Priority 3</b>	<b>Strengthen performance management and evaluation systems</b>
<b>Priority Lead</b>	<b>Ian Knowles, Head of Performance &amp; Business Support (CSF)</b>

<b>No</b>	<b>Actions</b>	<b>Milestones / Timescales for Delivery</b>	<b>Lead Agency</b>	<b>Lead Officer / Agency</b>	<b>How will we monitor progress</b>
	Establish high quality, consistent planning and performance management:				
<b>15.1</b>	Embed the use of performance monitoring reports across HCTP	Ongoing	CSF	Ian Knowles	HCTP Core Executive Group
<b>15.2</b>	Implement 'compact' arrangements between HCTP partner organisations to clarify accountabilities	April 2010	CSF	Gary Heathcote	HCTP Core Executive Group
<b>15.3</b>	Develop and implement a framework for auditing performance management and practice in relation to safeguarding children	Sept 2009	HSCB	Sarah Baker	HSCB Chair
<b>15.4</b>	Develop a 'train the trainer' approach in order to champion and embed Outcome-based Accountability throughout the District Children's Trust Partnerships	Tbc	CSF	Gill Gibson	Tbc
<b>15.5</b>	Ensure information about the HCTP's performance is widely available and made better use of. This includes identifying: <ul style="list-style-type: none"> <li>• Key audiences</li> <li>• How best partners can be targeted to receive information</li> <li>• Best communication methods</li> </ul> To be co-ordinated through regular priority lead and lead officer meetings	Ongoing	CSF	Rebecca Price	HCTP Core Executive Group