

READING BOROUGH COUNCIL

REPORT BY DIRECTOR OF CHILDREN, EDUCATION & EARLY HELP SERVICES

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	JUNE 2015	AGENDA ITEM:	13
TITLE:	READING CHILDREN'S TRUST CHILDREN AND YOUNG PEOPLE'S PLAN 2015-2018		
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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The purpose of the Children's Trust is to hold all Partners to account for their contribution to improving the life of children who live in Reading. It provides a strategic framework within which partners can commission services together, consult with each other and agree a common strategy on how they will co-operate to improve children's wellbeing and to help embed partnership working in the partners' routine delivery of their own functions.
- 1.2 The latest Children and Young People's Plan (2015-18), which sets out the expectations the Trust has in priority areas identified as issues for children and families in Reading, is presented to the Committee for endorsement.

2. RECOMMENDED ACTION

- 2.1 That the Adult Social Care, Children's Services and Education Committee endorses the Children & Young People's Plan 2015-2018.

3. POLICY CONTEXT

- 3.1 In November 2010, the statutory Children's Trust (CT) guidance was withdrawn, along with the requirement on the Trust to produce a Children and Young People's Plan (CYPP). However, the duty to co-operate (Children's Act 2004) still applies to local authorities and their health, education and youth justice partners.
- 3.2 Following this announcement, all current CT partners were consulted regarding the value they place on Reading's CT and CYPP, and their views on whether they would chose to continue, review or disband the Trust and Plan in light of deregulation.

- 3.3 All partners recognised the additional value of having a Children's Trust and CYPP and committed to supporting both which led to the revised CYPP for 2011-2014, and now our latest version for 2015-2018.
- 3.4 The CYPP is monitored and delivered through the Children's Trust and is firmly positioned within the overall vision for the Reading contained in the Corporate Plan.
- 3.5 The CYPP covers services for all those in Reading aged 0 to 19, young people aged 20 and over leaving care and young people up to the age of 25 with learning difficulties. It is not a detailed operational plan therefore the CYPP will need to be underpinned by local authority and partner plans operating at different levels to accomplish specific goals and to manage delivery on a day to day basis.

4. THE PROPOSAL

- 4.1 Children's Trust Board members took part in a couple of dedicated sessions in 2014 reviewing data from the Joint Strategic Needs Assessment, data from the last CYPP and the priorities from key strategies and plans from partner organisations.
- 4.2 The results of these sessions were produced a range of areas of concern which were collated and grouped into the following three overarching priorities :

Priority 1 - Having the best start in life and throughout

- Ensure that children and young people are empowered and informed to make positive life choices
- Enable children and young people to build emotional wellbeing and improve health
- Work to ensure that those using our services have as positive an experience as possible and are able to influence future service delivery
- All young people have access to an equitable universal offer across the area.

Priority 2 - Learning and employment

- All children and young people have a fair and equal chance to achieve, and have access to information to make informed decisions about their future, regardless of heritage, income or disability

Priority 3 - Keeping children safe

- Protect and safeguard ALL children and young people and in particular those that need our care. This includes protection from others (in particular, domestic abuse, sexual exploitation, on-line abuse and cultural abuse) and protection from harm they may cause themselves (in particular, self harming)

- 4.3 These priorities form the basis of the new CYPP. The CYPP starts by detailing the local context, linking clearly to the Reading Borough Council Corporate Plan, the contribution made by the Youth Cabinet, plus the vision and values of the Children's Trust.
- 4.4 Each priority is described in more detail, detailing for each, 'What do we know?', 'Examples of current activity across the partnership', 'Some of the things that are happening in the first year', and 'How will we know we are making a difference?' With this plan we have continued to improve performance management by focusing on a smaller number of priority measures.

4.5 It is important to recognise that this plan cannot be read or delivered in isolation: it is intrinsically linked to other key strategies and plans either written, or in development. These have been listed in the CYPP, against each priority, on pages 6 and 7.

4.6 The CT Board signed off this CYPP on 1st April 2015 and partners will be taking it through their respective organisation boards for endorsement.

5. CONTRIBUTION TO STRATEGIC AIMS

5.1 This report contributes to the Council strategic aim of Narrowing the Gap and two of its service priorities:

- Safeguarding and protecting those that are most vulnerable and;
- Providing the best life through education, early help and healthy living.

6. COMMUNITY ENGAGEMENT AND INFORMATION

6.1 This report has been written with contributions from all Children's Trust partners and circulated to the Board. It will be disseminated to all partners, the Health and Wellbeing Board and Reading Local Safeguarding Children Board.

7. EQUALITY IMPACT ASSESSMENT

7.1 The CYPP has been written to ensure a positive differential impact on racial groups, gender, people with disabilities, people of a particular sexual orientation, people due to their age and people due to their religious belief. The priorities and policies within the CYPP aim to redress current inequalities and further information can be found in section 2 of the CYPP where the key needs, achievements so far and future aims for these priorities are presented.

8. LEGAL IMPLICATIONS

8.1 The Children Act 2004 and Children and Young People's Plan Guidance (2009) had placed a requirement that a Children and Young People's Plan should be written by the local authority, in conjunction with the Children's Trust.

8.2 In July 2010, the Government announced the repeal of the Children's Trust statutory guidance. The Department for Education had indicated that this did not mean that Trusts were being abolished and the duty on partners to cooperate would continue to apply. However, it would no longer be a statutory responsibility to produce a Children and Young People's Plan (CYPP).

9. FINANCIAL IMPLICATIONS

9.1 The delivery of the activities covered by the plan is funded by budgets controlled and planned by the respective partners. There is no additional cost of delivery though accepting this plan.

9.2 The monitoring of the plan will be carried out through the regular CT meetings which are serviced by the existing business manager and administrator. There is no increase in those costs as a result of accepting this plan.

10. BACKGROUND PAPERS

10.1 Children Act 2004

10.2 Reading Children and Young People's Plan 2011-2014



Children and Young People's Plan 2015-2018

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Foreword

We are pleased to introduce our latest Children and Young People's Plan which sets out how we will deliver on priority areas identified as issues for children and families in Reading.

The purpose of the Children's Trust is to consult with and bring all partners with a role in improving outcomes for children together to agree a common strategy on how they will co-operate to improve children's wellbeing and to help embed partnership working in the partners' routine delivery of their own functions. It also provides a strategic framework within which partners can commission services together. Delivering the strategy, the Children & Young People's Plan (CYPP), is the responsibility of the partners, both individually and together.

In 2010, the Government withdrew the statutory Children's Trust guidance, along with the requirement on the Trust to produce a CYPP. All current Children's Trust partners in Reading were consulted regarding the value they place on Reading's Trust and CYPP, and all recognised their additional value and committed to supporting both.

Although the Children's Trust has identified priority areas of focus (see page 6) it also closely aligns to the key theme of the Council Corporate Plan - Narrowing the Gap - and two of its service priorities - safeguarding and early help.

This plan has been agreed by all partners representing Reading's Children's Trust Board, and represents a shared commitment to helping all children and young people to achieve their full potential. By working in partnership, we are better able to provide the support and services required to enable all Reading's children to achieve our vision.

Councillor Jan Gavin
Chair, Reading Children's Trust

Local context - Narrowing the Gap

Reading is a vibrant multi-cultural town: the second most ethnically diverse in the South East outside London. Reading has a history of good community relations and is a place where diversity and cohesion are celebrated and embraced. However, the pace of change has been rapid and Reading's outstanding economic success has bypassed some of its residents. Reading's most deprived areas sit next to communities which prosper. Reading's economy is well placed for the future but we need to continue to recognise the inequalities that some people in our town face to ensure that Reading's recovery from recession means better prospects for all its residents.

Our population has grown by 9% over the last 10 years and Reading is an increasingly diverse place. 49.4% of the school population belongs to an ethnic group other than White British compared to 25% in England overall. An increasing proportion is bilingual with 30% of pupils speaking English as an additional language, with 150 first languages in the area. 18.8% of children in Reading live in poverty and 30% of Reading pupils are eligible for pupil premium, the Government grant to school to counter disadvantage.

Educational attainment levels for children who live in poverty and children from some ethnic minorities are lower than the average for Reading. Closing the gap in attainment for vulnerable and disadvantaged children is vital to ensure equality of life chances later on. We want to ensure that all children and young people access educational provision, and that there is regular school attendance of all pupils, in order that all young people access the very best education opportunities available to them.

We have higher than the regional average for young people not in education, employment or training. Particular 'at risk' groups include young offenders, teenage parents, and young people with learning difficulties and disabilities. Through our City Deal programme called 'Elevate' we will provide more job and training opportunities for 16-24 year olds and a joined-up offer of support across agencies.

Vision

Our challenge as a partnership is to enable all children and young people to achieve their potential and where nobody gets left behind.

Our aim is to create a positive and ambitious environment for Reading children and young people so that they:

- are happy, healthy, safe and coping with change and challenge
- are enthusiastic and skilled learners
- value themselves and others

Working together

We all have a responsibility to work together to ensure the children and young people of Reading can achieve and flourish to the best of their abilities. Importantly, this responsibility starts with families and communities, and we will do our best to support them when needed; only stepping in with specific services when required.

The Children's Trust works closely with the Local Safeguarding Children Board and the Reading Health and Wellbeing Board. In 2014 a protocol between the three Boards was established to ensure a shared commitment to a strategic approach to understanding needs, develop a joined up approach to understanding the effectiveness of services and identifying priorities for change, and provide constructive challenge to one another and partners. A copy of this protocol can be found on our website: www.reading2020.org.uk/childrens-trust/

Values for the Children's Trust

- Respecting the autonomy of individual partners
- Promoting excellence in individual agencies and across the partnership
- Taking a shared responsibility
- Valuing and sharing innovation
- Dealing with difficulties through dialogue and mutual respect
- Seeking to develop the workforce in all agencies and organisations
- Promoting equality, celebrating diversity and maximising life chances for disadvantaged individuals, groups and communities
- Collaborating to address the needs and interests of all children and young people

This means:

- We will share data and performance information
- We will work together to ensure that there is a systematic approach to reducing inequalities for disadvantaged individuals, groups and communities
- We will seek to develop the workforce together
- We will foster partnerships and critical friendships which promote support and challenge across the Children's Trust
- We will work holistically with the whole family to meet their needs in partnership with each other

Each member must have sufficient delegated authority from their host organisation to enable them to support the functioning of the Trust in a meaningful way. Each member is expected, and should feel able, to take part in discussions at Trust Board meetings.

Reading Children's Trust Board Membership

Representatives from the following organisations currently make up our Board:

Reading Borough Council	Reading Youth Cabinet
Thames Valley Probation Service	Thames Valley Police
Berkshire Healthcare Foundation Trust	Reading College
South Reading Clinical Commissioning Group	Adviza
North & West Reading Clinical Commissioning Group	Schools and Governors
Reading Children's & Voluntary Youth Services	
Royal Berkshire Fire & Rescue Service	

Reading Youth Cabinet

Reading Youth Cabinet are a group of elected representatives for the young people of Reading, who campaign on issues that have been highlighted both locally and nationally. We also make a difference by voicing the opinions of young people to the decision makers. This includes membership of the Children's Trust where we are active participants at meetings.

The Overall aims of the Reading Youth Cabinet 2015

This year the cabinet not only has aims within their campaigns but also have aims as a whole cabinet. They are:

- To support the work of the Local Safeguarding Children Board (LSCB) and the Children's Trust Board.
- To present and seek support for their campaigns at Full Council
- To develop closer links with UKYP (UK Youth Parliament) and support their national campaigns

The campaigns for Reading Youth Cabinet 2015

After a vote, the two campaigns that gained the most support were:

Mental Health - this campaign is a continuation of campaigns from 2012, 2013 and 2014 and one which mirrors one of the UKYP's main campaigns. This year the Youth Cabinet hope to progress the work and ensure that the "Treaty of Mental Health" is developed and expanded.

Furthering the push for more mental health education in schools, the Youth Cabinet is this year hoping to:

- Work with schools to develop a guide for 'best practice' in mental health support and education
- Create a network of 'mental health champions', representing schools across Reading, who meet to continuously review, develop and implement the 'best practice'
- Present the campaign to full council by the end of the year to gain support
- To produce a survey, to be carried out at two points in the year, that will gauge the views and feelings of young people and teachers on mental health support and education in schools.

Improving PSHE (Personal, Social and Health Education) - this was the overarching theme for last year's campaigns which included mental health, child abuse and Your future Your way. This year the Youth Cabinet has decided to have improving PSHE as a specific campaign based on what is seen as a growing need to re-evaluate the delivery of PSHE in schools.

Making PSHE more prominent and including young people in its planning and delivery.

This campaign centers on the view that PSHE and its content, style and nature of delivery, doesn't meet the evolving needs of young people. The Youth Cabinet is proposing to:

- Produce and distribute a survey that seeks to investigate the current perceptions of PSHE in schools.
- Encourage schools to more consistently include young people in the planning and delivery of PSHE, including young people trained to deliver PSHE in their schools and PSHE content to be decided on by young people and differentiated by year group.
- Develop the range of topics that PSHE covers and to create and collect a set of resources that schools can use in their delivery.

Children's Trust Priorities

A crucial challenge is to ensure Reading children and young people grow up in a positive and ambitious environment, and in particular to ensure all children and young people are safe, that we intervene early to support their families and that we help children, young people and adult learners learn in a way that secures their future economic success. These are the three key strands in this plan and form our priorities.

However, the CYPP cannot be read in isolation as it is intrinsically linked to other key strategies and plans either written, or in development. These are listed below.

Priority 1 - Having the best start in life and throughout

- Ensure that children and young people are empowered and informed to make positive life choices
- Enable children and young people to build emotional wellbeing and improve health
- Work to ensure that those using our services have as positive an experience as possible and are able to influence future service delivery
- All young people have access to an equitable universal offer across the area.

Focusing on prevention is key to improving outcomes in later life (and is more cost effective). The partners that make up the Children's Trust commission and provide a range of universal services, which play a vital role in identifying and addressing children and young people's additional needs at an early stage, intervening early and providing targeted support when extra help is needed. In particular community, voluntary and universal services, like mainstream schools have a vital role in early intervention and meeting a range of needs at the earliest point possible.

Links to:

- RBC Corporate Plan
- Early Help Strategy
- Health and Wellbeing Strategy
- Tackling Poverty Strategy
- Healthy Weight Strategy
- Berkshire Health Strategy for Looked After Children and Young People 2012 - 2015
- Maternity action plan
- CAMHs position paper- Berkshire West CCGs 2014

Priority 2 - Learning and employment

- All children and young people have a fair and equal chance to achieve, and have access to information to make informed decisions about their future, regardless of heritage, income or disability

We want all children to enjoy their education and achieve the best results they can. It is then vital that they have a range of access routes to employment.

Links to:

- RBC Corporate Plan
- Raising Achievement Strategy

Priority 3 - Keeping children safe

- Protect and safeguard ALL children and young people and in particular those that need our care. This includes protection from others (in particular, domestic abuse, sexual exploitation, on-line abuse and cultural abuse) and protection from harm they may cause themselves (in particular, self harming)

We will work with Reading Safeguarding Children Board (RSCB) to ensure that all agencies work together to protect and safeguard children. Both boards will continue to ensure that safeguarding is everybody's business, with a particular focus on key vulnerable groups and risk issues for Reading, such as domestic violence, neglect and child sexual exploitation.

Links to:

- RBC Corporate Plan
- LSCB Business Plan
- LSCB Child Sexual Exploitation Strategy
- Domestic Abuse Strategy
- RBC Neglect Strategy

How the priorities will be delivered

The following pages detail our current position in relation to each priority, what will happen over the next year and how we will know we are making a difference.

Having the best start in life and throughout

What do we know?

- 2300 children in Reading live in poverty. This has a significant impact on all aspects of their lives from birth onwards and the risks of poverty are highest for certain ethnic groups
- Although improving, there is a high number of children in Reading not attending 2 year old Health Reviews. Resulting in more than half of Reading's children not having health and development issues beginning to be addressed at an early stage, especially around healthy eating and speech and language issues
- Good progress has been made against the early years foundation stage profile, with 64% of children reaching a good level of development by the end of the reception year. However certain groups of children are still underperforming and this remains a focus
- 68% of children eligible do access the two year old entitlement which has significantly improved through 2014
- There is an increased demand on local mental health services and the complexity of cases is increasing
- One in three children in Reading are obese or overweight by then time they leave Primary School
- The national programme to increase numbers of Health Visitors has led to an increase locally which allows us to have greater integration of services at local level.
- There is a drop off in children receiving their second dose of the MMR vaccine leaving them vulnerable to contracting these dangerous diseases.
- Although 78.5% mothers start to breastfeed after birth, this drops to only 55% eight weeks later
- Although services do regularly ask children and young people about their experience of a service, and this has been used to shape service development and improvement, we need to ensure this is routine

Examples of current activity from across the partnership:

Training opportunities are offered to schools, voluntary sector and public sector staff to improve their understanding of children's emotional and mental health

We provide essential counselling opportunities for young people in Reading which helps to improve young people's emotional health and wellbeing and reduce unnecessary referrals into Tier 3 CAMHS

A mental Health guide for young people has been developed with the Youth Cabinet and distributed to all Reading Secondary Schools, and those with large a proportion of Reading pupils

Availability of highly specialist CAMHS services in Berkshire is being improved and extended

Our voluntary sector and Local Authority run Nurseries and Pre-Schools provide essential child-care and early education for children under the age of 4 in Reading, and make a vital contribution to improving a child's early life chances. In turn, this provides parents with the opportunity to return to work. Many of these settings also provide valuable apprenticeship, training and work experience opportunities for young people wanting to pursue a career in child care

A wide range of support is available to support to families who have children with Special Educational Needs and Disabilities

An investment programme is in place to ensure free 2 year old places for those that want it

In our children's centres we help families with young children attend midwifery appointments, health visiting checks and speech and language drop-in sessions. Education and smoking awareness sessions are also available

We run a range of parenting programmes in the community which help parents to be more confident and effective on their caring role

Voluntary sector Parent and Toddler Groups help to promote attendance at 2 year Health Reviews in Reading and Breastfeeding Network and the National Childbirth Trust (NCT) provide breastfeeding support for parents, through trained volunteers and peer supporters

Families are supported via voluntary sector organisations providing home-visiting support and advice services, including information on housing and benefits

Let's Get Going - Healthy Eating and Physical Activity course provided for school children who are overweight / obese

Our youth work in communities and schools offers positive activities, access to advice and guidance and learning opportunities

Juice points - Condom distribution and relationship advice for young people is offered through the Juice Points and C-Card scheme

Some of the things that will happen in the first year	Who
Increase attendance at 2 year Health Reviews in Reading to ensure that more families can access the support they need	BHFT
Increase the number of parents and children from vulnerable/target groups using children's centre services	Children's Services (RBC)
Increased investment in emotional and mental health services to provide enhanced specialist CAMHS services and reduce the number of children who needs escalate to crisis point	CCGs
Reduced waiting times for mental health services, with a greater focus on self-care, prevention, early identification and training of children's workforce	CCGs/BHFT/ RBC/Schools/ RCVYS
Perinatal mental health project will improve access to appropriate health services in the community and improve awareness in the workforce to ensure early identification of concerns and respond accordingly	Children's Services/ Public Health

The Health Visiting service will become the responsibility of the Local Authority and the forthcoming year will focus on ensuring the service continues its momentum of improving health outcomes for those most in need	Public Health
Develop a local media campaign that promotes the importance and benefits of 0-5's being up to date with all their primary vaccinations	Public Health
Work with key stakeholders (including BHFT, RBH Midwifery and Children's Centres) to increase opportunities for breastfeeding aligned with existing commissioned services (Breastfeeding Network and UNICEFs Baby Friendly initiative)	Public Health/ CCGs
Use the national child measurement programme to target support and interventions in schools and ensure that staff can refer children into appropriate services	Public Health
Development of the FireFit programme which employs the positive, physically-active brand of the Fire Service to engage with overweight young people and their families, as a means of supporting them to make sustainable lifestyle changes, that will improve their health and fitness into the long-term.	RBFRS
Implementation of an online tool from CAMHS to encourage young people to co-write, develop and evaluate their own care plans	BHFT
Increase development, awareness and use of applications designed for young people to be able to feedback on services, such as the MOMO and self harm apps	Children's Services/BHFT/ Public Health
An increase in the number of Tier 4 CAMHS in-patient beds available in Berkshire	BHFT/NHS England

How will we know we are making a difference?

- Reduce the number of children in low income families
- Improved vaccination figures
- Improvement in the CAT outcome star progress to work indicator
- Children will be ready, prepared and fit for school
- Increased attendance at 2 year Health Reviews
- Number of professionals trained in mental health awareness
- Reduction in the number of re-referrals to Children's Action Teams
- Percentage of parent evaluations showing a positive change recorded between pre and post scoring as against the total number of parents completing the programme
- Improved breastfeeding figures
- Reduction in BHFT CAMHS waiting times
- Reduction in levels of obesity - Reception and Year 6

Learning and employment

What do we know?

- The general educational quality in Reading is considered below the England average. At Key Stages 1 and 2 results have fallen, and this is a particular issue for certain groups of children - those on pupil premium, particular ethnic groups, looked after children (LAC) and those with special educational needs (SEN).
- Reading has a higher proportion of pupils eligible for pupil premium than the South East and other Berkshire authorities, and this group tends to do less well
- On average, attainment by young people from Black and Mixed race heritage at Key Stage 2 is lower than their peers and this gap continues to GCSE level
- Reading has a significant number of young people who are NEET (Not in Employment, Education or Training). Additionally too many children with statements of SEN/EHCP are being temporarily or permanently excluded from mainstream and special schools compared with our statistical neighbours
- More schools in Reading need to be rated as 'good' or better by Ofsted to ensure a consistently good level of education wherever you live
- Over the past couple of academic years, exclusions have reduced for both Primary and Secondary age groups, however, the exclusion of vulnerable groups (SEN; LAC; and some BME groups) remains a concern
- Similarly, attendance rates at Primary and Secondary levels have shown some improvement, including those who are persistently absent, but specific focus remains on vulnerable groups where additional support is required
- Not enough young people are taking up apprenticeship opportunities, partly due to lack of demand and partly due to lack of availability.
- A local offer has been established in Reading to help families obtain information regarding services that are available to them to support them with regard to SEN

Examples of current activity from across the partnership:

Mentoring support and work experience placements are available for young people to assist them to access education, employment or training opportunities, through the Elevate Reading Programme

Volunteering opportunities for young people are available

Voluntary organisations provide specialist support to assist young people with Special Educational Needs to access education, employment or training opportunities

The Elevate community and learning hub is open at Central Library providing improved information, advice and guidance for job and training opportunities for 16-24 year olds

Reading Primary and Secondary Schools have collaborated to improve Science, Technology, Engineering and Maths (STEM) teaching, which included a month long project with the Bloodhound Project Team (World Land Speed Record attempt)

A system wide review is underway involving pupils, schools, Local Authority and the community, to raise the attainment and inclusion of children with black heritage

A School Partnership Advisor has been appointed with specific responsibility for leading the work to increase the effectiveness of the pupil premium in all schools

We have ensured every child has a school place for September 2015 and beyond. We are building 2520 additional primary school places through a £61million capital programme and with 3 leading groups we will deliver 1 primary and 2 secondary free schools

Trained volunteers provide reading support for primary-aged children in schools

Safety education lessons are offered to every state and independent school - key messages target fire safety, driver and passenger safety (road traffic collision reduction) and hoax calls. Youth groups (including Brownies and Scouts) receive information on fire safety contained in their organisations programme and may visit a Station to find out about the firefighter role

Some of the things that will happen in the first year	Who
Deliver the City Deal Elevate to provide more coordinated easy to access information, advice and guidance (IAG); jobs; apprenticeships; work experience; mentoring and training opportunities for 16-24 year olds. Including a new employer engagement service to broker opportunities and support employers, including education for employers on opportunities for taking on young people in the work place	Elevate Group Reading
Elevate Programme for 16-24 year olds will include specific activity to support lone parents, those with learning difficulties, targeted outreach in wards of high unemployment and with a focus on those most disadvantaged. Plus increased outreach activity to engage young people who are 'not known' and not participating, working with and through the voluntary sector and New Directions with links and services out in the community.	Elevate Group Reading
Provide improved customer journey for young people from NEET to EET, including web site, self-help toolkit, IAG and joined up range of provider services under the Elevate brand with a no wrong door approach and seamless referral mechanism	Elevate Group Reading
A new Raising Attainment Strategy 2015/18 will be consulted on and launched in June 2015	RBC
Support schools to further improve their standards when they need help	RBC
We will prosecute families who do not ensure their children are attending school, including those taking holidays in term time	RBC
Support for schools for initiatives to celebrate and promote good and improving attendance	RBC

Development of two programmes to support young people at school. FireBreak involves firefighters working with cohorts of young people who may be getting in trouble at school and/or with the police, or providing an experience for young people not in education, employment or training. FireEd recruits a firefighter into the role of School Fire Liaison Officer (SFLO) by staff and children at the school in which they will work. The SFLO's remit is broad, and can involve: working to raise aspiration and attainment; working with pupils students who are not well engaged with education; reducing risk in the lives of the student population; and improving the health and fitness of all those in the school community.	RBFRS
Effectively use data to focus on vulnerable pupils to allow us to offer appropriate support, signposting or challenge to families and schools leading to improved attendance and behaviour	RBC
Reduce the number of children with complex needs placed in residential provision out of county by working in partnership with neighbouring authorities to provide local solutions	RBC/BHFT
Schools and the Local Authority are developing a new procedure for allocating additional funding to mainstream schools to support those pupil who are considered to have exceptional needs, based on a school cluster moderating process and is designed to make the allocation of additional resources both fairer and speedier	RBC/Schools
As part of the educational reforms the Local Authority has met the requirements for developing an Education Health and Care Plan (EHCP) and is required to embed this over three years. This process will enable families to become the authors of their child's EHCP. This allows the young person to identify their aspirations, the outcomes to meet the aspirations and the provision needed to meet the outcomes	RBC
We will develop a system for tracking the progress of young people with special educational needs, up to the age of 25	RBC

How will we know we are making a difference?

- Improved Key Stage 2 results generally and for particular groups
- Improved GSCE results for particular groups
- There are enough school places for all children and young people in Reading
- Increase the number of schools rated as 'good' or better by Ofsted
- Greater number of work experience placements, apprenticeships and sustained employment for 16-24 year olds
- Increase in the percentage of young people 16-19 (up to 25 for young people with learning difficulties/disabilities) who are known to be in Education, Employment or Training
- Reduction in young people claiming Job Seekers Allowance
- Reduction in exclusion rates

Keeping children safe

What do we know?

- There continues to be an increase in referrals to Children's Social Care
- The numbers of children subject to protection plans, care proceedings and looked after children are still too high
- We have delivered phase one of the Troubled Families programme and have a target in phase two to improve outcomes for 1220 families that are being left behind from 2015 - 2020
- We need to improve the number of medicals for looked after children completed on time
- Child Sexual Exploitation (CSE) is a known risk for the children and young people of Reading
- We have a good rate of CAFs (Common Assessment Framework) per 10,000 children, in comparison to other South East Local Authorities, with 83 CAFs per 10,000 children
- We have a high rate of domestic abuse that we know impacts negatively on children's emotional health and wellbeing
- The Signs of Safety model has been successfully introduced across Children's Services and with partner agencies, including in the areas of child protection and looked after children

Examples of current activity from across the partnership:

Every contact to our Multi-Agency Safeguarding Hub is screened for child protection concerns with partners to improve our decision making and outcomes for children's safety

Support for survivors of abuse (domestic, emotional or sexual), and their families, is provided by a range of voluntary sector organisations. This includes one-to-one or group support, refuge, preventative work and raising awareness

Reading Safeguarding Children Board alongside RCVYS deliver safeguarding training at various levels and over a range of subjects for the entire children's workforce

We provide age-appropriate drug and alcohol education for children and young people in schools and other group environments, helping young people make informed lifestyle choices

We use the Outcomes Star with families to help identify key areas of change that they want to work on to improve the lives of their children

We identify and discuss in multi-agency meetings high risk children, young people and families where domestic abuse and CSE are concerned

Every child with a Children's Action Team keyworker will have a completed CAF to provide a multi-agency assessment of the child and their family to support a plan of interventions

Voluntary sector organisations directly support and provide first aid to young people and adults in Reading's night-time economy

Some of the things that will happen in the first year	Who
Renew and improve use of the Strengths and Difficulties Questionnaire (emotional health and wellbeing tool) to ensure is it fit for purpose and how to make the best use of it. Its primary focus is looked after children but it could be useful for any vulnerable children (8 years+)	Public Health/ Children's Services
Implement phase 2 of the Troubled Families programme with priorities to meet locally agreed needs	Children's Services
Implementation of the CSE action plan	CSE Group
Produce a CSE and Missing Toolkit for use by all agencies that includes an agreed screening tool and referral processes	Children's Services
Introduce a Peer mentoring scheme to schools to involve learners in raising awareness of CSE and supporting pupils in efforts to keep safe	Children's Services
Develop support programmes for parents, carers, families and victims of CSE	CSE Champions Group
Implement a clause in the quality schedule in the contract with BHFT to ensure the rates of medicals for looked after children completed on time improve	CCG/BHFT
Undertake a wider review and reshape of early help for children and families, with a view to developing a single access point for services	Children's Services
Implementing, in partnership with the Police, a new multi-agency safeguarding hub (MASH), to allow a wider range of information about a family to inform our response to referrals, minimising harm to vulnerable children and young people.	MASH Steering Group
Implement the Reading's Domestic Abuse Strategy to increase prevention and identification of Domestic Abuse, and improve the support for victims to become survivors.	Domestic Abuse Strategy Group

How will we know we are making a difference?

- Reduction in the number of re-referrals to Children's Social Care
- Reduction in levels of teenage pregnancy
- Reduction in the number of children on a CP Plan for a second or subsequent time
- Reduce the number of First Time Entrants into the Criminal justice system per 100,000
- Increase in the number of LAC Medicals completed on time
- Reduced number of repeat contacts with to Children's Social Care with DA as the reason
- Number of Single Assessments completed on time
- Less than 10% of closed CAT cases that are referred back to Children's Social Care
- Referrals to Children's Social Care for CSE

Glossary

Abbreviation	Explanation
ACY	Academic Year
ASD	Autistic Spectrum Disorders
BESD	Behaviour, Emotional and Social Difficulties
BME	Black and Minority Ethnic
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CAT	Children's Action Team
CIC	Children In Care
CIN	Children In Need
CPP	Child Protection Plans
CYP	Children and Young People
CYPP	Children and Young People's Plan
DAAT	Drug and Alcohol Team
DA	Domestic Abuse
EET	Education, Employment and Training
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
IAG	Information Advice and Guidance
JCP	Job Centre Plus
JSNA	Joint Strategic Needs Assessment
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
LDD	Learning Difficulties and/or Disabilities
LSCB	Local Safeguarding Children's Board
LSP	Local Strategic Partnership
MAPPA	Multi-Agency Public Protection Arrangements
MARAC	Multi-Agency Risk Assessment Conferencing
MASH	Multi Agency Safeguarding Hub
MYPs	Members of the Youth Parliament
NEET	Not in Education, Employment or Training
NHS	National Health Service
OFSTED	Office For Standards in Education
PEP	Personal Education Plan
PSHE	Personal, Social and Health Education
RBC	Reading Borough Council
RBH	Royal Berkshire Hospital
RCVYS	Reading Children's & Voluntary Youth Services
SATs	Standard Assessment Tests
SDQ	Strengths and Difficulties Questionnaires
SEN	Special Education Needs
STEM	Science, Maths, Engineering & Technology
TAC	Team around the Child
TP	Teenage Pregnancy
UKYP	UK Youth Parliament
VCS	Voluntary and Community Sector
YOS	Youth Offending Service
YP	Young People

Further Information

For further information regarding the Children's Trust and the Children & Young People's Plan please visit the website www.reading2020.org.uk/childrens-trust/.