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22 January 2013

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Thursday 31 January 2013
10 am
Council House (Next to the Civic Centre), Plymouth

Members:

Councillor Bowie, Chair
Councillor Sam Leaves, Vice Chair
Councillors Mrs Beer, Browne, Sam Davey, Jordan, Rennie, Singh, Stark, Kate Taylor and Tuohy.

Co-opted Representatives:

Alderman Purnell – Co-opted Representative
Edith Bayley – Parent Governor Representative
Jenny Collins – Parent Governor Representative
Young Person Representatives (appointed by Youth Parliament)

Members are invited to attend the above meeting to consider the items of business overleaf.

Members and officers are requested to sign the attendance list at the meeting.

Tracey Lee
Chief Executive

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

AGENDA

PART I – PUBLIC MEETING

1. APOLOGIES

To receive apologies for non-attendance submitted by Panel Members.

2. DECLARATIONS OF INTEREST

Members will be asked to make any declarations of interest in respect of items on this agenda.

3. APPOINTMENT OF CO-OPTED REPRESENTATIVES

The Panel to consider the appointment of co-opted representatives.

4. MINUTES (Pages 1 - 6)

The Panel will be asked to confirm the minutes of the meeting on 1 November 2012.

5. CHAIR'S URGENT BUSINESS

To receive reports on business that, in the opinion of the Chair, should be brought forward for urgent consideration.

6. TRACKING RESOLUTIONS AND FEEDBACK FROM THE OVERVIEW AND SCRUTINY MANAGEMENT BOARD (Pages 7 - 8)

The Panel will monitor progress on previous resolutions.

7. YOUTH SERVICES RESTRUCTURE UPDATE (Pages 9 - 14)

The Panel to receive an update on the Youth Services Restructure.

8. DYSLEXIA (Pages 15 - 18)

The panel to receive a paper on Dyslexia.

9. UTC (Pages 19 - 20)

The Panel to receive a verbal update on the UTC.

10. SCHOOLS PERFORMANCE

(Pages 21 - 26)

The Panel to receive a report on Early Years Primary and Secondary Attainment.

11. EARLY YEARS SAFEGUARDING

(Pages 27 - 32)

The Panel to receive a paper on Early Years Safeguarding.

12. MONITORING OF SICKNESS AND RECRUITMENT IN CHILDREN'S SOCIAL CARE

The Panel to receive a verbal update on sickness and recruitment in Children's Social Care.

13. CAMHS UPDATE

(Pages 33 - 40)

The Panel to receive a CAMHS Update report.

14. WORK PROGRAMME

(Pages 41 - 42)

The Panel will consider its work programme for 2012/13.

15. EXEMPT BUSINESS

To consider passing a resolution under Section 100A(4) of the Local Government Act 1972 to exclude the press and public from the meeting for the following item(s) of business on the grounds that it (they) involve the likely disclosure of exempt information as defined in paragraph(s) of Part I of Schedule 12A of the Act, as amended by the Freedom of Information Act 2000.

PART II - PRIVATE MEETING

AGENDA

MEMBERS OF THE PUBLIC TO NOTE

that under the law, the Panel is entitled to consider certain items in private. Members of the public will be asked to leave the meeting when such items are discussed.

NIL.

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Children and Young People Overview and Scrutiny Panel

Thursday 1 November 2012

PRESENT:

Councillor Bowie, in the Chair.

Councillor Jordan, Vice Chair for this meeting.

Councillors Mrs Beer, Casey, Sam Davey, Jordan, Rennie, John Smith and Tuohy.

Co-opted Representatives: Dylan Morris and Harry Samuels – Young Person Representatives.

Apologies for absence: Councillors Browne, Stark and Kate Taylor.

Also in attendance: Jayne Gorton – Lead Officer, John Bale – Leadership Adviser, Carol Henwood – Principal Advisor, Sarah Gillett – ACE Headteacher, Chris Goddard – Library Service Manager, Anne Akile – Senior Library Adviser, Steve Waite – Chief Executive and Cindy Willcocks – Interim CAMHS Manager, Plymouth Community Healthcare and Amelia Boulter – Democratic Support Officer.

The meeting started at 10.00 am and finished at 12.00 pm.

Note: At a future meeting, the committee will consider the accuracy of these draft minutes, so they may be subject to change. Please check the minutes of that meeting to confirm whether these minutes have been amended.

30. **DECLARATIONS OF INTEREST**

In accordance with the Code of Conduct, the following declarations were made, as follows –

Name	Minute	Reason	Interest
Councillor Bowie	Minute 35 – 16 – 19 Bursary Fund	Son in receipt of bursary payment.	Personal and prejudicial
Councillor Casey	Minute 35 – 16 – 19 Bursary Fund	Son in receipt of bursary payment.	Personal and prejudicial
Councillor Jordan	Minute 35 - 16 – 19 Bursary Fund	Daughter in receipt of bursary payment.	Personal and prejudicial

31. **MINUTES**

Agreed that the minutes of the meeting held on 20 September 2012 were approved as a correct record.

32. **CHAIR'S URGENT BUSINESS**

There were no chair's urgent business.

33. **TRACKING RESOLUTIONS**

Tracking resolutions were either progressing, completed or covered in the agenda today. The Chair reported that two parent governor representatives had been elected, Edith Bayley and Jenny Collins who will sit on the panel in January 2013. The Chair also welcomed Dylan Morris and Harry Samuels as the Young Person Representatives for this panel meeting.

34. **WORK PROGRAMME**

Jayne Gorton, Lead Officer gave an update on the work programme. It was reported that -

- a. primary and secondary school attainment would be reported to the panel in January, this would allow the panel to receive an update on latest data;
- b. the Chair and Lead Officer met with John Miller, Head of Integrated Youth Support and Stuart Palmer, Head of Service to discuss the panel undertaking a task and finish on youth services. It was agreed that a task and finish was not required at this time as the youth service were undergoing a restructure. Panel members were invited to sit on a sub group to make a contribution to moving youth service forward and reports would come back to the panel in January and March 2013;

Agreed that the work programme to include dates for the following items –

- early interventions;
- Youth Justice Plan;
- sickness levels;
- Government Policy Changes;
- Youth Service to be looked at in January March 2013.

The Chair moved this item up the agenda to facilitate good meeting management.

35. **16-19 BURSARY FUND**

Councillor Beer chaired this item in absence of the Chair and Vice-chair who declared an interest. John Bale, Leadership Adviser gave an update on 16 – 19 Bursary Fund. It was reported that –

- a. the bursary fund was part of traded services provided to schools;
- b. 700 young people previously applied for a bursary and this year around 900 young people had applied. This has incurred additional work for the team to process the applications;

- c. after the first half term applications for bursaries reduced significantly. There was a pro-rata system in place for students who commenced a course after September;
- d. a criteria was used to decide how much would be awarded to a young person such as an income based assessment or in receipt of free school meals. Category One was set nationally and if you fell within that category you were entitled to the full amount;
- e. discussions were taking place with secondary heads on how the bursary scheme was run. They were looking to review how the scheme was operating and how it could be improved by more corporate approaches to support young people by looking to provide them with a bus pass and meals.

In response to questions raised, it was reported that -

- f. foster parents receiving a foster carer allowance for young people would receive the top allowance. Looked after children were part of the national guaranteed group, so in effect they would receive a double payment;
- g. all income was taken into consideration including disability living allowance. If they fall into Category One they were allowed the full amount;
- h. this was national government money placed in one central pot and shared across the city. Payment was made direct into the young person's bank account and we have no control over what the money was spent on;
- i. it was feasible to implement a smart card or voucher system to ensure young people utilised the money more effectively;
- j. we have to follow national guidelines even if a young person with wealthy retired parents were in receipt of Category One funding, we accept that that there are flaws in the system but can look into this.

Agreed that a report on how the bursary fund could best support young people would come back to the panel once discussions had taken place with secondary heads.

Councillors Bowie, Casey and Jordan declared a personal and prejudicial interest and left the meeting for this item.

36. **ALTERNATIVE COMPLEMENTARY EDUCATION (ACE) PROVISION**

Carol Henwood, Principal Adviser and Sarah Gillett, ACE Headteacher gave an update on Alternative Complementary Education (ACE) Provision. It was reported that –

- a. a reform had been undertaken on the services provided in Plymouth to support our most vulnerable children;
- b. Ofsted were satisfied with the changes made to the service and recognised that it would take time for improvements to be made;
- c. weekend classes, workshops and social trips were organised for the children to ensure social interaction with peer groups;
- d. there was a growing culture nationally with parents choosing to exercise their rights to educate their children at home and this was on the rise.

In response to questions raised, it was reported that –

- e. primary and secondary schools were good at supporting long term sickness;
- f. all year 11 children were entered to undertake GCSEs and every child left with a least 5 GCSE with 40 per cent achieving A*;
- g. they were judged on achieving the national standard of 95 per cent and above for attendance. This was an issue for children on long term sick. A rigorous tracking system was in place for any child that fell below the standard to ensure that the evidence was in place to support the reasons behind the low attendance and how the child was supported;
- h. if a school identified a child that needed help and support, that child would undertake a 6 week intensive package working on attendance, core subjects and communication. It was about teaching the young person to make different choices and how to engage adults in a more positive way.

37. **COMMISSIONING OF SCHOOL LIBRARIES**

Chris Goddard, Library Service Manager and Anne Akile, Senior Library Adviser gave an update on the commissioning of school libraries. It was reported that –

- a. there were 8 members of staff, not all fulltime within the library service;
- b. they were looking to incorporate Microsoft Librarian into the standard package offer to schools;
- c. schools were able to borrow costumes in relation to a variety of topics;

- d. secondary schools do employ their own librarians at various scales. Very few primary schools can afford this the library service were able to provide help and support;
- e. there was no direct cost to the taxpayer as the service was fully funded by the schools. Once we know what package was required, resources and advisory time would be allocated. The standard package would incorporate unlimited resources from next year;
- f. they were taking a more proactive approach in attracting schools outside the Plymouth area and currently have one school from Cornwall buying into the service.

38. **CHILDREN'S EMOTIONAL WELLBEING AND MENTAL HEALTH
TASK AND FINISH - VERBAL UPDATE**

Steve Waite, Chief Executive and Cindy Willcocks, CAMHS Interim Manager gave an update on Children's Emotional Wellbeing and Mental Health task and finish. It was reported that waiting lists had been maintained and the outpatients unit was almost complete. They recently attended the Headteachers conference which was an opportunity to engage across all the schools. They were also working with Sentinel on referral processes.

In response to questions raised, it was reported that -

- a. a lot of work had been undertaken on internal systems and discharge plans were in place;
- b. a significant amount of work undertaken on capacity planning and how the service was supported;
- c. the CAMHS outreach service was available to young people seeking help and advice while waiting for a referral;
- d. they were looking to link with agencies and partners to market the CAMHS Outreach Service. This would include providing training to a number of professionals to build capacity within schools and to involve young people to make sure the information is out there and accessible;
- e. Steve Waite welcomed the support of this committee to reduce the waiting times to 4 – 6 weeks. The current 18 week waiting time was a national target;
- f. a marketing company was currently looking at their advertising and website. Also exploring other options such as social networking and modernising how we communicate with young people. A marketing company had been recruited because the NHS in the past were not successful with the promotion of services and access to services;

- g. the educational psychology team and TAMHS would deal with young people dealing with exam stress and keeping young people mentally healthy throughout their exams;
- h. they were exploring youth forum and parents forum as part of a wider consultation and looking at providing information in a planned structure and looking at the committee to be key to the redesign. Some variables to look at that – bring back to the committee. The consultation period to be completed by 5 Jan 2013;

Agreed that -

- 1. in the absence of a full written report at the meeting today, the Chief Executive, Plymouth Community Healthcare to provide the panel with a full report.
- 2. the panel to receive the comprehensive report on the TAMHS service.
- 3. the results of the consultation to be reported back to the panel on 31 January 2013.

39. **ACADEMIES AND TRUST UPDATE**

Jayne Gorton, Lead Officer gave an update on academies. It was reported that the additional circulated included a section on studio schools and annex on schools that had transferred to an academy.

In response to questions raised, it was reported that -

- a. Deep Blue Sound does not fall within the government guidelines for a studio school;
- b. primary schools preferred option was to move down the co-operative trust route;
- c. two primary schools had been approved as free schools subject to a funding agreement being signed. Both schools would support the growing population for primary school places.

40. **EXEMPT BUSINESS**

There were no items of exempt business.

TRACKING RESOLUTIONS
Children and Young People Overview and Scrutiny Panel

Date/min number	Resolution	Explanation / Minute	Officer	Progress	Target Date
5 Jan 2012/ Min 61	<u>Agreed</u> that – 1. information is provided to the panel on primary school attainment with a comparison at a neighbourhood level.	School Attainment	John Searson	The panel will be provided with a report at 31 January meeting.	31 Jan 2013
12 July 2012/ Min 16	<u>Agreed</u> that the Project Manager to update the panel on progress made on the UTC in January 2013.	University Technical College	Jayne Gorton/ Amelia Boulter	The panel will be provided with a report at 31 January meeting.	31 Jan 2013
20 Sept 2012/Min 25	<u>Agreed</u> that – 1. Special Educational Needs (SEN) Strategy to be brought back to a future panel meeting. 2. figures on the current number of parent support adviser (PSA) within Plymouth schools to be emailed to panel members.	Special Educational Needs	Jayne Gorton Amelia Boulter	Added to the work programme. Chair to decide when this item should come back to the panel. Information was emailed out to panel members on 05.10.12.	2013
20 Sept 2012/Min 28	<u>Agreed</u> that Primary and Secondary School Attainment to be deferred to January, to allow for the panel to receive a fuller report on the results achieved.	Work Programme	Jayne Gorton/ Amelia Boulter	The work programme has been updated to reflect this change. The panel will be provided with a report at 31 January meeting.	31 Jan 2013

Date/min number	Resolution	Explanation / Minute	Officer	Progress	Target Date
I Nov 2012/Min 34	<u>Agreed</u> that the work programme to include dates for the following items – <ul style="list-style-type: none"> • early interventions; • Youth Justice Plan; • sickness levels; • Government Policy Changes; • Youth Service to be looked at in January and March 2013. 	Work Programme	Amelia Boulter	Add items to work programme and submit to Management Board for approval. Management Board have approved work programme items. Action complete.	14 Nov 2012
I Nov 2012/Min 35	<u>Agreed</u> that a report on how the bursary fund could best support young people would come back to the panel once discussions had taken place with secondary heads.	Bursary Payments	Maggie Carter/ Amelia Boulter	DSO to forward this resolution to secondary heads and request a response to be reported to the Committee on 21 March 2013.	21 March 2013
I Nov 2012/Min 38	<u>Agreed</u> that - <ol style="list-style-type: none"> 1. in the absence of a full written report at the meeting today, the Chief Executive, Plymouth Community Healthcare to provide the panel with a full report. 2. the panel to receive the comprehensive report on the TAMHS service. 3. the results of the consultation to be reported back to the panel on 31 January 2013. 	CAMHS Update	Plymouth Community Healthcare	The panel to receive an update on 31 January 2013.	31 Jan 2013

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

31 January 2013



Item: Youth Services Restructure & Review

Summary:

Children and Young people Overview and Scrutiny panel have asked for information on the youth service provided across Plymouth, and also on plans to review service provision.

This paper sets out current Youth Service provision, to be considered alongside a brief presentation to the panel. We have indicated a range of documents which will inform the review and we can provide more information should members need this.

We have also set out an outline for a proposed review of services in draft, and we hope to engage the panel on the scope and focus of the review, and on when it would like to see proposals, which we could outline in the March meeting, if this is the panels preference.

Introduction:

- I. Homes and Communities Department have completed a management restructure, and now have the team in place to review the PCC 'youth offer' to ensure that services aligned within this new structure are set up to work effectively and are prioritised to contribute to key challenges faced by Young People and their families in the city.
 - I.1. Following discussion with the Children & Young People's Portfolio Holder, it was agreed to set out the current level and spread of Integrated Youth Service activities and targeted support currently being delivered across the City. This is to ensure Elected Members understand the full range and focus of the services currently being delivered by the Integrated Youth Service.
 - I.2. This information will inform the scoping of a wider review, of the youth offer, during January – April 2013. The challenges and opportunities for the well-being and aspirations of young people in Plymouth are not to be underestimated. We can co-ordinate a range of skilled teams to support young people so that they play a full role in the life of the city. The statutory duty is set out below; however, our offer needs to be wider than this in order to contribute effectively to tackle child poverty.
 - I.3. Following the principles of a Cooperative council, we need to understand the capacity, engagement and appetite of the voluntary and community sectors in looking to shape or deliver services in co-production with the city council.
 - I.4. Fundamentally we need to provide services that are a balance of specialist, targeted and universal services, shaped by and for the young people they serve.

2. Youth Service Statutory Duty:

- 2.1. Local Authority responsibilities to deliver Youth Services are detailed in the statutory guidance issued by the Secretary of State for Education under Section 507B of the Education and Inspections Act 2006.
- 2.2. It relates to local authorities' duty to secure services and activities for young people aged 13 to 19, and those with learning difficulties to age 24, to improve their well-being, as defined in Subsection 13.

3. Summary of Service Provision

A range of key documents* are highlighted below that detail current Service delivery. These documents will form a baseline for the Jan – April review.

1. **Integrated Youth Service Annual Report 2011-12:** Service report detailing last year's performance and outlining key areas of development and delivery for 2012-13.
2. **Positive for Youth Survey Report 2012:** Detailed report on what Plymouth's young people told us about services for them in March April 2012. 1195 Young People responded to the survey.
3. **Detailed city-wide youth offer breakdown:** Spread sheet detailing all programmed activities being delivered in quarter 3 of 2012/13 with a total of 168 targeted area-based youth work projects identified by each locality area.
4. **Youth Service Performance Update:** Details performance against 2012-13 targets. All key performance targets are being met or exceeded and evidences good improvements on 2011-12.
5. **Staffing Structure Chart:** Details the staffing structure and deployment across the services.
6. **Practice Examples of Open Access, Targeted and Intensive Intervention:** Examples presented in the C4EO validated practice template that illustrate the range of interventions currently delivered by the service and the outcomes for young people.
7. **Summer Mix Report 2012 & Case Studies:** Full report on the performance and outcomes relation to the 2012 programme.
8. **Elected Members meetings feedback:** Collated responses from questions asked by young people in recent consultation with local Councillors.
9. **Diversion from Care, Intensive Support Team (IST) Quarterly Report:** Performance Summary that outlines the successful performance of this key diversion from care programme.
10. **What is Youth Work:** PCC DVD recently produced to promote youth work within the city this will form part of the social media resource being developed to promote the offer to young people and stakeholders.
11. **Summer Mix:** PCC DVD produced to promote the offer to young people and potential providers within the city.

*The review documentation can be studied on request

4. Outline of the Review

We have set out below an outline for the review of Youth Services. We are working with Plymouth Learning Trust and the Heads of Schools to plan for their engagement in the review, together with other statutory and voluntary sector bodies, and young people across the city.

Scope: Following the management restructure in our Homes & Communities Department there is a revised management line with a new Head of Service , and six service managers leading the delivery of a wider range of youth related support services which will, to a greater or lesser extent, be included in the scope of the review . These include:

- All services within the Integrated Youth Support Service (IYS)
- Targeted youth support contracts delivered or commissioned by the IYS
- Care Leavers Transition Support (18+ Personal Advisors)
- Careers South west contract
- Youth Offending Services

Project Timing:

Initial Project Scoping – Goals, Controls, Governance and Time Frame	Jan 2013
Identify & Prepare Project Team	Jan 2013
Project Initiation and report to Children’s Scrutiny Committee	Mid-January 2013
Main review tasks – Data, Stakeholder analysis, YP consultation, needs assessment, review of drivers and priorities	January to End February
Analysis of intelligence/ development of recommendations / consultation with key partners	March
Finalise review outcomes and recommendations for approval to boards/ committees as appropriate	End March
Develop Implementation Plan for approval and action	April

Process:

This review will form part of the annual reporting and action planning cycle for the services within direct scope of this exercise. This would ensure that the management focus and resources necessary to deliver this project are prioritised to achieve the outcomes, whilst, completing a key management task that defines the service priorities and developments for the next 12 months.

In addition to the internal Service review and action planning this exercise would take a more comprehensive scan of needs and priorities of service users. The review will also need to be inclusive of key stakeholders and partners, including schools and local communities. The opportunity to have a peer review will be considered if deemed appropriate.

The review will also draw from national research, evidence and guidance on 'best practice' as well as building on successful local practice models.

Young people will be at the heart of the review and our Young Inspectors will play a major part to ensure it is 'youth proof' in line with the 'Positive for Youth' criteria. We will develop an engagement and communication plan to ensure we involve a representative mix of young people.

With significant changes in the school sector it is recognised that a specific element of the review will need to look at 'traded' youth services.

Fundamentally, while the review will focus on targeted early intervention and diversion from risk taking behaviour, it needs to explore best practice to ensure all young people in the city have the opportunity to thrive and achieve their ambition and aspirations, and make a strong contribution to the growth of Plymouth. It will, therefore, also consider the universal offer to young people.

Key Review Objectives:

1. To identify and plan for improvements in the offer for young people across a range of key services including Youth Service, Youth Offending Team and Care Leavers Support Team, particularly strengthening early intervention, prevention and transitions for young people within and across services.
2. To identify any duplication or alternative forms of service delivery, with opportunities for the voluntary and community sector, for a more cost effective use of resources and improve operational links across services and within communities.
3. To identify and plan for improvements in communication of the offer to young people and their families and the other services that support their needs.
4. To identify any underperformance issues and plan for remedial action.

The review will provide the following outcomes:

1. Feedback from Young People, communities and other stakeholders on what's working well and what needs to improve.
2. Up to date information on where the services need to be deployed/targeted to meet current needs and priorities.
3. Information on what aspects of the current offer need to change in order to be more effective and provide better VFM.

4. A clear communication and engagement strategy that will improve understanding, involvement and access to the Service for customers, stakeholders and local communities.

Governance of the Project: This project will be directly reported to the Assistant Director for Homes & Communities, CYP Portfolio Holder and Chair of CYP Scrutiny internally, but will have specific and focused work in reference groups through schools and other strategic groups such as the 11 to 19 Strategic Partnership, the Plymouth Secondary Inclusion Committee and the Youth Justice Partnership Board.

Recommendations

1. That members of the panel note the current areas of service delivery
2. That panel members comment on the scope, content and focus of the review so that officers can shape the detailed project plan and implement the review.

Author: John Miller
Job Title: Head of Youth Services
Department: Homes and Communities
Date: 15th January 2013

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CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

31 January 2013



Local Authority Approach to Dyslexia: Assessment, Training Opportunities and Typical Provision Available in Schools

Introduction

The local authority approach in Plymouth is to provide support to schools in developing their skills in identifying and meeting a range of special educational needs, including Dyslexia. To achieve this the authority offers guidance to schools on evidence based practice such as that identified in the most recent Government review of Dyslexia lead by Sir Jim Rose, 'Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties', published in 2009. The authority also has a role to champion the needs of children and provide appropriate challenge to schools to ensure provision is made to meet those needs.

Provision in schools: identification, assessment and intervention

Every school has a Special Educational Needs Co-ordinator (SENCo) who is a qualified teacher who would be expected to work as a member of the school's Senior Leadership Team. The SENCo has a specific responsibility for identifying special educational needs, keeping a record of pupils with identified needs and for supporting teachers in ensuring that individual pupil needs are met through appropriate support and provision.

As with all kinds of special educational needs for children with literacy difficulties, including Dyslexia, it is important to identify and respond to those difficulties early, by monitoring the progress of children and identifying those who are not making progress in key skills, e.g. against the communication and language aspect of the EYFS profile for young children. The phonics screening assessment for year 1 children is key point where children might be identified as having a difficulty with decoding skills. Local authority guidance supports the widely understood definition within the Rose review 'Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling'. Testing, or assessment that is most appropriate focuses on those key skills and takes place at different points of a child's education.

Where an initial concern is raised regarding possible Dyslexia, schools consider what support is in place within the class teachers' quality first teaching and make adaptations to address the concern. All class teachers are expected to differentiate work and provide appropriate resources and support as required.

Where concerns continue and the above support does not enable a child to make appropriate educational progress a school should put in place specific interventions in collaboration with parents/carers. Plymouth's Advisory Learning Support Team (PALS) and the Educational Psychology Service provide advice and training about effective evidence based programmes to improve key literacy skills.

In a small number of cases, where a child's difficulties are not reduced by school based intervention, the SENCo can request the involvement of PALS or an Educational Psychologist. Their role is to undertake additional assessments and to advise on specialist approaches to

addressing needs including advice on literacy resources. These teams draw upon a range of assessment methods including observation, consultation and direct assessment of learning skills using dynamic and standardised tools.

When young people with dyslexia transfer into higher education and do not necessarily routinely have access to specialist IT as they would in school, there is a national system of grants for support for disabled students, including those with dyslexia. This scheme, which used to be administered in Local Authority Student Award Teams, until 2011, is now run through the national Student Loans Company and universities carry out the assessments of students' requirements and then provide the necessary equipment or support.

Training opportunities

The LA provides a range of support and training specifically for SENCoS including termly meetings, central training opportunities and in-school advice and support.

Plymouth schools have attended central training on Dyslexia provided jointly by Plymouth Advisory Learning Support Team and Educational Psychologists. Take up on these courses has been high with most schools having staff who attended at least one of the courses available.

Training on Precision Teaching, an intensive monitoring and evaluation approach to the acquisition of key skills, continues to have a high level of take up. This has built upon locally based research which demonstrated the significant impact of this approach in improving reading skills.

The LA has provided to every school the nationally produced 'Inclusion Development Programme' (IDP) on Dyslexia, which provided advice on identifying and supporting pupils with Dyslexia within the classroom. This consisted of eight modules of high quality training for the Senior Leadership Team/ SENCoS for dissemination to all staff. Over a third of schools requested further support from the LA to launch the IDP within their school.

In 2011 an updated Dyslexia IDP was disseminated to schools. Every school in Plymouth has this refreshed IDP and thus has access to their own complete dyslexia assessment and training programme, which they can revisit at any time.

Below is a list of Dyslexia-based training provided by the Local Authority to schools since 2010 including on- going work in schools:

Central training 2010 - 2012
Developing Classroom practice for students with dyslexic difficulties (Secondary)
Classroom Support Dyslexia (Primary)
SEND: Supporting pupils with dyslexic difficulties – addressing parental concerns
Primary Teacher training
Primary TA training
Secondary Teacher training
Secondary TA training
In-School Support/Training On-going
Pupil Consultations incorporating staff coaching / SENCo support
Dyslexia / SpLD bespoke staff training sessions
Precision Instruction
Literacy Interventions

Planned Training Spring Terms 2013
SEND: Supporting dyslexic difficulties across the curriculum (Secondary)
Bespoke in-school staff training sessions on Dyslexia / SpLD following individual school requests

Authors: Alan Fuller / Linda Dawes

Job Titles: Principal Educational Psychologist/ Leadership Adviser Special Educational Needs and Vulnerable Groups

Department: Education, Learner and Family Support

Date: Thursday 10th January 2013

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CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

31 January 2013



UTC – PLYMOUTH Briefing Note

This is a brief update on the progress of UTC Plymouth project as at 9 January 2013.

Headlines:

Across all activities the project remains on track to open in September 2013. While the build and refurbish programme is undoubtedly tight, the contractor (BAM) is confident that it is achievable. Visual evidence suggests rapid demolition and early progress on new build elements. A large proportion of the sub-contractors are either local or regional.

Over the last 9 months, the project has seen the appointment of Prof Pauline Kneale as Chair and the University's Member of the Plymouth UTC Ltd company, the appointment of the new Principal/CEO Designate – Mrs Mary Cox from Northumberland Church of England Academy (joined 5 November 2012), new Vice Principal Designate Mr Peter Robinson from Devonport High School for Boys (joins 1 April 2013) and critically, confirmation of the legally binding Funding Agreement (FA) between the UTC and the Department for Education earlier last year.

In addition to the tight programme, the key risks concern student recruitment for the UTC. This is a very new and unique form of educational provision with a lean target audience because of a demographic trough affecting Year 9 (age 13) and Year 11 (age 15) students, from across a large travel-to-learn area of around 45km. The aim is 75 students for Year 10 and 12 for September 2013, and 100 and 90 new students in September 2014. The recruitment of students has started. Take up from across the Plymouth area is strengthening.

Background:

Over this period a number of significant milestones have been achieved, and together with other positive changes, the project has moved from post-application into the implementation phase. These include, in no particular order, the:

- Application and approval of the UTC's building planning permissions (albeit with some caveats).
- PCC contracting BAM for the delivery of this project, together with the Development Agreement and a lease between PCC and the UTC.
- Tender and selection of an ICT provider (RM Education).
- A brand has been developed. Recruiting students has commenced with initial student/parent open evenings from Sept–Dec 2012, and these will be followed by several further planned events in 2013. PCC are co-ordinating applications for Year 10 in-line with their statutory role. Media coverage continues to promote the opportunity across the region.
- Staff recruitment will be sequenced to build over the period leading to opening (25 staff members, 21 teaching and support) for 150 pupils. 3 x Heads of Faculty will be recruited in the next 2 months for appointment in April 2013; the bulk of staff will take up their posts in late August 2013.
- Employer engagement has continued with refinement of the curriculum, selection of appropriate specialist equipment and confirmation of the workshop designs (7 in total). A number of successful employer engagement events took place in 2012, with plans to consolidate this over the next 3-9 months.

- The UTC's Board of Governors volunteer and selection process has commenced;
- The University is the legal 'lead' sponsor of the founding UTC partnership and the UTC remains a trading subsidiary of the University. The UTC project continues to enjoy the essential and positive support (including financial) from the University, as well as pro bono time and advice from both City College Plymouth and Plymouth City Council on a wide range of matters.
- The small Project Team (now 3 staff, but 7 by April 2013) remain hosted in University offices and will remain in situ until early September 2013 when the new premises open.

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Department: Education Learning and Family Support
Date: 10 January 2013

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

31 January 2013



Schools Performance – Early Years, Primary and Secondary Attainment 2012

This report is structured by Key Stage and contains a short summary of headlines. Most of the data is now validated and final except for Key Stages 4 and 5 which may change as a result of appeals and data cleansing activities.

Gap analysis

To assist the scrutiny of educational performance in Plymouth the Education, Learning and Family Support Department has produced a standards overview table that has been included as Annex A in this report. Educational outcomes are grouped in chronological order and compare the changes in results in percentage points from 2011 to 2012, as well as identify how Plymouth's results compare with the national average (final column).

Early Years Foundation Stage (EYFS)

(Teacher assessment of 5 year olds, reported at the end of reception year)

- 1.1 Results this year have improved significantly. The National Indicator (NI) 72 improved by 5%. This is a measure of how many children reach a 'good level of understanding' in the key areas of learning by the end of reception year.
- 1.2 Plymouth's results were just below the national average and the improvement this year mirrored the national one.
- 1.3 The gap between the lowest achieving 20% and the rest (NI 92) has also been reduced further this time by 1.4%. Our gap remains smaller than the national gap which shows that Plymouth schools are improving results for all pupils and especially for lower attaining children.

Key Stage 1 (KS1)

(Teacher assessment of 7 year olds, reported at the end of Infant phase)

- 2.1 Results have remained fairly static for a number of years but have improved significantly this year and are the strongest yet achieved. Plymouth's results for 7 year olds are now converging on national averages.
- 2.2 The biggest improvements were in reading and writing. More systematic teaching of phonics is partly responsible for this improvement.

Key Stage 2 (KS2)

(Teacher assessment based on externally marked assessments of 11 year olds, reported at the end of Junior phase)

- 3.1 These results show that standards at L4+ in English and maths across Plymouth improved significantly this year and are the best ever achieved. Plymouth's results are now generally

in-line with national averages.

- 3.2 A number of schools made tremendous improvements this year – especially those serving the city’s most challenging neighbourhoods.
- 3.3 The wise use of pupil premium, improved staff training, school to school support and higher expectations for success have contributed to these improved results.

Key Stage 4 (KS4) and Key Stage 5 (KS5) - PROVISIONAL UNVALIDATED DATA

- 4.1 There are a number of issues this year especially involving the recalibration, by some exam boards, of what a grade ‘C’ should be. This is a national issue and may impact on our overall result when it is resolved.
- 4.2 Based on provisional unvalidated results Plymouth’s secondary schools have maintained standards at 2011 levels. Currently we are forecasting a small rise overall when final results are published on 24th January 2013 which should be in-line with the national average.
- 4.3 Some schools have made excellent improvements in their outcomes but it is a very mixed picture due to the contentious and unfair exam marking issue in English but also in maths.
- 4.4 No reliable data is available for ‘A’ levels as the picture in Plymouth is extremely complex. All our secondary schools operate within 6th form consortia to offer a wider range of options for students including BTEC.
- 4.5 The most important standards related measure is the average point score (APS) per entry as it relates to the average grade achieved rather than the number of qualifications taken by each pupil. Here Plymouth’s results are just below the national average which means that the average grade per student is a ‘C’.

APS per entry (A level grade C = 210 points) (exc. FE)	-3.5	-1.7	-6.2	One grade = 30 points. The average grade is just below a ‘C’
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Ofsted

- 5.1 There are no schools currently in an Ofsted category having ‘failed’ to provide an acceptable standard of education. HMCI Sir Michael Wilshaw has increased the expectation on schools in that ‘only good is good enough’. Schools found to be providing only a satisfactory standard of education since September 2012 have attracted a ‘requires improvement’ judgement (grade 3). They will have 12-18 months to demonstrate a rapid improvement before re-inspection.
- 5.2 Ofsted has now published a local authority league table designed to highlight the chances that parents have of sending their child to a ‘good school’. This aggregates inspection outcomes based on every schools’ last inspection grade for ‘overall effectiveness’. Whilst schools and the LA are never complacent, Plymouth’s performance in relation to similar local authorities (known as ‘statistical neighbours’) is reassuring.

Plymouth v Statistical Neighbours 2012

RANK	NAME	RESULT
1	Torbay	70%
2	Plymouth	69%
3	Southend	66%

4	Isle of Wight	65%
4	Sheffield	65%
6	Southampton	64%
7	Rotherham	63%
8	Bournemouth	61%
9	Peterborough	60%
10	Portsmouth	53%
10	Telford & Wrekin	53%

Below Floor Standards (BFS)

- 6.1 The Government has defined the minimum acceptable level of performance for schools in terms of pupil outcomes. There are three elements to the “Floor Standard”. The first is an absolute threshold target to ensure that a certain percentage reach national expectations in both English and maths. The second two relate to national average progress rates pupils make over time, in English and maths. To be above ‘floor standards’ a school must ensure that their pupils results exceed at least one of the measures. The ‘floor standard’ will increase over time to ensure that standards match world-class expectations. Schools that consistently fail to meet the Floor Standards will be transformed through academy sponsorship.
- 6.2 The strong improvement in primary results this year has removed a number of schools that were below floor standards. Last year 23% of Plymouth’s primary schools were below floor standards but this year the figure is only 3%.

Conclusion

- 7.1 Given the concern expressed last year at the disappointing KS2 results the Council should be reassured that fast improvements have been made. Standards at L4+ in English rose by 7% which means that 170 more children reached national age related expectations compared to last year. Maths results for Plymouth also rose by 7%. The percentage of children who reached national expectations in both English and maths L4+ jumped by an amazing 10%, meaning that 242 more pupils across the city reached national expectations in both subjects.
- 7.2 Once GCSE English results were published in August it became clear that a large number of students did not achieve the grades that they had been predicted to achieve. Research revealed that the grade boundary between ‘C’ and ‘D’ had been increased from where it had been set for the exams taken in the same subject in January. The exam had become harder to pass. The reasons given concern preventing ‘grade inflation’ – standards would have risen if the pass mark hadn’t been adjusted. The GCSE results this year are therefore difficult to compare to previous years. The sense of injustice is still strong amongst our young people, their parents and their teachers.
- 7.3 Overall this is the best ever set of performance data from schools in Plymouth.

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 Department: Education Learning and Family Support
 Date: 10 January 2013



EDUCATION, LEARNING AND FAMILY SUPPORT 2012 NATIONAL ASSESSMENTS - GAP ANALYSIS

Changes in LA results compared to national changes
(Based on the latest available data as at 04/12/12)

Achievement criteria	Prov. change from 2011		Percentage difference between LA and National 2012	Notes
	Plymouth	National		
Early Years (FINAL)				
NI 72 Achievement of 78+ and 6+ in PSE and CLL	5	5	-3	Improved in-line with national results
BOYS	5			More boys reached a 'good' level of understanding in key areas
GIRLS	4			
NI 92 Achievement gap between lowest 20% & rest *	-1.3	-1.3	-0.5	Gap has narrowed - continues to be smaller than national
BOYS	N/A			
GIRLS	N/A			
Key Stage 1 (FINAL)				
Reading 2+	4	2	-2	Best improvement in one year so far and the highest ever result
BOYS	5	2	-3	More boys reached national expectations
GIRLS	4	1	-1	
Reading 3+	2	1	-2	Highest result so far
BOYS	2	1	-3	More boys reached national expectations
GIRLS	1	1	-1	
Writing 2+	4	2	-2	Best improvement in one year and highest result so far
BOYS	4	2	-3	
GIRLS	5	1	0	Girls results in Plymouth have reached the national average
Writing 3+	0	1	-3	
BOYS	-1	1	-3	
GIRLS	1	1	-3	More girls reached above national expectation
Mathematics 2+	2	1	-1	
BOYS	1	1	-1	
GIRLS	3	1	-1	More girls reached above national expectation
Mathematics 3+	3	2	-2	Best improvement and highest result so far
BOYS	3	1	-2	
GIRLS	2	1	-2	

Key Stage 2 (FINAL)				
English L4+	7	3	-1	Best improvement in one year and highest result so far
BOYS	6	4	-2	
GIRLS	7	3	0	Girls have now reached the girls national average
English L5+	10	8	-2	Best improvement and highest result so far
BOYS	10	8	-2	
GIRLS	10	9	-3	
Mathematics L4+	7	3	0	Best improvement in one year and highest result so far
BOYS	6	3	-1	
GIRLS	8	4	0	Girls have now reached the girls national average
Mathematics L5+	7	4	0	Best improvement and highest result so far
BOYS	8	5	-1	
GIRLS	7	3	1	Girls have now exceeded the girls national average
NI 73 English and maths L4+	9	5	-1	Best improvement in one year and highest result so far
BOYS	8	5	-2	
GIRLS	10	4	1	Girls have now exceeded the girls national average
NI 93 Expected progress in English from KSI	7	5	0	
BOYS	7	6	-1	LA figure provided in house; DfE calculation for LA 2012 not yet confirmed
GIRLS	4	5	-2	LA figure provided in house; DfE calculation for LA 2012 not yet confirmed
NI 94 Expected progress in maths from KSI	10	4	2	If confirmed progress in maths is now above national averages
BOYS	8	5	1	LA figure provided in house; DfE calculation for LA 2012 not yet confirmed
GIRLS	10	5	1	LA figure provided in house; DfE calculation for LA 2012 not yet confirmed
NI 102a FSM / non-FSM achievement gap (L4+EM) *	0	Not yet known		
BOYS	4	Not yet known		
GIRLS	-5	Not yet known		
Key Stage 4 (PROVISIONAL)				
Five or more GCSE A* to C (or equivalent)	4	2	2	Results are now above national averages
BOYS	6	3	2	Boys made the biggest improvement
GIRLS	1	2	1	
NI 75 % 5 A*-C (inc. En/Ma)	0	0	-1	
BOYS	1	-1	0	Boys are in-line with the national boys average
GIRLS	-1	1	-3	
Expected progress in English from KS2	-3	-4	1	Impact of GCSE marking - results of legal challenge imminent
BOYS	-2		Not yet known	
GIRLS	-3		Not yet known	
Expected progress in maths from KS2	4	4	-5	Big improvement in-line with national rise
BOYS	5		Not yet known	Boys made the biggest improvement
GIRLS	2		Not yet known	

Achieved English Baccalaureate	-2	1	-1	
BOYS	-3	0	-2	
GIRLS	-2	1	0	
NI 102b FSM/non-FSM achievement gap (5ACEM) *				
BOYS				
GIRLS				
Key Stage 5 (PROVISIONAL)				
			POINTS	(One A level grade = 30 points)
Average Point Score (APS) per student (exc. FE)	-4.7	48.6	-52.4	National increase must relate to different counting methodology?
BOYS	6.9	45.3	-37.7	Boys results improved but less than the national improvement
GIRLS	-13.5	51.5	-65.8	
APS per entry (A level grade C = 210 points) (exc. FE)	-3.5	-1.7	-6.2	One grade = 30 points. The average grade is just below a 'C'
BOYS	-1.6	-2.0	-5.7	
GIRLS	-5.0	-1.4	-7.0	

Equal or better than the national change 2011-12	
Worse than national change 2011-2012	
LA figures are below the national average	
LA figures are equal to or above national average	

Zero	No change in achievement percentage from 2011 to 2012
Positive number	Increase in achievement percentage of that figure from 2011 to 2012
Negative number	Decrease in achievement percentage of that figure from 2011 to 2012
*	Negative values in the LA and national cells indicate a gap reduction

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

31 January 2013



Findings from the Early Years Safeguarding Audit 2012

This report is presented at the request of Councillor Nicky Williams following presentation at the PCSB on 7 December 2012, and also in direct response to Alderman Pauline Purnell's enquires about learning from the Serious Case Review (SCR) for Nursery Z.

The early years safeguarding audit was launched in November 2011. Previously there was a joint safeguarding and welfare audit, but these aspects have now been separated to give more detailed information about the safeguarding procedures in early years settings. It is an online tool based on the Early Years Foundation Stage, Section 175/157 of the Education Act 2002, Section 11 of the Children Act 2004, Safeguarding Children and Safer Recruitment in Education 2007 and Working Together 2010. The audit was circulated to 124 early years providers, including nurseries, pre-schools and children's centres. A 99% return rate was received.

As the first safeguarding audit specifically aimed at early years providers in Plymouth, the initial audit was designed to be comprehensive and detailed to allow a bench mark of practice to be established. This enables a view to be taken on the impact of support and safeguarding advice previously given and to identify next steps for the development of improved practice.

The audit was divided in to four sections:

- Governance, responsibilities and working together for safeguarding
- Child protection and safeguarding policies and procedures
- Child protection and safeguarding training
- Safer recruitment.

A data sheet was also included enabling both quantitative and qualitative information to be collected.

Providers completed their audit online and were required to answer 'yes', 'no' or 'partly' to a series of questions. Where a 'no' or 'partly' response was indicated, the provider was required to identify what action they would take to develop that area.

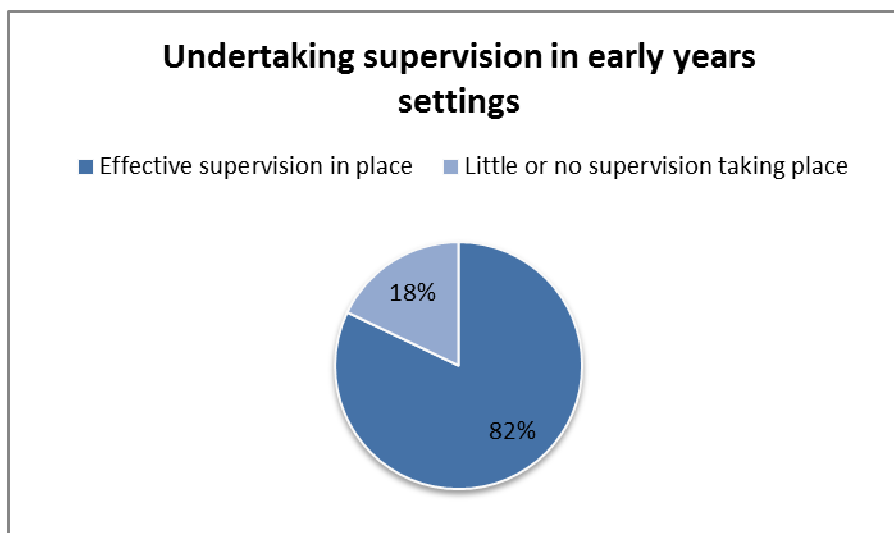
Outcomes of the Audit and actions taken to develop practice:

1. Governance, responsibilities and working together for safeguarding

Early years providers were confident about their safeguarding responsibilities and 121 out of 123 providers identified that their organisation had an agreed over-arching written statement in place which reflected their ethos and commitment to safeguarding and promoting the welfare of children. One provider identified that there was no over-arching statement in place and the other confirmed that it was partly in place. Equally early years providers felt confident that there were

clear lines of accountability in place within their organisation. Responses indicated that 119 providers had a named person responsible for child protection and safeguarding at a senior level within their organisation.

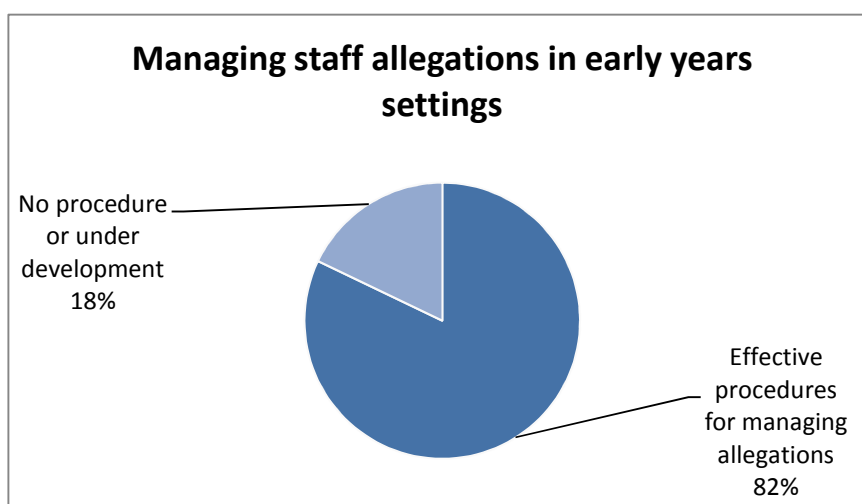
Providers were however less confident that they had effective supervision procedures, including supervision for child protection, in place, as shown in the diagram below. A total of 101 providers agreed that they undertook effective supervisions, however 20 identified they carried out no supervision, whilst the remaining two felt this was an area which was only partly addressed.



Actions taken for development: The revised Early Years Foundation Stage implemented in September 2012, now makes it a legal requirement for all early year providers to undertake regular supervision and appraisals. This requirement has been introduced by the government as a direct response to the recommendations made in the SCR of Nursery Z. Developing practice in this area has been a focus over the last six months, with providers signposted to the PSCB Supervision Skills for Child Protection Training. In addition, the Early Years Service has commissioned generic supervision training for all early years providers. This is being delivered by the Council's HR Service.

2. Child protection and safeguarding policies and procedures

All early years providers reported they were confident that they had effective child protection and safeguarding policies and procedures in place. They were also confident that they had effective confidentiality and complaints policies in place. Early years providers were less confident in their procedures for managing allegations against staff members. Nine providers identified they had no procedure in place, and 13 felt their procedure was in need of development. The remaining 101 reported their procedure for managing allegations was good as shown in the following diagram.



Actions taken to develop practice: A section on managing allegations has been included in the safer recruitment training (see section 4) and the Local Authority Designated Officer (LADO) has produced information leaflets for early years settings on how to manage the allegation process from a setting and an individual perspective. One to one support is also given if required when attending allegation meetings.

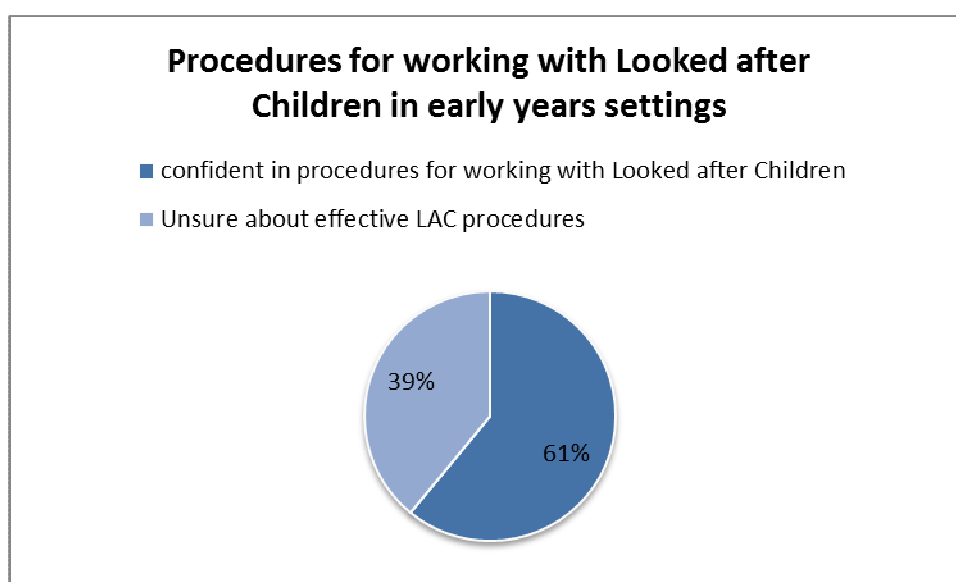
Responses indicated that 104 early years providers had an acceptable use policy in place, 11 felt that it was in development and two indicated that they had no acceptable use policy in place. The acceptable use policy would cover all aspects of technology use, including mobile phones and the internet. The large number of early years providers with acceptable use policies in place is significant, as there is no legal requirement for such. This aspect has been promoted and developed as good practice following the Serious Case Review for Nursery Z. The revised statutory Early Years Foundation Stage (EYFS) framework (2012) now requires all settings to have a policy regarding mobile phone use, which means that as a result of promoting effective practice the majority of settings already have this in place within their existing acceptable use policy.

Actions taken to develop practice: Good practice has been promoted through the now internationally recognised Online Safety Toolkit, which was developed in Plymouth following the SCR of Nursery Z. This has recently been updated by South West Grid for Learning (SWGfL) and purchased for all early years settings in Plymouth. Training to refresh practitioners' safeguarding knowledge and understanding through effective use of the toolkit is scheduled for spring 2013.

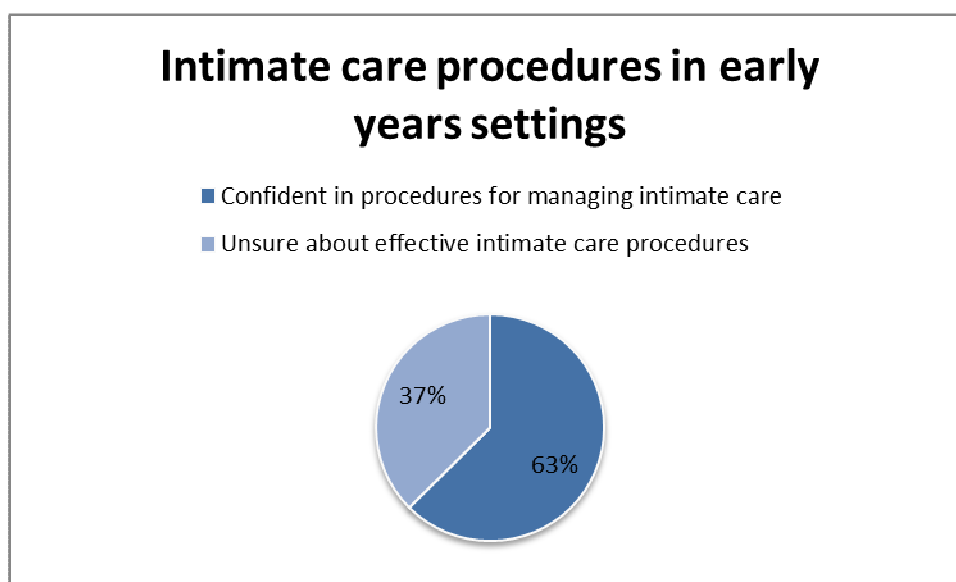
The audit identified two specific areas for development in terms of policy and procedure; although neither of the following areas are statutory requirements. Early years providers indicated that they lacked some confidence in their procedures for working with looked after children and managing intimate care.

For working with Looked after Children only 75 out of 123 providers stated that they had effective procedures in place, as shown in the chart below. It should be considered that many settings have not had a LAC attend their setting but are still keen to ensure effective procedures are in place.

Actions taken to develop practice: A LAC protocol has been developed between early years and social care, and the Education Consultant for LAC has attended a recent Early Years Leaders and Managers meeting to outline best practice principals and increase practitioners' confidence.



With regard to managing intimate care 77 out of 123 providers felt that they had effective procedures in place (see diagram below) This means that 63% of setting are operating over and above the basic practice outlined in the statutory Ofsted and EYFS requirements. Good practice has been promoted through welfare visits and through safeguarding email alerts advising on best practice.



Actions taken to develop practice: A draft policy on managing intimate care has been developed and will be shared with settings for them to adopt if they are less confident in their current procedures. Procedures continue to be monitored frequently through safeguarding and welfare visits.

3. Child protection and safeguarding training

Early years providers were predictably most confident in this area. The levels of child protection training undertaken by early years providers is high and continues to grow. Attendance at PSCB training is good for both the Child Protection Foundation (CPF) training and the Child Protection Advanced training and this was confirmed by the audit. Approximately 75% of practitioners

progress from their CPF training to more specialised training, with Domestic Abuse and E-safety training being the most commonly accessed. Over 100 settings identified that they have attended CAF training.

Early years providers identified that they provide their own in-house training and have developed training around whistle-blowing, codes of conduct and induction procedures. Providers reported however that they did not always routinely access the South West Child Protection Procedures website or incorporate it into their internal training. The audit identified that 92 providers are familiar with the website, although 22 were not aware of it.

Actions taken to develop practice: Awareness of website information has been raised through email alerts to settings

4. Safer recruitment

Feedback on safer recruitment was consistent across the board, with approximately 100 out of 123 providers reporting that they were confident in all aspects of recruitment. There is some need for development to ensure providers are as confident in this area as other aspects of child protection and safeguarding. Approximately 80 providers have a senior member of staff who has attended safer recruitment training, which has been identified as an area for improvement and increased participation.

Actions taken to develop practice: The Early Years Service had already started specifically targeting this area for development in the last 12 months, by commissioning the Council's HR Service to provide support and guidance to early years providers. This has included recruitment support where required. Further training has been provided on safer recruitment in autumn 2012, with Early Years now able to take responsibility for delivering safer recruitment training themselves to the early years sector.

Conclusion:

Overall the safeguarding audit has identified that there is a very strong baseline for safeguarding practice in the early years. It has identified a number of key strengths together with some relatively minor areas for development. These areas for development are being managed in a number of ways including training, 1-1 support, guidance and onsite safeguarding audits to ensure that policy and procedures are reflective of practice. Most significantly, the safeguarding audit was based on good practice as well as legislative requirements. It was clear from the results that early years providers in Plymouth are working far beyond minimum requirements to ensure the safety and well-being of the children in their care.

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Department: Education, Learning and Family Support

Date: January 2013.

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CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

31 January 2013



Report for Children's Overview and Scrutiny Committee

Plymouth Child and Adolescent Mental Health Services (CAMHS)

10 January 2013

I Background

Within Plymouth the need for redesigned CAMH Services arose from the CYP Mental Health and Emotional Wellbeing Strategy which intended to create a modernised service that joined targeted and specialist provision into a mainstream service. Since November 2009 the service has delivered within a new arrangement of teams which have continued to meet challenges and continued to develop throughout the last year. The only geographical shared provision is to those CYP who present to Derriford Hospital following an episode of deliberate self harm and to those admitted to paediatric wards that have combined physical and psychological needs.

The service continues to provide its core function of providing an assessment and intervention service to children and young people with a mental health disorder. Via the Primary Mental Health Workers it also provides an early intervention role by delivering training and consultation, building the capacity of staff in Universal Services.

All of the teams work in partnership with a significant number of agencies across the City. There is also a CAMHS CYP Board 'In Other Words' that supports with planning and review of CAMH Service provision.

The following information is a description of the Child and Adolescent Mental Health Service (CAMHS) as it is currently delivered and developments within the last 12 months.

CAMHS Infant Mental Health Team (IMHT)

CAMHS IMHT is a multi-agency team based at Tamarfolk Children's Centre providing services to 0-5's and their parents/carers working to improve infant/parent relationships. Staffing capacity of the current team when fully established, meets the needs of 169 children and families.

The team has three main functions

- Face to face work with children and families
- Providing consultation to professionals working in the early years system across the city
- Providing training to professionals

CAMHS IMHT currently delivers a programme named 'Safety in Numbers' which is a Cognitive Behavioural Therapy (CBT) based programme offering a treatment group for women with mild to moderate post natal depression. The team delivers this 3 times per year and aims to work in collaboration with Specialist Community Public Health Nurses to deliver the programme.

During 1 April 2012 to 31 December 2012, 98 children have been assessed and treated by the CAMHS IMHT and the team does not breach the contracted target of 18 weeks from referral to treatment. Children together with the family are currently assessed within 10 weeks of referral. There are currently 19 children waiting to be assessed by the CAMHS IMHT, 16 of which already have appointment dates.

The team is an excellent example of early intervention and maintains professional links with a number of other PCH services as well as those services within the partnership.

Targeted Mental Health in Schools Team (TaMHS)

Below is a tabled overview of the TaMHS outputs between April 2011 to August 2012, taken from the TaMHS Final Report October 2012, which was distributed following the TaMHS Shared Learning Event on 22 November 2012.

Figure 1 TaMHS Beneficiary outputs by core service provision for April 2011 to August 2012

CORE SERVICE PROVISION	Output
Mental Health Promotion	
Assemblies	5 assemblies 1039 pupils attending
Mental Health Promotion (initial session 1)	44 classes 1062 pupils attending
Mental Health Promotion (session 2)	37 classes 910 pupils attending
Mental Health Promotion (session 3)	34 classes 766 pupils attending
Targeted Group Work	17 groups 81 pupils attending
Triangular consultation	166 initial consultations 81 review consultations
Training	
Bespoke Training	14 visits to schools 255 staff attending
ELSA Training	1x13 half day sessions 35 staff attending
SAMHS Training	1x11 twilights & 2 whole days 1x17 half day sessions 45 staff attending
Solution Focused Coaching	24 staff attending

Primary Mental Health Work Team (PMHW)

Following challenges relating to the achievement of RTT in October 2011, PMHW's were separated from the CAMHS Plymouth Multi-Disciplinary Team to reform the smaller PMHW team in order to undertake individual brief interventions with children, young people and their families more rapidly.

Other team functions include:

- Telephone advisory service delivered by Primary Mental Health Workers;
- Training and consultation to staff in Universal Services by Primary Mental Health Workers;
- Input to multi-agency Parenting Programmes by Primary Mental Health Workers;
- Provides dedicated mental health nursing input to the Youth Offending Service;
- Consultation to agencies working with CYP with complex needs from a variety of staff within the team;

During 1 April 2012 to 31 December 2012 the Primary Mental Health Workers Team have seen 100 CYP in the last year. Most children together with the family are assessed within 15 weeks of referral. There are currently 72 children waiting to be assessed by the CAMHS PMHW, 3 of which already have an appointment date.

CAMHS Plymouth Multi-disciplinary Team (PMDT)

In 2009 this team was established by merging three CAMHS teams; the outcome to deliver a single pathway for targeted and specialist provision to CYP aged 5-18. It was anticipated that 892 CYP would need this team but it is staffed to meet the need of only 682. Together with some staffing difficulties this has placed the staff members into a challenging environment where they are working with CYP with very complex problems. These issues are being considered as part of the CAMHS redesign proposals.

CAMHS PMDT are established to undertake assessment and intervention with up to 300 CYP who have a mental health disorder. The total number of children and young people seen within this team is now lower due to the creation of the PMHW team and the neuro-developmental team. Responses from the team can be individual, family or group work. It may also include prescribing and monitoring medication;

Other team function includes:

- Delivery of part of the sexually harmful behaviour pathway;

The team receive a number of inappropriate referrals which is being addressed through consultation model development and clearer referral criteria.

During 1 April 2012 to 31 December 2012 the Plymouth Multi-Disciplinary Team have seen 140 CYP in the last year. Most children together with the family are assessed within 15 weeks of referral. There are currently 86 children waiting to be assessed by the CAMHS PMDT, 3 of which already have an appointment date.

CAMHS Outreach Team (COT)

This multi-agency team was formed following the closure of the 6 beds and 10 day programme places for adolescents based at Mount Gould Hospital as part of the CAMHS redesign in 2009. The team has a number of roles

- To assess and intervene with CYP aged 5-18 who present in crisis are who have a level of need that indicates they require assessment within 24 hours;
- To prevent admission to hospital where appropriate
- To assess CYP who present to Derriford Hospital following an episode of deliberate self harm.

The team can stay engaged with CYP for up to six months if that is indicated although much of the work can be of a short term nature. Unfortunately, there is no longer a social worker within the team, which is a significant loss to the service. Staff from COT and ACE work closely ensuring that CYP have their needs met from within one single operational system.

The team is currently staffed to meet the needs of a total of 156 CYP in one year, 90 of which are assessments to be undertaken at the Derriford Hospital. During 1 April 2012 to 31 December 2012 172 CYP were assessed, of which 103 were assessed at Derriford following self harm or overdoses of CYP. There have been a further number of consultations totalling 104.

CAMHS Neuro-developmental Team

The CAMHS neuro developmental team was created in October 2011 following the challenges CAMHS faced in relation to the RTT. This enabled CYP and their families to gain accessible services to support their needs. Further development to define the clinical pathway for CYP requiring this intervention will form part of the CAMHS redesign process so that we can ensure that we continue to deliver safe and accessible services to CY and their families.

The team is currently staffed to meet the needs of a total of 192 CYP in one year. During 1 April 2012 to 31 December 2012 163 CYP were seen r. Most children together with the family are assessed within 17 weeks of referral. There are currently 60 children waiting to be assessed by the CAMHS Neuro developmental team, 9 of which already have an appointment date.

CAMHS Children's Day Programme

The Children's Day Programme is a redesign of the Children's Day Unit that ceased to function in July 2010 and was replaced by a new arrangement with a new integrated care pathway in September 2010.

The team is multi-agency in that the delivery is a collaboration with the Outreach Team and ACE. It aims to provides to 72 children aged 5-12 in any one year and who have a neurodevelopmental difficulty most often complicated by an attachment problem. The child and family are offered a three week assessment period (two days per week for three weeks) whilst remaining on roll at their school and then is likely to require a period of intervention (two days per week).

The review of the old arrangement and which led to this new arrangement was a collaboration between the Plymouth Psychology Service and CAMHS. A significant number of agencies across the city worked with parents and CAMHS staffing to determine the new pathway. The impact of the proposed CAMHS redesign is minimal for this team.

The day programme is based at The Terraces, Mount Gould Hospital but staff also work out into a variety of settings.

The team is currently staffed to meet the needs of a total of 72 CYP in one year. During 1 April 2012 to 31 December 2012 38 CYP. Most children together with the family are seen, on average, 8 weeks average of referral. There are currently 14 children waiting to be assessed by the CAMHS CDP, 6 of which already have an appointment date. The creation of the Neuro-developmental team has supported the work of CDP and impacted on the number of CYP requiring assessment by this team.

CAMHS Severe Learning Disability Team (SLD)

The CAMHS SLD team contains, nursing, non verbal arts therapy and consultant psychiatry in addition to psychology. Although the team are based at Mount Gould Hospital the vast majority of their work takes place at Mill Ford and Downham Schools as well as some input to Woodlands School. The team enjoy excellent relationships with schools staff and the continued working arrangements following the 2009 CAMHS redesign have drastically improved the quality of the service to this vulnerable group.

The CAMHS SLD team work very closely with the Children's Integrated Disability Service (ChIDS) and have a well established referral system included within the ChIDS Single Point of Access.

- The team was staffed to meet all need which was judged to be about 36 CYP in one year. During 1 April 2012 to 31 December 2012 19 children and young people together with their families via face to face work. Most children together with the family are currently assessed within 14 weeks of referral. There are currently 12 children waiting to be assessed by the CAMHS SLD team, 4 of which already have appointment dates.

Other team functions include:

- Delivering training to professionals, parents and carers (such as the sleep and CYP with a learning disability workshop)
- Work with the Transitions Team to better improve the pathway of transition for these young people
- Ongoing service evaluation to understand why CYP with a severe and profound learning disability are placed out of area and to determine how this might be prevented.

CAMHS Children in Care Team (CIC)

CAMHS CIC team is co-located with social care staff at Midland House was established before the CAMHS redesign in 2009. However, the work of the team and the skills mix was expanded as part of the redesign process. The team continues to experience significant challenges with recruitment, particularly in relation to psychology posts. It is anticipated that the team will return to full staffing and activity in the near future as the recruitment process is well underway. Unfortunately, there is no longer a social worker within the team, which is a significant loss to the service.

CAMHS CIC team provides an assessment and intervention function for children and young people aged 0-19 who are in the care of the local authority and who have an emerging or existing mental health presentation. The team are staffed to provide face to face work with 80 such CYP per year.

CAMHS CIC team provide consultation to foster carers and social care staff who are caring for CYP with emotional well-being difficulties or who have complex presentations but who are not willing or ready to engage in therapeutic face to face work. This type of consultation is intense and can involve meeting the same set of carers and professionals for hour long meetings over a series of months. The team also provide shorter single consultations on a needs led basis.

During 1 April 2012 to 31 December 2012 26 CYP in the last year. Most children together with the family are assessed within 10 weeks of referral. There are currently 8 children waiting to be assessed by the CAMHS CIC team, 1 of which already has an appointment date.

This team also provides training to foster carers and social care staff. Work with Band 4 Foster Carers successfully transferred from the Plymouth CAMHS MDT into the CAMHS CIC team following the CAMHS redesign in 2009. This means that all work with and around CYP who are in the care of the local authority is located in this team. The exception is for CYP who have a severe learning disability or who require specialist input only available elsewhere in the Plymouth CAMH Service.

The impact of the proposed CAMHS redesign is minimal for this team.

Children & Young People Improving Access to Psychological Therapies (CYP IAPT)

The Deputy Prime Minister, Nick Clegg, and Health Minister Paul Burstow announced that the ambitious Children and Young People's Improving Access to Psychological Therapies (CYP IAPT) programme will receive an extra investment of up to £22 million over the next three years. This is in addition to the £8 million per year for four years that had previously been secured. The new resources will be used to:

- extend the geographical reach of the collaboratives
- extend training to two further therapies that address depression, eating disorders, self-harm, and conduct problems with Attention Deficit Hyperactivity Disorder (ADHD)
- develop e-learning packages for professionals.

CYP IAPT is aimed at Child and Adolescent Mental Health Services (CAMHS) which are already established and routinely offer psychological services. CYP IAPT has been given additional funding by the government in order to transform existing services to help improved outcomes for CYP's mental health.

CYP IAPT programme was initially established to provide primary care psychological support for people of working age having depression or anxiety. The project is about transforming existing services for children and adolescents by adopting those elements of IAPT programme which will help improve services to Children and Young People by:

- Working in partnership with children and young people to shape their local services
- improving the workforce through training in best evidence based practice
- developing mechanisms to deliver frequent/session by session outcome monitoring help the therapist and service user work together in their session, and help the supervisor support the therapist to improve the outcomes
- Supporting local areas to improve their infrastructure to collect and analyse the data to see if children and young people are getting better

Plymouth have been successful in obtaining a significant amount of funding for CYP IAPT and CAMH Service transformation as part of a collaborative with Devon and Torbay. Work has begun to develop CBT and parenting treatment pathways for children and young people.

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Department: Child and Adolescent Mental Health Service

Date: 11 January 2013

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**Children and Young People's Overview and Scrutiny Panel
Work Programme 2012/13**

Topics	J	J	A	S	O	N	D	J	F	M	A	M
Commissioning, Policy and Performance												
Performance and Budget - Delivering growth - Raising Aspiration - Reducing Inequalities - Value for Communities												
Joint Commissioning (transition to adulthood)												
Education, Learning and Family Support												
Hospital School/ACE Provision						I						
School Transport (under regular review)				20								
Commission on School Libraries						I						
Primary and Secondary School Attainment								3I				
Work Experience												
Free Schools/Academies Report						I						
SEN Strategy/Funding				20								
University Technical College (UTC)		12						3I				
Bursary Fund						I						
Children's Social Care												
Adoption												
Monitoring of Sickness Levels and Vacancies in Social Care								3I				
Youth Service								3I		2I		

Topics	J	J	A	S	O	N	D	J	F	M	A	M
Children's Health												
CAMHS Task and Finish (under regular review)		12		20		1		31		21		
Child Poverty												
Early Year Interventions										21		
Hospital appointments for children and young people and the co-ordination of consultants when seeing patients												
Task and Finish Groups												
Updates												
Government Policy Changes										21		
Strategies and Plans												
Children and Young People's Plan (Action Plan)												
Youth Justice Action Plan												
Training and Development												
Development Session for panel members				20								

Key:

New Item = #

N.B – items will be automatically deleted from the work programme once they have been considered by the Panel.