



**CHILDREN'S
SERVICE**

High Expectations, High Support, High Challenge



Achieving Excellence

A Three-Year Strategic Plan to develop, sustain and embed good and outstanding practice for all children, young people and families in Plymouth.

2024-27



Introduction



High Expectations, High Support, High Challenge

Plymouth's Corporate Plan sets out a commitment to keeping children, young people and families safe, alongside improving education, skills and health outcomes and a commitment to prevention and early intervention, using our resources wisely, providing high quality services and engaging communities and empowering staff. Our Children's Service has developed this new three-year plan to take forward these commitment, being **ambitious for all children and young people in Plymouth**, focusing on ensuring services work seamlessly with families to identify needs early, responding quickly and effectively to prevent them from escalating, providing the right help, support and protection at the right time to improve wider outcomes.

We have agreed a vision with our partners, set out in **'A Bright Future 2021-26'**, that all children and young people in Plymouth will live full and happy lives, receive good quality health services, attend high quality education, have fun and stay safe. All children and young people in Plymouth will make a good start in life, will be well supported when they need extra help and build the skills, knowledge and resilience they need to transition into adulthood successfully.

Most children and young people in Plymouth have a positive experience of services and experience good outcomes. However, we know that some children and young people are not yet well enough supported and included to achieve their full potential. We want all children, young people and their families to benefit from provision in their local communities which meets their needs and helps them to make good progress. This is particularly the case for children and young people who may be more vulnerable to poor outcomes because of their family circumstances or their additional needs.

We have made solid improvements in key areas, stabilising services and providing the firm foundations needed for the future. This three-year plan takes us into the next phase where over the next three years we are **Achieving Excellence**, and will develop, sustain and embed good practice so that all children and young people achieve their potential. We have engaged with staff, children, young people and families and what they told us about what is important to them and what we need to do differently has informed this plan. Young people told us they want to live in a City that is **"Equal, Kind and Safe"**, where professionals in their local communities build relationships with them and their needs are met. Staff told us they want a stable workforce and support to develop the skills and partnerships they need to build relationships with families and communities, help families early and improve outcomes for all children, young people and families.

In this plan we set out our **ten priorities for service improvement and transformation** developed with children, young people and our staff and the milestones that we will achieve over the next three years. These ten priority commitments will ensure we develop, sustain and embed consistently good and outstanding practice approaches, achieving our vision and transforming children and young people's lives.

This includes how we will work with partners so that together we deliver **'A Bright Future'** for all children, young people and families in Plymouth.

Our planning framework

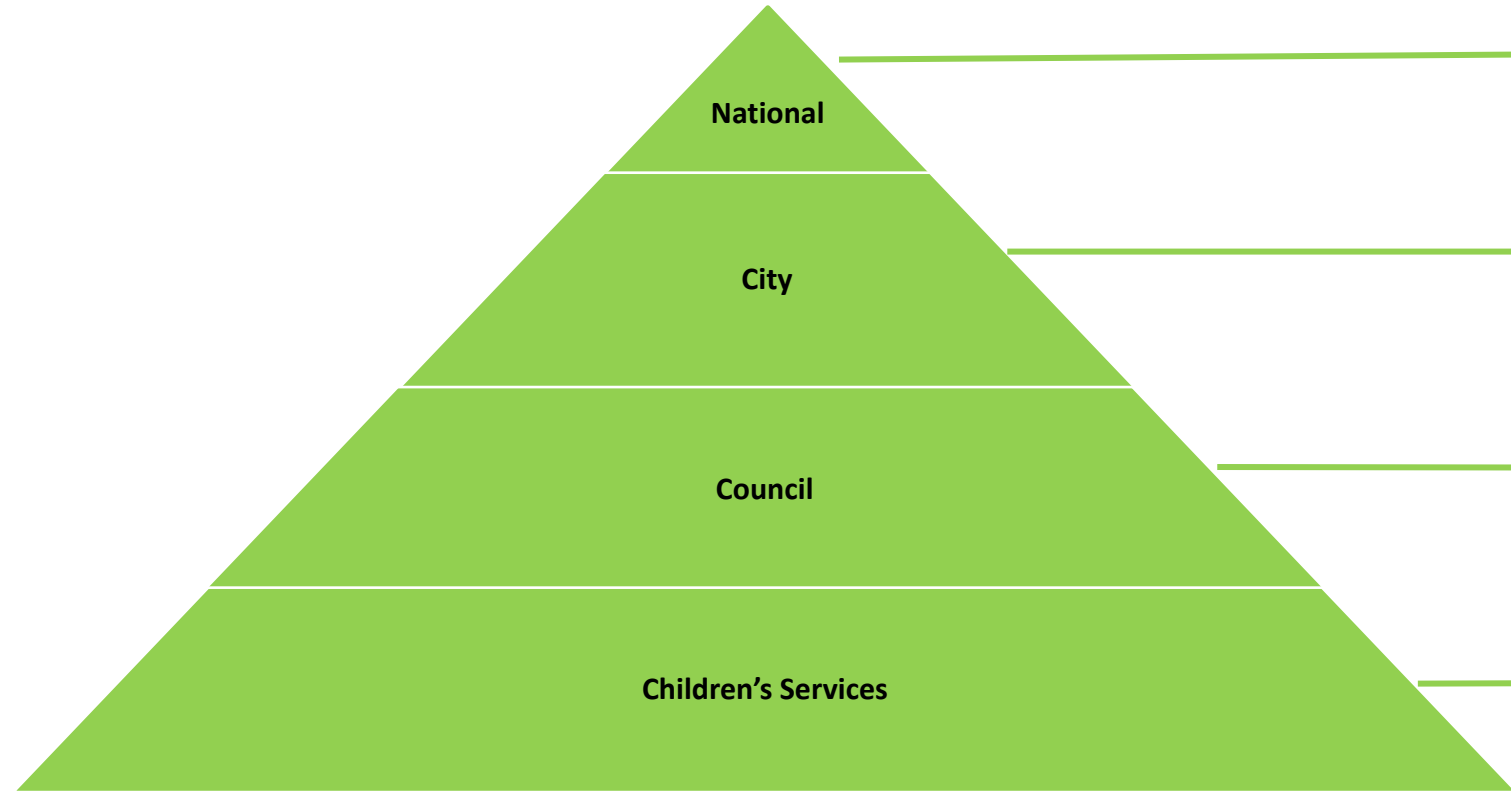


CHILDREN'S SERVICE



High Expectations, High Support, High Challenge

Children's Services Transformation Strategies and Plans



- Children's Social Care Reform Strategy
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan

- A Bright Future
- Skills for Plymouth Plan
- Plymouth Plan
- Local Care Partnership Priorities

- Corporate Plan
- Medium Term Financial Plan
- PCC Design Principles (ICT, Digital, People, & Accommodation)
- PCC Target Operating Model

- **Children's Services Strategic Plan 2024-2027**
- Target Operating Model
- Children's Workforce Strategy
- SEND and Placement Sufficiency Strategy
- SEND Strategic Improvement Plan
- SEND OFSTED Action Plan
- Children's Social Care Improvement Plan
- Not in Education Employment and Training Strategy
- Inclusion Strategy
- Attendance Strategy
- Service Area Business Plans

FLT owned Initiatives

Transitions: Preparation for Adulthood

Young Carers

Early Help (inc. Family Hubs and Community Empowerment)

Homelessness Prevention

Health Contributions

Dependent Programmes

Future Council Programme

Accommodation Programme

Adult Social Care Transformation Programme

Distance travelled – key highlights



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We are making good progress; The Ofsted Inspection of Local Authority Children's Services in January 2024 confirmed that children's social care services 'require improvement' to be good.

- **Some strong practice identified;** Participation with young people, Academy programme for newly qualified social workers and support to young people missing or at risk of homelessness.
- **Key improvements noted;**
 - No children were identified as being at risk of harm during the inspection.
 - Priority actions identified in the focused visit of the Front Door (Dec 22) have been fully addressed.
 - Strong improvements across our practice obsessions of case summaries, supervision, visits and plans.
 - Strong and effective engagement of Members, senior leaders & staff across the Council in improvement.
 - We now know our strengths and areas for improvement with improved quality assurance.
- **More to do;** to strengthen practice in key areas, improve consistency in assessment and planning and partnership approaches to improve outcomes for children, including at the early help stage.

Education, Participation and Skills, some key achievements;

- Stronger focus on attendance and attainment for vulnerable children, Graduated Approach to support inclusion, improving support to children and young people at key points of transition.
- Increasing the number of special school places for children within the city
- Downham House our short breaks residential provision has received a 'Good' Ofsted rating
- Our Home to School Transport Team have expanded the independent travel training programme to support more young people who qualify for support getting to school.
- More supported internships (from 9 to 60), and an increase in Approved Apprenticeships.
- **The Local Area Plan;** good progress following our SEND inspection in 2023.



ILACS findings - help and protection

Practice strengths identified include;

- Improved responses by the MASH, including the evaluation of information, consent, thresholds, access to advice.
- When children and families do access early help services, their needs are assessed and understood well, plans are strong and subsequent interventions support positive changes.
- Child protection investigations are timely and appropriate.
- Increased tracking and manager oversight for children in pre-proceedings has prevented drift and delay.
- Most children at risk of coming into care receive intensive and creative support to remain with their families.
- Many social workers know their children well and build positive relationships with them.

Areas for improvement include;

- The quality of management oversight and decision making.
- Not all children and their families benefit from seamless, timely and appropriate early help and support.
- When concerns are raised about children out of office hours, the response is not always effective.
- Not all allegations made against professionals are managed well or well recorded.
- The quality of assessment is inconsistent with around half seen taking too long to complete and lacking a thorough analysis of children's experiences. Some children wait too long for a multi-agency plan to address their needs.
- Disabled children receive an inconsistent service. Too many children are not attending school as much as they should. This is an additional risk for vulnerable children.

ILACS - Children in care

Practice strengths identified include;

- For most children, decision-making for them to come into care is appropriate and in their best interests.
- Children in care are supported well to maintain safe and meaningful contact with family and friends. When it is safe and appropriate for children to return to their parents or extended family, this is achieved well.
- Most children in care receive visits from their social workers in line with their needs, and most children benefit from meaningful relationships with their social workers.
- Assessments are increasingly written to children and capture children's histories, their wishes and feelings.
- The fostering service has started to make well-considered and ambitious improvements. Their aspirations are underpinned by significant support and investment.

Areas for improvement include;

- Too many children enter care in an unplanned way or in response to a crisis.
- Some children still experience too many changes of social worker.
- Permanence for children is not always considered as early as it could be.
- IROs oversight is not routinely impacting on the content or pace of children's plans.
- Children who are looked after in Plymouth are not all getting their health and dental needs assessed in a timely way.
- UASC do not currently benefit quickly enough from access to the services and support they require.
- There are still too many older children in care who are not in full-time education. The impact of the Virtual School for these children is not yet strong.

ILACS - Care Leavers

Practice strengths identified include;

- Care-experienced young people mostly benefit from Personal Advisers (PAs) who know them well and PAs are relentless in helping them emotionally and practically at times of crisis.
- Children benefit from PAs being allocated to them at 16. This means PAs can work alongside children's social workers and better help children prepare for and move to adulthood.
- Care-experienced young people benefit from a strong and well-thought-out offer of support and have a good awareness of their entitlements.
- Despite inconsistencies in the quality of Pathway Planning, some care-experienced young people's outcomes far exceed their expectations, a testament to the efforts of these young people and the tenacity of PAs.

Areas for improvement include;

- Once children reach 18, arrangements for specialist health support are not as strong. Not all have access to adult social care services when they need it and accessing mental health services can be challenging.
- Pathway planning for and with care-experienced young people is underdeveloped. Plans are not always clear enough and are not always updated within the required timescales or when young people's situations change.
- Too many care leavers are not in education, employment or training and plans in place are not yet impacting.
- Not all care-experienced young people are living in accommodation that matches their needs.
- Support for young people who are care experienced and are in or have been in custody is inconsistent and as a result, plans about release are not always coordinated well.

ILACS - Impact of Leaders

Strengths identified include;

- The leadership team of the council recognises and understands what needs to happen to ensure that services for children improve.
- Most agencies are working more collaboratively and effectively at a strategic level and can challenge each other.
- Ensuring that there is a sufficient range and number of foster placement and other accommodation options for children remains a significant challenge. Realistic plans are in place, but significant delivery is to follow.
- The local authority has an outward-looking culture and leaders continue to seek advice and support from a range of sources to help drive service improvement.
- The strengthening of quality assurance is helping leaders to better understand the quality of practice and the impact for children.
- Leaders have taken effective action to stabilise and increase the workforce. Staff are supported well by the social work academy,

Areas for improvement include;

- While there is a plan to deliver early help through family hubs, at present early help services are neither a cohesive offer nor well integrated with statutory services.
- The wider management team has yet to ensure that they consistently demonstrate the recording of the rationale for decisions about children in their electronic case records.
- Not all learning activity, including audit activity and supervision for staff, is currently being used as well as it could be to drive improvements in practice, either with individual children or at a strategic level.
- The effectiveness of some aspects of joint working across the council and with partner agencies, in particular, housing, health, schools and education providers, and adult social care services.
- More needs to be done, for example with housing organisations, to help improve care experienced young people's access to housing options that more consistently meet their needs.

ILACS areas for improvement

The inspection identified that more improvement is needed to ensure children and young people benefit from consistently good support. A number of areas for improvement were identified and are included within this plan;

1. The effectiveness of the response to worries and concerns for children out of office hours.
2. The Local Authority Designated Officer's (LADO) quality of practice and advice, oversight and recording of allegations.
3. The effectiveness of some aspects of joint working across the council and with partner agencies, in particular, housing, health, schools and education providers, and adult social care services.
4. The quality and availability of accommodation for children and young people.
5. The timeliness of health assessments for children in care.
6. How well children and young people are supported to access appropriate education, training and employment.
7. How effectively the local authority works with schools and education providers to bring down the current high rate of children being excluded.
8. The arrangements to plan for and support children with additional needs to smoothly transition to adult services.

A new three-year plan



What's important to us;

- Ownership and accountability across the partnership based on 'High expectations, High Support and High Challenge'.
- Delivering evidence of improved outcomes for children and young people.
- Commitment to trauma informed, strengths based and restorative behaviours and practice approaches.
- We will codesign transformation with staff and regularly report on progress.
- We will codesign transformation with children, young people and families and regularly report back on progress.
- Families get the help they need when they need it, evidence-based approaches prevent needs from becoming more complex.
- Commitment to family led models of working helping families to find their own solutions wherever possible.
- Seamless pathways operating between early help, targeted support and statutory provision for families.
- Where statutory interventions are needed, they will be timely and high quality.
- Approaches support the development of confident and effective partnerships to deliver improved outcomes.
- A stable, highly skilled and well supported workforce is enabled to carry out their roles effectively
- Staff have the tools and systems that support them to do their jobs.
- The development of more integrated approaches within Children's Services and with partners.
- Commitment to a One Children's Service approach and Council wide benefits from our approach to transformation.

Headlines from engagement with children and young people




High Expectations, High Support, High Challenge




TEN WISHES

What Children and Young People in Plymouth Want from you...



- We want professionals to be easier to contact.
- We want professionals to be on time, as they expect us to be.
- We want professionals to be properly trained and for us to be involved in the training.
- We want professionals to ask us what we need and not to assume.
- We want professionals to do what they say they are going to do, to listen and stand up for us.
- We want professionals to use words we understand.
- We want professionals to reassure us something is being done and tell us how long it will take.
- We want professionals to understand when we need to talk to them one-to-one.
- We want professionals to ask us 'do you feel safe?'
- We want professionals to respect us and how we feel.



[Ten-Wishes-The-why-and-the-how-booklet](#)
[Ten Wishes Film](#)

The three-year plan needs to set out how we can all be 'Equal, Kind and Safe'.

- There can be lots of record keeping during visits which takes away from us building a relationship with you.
- Regular changes of worker make it difficult to build relationships. We don't want to tell our story more than once.
- We need more support to understand the role of their worker, what their meetings are for and they need to be more involved in their own plans.
- Access to good mental health support is important.
- All professionals need to understand the impact of trauma.
- There needs to be good support and understanding in Plymouth for children and young people with SEND.
- Accommodation for care leavers is not good enough.
- More support is needed to help us stay in education and find employment.
- We need to make sure foster carers are well supported and allowances and savings are operating well.
- There is a need for more safe spaces for young people to meet and positive activities for all age groups within local communities.
- We should be allowed to go to the toilet in school when we need to.

Ten priority commitments

Priority 1- Early help



A strong and effective early help offer which reaches children, young people and families who need it when they need it and improves outcomes and destinations for all children and young people and families.

We know that more families in Plymouth would benefit from earlier help to address challenges when they first emerge. Ofsted found that at present, early help services are neither a cohesive offer nor well integrated with statutory services. We will build on our locality family hub approach to ensure all families have access to the early help support they need when they need it, from birth to adulthood. This means working closely with partners to clarify and deliver our early help offer to families and children across all ages, and developing resources to ensure families can find the help they need and access it easily. We will improve information sharing between agencies and strengthen our pathways to early help so that children, young people and families are supported by the right service at the right time improving outcomes and reducing the need for statutory interventions.

As a key part of supporting improved early identification and inclusive approaches, we will finalise and implement our Ordinarily Available Provision and Graduated Approach to ensure a common set of expectations about the provision and practice that is available and expected in all settings, schools and providers for children and young people with SEND. We will develop approaches to support children to develop good speech, language and communication skills at an early age as we recognise this to be crucial to young children's development and an essential key to learning, for communicating and building relationships with others as well as making sense of the world around them.

We will continue the development of a clear offer to all schools to reduce absence and improve attainment, particularly for children with SEND. We will work closely with schools, settings and providers to understand the root causes of absence, creating a sense of belonging for children and young people and to support early intervention and inclusive approaches. This includes ensuring we have in place a range of appropriate, interesting and exciting further education and careers opportunities in place to meet a wide range of needs and aspirations.

Key elements;

- Continue implementation of locality family hubs.
- Finalise and implement Partnership Early Help Strategy and agree and operate effective partnership governance.
- Early identification and intervention offer to support inclusive approaches and support early language development.
- Skills and adult learning offer to support opportunities for young people and family empowerment.

Priority I Early help Key milestones

Key elements: Continued implementation of family hubs. Finalise and implement Partnership EH Strategy, agree effective partnership governance. Fully develop early identification and intervention offer to support inclusive approaches and early language development. Skills and adult learning offer support family empowerment.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> • Implement family hubs as agreed, review Children’s Centre offer. • Develop and implement partnership Early Help Strategy and governance. • Agree partnership measures to implement agreed strategy (agreed approach to EH assessment, lead professional arrangements, information sharing, recording, workforce strategy). • Develop a citywide data base that supports the identification of need. Implement Outcomes Star. • Implement PSCP strategies; Neglect, CSA, Adolescents, DA. • Implement guidance on Ordinarily Available Provision and Graduated Approach across all schools and settings. • Implement SEND early help funding offer to schools. • Implement an integrated consultation model for SEND. • Codesign local offer website with the parent carer forum. • Complete trials of evidence-based universal early language development programme. • Develop approaches to identify and support vulnerable pupils to stay in full time education. • Effective systems in place to identify barriers and support young people at risk of becoming NEET. • Undertake gap analysis of family learning programmes and develop curriculum where needed. 	<ul style="list-style-type: none"> • Extend family hub offer across localities and age groups to be a 0-18 offer. • Increase number of Early Help assessments completed and reduced rates of statutory assessment. • More families receive early help support and evidence of improved outcomes. • Guidance and best practice embedded and well understood by schools and settings. • Local offer website providing easy and accessible information implemented. • Evidence-based universal early language development programme in place across the city • Evidence-based packages of support are in place for at risk of NEET young people. • Fully implement approaches to identify and support vulnerable pupils to stay in full time education. • Reduced rates of exclusions and improved attendance. 	<ul style="list-style-type: none"> • Extensive partnership locality based early help offer in place across 0-18. • Confident EH workforce undertaking assessments which lead to families receiving the right help. • More families supported at an early help stage. • Schools are significantly inclusive with a culture of belonging. • Schools share best practice around SEND. • Requests for assessment and rates of EHCPs in line with or lower than national averages. • Language strand of GLD at least in line with national average. • Attendance and exclusions in line with national averages for all children. • More young people supported at an early stage to progress into ambitious post 16 and employment pathways. • Below average unemployment rates in under 25s

Outcomes include

- **Children, young people and families will** benefit from a comprehensive offer of early help and interventions that are timely and have a positive impact.
- **Children and young people will** be supported to reach their potential through effective early identification of additional needs and support from evidence-based inclusive approaches.
- **Children and young people will** experience improved attendance and attainment.
- **Children and young people will** experience schools and settings that welcome every child and support them to thrive.

Priority 2 – Targeted help



Targeted help for priority vulnerable groups that meets needs when they first emerge and prevents them from becoming more complex.

Some children and young people in Plymouth are not yet experiencing good outcomes because their additional vulnerabilities are not yet being identified and met well at an early stage. We will improve how we use data to identify children and young people who are vulnerable to poor outcomes and are in need of additional help seeking to prevent problems from emerging, or to prevent needs from becoming more complex.

We will continue to operate an effective 'Front Door' ensuring timely information sharing and decision making, appropriate thresholds and management of consent. We will develop clear pathways between early help, targeted help and statutory services to avoid 'wrong doors', ensuring families get the right help quickly and reducing the experience of repeat referrals.

Working with partners, we will deliver evidence-based interventions to priority vulnerable children and young people to improve outcomes for them by reducing risk factors and increasing protective factors. This includes where children are vulnerable as a result of their SEND, or those living with domestic abuse, parental mental ill-health and parental substance misuse or those adolescents at risk of being exposed to contextual harm.

We will utilise family led decision making models, putting families at the heart of planning, building on the strengths in their wider and community networks to develop resilience through supporting family led plans.

Key elements;

- Practices which build family and community networks and support more children to remain safely in their families.
- Reshaping the targeted help offer to improve outcomes for vulnerable children and reduce the number of families receiving statutory assessments.
- Develop and implement clear pathways between early help, targeted help and statutory social work for families and partners.
- Targeted approaches to improve educational attendance and attainment for vulnerable groups.

Priority 2 Key Milestones

Key elements: Practices which build family and community networks and support more children to remain safely in their families. Reshaping the Targeted help offer to improve outcomes for vulnerable children and reduce the number of families receiving statutory assessments. Develop and implement clear pathways between early help, Targeted Help and statutory social work and confirm pathways to support for families and partners. Targeted approaches to improved educational attendance and attainment for vulnerable groups.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> Continued delivery of a timely response in the MASH and appropriate application of consent and thresholds. Review criteria for 'MASH' response to support improved decision making. Develop MASH as a single point of entry to both targeted and specialist services. Extend targeted help offer; more vulnerable families receive a co-ordinated and evidence-based intervention when they need more help, reducing the need for statutory interventions. Development of clear and agreed pathways across early help, targeted help and statutory services. Refocused Edge of Care offer to further prevent unplanned admissions. All families are offered a family led support plan when they need help. Continue to focus FGCs on vulnerable families. Virtual School makes visible the needs of the cohort of children who have ever had a social worker and those not in full time education are prioritised by all partners. Reduction of families experiencing repeat referrals. Improved outcomes for priority groups of children and young people. Deliver attendance strategic priorities via attendance plan. 	<ul style="list-style-type: none"> Remove the gateway to targeted support so that families can get targeted help more easily. FGCs lead to the right children needing child protection plans and increase the use of connected carers when care is needed. Reduction in number of children and families requiring statutory interventions. Reduction in unplanned entrants to care. Extended Virtual School CPD offer is in place across services. Further reduction in families experiencing re-referrals. Children at risk of poor attendance are identified at the earliest point and targeted support put in place. Reduction in % of children with persistent or severe absence. 	<ul style="list-style-type: none"> Families describe receiving help when problems first emerge that prevents problems from escalating. Evidence of improved early outcomes. Reduction in need for statutory interventions. Reduction in numbers of children needing care and when they do an increase in children placed with connected carers. Improved full time education and reduction in in-year transitions of children who have ever had a social worker Further reduction in % of children with persistent or severe absence.

Outcomes include

- Children and young people and families will** receive timely and effective targeted support when they are vulnerable, to have their needs understood and met at the earliest opportunity.
- Children and young people will** benefit from evidenced based targeted interventions that prevent needs from escalating.
- Children, young people and families** will benefit from family led models of support which build on the strengths and capacity in their extended family and community networks.
- Children and young people will** be supported to remain within their families and when they do need care, an increase in children placed with connected carers.
- Children and young people will** benefit from targeted support to achieve good rates of school attendance and a low rate of exclusions.

Priority 3 – Timely and effective social work practice



Timely and effective social work practice which keeps children and young people safe, both in their families and in our care when this is needed and improves wider outcomes.

This plan will ensure that wherever possible children and families receive early and targeted help to prevent needs from escalating or becoming more complex, reducing the need for statutory interventions. However, when problems are more complex or children and young people may not be safe, we will ensure a timely and high-quality response, reducing risks and keeping families together wherever possible.

We will ensure consistently timely and comprehensive assessments, in line with our trauma informed, strengths based and restorative practice approach, which inform effective planning, keep children and young people safe and improve their wider health and education outcomes. We will ensure the voices of children, young people and their family are central to assessment and planning.

Where it is needed, we will ensure that children and young people benefit from outcome focused child protection plans and legal proceedings which progress in a timely way. If it is needed, children will come into our care in a timely and well-planned way with a focus on early planning for permanence, including returning to their family where this can be achieved safely. We will develop practice to ensure the right children are subject to child protection plans, legal proceedings or in our care at the right time. When they are in our care, care and pathway planning will be ambitious and support children and young people to achieve good wider outcomes.

We will ensure that all workers and all children and young people benefit from high quality supervision and management oversight which facilitates reflective discussion and supports children's plans to progress. In response to what children have told us, we will strengthen relationship-based practice and improve our 'endings', when a new worker becomes involved or when our involvement ends.

We will finalise the prompt action taken to strengthen practice in specific parts of the system where this is identified as needed

Key elements;

- Good assessment and planning for every child and young person which supports needs being met in a timely way.
- High quality supervision and evidence of the impact of management oversight for all workers/children.
- Improvements in priority areas; Out Of Hours, LADO, Unaccompanied Asylum-Seeking Children, Children's Disability Team.

Priority 3 Key Milestones

Key elements: A good assessment, planning and endings for every child and young person which supports needs being met in a timely way. High quality supervision and evidence of the impact of management oversight for all workers/children. Improvements in priority areas; Out Of Hours, LADO, Unaccompanied Asylum-Seeking Children, Children's Disability Team.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> Improved approaches in priority areas post Ofsted; LADO, OOH, UASC, CDT. Timely and consistent quality of assessment & response in IRTs. Additional CSW Team in place to meet levels of demand and maintain caseloads at acceptable levels. Assessments, planning and endings to be service obsessions and improve in quality in line with practice standards. Develop and implement unborn baby practice and assessment tool and a pathway to ensure early assessment. High quality supervision and management oversight for all. Timely PLO practice and earlier permanence planning. Implement a revised Academy offer based on the Plymouth practice approach, focused on core priorities/priority teams. Improved evidence of impact of Independent Chairs on planning and outcomes for children and young people. Improved early permanence planning with close tracking. Improved support to care leavers in custody. Improved accommodation & EET outcomes for all care leavers. Implement the agreed approach to locality ways of working. 	<ul style="list-style-type: none"> Additional CSW Team ends in Q4. Caseloads sustained at acceptable levels. Consistently good assessments and planning. Children experience fewer changes of SW. SW teams work effectively with partners, including through co-located models where agreed. The right children are subject to CIN, CPPs, the PLO and in care at the right time and more timely outcomes when this is needed. Disabled children receive high quality assessments and plans that ensure they receive the right support. Children in care and care leavers experience good health, education and employment outcomes. UASC benefit from the right support at the right time. Refocus Academy offer and continued focused WFD offer in light of QA evidence. Robust, timely and evident management oversight. Practitioners experience high quality supervision. Children's voices are at the heart of planning. 	<ul style="list-style-type: none"> Co-located locality teams support improved outcomes. Fewer families receive a social work response. Where a statutory response is needed QAF evidences that a clearly articulated practice approach underpins a high-quality assessment and planning for all children and young people. Fewer children are in our care and more children in care with connected carers when care is needed. Case decisions are tracked and reviewed, and unnecessary delays are avoided. Children in care and care leavers continue to experience good health, education and employment outcomes. Supervision is restorative, timely, reflective, high quality and leads to improved practice and outcomes for all children. Management oversight is clearly evidenced.

Outcomes include

- Children and young people will** be safeguarded in a timely way when this is needed, building capacity in their family networks to enable them to remain in their care.
- Children and young people will** benefit from high quality assessments informing work that is well planned and which helps them to make the changes needed.
- Where children and young people need to come into our care** planning will be aspirational, deliver good outcomes and support young people to maintain relationships with their family network.
- Children and young people will** receive high-quality, relationship based and child-centred support and timely interventions that improve outcomes.
- Children and young people will** have access to a range of effective services and support that promote stability, permanence, educational success and routes into employment, and positive health outcomes.

Priority 4 - The right homes for cared for children at the right time



The right homes for cared for children at the right time, which meets their needs and enable more children to live in family settings closer to Plymouth.

Many of our children and young people in care are in family homes where they are stable and their needs are well met. However, too many of our children are living in residential care and sometimes at some distance from Plymouth,

We will ensure that more children will be looked after in a family setting, close to Plymouth, where they can continue to access their school and local services and maintain relationships with their family network. This includes placing sibling groups together, unaccompanied asylum-seeking children and older children with more challenging behaviours with our foster carers. We will develop a specific fostering offer for emergency placements and a model of high resilience fostering, to support carers where children have more challenging or risk-taking behaviours. We will utilise evidence-based approaches to ensure children are in the right placement at the time and will work closely with local, regional and national residential and fostering providers to develop more local provision in line with local need. This includes considering becoming a provider of residential care.

We will further strengthen our approach to ensuring all children have an agreed and early permanence plan in place, including reunification and utilising connected carers. As part of this we will implement improved support to special guardians to ensure positive outcomes for children leaving care through this route.

We will ensure that as young people move into independence, they will have access to a range of accommodation options which meet their needs.

Key elements;

- Use of tools and assessment to identify children ready for step down from residential and step-down planning.
- Foster For Plymouth recruitment and retention and increased use of connected carers.
- External local market growth plan.
- Achieving permanence for children, including through reunification and improved support to Special Guardians.
- Work with Housing and accommodation providers to improve access to accommodation and develop a range of supported options.

Priority 4 Key milestones



CHILDREN'S SERVICE



High Expectations, High Support, High Challenge

Key elements: Use of tools and assessment to identify children ready for step down from residential and step-down planning. Foster For Plymouth recruitment and retention and increased use of connected carers. External local market growth plan. Achieving permanence for children including through reunification and improved support to Special Guardians.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> • Use of evidence-based assessment process to identify children ready for step-down from residential care to a family setting. • Improved quality of placement request forms. • Implement refocused foster carer recruitment strategy leading to a net gain of 15 carers, including through regional approaches. • Implement commitments made following Fostering Summit. • Implement first Mockingbird constellations. • Develop and implement high support model of foster care. • Recruit to new Special Guardianship Support Team and agree model of support to special guardians. • Improved approach to assessment and support of connected carers. • Develop model to increase supported lodgings provision. • Model of emergency fostering aligned to the edge of care offer. • Develop options appraisal and business case for options for expanding residential provision within Plymouth. • Develop strong communication and planning across social care and EPS to include the child's education 	<ul style="list-style-type: none"> • Further cohort of children identified for step-down from residential care to a family settings. • Continue to achieve net gain of 20 in house foster carers offering placements to all age groups. • Increase sufficiency of foster placements for priority groups, including UASC, sibling groups and short breaks for disabled children. • Embed Mockingbird and implement further constellations. • Further extend emergency foster care, high resilience foster care offer and supported lodgings. • Embed special guardianship support offer. • Take forward agreed approach to extending residential provision in Plymouth. • Increase % of children experience the right placement from when they first come into care. • Increase % of children and young people placed in family settings. 	<ul style="list-style-type: none"> • Only children who need to be are in residential settings. • Continued increase in in-house foster carers and % of children in care placed in family settings close to Plymouth. • Further extend and embed Mockingbird model. • Further development of provision in line with updated Sufficiency Statement. • Young people are provided with 'Staying Put' when this is appropriate to their care plan. • Further scale up agreed residential model in Plymouth. • Children experience the right placement from when they come into care. • Placement stability performance at least in line with good LAs.

Outcomes include

- **Children and young people will** come into care in a timely and well-planned way when this is needed.
- **Children and young people will** have access to a home that meets their needs from when they first come into our care.
- **Children and young people will** be placed in family settings closer to Plymouth. Children will only be placed in residential care when this meets their needs & is appropriate to their agreed plan.
- **Children and young people will** be placed with their siblings when this is right for their needs.
- **Children and young people will** be supported to maintain good relationships with their extended family networks.

Priority 5 – Sufficient provision which meets local need



Sufficient high quality and value for money education and short breaks provision to meet local need (Early Years, SEND and Alternative Provision).

Too many children in Plymouth are not accessing high quality early years provision or are not yet in a local provision which meets their specific needs. We will continue to work with settings to increase the sufficiency of high-quality early years provision across the City and to increase take up by eligible families.

The overall focus of this plan is to ensure that wherever possible children and young people with additional needs are included in mainstream and special school provision. This will include focused work to support young people with additional needs to remain in mainstream provision. We will develop and implement a responsibility-based model of Alternative Provision (AP), bringing leaders together to develop a local system to ensure that where it is needed, children and young people are placed in high quality AP settings which meet their needs and enable them to achieve good educational attainment on par with their mainstream peers.

However, in line with national trends, the growth in number of children with SEND has led to there being insufficient capacity locally to meet this need in coming years. We will prioritise working with schools and providers to ensure there are sufficient good school places for all children and young people, including for the increased number of children and young people with SEND. We will prioritise continuing the work we have started with partners to develop additional specialist places in Plymouth through investing in capital projects that develop the SEND estate and create the capacity within Plymouth to meet the needs of specific children and young people across all age groups and meet predicted needs over the next 5-10 years.

Key elements;

- Ensuring sufficient high quality Early Years provision and take up.
- The development of a responsibility-based model for Alternative Provision.
- Development and implementation of a strategy for sufficiency of SEND provision that meets need and emerging need.

Priority 5 Key milestones



CHILDREN'S SERVICE



High Expectations, High Support, High Challenge

Key elements: Ensuring sufficient high quality Early Years provision and take up. The development of a responsibility-based model for Alternative Provision. SEND provision that meet need and emerging need.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> Strengthened Alternative Provision (AP) offer, governance and support arrangements in place for allocation and monitoring provision. Develop model for AP specialist taskforce in AP settings. Develop plan for the delivery of a responsibility-based decision-making, funding and commissioning of AP. High-level costed sufficiency proposals and implementation plan agreed for specialist SEND and AP provision Review current resourced provision and develop plan for increased capacity for identified needs across the city. Effective oversight and termly provision statements in place for high priority groups of children and settings. Effective processes in place to allocate specialist resources and exceptional provision including oversight of spend. Monitoring cycle in place for specialist independent provision. Review current short breaks provision and develop appropriate local offer. 	<ul style="list-style-type: none"> Clear vision and purpose for the Alternative Provision system underpins the operation of day-to-day processes. Co-located, blended teams deliver support with and from AP. Phased roll out of increased resourced provision. Phased roll of out of capital works to increase special school provision. Service level agreements embedded through the termly monitoring meetings. Decision-making groups and financial controls in place setting out trajectories and mitigation arrangements. Reduced demand for Home to School Transport An updated short breaks offer, and commissioning approach has been co-produced that is flexible, equitable and accessible and meets needs. 	<ul style="list-style-type: none"> A successful range of pathways enable children in need of AP to achieve good outcomes and successful transitions. Co-ordinated, responsive AP support responds to children's needs quickly and appropriately. Resourced provision understood by families and take-up of these places is strong. Increased special school provision meets local needs and leads to reduction in use of high-cost independent placements. Embedded service level agreements through the termly monitoring meetings with improved attendance and outcomes for children and young people. Embedded decision-making groups, with High Needs Block managed within budget and a trajectory for year-on-year reduction of the use of non-maintained independent placements.

Outcomes include

- Children and young people will** access and regularly attend the most appropriate early years setting, school or college for their needs – whether mainstream or specialist.
- Children and young people will** access additional support when it is needed through a fair, consistent and transparent process.
- Children, young people and families will** co-design services and be involved in evaluating their effectiveness and our local offer will be understood by children, families and professionals.
- Children and young people will** experience a reduction in the use of independent non-maintained school as more children access their local school.
- Children and young people will** experience a high-quality education placement, suited to their needs, that equips them with the skills and attributes they need to make a positive contribution to their community and to succeed in life.

Priority 6 - Preparation for adulthood



Preparing all children and young people well for adulthood and ambitious employment.

We want planning and preparation for adulthood to start early for all young people, bringing professionals together with young people and their families using person centred approaches to ensure all young people develop good independent living skills and have an early and clear plan in place for their transition to adulthood, including appropriate accommodation, training and employment outcomes. We will ensure that local arrangements and plans are ambitious and set out clear aspirations for young people's futures.

We will work with partners to ensure priority groups of vulnerable children and young people are provided with effective additional support at key stages of transition to ensure they make a success of moves and changes at key points.

We will ensure that children's social care and adult's social care operate effective arrangements to agree and implement eligibility for support in adulthood and ensure an early plan is in place with a smooth and stress-free transition of support, including effective planning with health for any continuing care needs.

We will work with partners, including health, housing and training and Skills providers, to confirm additional support at adulthood for priority vulnerable groups, including young people with SEND, care experienced young people, young people in the criminal justice system, young parents and young carers. We will ensure clear pathways to support are agreed, well publicised and operate effectively.

Key elements;

- Strengthening support at key points of transition.
- Earlier planning with partners and professionals who are skilled and confident in preparation for adulthood..
- Confirming and implement expectations for priority/vulnerable groups with partners.
- Delivering Lifelong learning and Unlocking Plymouth's Potential.

Priority 6 Key milestones

Key elements: Strengthening support at key points of transition. Earlier planning with all partners. Confirming and implementing expectations for priority/vulnerable groups with partners (including young people and residents with SEND, Care leavers, young people in criminal justice system, parents and carers, young carers). Lifelong learning and delivering Unlocking Plymouth's Potential.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> • Develop and implement an updated strategic framework for Preparing for Adulthood in Plymouth. • Develop revised and agreed person-centred pathways to support effective transitions between all stages of education and into employment and adult services. • Develop and implement partnership operational approach to support early pathways to adulthood. • Mapping and gap analysis completed across the four delivery plans within the Plan for Economic Growth. • Further development of apprenticeships and supported internships. • Enhance young people's exposure to role models, work experience and training routes into sectors and occupations, including via support from 3 universities. • Embed and extend T Level delivery in the city, including working with employers to offer industry placement opportunities • Develop the use of Family Hubs to support careers guidance and sign-posting to residents. • Develop robust processes for transitions of children with an EHCP. • Baseline the academic, vocational and functional skills offer across the city. 	<ul style="list-style-type: none"> • Operate effective person-centred pathways and transitions for all priority groups. • The development of skills built across the four delivery plans within the Plan for Economic Growth. • Join up training and skills provision across the city to deliver a united and streamlined skills offer. • Increase traineeships and apprenticeships at higher levels and in STEM industries. • Ensure talent pipeline of graduates and people with higher level skills is enhanced and aligned with priority growth sectors. • Deliver improved approaches to supporting identified groups including care leavers into employment. • Develop and implement support for entry level, basic and functional skills (including maths, English, digital, employability and transferable skills). • Young people with an EHCP are accessing appropriate pathways to transition into adulthood. 	<ul style="list-style-type: none"> • Early and well co-ordinated planning and support for key transitions in place for all eligible young people. • Young people have high levels of satisfaction at key transitions • Evidence of improved outcomes for priority groups. • Skills routes to meet the future economic needs of the city are in place. • A greater variety of businesses adopting apprenticeships and supported internships and more young people taking up these opportunities. • Fewer NEETs, including in identified priority groups. • Ringfenced ambitious employment pathways across the city for vulnerable young people.

Outcomes include

- **Children and young people will** experience early, well co-ordinated multi-disciplinary planning and preparation for adulthood.
- **Children and young people will** benefit from support and provision to fulfil their potential.
- **Children and young people will** experience person-centred planning and support to enable successful transitions.
- **Children and young people will** experience well co-ordinated training and skills provision across the City and benefit from increased opportunities to be supported into employment.

Priority 7 - Workforce development

A stable, highly skilled, well supported and high performing workforce.

We are making Plymouth a place where people will want to come and work in our Children's Service and stay with us to develop further and progress their careers. We are putting workforce development approaches in place based on a 'High Expectation, High Support, High Challenge' culture. Our Children's Workforce Strategy sets out how we will recruit, develop, support and retain the right people with the right skills. We will build on progress to date with a refocused approach to recruitment for priority groups of staff, stabilise the workforce and put in place a renewed approach to workforce development.

We will deliver the bespoke management and leadership development programme to all managers focused on supporting staff through change and building a high performing workforce. Our Academy will continue to support routes into social work and deliver a high quality ASYE programme and a focused offer to support practice improvement in priority areas and will develop the offer across the children's workforce and wider partnership, including prioritising the development of a programme of SEND professional development.

We will also clarify and implement career progression pathways for all staff groups providing clear pathways for both practitioners and managers.

We will ensure all our staff have access to a high-quality learning and development offer aligned to their role and career progression pathway, have manageable workloads that enable them to deliver relationship driven practice and access to high-quality support and supervision.

Key elements;

- Workforce/service/team charters based on 'High Expectations, High Support, High Challenge'.
- Targeted recruitment for priority groups (experienced SWs and EPs).
- Retention and WFD; including a refocused Academy Offer, the development of an apprenticeship offer and career progression.
- Partnership workforce development in priority areas (including early help and SEND).
- Leadership and Management Development Programme to develop high performing managers and leaders.

Priority 7 Key milestones



CHILDREN'S SERVICE



High Expectations, High Support, High Challenge

Key elements: Workforce charters based on 'High Expectations, High Support, High Challenge'. Targeted recruitment for priority groups. Retention and WFD; including a refocused Academy Offer and SEND and partnership WFD in priority areas. Leadership and Management Development Programme to develop high performing managers and leaders.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> • Deliver a revised Academy offer based on our agreed practice approach and focused on our core practice priorities. • Prioritise attendance and track attendance and impact of WFD. • Commission and deliver a management/leadership development programme to develop skills and behaviours. • Run management 'masterclasses' on performance and financial management. • Review spans of control, team structures and implement career progression opportunities for all staff groups. • Actively recruit priority groups (EPs, managers & qualified social workers). • Develop Team Charters and undertake a skills audit. • Improved retention and % of permanent SW staff. • SW caseloads at target levels & increase in 'good' supervision. • Deliver a programme of SEND and education of children with a social worker professional development. • Identify early career opportunities including apprenticeships to grow our own talent. 	<ul style="list-style-type: none"> • Deliver revised Academy offer in light of evidence from the QAF to focus on core practice improvement priorities in priority areas. • Extend the Academy to provide learning and development offer across the Children's Services Workforce. • Improved SEND capacity and expertise in mainstream education from early years to post-16. • Improved retention and % of perm staff in priority groups, including EPs and exp. SWs. • Children experience fewer changes of SW. • SW caseloads at target levels and increased % of supervision rated 'good'. • Lead the development of a Children's Workforce Strategy across the partnership. • Improved skills and confidence in SEND and education of children with a social worker across the workforce. • Reduced absence and improved levels of staff satisfaction • Apprenticeship frameworks in place. 	<ul style="list-style-type: none"> • Permanently staffed teams with highly skilled and well supported workers. • improved capacity and expertise in mainstream education from early years to post-16. • Social Work caseloads at target levels. • Retention and % of permanent social work staff in line with good LAs. • Models of group supervision in place to support multi-disciplinary approaches. • Best in class Academy delivering comprehensive programme of workforce development across the children's workforce in line with identified priorities. • Academy leading partnership workforce development. • Reduced absence, including persistence absence.

Outcomes include

- **Children and young people will** benefit from skilled and engaged professionals, and experience better leadership and management oversight of practice and outcomes.
- **Children and young people will** benefit from a stable and sustainable workforce that is supported to provide high-quality, effective support and interventions that meet their needs and aspirations.
- **Children and young people with SEND will** benefit from a highly skilled and supported workforce from early years to post-16.
- **Children and young people will** benefit from reduced professional absence and professionals who demonstrate increased professional satisfaction.

Priority 8 - Performance management & quality assurance



A performance management and quality assurance learning framework that listens and responds to the voices of children, young people and families, 'closes the loop' and supports improvement.

We have made improvements to how we use data and quality assurance to support improvement. However, there is more to do. Ofsted found that not all learning activity, including audit activity and supervision for staff, is currently being used as well as it could be to drive improvements in practice, either with individual children or at a strategic level.

We will strengthen our approach further by bringing together a wider range of qualitative information, including complaints and participation with children, young people and families, alongside evidence from audit activity to effectively evaluate the quality of practice, articulated in our practice standards, across our key improvement priorities. We will develop this into a full learning framework.

We will strengthen how this is used to support improvement in practice with stronger communication and 'closing the loop' on learning with teams including through the Academy curriculum. We will extend quality assurance approaches across key areas of practice in children's services, including EHCPs, and further develop our approach to partnership quality assurance to evidence the impact of partnership practice development on outcomes for children and families.

We will further strengthen our performance management framework, ensuring we are using performance reporting to evaluate core improvement priorities and the quality of practice and to inform targeted improvement activity. We will use scorecards and performance surgeries to track performance over time and enable teams and service areas to keep sight of how our performance compares with 'good' and 'outstanding' local authorities.

Key elements;

- Ensuring practice standards are clear and embedded across Children's Services.
- Strengthen quality, quantity & impact of QA across Children's Services, building on practice strengths and closing the loop on learning .
- Strengthen partnership quality assurance processes.
- Performance data which measures and reports the right things and supports improvement.

Priority 8 Key Milestones

Key elements: practice standards are clear and embedded across Children’s Services. Strengthen quality, quantity and impact of QA across Children’s Services, building on practice strengths and closing the loop on learning . Strengthen partnership quality assurance processes. Performance data which measures and reports the right things and supports improvement.

Key Milestones 2024/25	Key Milestones 2025/26	Key Milestones 2026/27
<ul style="list-style-type: none"> • Deliver a focused programme of quality assurance activity and a ‘close the loop’ approach that supports improvement in children’s services. • Track actions from audit ensuring required improvements are made. • Deliver Practice Weeks to evaluate a specific practice theme and ensure learning is shared and acted on. • Expand quality assurance across children’s services, prioritising EHCPs. • Further strengthen engagement of children, young people and families’ in quality assurance and wider participation. • Operate Performance Boards across the service. • Provide regular reporting that enables distance travelled on priority improvements to be monitored. 	<ul style="list-style-type: none"> • Quality assurance brings together a range of qualitative information from audits, complaints and engagement with children and families, to provide a full evaluation of practice strengths and areas for further development. • Feedback to staff highlights good practice and supports further improvements to be made. • Quality assurance provides evidence of impact of improvement work. • Performance Boards evidence progress on KPIs across key practice areas in line with agreed targets. • Children and young people are listened to and are holding us to account for the improvements we are making. 	<ul style="list-style-type: none"> • Performance Boards evidence progress on KPIs across key practice areas at least in line with SNs. • Quality assurance brings together a range of qualitative information from audits, complaints and engagement with children and families, to provide a full evaluation of practice strengths and areas for further development. • Quality assurance provides evidence of impact of improvements being made and services are identified as ‘good’. • The voice and experience of children and young people is consistently listened to and acted on.

Outcomes include

- **Children, young people and families will** feel listened to and be heard, and their voices will influence service design and delivery.
- **Children and young people will** benefit from continuously improving services and both increased timeliness and quality of responses.
- **Children and young people will** experience improved outcomes as a result of a QA system which focuses on their lived experiences and the impact of practice.
- **Children and young people will** benefit from a quality assurance framework which ensures that identified learning is evaluated, disseminated to staff and acted on.
- **Children and young people will** experience good planning and outcomes from effective oversight of planning and challenge by Independent Chairs and appropriate escalation to ensure outcomes are improved when needed.

Priority 9 - Strong partnerships



Strong partnerships and partnership governance arrangements deliver effective joint arrangements which improve outcomes for children and young people, particularly in priority areas.

We know that we can't deliver the priorities in this plan on our own. We are committed to delivering a refreshed 'A Bright Future' for children and young people in Plymouth with our key partners across the City. We have some strong partnerships in place already, but there is more to do to ensure they are effective at delivering the improvements we know are needed in key areas. This includes in early help, in targeted interventions for priority groups such as children with SEND, in improving health outcomes for children in care and housing and accommodation options for care leavers.

We will meet the expectations of Working Together 2023, implementing strengthened multi-agency expectations for all practitioners involved in safeguarding and child protection.

We will develop partnership quality assurance approaches which help us to evaluate whether the partnership approaches we are implementing are effective and deliver the desired outcomes.

Key milestones in 2024-25;

- Strengthen partnerships with housing, health, schools and education providers and adults social care to govern and drive progress in priority areas through a refocused Strategic Systems Leadership Board Chaired by the DCS.
- Refresh our partnership priorities and strategy 'A Bright Future' for 2024-26.
- Strengthen coordination between the SSLB, the Plymouth Safeguarding Children Partnership and the Safer Plymouth Partnership including three monthly meetings of all chairs and co-ordination of workplans and agendas.
- Develop, implement and embed effective partnership governance of early help.
- Develop and implement a partnership accountability framework and quality assurance to support evaluation of the impact of partnership improvement work in priority areas.

Priority 10 - Enablers

Enablers which support staff to do their jobs well;

As part of this plan, in response to feedback from staff during the development of this plan, we will prioritise creating the conditions within the service that enable staff to do their jobs well.

Including;

- **System development;** ensuring systems support staff to do their job, freeing them up from administration to spend more time with families.
- **Recording practices;** are clear and understood and support child focused practice.
- **Performance data;** ensuring we are measuring and reporting the things that make a difference and tell us about the quality of practice and the impact of practice on outcomes for children, young people and families.
- **Commissioning;** helping to us to ensure we have high quality provision in place to meet need, both now and in the future, and which represents value for money to the Council.
- **Maximising funding streams;** maximising opportunities to bring funding into the Council.
- **Reducing bureaucracy;** reviewing schemes of delegation and processes to ensure staff are freed up from unnecessary bureaucracy.

Key indicators of success

We will measure the success of this plan by tracking our impact against some key outcome measures for children, young people and families including;

- ✓ An increase in early help assessments and evidence of the impact of these on outcomes for children.
- ✓ Improved education attainment and attendance, particularly for vulnerable groups and reduced exclusions.
- ✓ Increase in targeted interventions and evidence of impact on wider outcomes.
- ✓ A reduction in statutory interventions, including social work assessments and EHCPs.
- ✓ Timely responses across the system.
- ✓ The right children on CPPs, subject to PLO and in care at the right time.
- ✓ More children in care living in foster homes close to Plymouth.
- ✓ Improved health, education and employment outcomes for our children in care and care leavers.
- ✓ Children and young people in the right accommodation in line with their needs.
- ✓ Sufficiency of high-quality Early Years settings, school places, short breaks and SEND provision close to Plymouth.
- ✓ Young people progressing into meaningful post 16 opportunities.
- ✓ An increase in audits identifying practice that is good or better.
- ✓ A stable workforce with reduced workforce turnover and reduced absence.

Where we will be in 2027

What we will achieve

The impact this will have

The Partnership delivers an effective early help offer in localities

- Families access information and a partnership early help offer which enables them to parent effectively.

Evidence-based targeted interventions reach families who are vulnerable to poor outcomes

- Interventions reach families that need it when they need it, prevent needs from escalating and ensure all children and young people make good progress.

Inclusive approaches are in places across all schools and settings

- Improved attendance and educational achievement for all children and young people, particularly those who need more help.

Social work assessment, planning, supervision and management oversight is consistently 'good'

- Children and young people will be safe within their families wherever this is possible.
- When this is not possible, children and young people will benefit from aspirational planning and outcomes and have access to the right homes and accommodation when they need it.

Mature and effective partnerships with health, housing, schools and settings deliver effective approaches on shared priorities

- Improved attendance and attainment for all children and young people
- Children and young people in care experience good health and education outcomes
- Care leavers in accommodation that meets their needs and supported into employment.
- All young people develop the knowledge and skills they need to flourish in the workplace.

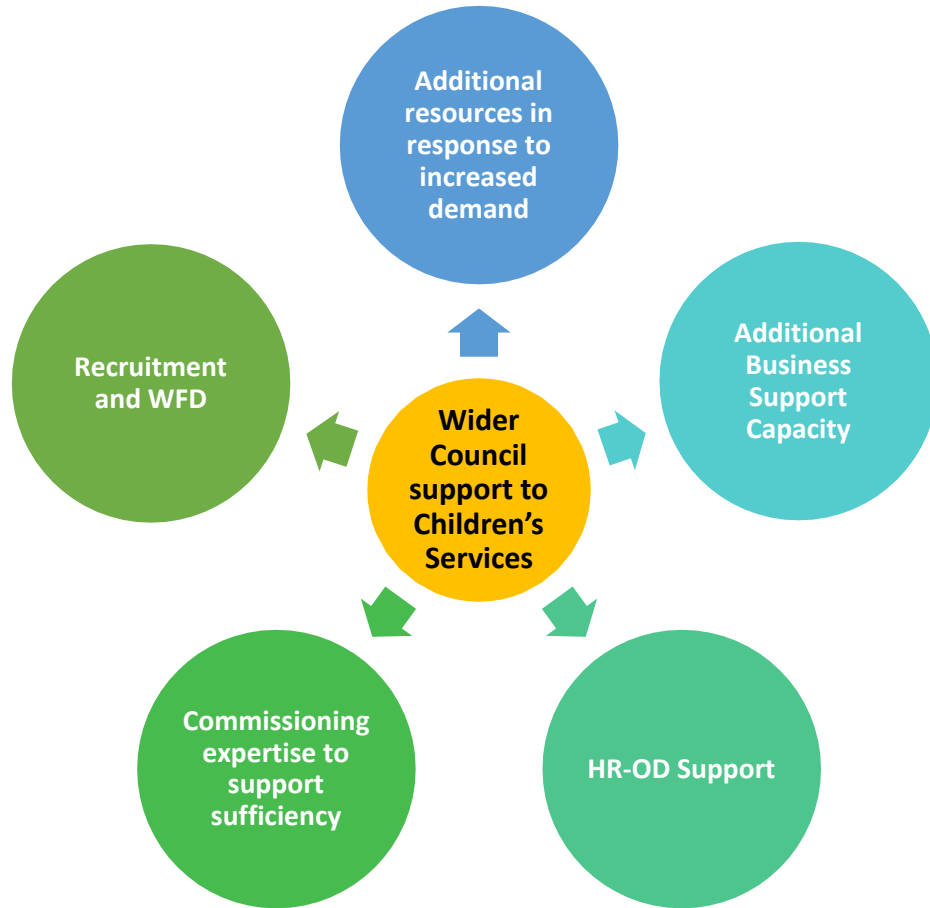
Provision in Plymouth meets need

- Young people's needs are met in high quality and inclusive settings in or close to Plymouth.

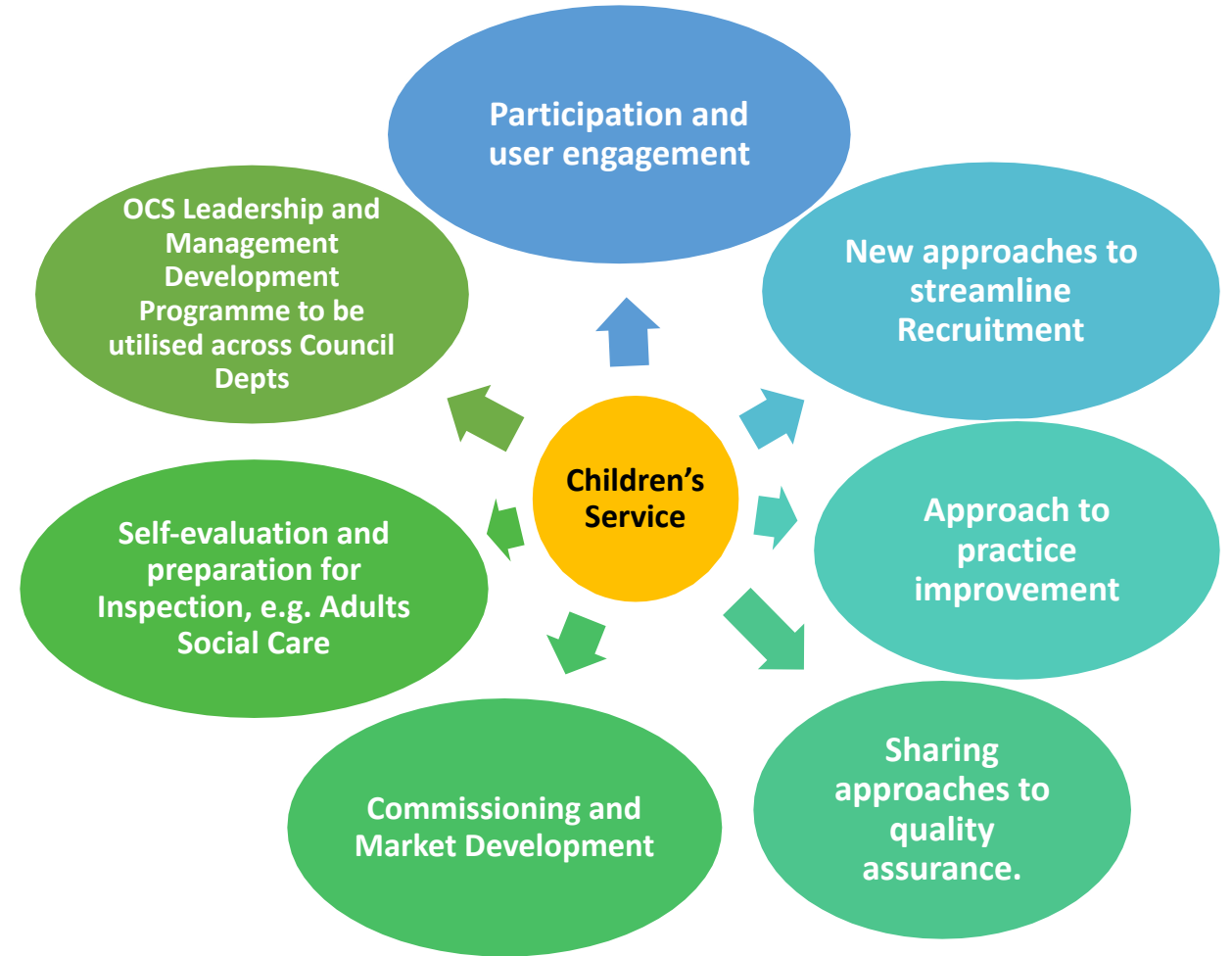
The workforce is stable and managers and staff are high performing

- Children, young people and families benefit from relationship-based practice.
- Staff progress their careers in Plymouth.

Taking a Council wide approach



Wider Council Commitment to Children's Services



Children's Services sharing approaches across the Council