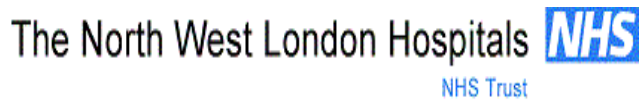


DRAFT
February 2006

APPENDIX A

**BRENT
CHILDREN AND
YOUNG PEOPLE'S
PLAN**

2006 – 2009



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1. Purpose of the Single Children and Young People's Plan

- 1.1 The single Children and Young People's Plan (CYPP) is an important element of the reforms set out in the Children Act 2004. The government's intention is that all local authorities along with their partners produce a single, strategic plan so that services are consistent, complementary and coordinated.
- 1.2 Currently, a wide range of plans exist that influence the delivery of services to children and young people. It is easy to see why there could be confusion and possible duplication. Worse still, there could be gaps in provision. This situation is not good enough when we consider it may adversely affect the lives of children and young people.
- 1.3 The production of a single Children and Young People's Plan is an important milestone for the following reasons:

- ❖ It brings together in one document a vision for children and young people's services in Brent that is shared across all partner agencies.
- ❖ It demonstrates that all agencies working with children and young people are committed to delivering services in a joined-up way.
- ❖ It identifies our strengths and weaknesses and the priority areas that will be addressed.
- ❖ It focuses on the whole person/family not just on the presenting issue itself.
- ❖ It sets out the key joint outcomes signed up to by agencies involved with delivering services to children and young people.
- ❖ It provides clear leadership and direction for service improvement.

- 1.4 Brent's Children and Young People's Plan is designed to achieve an integrated approach to strategic planning and is based on an assessment of our needs and existing performance and views expressed by children, young people and their families.
- 1.5 The Plan applies to all agencies, statutory and voluntary, whose work impacts on Brent's children and young people.

2. The Brent Context

- 2.1 Brent is one of the most culturally diverse area in the country, and one of only two boroughs where black and ethnic minority people are in the majority. Brent is in northwest London, and is broadly characterised by a north-south split; a more affluent north and generally more deprived south, divided by the North Circular Road. Our most famous landmark is the Wembley Stadium, now the centre of a massive building programme which will bring more jobs and more residents to Brent.



- 2.2 Wembley was recently described at the 'immigration capital of the UK' and we have a substantial history of immigration, with longstanding Jewish, Indian, Irish and Caribbean communities. In the 1970s large numbers of mainly Gujarati-speaking Indians from East Africa settled here. Since then, other groups have arrived, including Pakistanis, Iraqis, Afghanis, Tamils, Somalis, Kosovans, Angolans, Portuguese and more recently, Poles and other East Europeans. The white British population tends to be older and to have fewer children than other groups.
- 2.3 A very high proportion of Brent's residents were born outside the UK and we are proud to have pioneered citizenship ceremonies here. We have a vibrant programme of festivals to celebrate our diversity. Different ethnic groups tend to be concentrated in specific parts of the borough. The highest concentrations of Black Caribbean and Black African residents are in Harlesden and Stonebridge. Kilburn and Dollis Hill have the highest numbers of Irish residents. Residents of Asian origin tend to live in the north and west of Brent.

Brent Children and Young People's Plan

- 2.4 Religion is important for Brent's people: we can claim to have the highest proportion of active faith adherents in England. Our communities have built or developed many mosques, temples, gurdwaras and new churches. The main religions of Brent are Hinduism, Christianity and Islam and there are also Jews, Jains, Buddhists and Sikhs. After English, the main languages spoken are Gujarati, Urdu, Arabic, Somali, Tamil, Punjabi, Farsi and Albanian.
- 2.5 Brent is home to many refugees, asylum seekers and economic migrants. The population of black and ethnic minority heritage is growing faster than any other group. The diversity and mobility of Brent's population is increasing.
- 2.6 Population forecasts and estimates of Brent's population vary. According to the Office of National Statistics, our population is 261,700 at 2005 and falling. However, the Greater London Authority estimates our population as 276,000 in 2005 and increasing. Independent evidence suggests that the Greater London Authority (GLA) information is more accurate. New housing will bring more children, with new developments in Wembley alone creating 4,000 new homes. Brent is already Outer London's most densely populated borough.

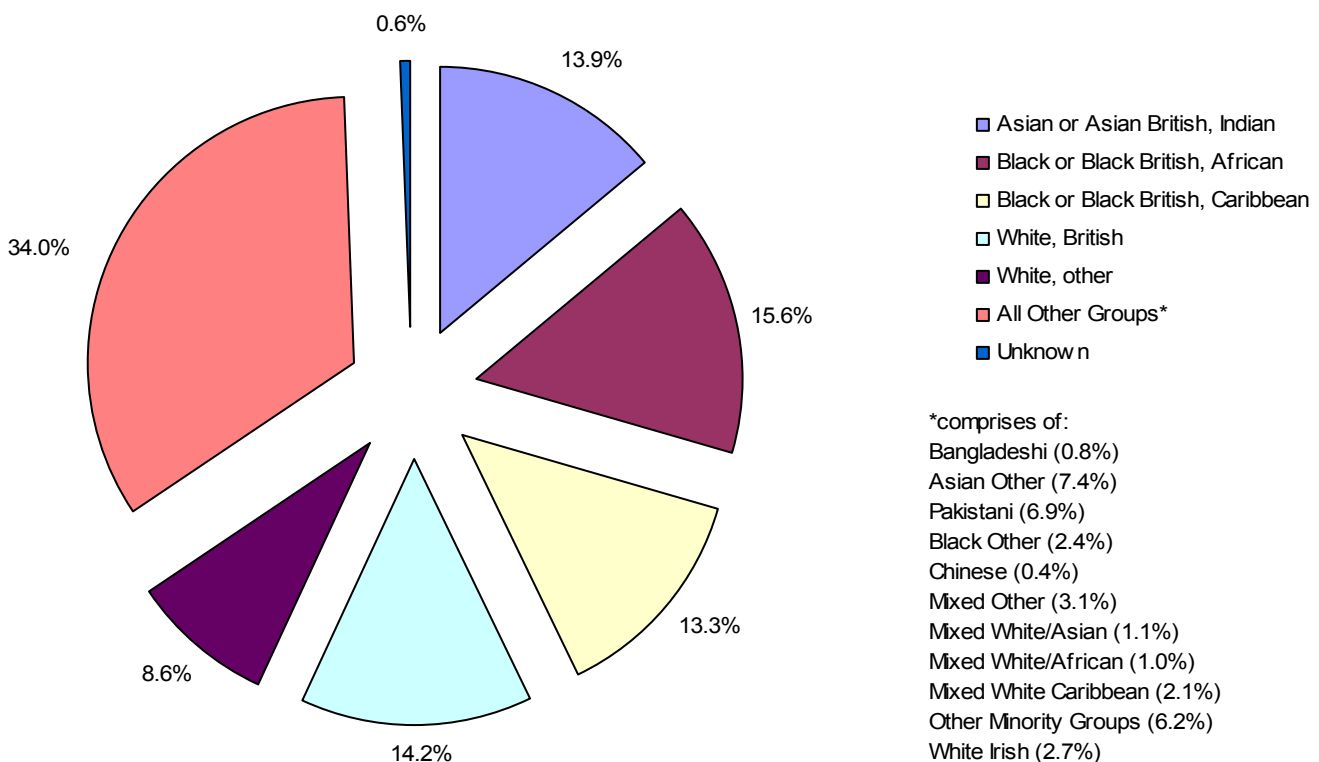
3. Children and Young People in Brent

- 3.1 Brent has a young population that is getting younger. Nearly 25% of local people are under 19 years of age and this proportion will increase over the next ten years. We will invest in the borough's children and young people to ensure they have the best possible life chances. We want to make sure that by the age of 19 all young people will be in full time education, work or vocational training.

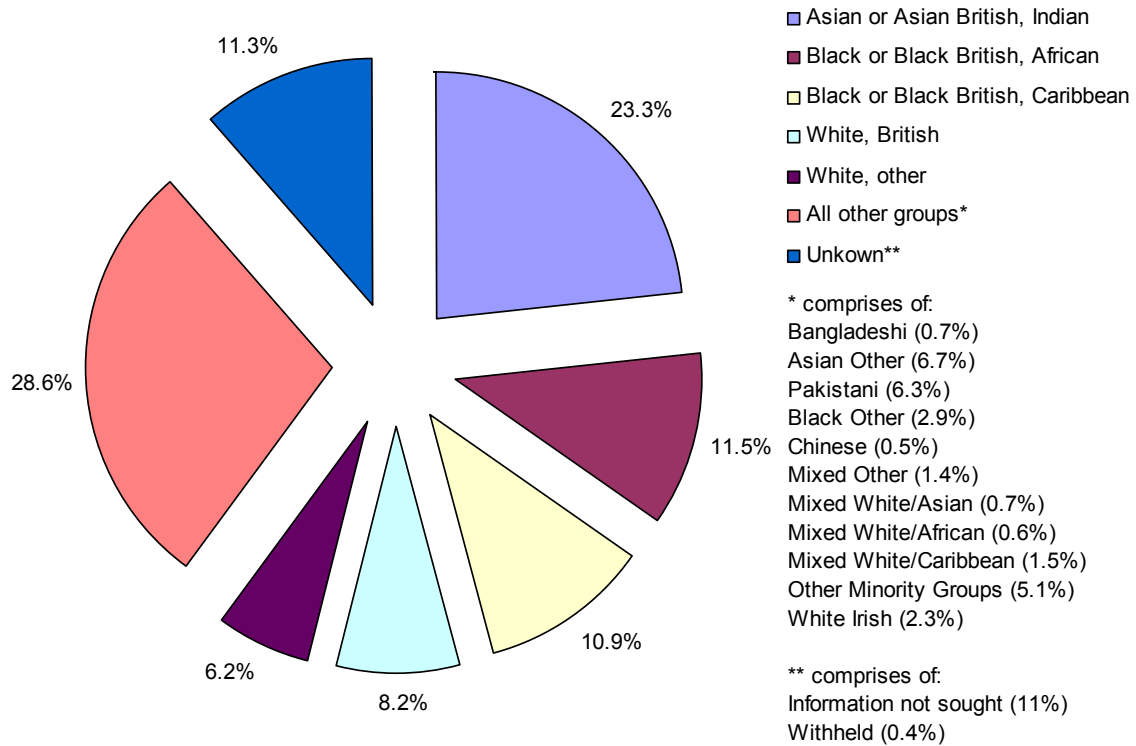
- 3.2 Brent forms a diverse and harmonious community, with a youthful, mobile and expanding population. Three quarters of Brent's school children are of black or minority ethnic heritage, and over 130 languages are spoken by our children. A significant proportion of children come from families on the move: four in ten children in Year six were not in their current school or not in this country in Year one.

- 3.3 Brent has sharp socio-economic divides, with some acute concentrations of deprivation. Nearly 15% of our population lives in some of the most deprived wards in the country. Nearly a quarter of Brent's households are classified as overcrowded. Over a third of Brent's children live in low income households in receipt of council tax benefit. Nearly a third are entitled to free school meals, and the proportion is rising. Nearly a quarter live in social housing. Over a fifth are in single adult households.

Pupils in Brent Primary schools by main ethnic groups



Pupils in Brent Secondary schools by main ethnic groups



3.4 The majority of our children live in settled, moderately prosperous circumstances often in extended families. These families are often part of close-knit communities which give children a sense of belonging and cultural identity. Many children and young people attend supplementary schools, Sunday schools or other religious and cultural groups outside their formal schooling.

3.5 Whatever their circumstances most of our parents are ambitious for their children and have a strong commitment to education. Education results overall at sixteen are above national averages. The proportion of 16 to 18 year olds in education, employment or training is higher than the national average, as is the proportion going on to higher education.

3.6 The profile of Brent's young population continues to change. There has been a slight decline in the numbers of children of Indian heritage, and an increase in children of mixed heritages. The largest single group in our primary schools is now Black African, with nearly half of these children being Somali.

3.7 Figure 1 gives a detailed breakdown of Brent's 0-19 population.

Brent Children and Young People's Plan

Figure 1

Number of Children and Young People in Brent

CHILDREN AND YOUNG PEOPLE IN BRENT			
Total Brent population ¹	Population aged 0 -19 ¹	School aged Population 5 -15 ¹	Pupils in LA schools
267,741	65,015	33,426	40,486
Permanently excluded ²	Refugee/Asylum Seekers ⁷	Looked After Children	C&YP with a disability
88	4,285	416	399
Not in employ/ educa .training ⁶	Unaccompanied Minors	LAC - In residential units ⁵	In temp accom .homeless
341	158	103	16
With a statement of SEN	Pregnant teenagers ⁴	LAC - With foster carers ⁵	Speech & Language Therapy
1,296	19	203	3,626
Attending special schools	Young offenders ³	LAC - Placed for adoption ⁵	
619	452	16	
Travellers	Children in Need	On Child Protection register ⁵	
162	1,387	132	
Note: All data is as at November 25 th , unless otherwise stated.		¹ ONS Mid -year estimates 2004, ² 2004/05 academic year, ³ 2004/05 Financial Year, ⁴ Calendar Year, ⁵ as at 31 st Match 2005 ⁶ 16 - 18 year olds, ⁷ Estimated in Brent schools in 2004	

4. Views of children and young people in Brent

- 4.1 A number of participation forums established within Brent to engage with children and young people have contributed to the plan's consultation process.

Comments made by children and young people on living in Brent and on wider discussion when consulting on the plan.

Vandalism is a very bad thing to see when you are going out with your mates or family, it is extremely disturbing.

Information from us is important to the decision making of the local council because it's for the future of young people.

During everyday life in Brent you learn about other people's cultures and faiths which I think is a good thing

We wish there was less bad publicity from the press about young people. The media usually just shows delinquents – call me to present the news – plz!!

There's no point listening to us if it's not put into practice.

We need to have safe areas for youths to play without hassle and complaints about it.

We don't do as much as we could for our society

What I would like most is an adventure playground with additional Astroturf football pitch next to it so you can move from one to the other when you want.

We need adults to help us take action. By voicing our opinions and speaking up we can help others, not just

- 4.2 Children and young people in Brent have been consulted on the five outcomes and a summary of their views is provided in this section. This was done most notably through the Children's Fund participation forum and views expressed by over 200 children and young people who attended the RESPECT festival of 2005.

Being Healthy

Children and young people defined 'being healthy' as:

- ❖ healthy eating- in particular school dinners
- ❖ physical health
- ❖ mental health – to be happy
- ❖ emotional health – not being stressed
- ❖ sexual health
- ❖ safety

And the barriers to 'being healthy' as:

- ❖ being lazy
- ❖ having bad eating habits
- ❖ not having parents or families provide healthy food
- ❖ not having healthy and nutritious school dinners
- ❖ lack of information about healthy lifestyles in schools

Staying safe

Children and young people defined 'staying safe' as:

- ❖ staying out of trouble
- ❖ not being subject to bullying
- ❖ not leaving dangerous objects around children, e.g. knives
- ❖ not having accidents
- ❖ being able to cross roads safely
- ❖ staying away from drugs
- ❖ having more support from police
- ❖ not having abusive families and not being neglected

And the barriers to 'staying safe' as:

- ❖ lack of education
- ❖ lack of facilities and resources, e.g. better street lighting
- ❖ issues with disability and discrimination arising from disability
- ❖ other people's perceptions of your race and background
- ❖ friends – associated with a certain type of people who are in particular peer groups associated with crime, vulnerability and stigmatisation
- ❖ abuse and neglect from family
- ❖ lack of awareness among and training for teachers to deal with stereotyping, sexism, homophobia etc.

Brent Children and Young People's Plan
Enjoy and Achieve

Children and young people defined 'enjoying and achieving' as:

- ❖ do well in school e.g. extra curricular activities like school council
- ❖ achieve goals
- ❖ have a good time at school
- ❖ enjoy times with friends
- ❖ obtain good grades
- ❖ being able to manage/organise one's time/life
- ❖ have freedom
- ❖ have confidence and motivation
- ❖ have positive role models
- ❖ have a sense of well-being and inner peace

And the barriers to 'enjoying and achieving' as:

- ❖ Lack of money
- ❖ dissatisfaction with self
- ❖ fear
- ❖ lack of self-confidence
- ❖ teachers, e.g. changing/updating quality of teaching
- ❖ misunderstanding with others
- ❖ Inability to meet family expectations
- ❖ peer pressure
- ❖ lack of positive role models
- ❖ lack of motivation
- ❖ lack of a positive, supportive neighbourhood
- ❖ issues with disability
- ❖ lack of respect

Making a Positive Contribution

Children and young people defined 'making a positive contribution' as:

- ❖ doing something for the community
- ❖ raising money for charities
- ❖ giving constructive criticism
- ❖ feeling good about oneself
- ❖ thinking of each other
- ❖ being trained to be peer counsellors
- ❖ volunteering
- ❖ working as a mentor
- ❖ having the opportunity to learn from one another

And the barriers to 'making a positive contribution' as:

- ❖ lack of resources
- ❖ lack of time
- ❖ pressure of exams
- ❖ other competing commitments
- ❖ lack of information
- ❖ lack of encouragement
- ❖ limited information and lack of support on diversity issues

Achieving economic well-being

Children and young people defined 'achieving economic well being' as:

- ❖ being independent
- ❖ going to university
- ❖ exercising initiative
- ❖ having a good job
- ❖ having and being able to make connections
- ❖ being able to obtain work experience
- ❖ managing one's money
- ❖ having confidence and communication skills
- ❖ having inter-personal skills and being able to engage in team work
- ❖ having access to technology
- ❖ being able to access and participate in youth activities

And the barriers to 'achieving economic well-being' as:

- ❖ lack of education
- ❖ lack of experience
- ❖ lack of qualifications
- ❖ having children, e.g. having to look after them
- ❖ lack of opportunities in training
- ❖ limited access to transport



5. Shared Ambitions

Local Strategic Partnership (LSP)

- 5.1 The Brent Local Strategic Partnership is the overarching inter-agency forum for public, private, voluntary and community sector organisations within the London Borough of Brent. Within the Partnership, the Council comes together with other public services (including the local police and fire services, the national health service and local training and employment agencies), representatives of local business and of community and voluntary organisations in order to better understand and serve resident' needs, priorities and preferences.
- 5.2 The LSP consists of a family of partnerships, overseen by a cross sector executive called Partners for Brent; with sector based sub-groups including the Local Public Services Board, Brent Community Empowerment Network, The Employer Partnership and a range of strategic service partnerships.

Brent Sustainable Community Strategy

- 5.3 The Brent Sustainable Community Strategy is the result of regular consultation and engagement with local people, businesses and service users.

Brent Sustainable Community Strategy Vision

- ❖ Brent will be a prosperous and lively borough, full of opportunity and welcoming to all. A place that will thrive for generations to come, whose future will be determined by local people.

Brent Sustainable Community Strategy Values

- ❖ We will deliver efficient, accessible and sustainable services to excellent standards.
- ❖ We will develop tailored solutions to meet the needs of individuals, families and communities.
- ❖ We will celebrate our borough's diversity and build upon our national reputation for nurturing successful community cohesion.

- 5.4 The Community Strategy is structured around the objectives of creating:

- ❖ A great place: Brent will be a great place to live and visit
- ❖ A borough of opportunities: Brent will be a prosperous and healthy place where there are opportunities for all.
- ❖ An inclusive community: Brent will be an inclusive community welcoming to all.

Corporate Vision and Priorities

- 5.5 The goals set in Brent's Corporate Strategy 2002-06 have underpinned a period of unprecedented improvement in the performance of the Council. The Council provides effective community leadership to tackle the most pressing local concerns such as crime levels, community cohesion, health inequalities and worklessness.

Corporate Vision

'Brent will be a borough where all its communities enjoy a high quality of life and will be able to fully participate in society. Brent Council will have a reputation for good democratic accountable leadership, strong partnerships and excellent services. Brent will be a borough proud of its diversity, served by an ambitious, progressive and outward-looking council. Brent will be a home of choice for its diverse population and businesses'.

- 5.6 The Council's Corporate Priorities are:

- ❖ To ensure all children and young people have access to the best possible life chances.
- ❖ To improve the quality of the local environment and facilities for all residents.
- ❖ To create a sustainable and prosperous borough through our Regeneration Strategy and reduce the gaps between Brent's most deprived communities and the rest of London through the priority neighbourhoods programme.
- ❖ To make Brent a safer place for local residents, visitors and businesses by combating crime and the fear of crime.
- ❖ To provide excellent public services at a price people are willing to pay

- 5.7 The Council's five priorities are at the heart of joint working arrangements through the Brent Local Strategic Partnership and the Community Plan. This Children and Young People's Plan joins the Regeneration Strategy, the Crime and Disorder Reduction Strategy and the Choosing Health Strategy as part of the LSP's multi agency plans. There are extensive partnership arrangements in place to deliver the aims of the Children Act 2004 and realise the ambition to improve the life chances of all children and young people within the borough.

- 5.8 The Corporate Strategy for 2006-2010 is being prepared, and will reflect the commitment to continuous service improvement and the Council's growing role as an effective community leader.

Health

- 5.9 There is close working between the Council and the Brent teaching Primary Care Trust (tPCT) through the tPCT's Local Delivery Plan (2005-08) that emphasises the significance of addressing the needs of children as well as the adult population. It acknowledges the importance of planning for children and young people across traditional agency boundaries with the voluntary and community sectors. To deliver this vision in line with the National Service Framework for Children, Young People and Maternity Services, Brent PCT has committed to the following priorities:

- ❖ Reducing health inequalities by reducing infant mortality and increasing life expectancy at birth supported by uptake of breastfeeding and reducing teenage pregnancies;
- ❖ Providing a local comprehensive child and adolescent mental service for 16-17 year olds, for those with learning disabilities as well as 24 hour emergency provision;
- ❖ Local delivery of the National Drugs Strategy through expansion and improvement of drug treatment services for young people;
- ❖ Promoting healthy lifestyles for children, young people and their families; and improving access to sexual health services for young people.

6. Vision and Principles that Underpin the Plan

- 6.1 Developing a shared vision for children and young people in Brent is critical to the success of the Brent Children and Young People's Strategic Partnership Board. In order to achieve better outcomes for children and young people, the partners recognise the importance of a clear sense of direction and shared commitment to improving services.
- 6.2 The Children and Young People's Strategic Partnership Board has agreed the following:

- ❖ **Our mission** – to deliver the kind of services for children and young people in Brent which we would want for our own children
- ❖ **Our vision** – for children and young people in Brent to be able to realise their dreams and live up to their true potential
- ❖ **Our aims** – to make a positive AND sustained difference by creating a legacy for improvement that is owned and endorsed by children and young people so that they become custodians for future generations

We are committed to focusing specifically on those children who are getting the hardest deal and who are most at risk.

- 6.3 Similarly, the Partnership Board has outlined its approach as one that embraces the following position:

- ❖ Consistently question and challenge the unacceptable.
- ❖ Look to establish firm building blocks that will ensure sustained improvements in the long term
- ❖ Target resources at those most at risk/most vulnerable
- ❖ Focus on the whole person/family NOT just on the presenting issue itself
- ❖ Maximise opportunities for working together in an integrated and creative way – both in the way we plan and in the way we deliver and monitor services
- ❖ Involve children, young people and their families, parents and carers in our work as well as working with a full range of professional stakeholders including all our staff
- ❖ Provide clear leadership and direction for service improvement.

6.4 Our approach to service delivery places children and young people at the centre of all activity. We aim to provide services in a way which:

- ❖ Values and empowers families, communities and wider networks to support children and young people.
- ❖ Ensures services are fair, inclusive and sensitive to the values and cultures of local communities.

6.5 By working across traditional boundaries, identifying needs early and tailoring services to children's individual circumstances, we believe that we can make a positive difference to the life chances of children and young people in Brent.



7. Our Strategic Priorities

7.1 The following broad priority areas for Brent have been identified and agreed by the Children and Young People's Strategic Board.

1. **Creating the conditions in which children and young people thrive**
2. **Early years development**
3. **Education achievement and school improvement**
4. **Support for young people and teenagers**
5. **Focus on excluded and vulnerable groups**
6. **Safeguarding, health and wellbeing**

7.2 Each of these priority areas is broken down further into specific objectives as shown overleaf. Priorities have been established through the self assessment process drawing on performance data, judgments from inspections and consultation with children and young people.

7.3 Our agreed priorities are based on a thorough analysis of the needs of our communities. For further information please see appendix 1.



Our Six Strategic Priorities (and 32 objectives)

1. Creating the conditions in which Children and Young People thrive	2. Early Years development	3. Education Achievement & School Improvement	4. Support for Young People and Teenagers	5. Focus on Excluded and Vulnerable groups	6. Safeguarding, Health & Well Being
<p>1a) Secure decent income through employment.</p> <p>1b) Encourage provision of affordable homes.</p> <p>1c) Support safe and secure neighbourhoods.</p> <p>1d) Encourage cohesive communities.</p> <p>1e) Provide accessible and safe play, sport, culture and leisure.</p> <p>1f) Support effective parenting.</p>	<p>2a) Improve foundation stage provision.</p> <p>2b) Increase available, accessible, affordable childcare.</p> <p>2c) Ensure all childcare is of good quality.</p> <p>2d) Provide readily available and accessible parenting and healthcare support.</p>	<p>3a) To accelerate the rate of improvement of under-achieving groups, narrowing and eliminating gaps.</p> <p>3b) To improve educational outcomes for Looked After Children (LAC) to match or exceed national average.</p> <p>3c) To ensure all schools provide an education which is at least good as defined by Ofsted.</p> <p>3d) To raise standards at Key Stages 1, 2 & 3 to match or exceed national averages.</p> <p>3e) To ensure sufficient secondary school places.</p> <p>3f) To ensure disabled children and young people are able to access the same wide educational and life opportunities as others.</p>	<p>4a) Implement the recommendations from the recent Youth Service inspection.</p> <p>4b) Reduce numbers of 16-19 year olds not in education, employment or training (NEET).</p> <p>4c) Raise 'value added' scores in all subjects by all providers for 16-19 year olds.</p> <p>4d) Work with employers to improve access to work experience and employment opportunities for targeted groups.</p>	<p>5a) To reduce teenage conception rates.</p> <p>5b) To reduce the number of Looked After Children, and for children who become Looked After, to increase the rate of adoption, to increase the stability and overall number of placements in Brent</p> <p>5c) To increase family support for children in need, including those with disabilities.</p> <p>5d) To reduce youth offending and support reintegration.</p> <p>5e) To reduce permanent exclusions from maintained secondary schools.</p> <p>5f) To improve integrated service delivery for disabled children and young people.</p>	<p>6a) Ensure there is strong inter-agency collaboration to improve all aspects of safeguarding for all children and young people.</p> <p>6b) Ensure robust arrangements to safeguard children and young people in need of protection.</p> <p>6c) Reduce bullying in schools.</p> <p>6d) Reduce young people's involvement either as victims or perpetrators of crime.</p> <p>6e) Improve health and fitness: ensuring emotional, physical and mental wellbeing and promoting healthy lifestyles.</p> <p>6f) Reduce acute admissions to hospitals.</p>

Performance Management

- 7.4 Embedding an effective performance management culture within the Council was one of our six improvement priorities agreed with the audit commission in January 2003. Since then, we have undertaken a fundamental overhaul of our performance management arrangements, through a systematic programme to redefine all structures, processes and management practices that impact on all performance levels.
- 7.5 We intend to work closely with our partners and put in place robust performance management framework to deliver and monitor progress on the Children and Young Peoples Plan. This includes

- ❖ Identifying a set of critical performance indicators (PI) which reflect our six strategic priorities.
- ❖ Reviewing our monitoring systems to ensure robust systems are in place to collect accurate and reliable data.
- ❖ Regularly seeking the views of children and young people and parents and carers to assess impact of services.

- 7.6 A key strength of our approach to performance management and continuous improvement is the sustained focus provided by the Children and Young People's Strategic Partnership Board and related partnership arrangements to improve outcomes for all children and young people in Brent. The impact of our rigorous and sustained focus on performance management is evidenced in improvements to our core statutory performance indicators. For instance:

- ❖ In 2004 for the first time our GCSE results exceeded the national average. Educational achievement continues to improve with 57% of 15 year olds achieving 5 or more GCSE grades A-C and 91% achieving 5 or more grade A-G (2005 results).
- ❖ 76% of care leavers are in education, training or employment at the age of 19.
- ❖ 98% of child protection cases are reviewed within statutory timescales.

- 7.7 Specific performance indicators and targets have been set against each of the six priorities. This is attached as appendix 2.

Monitoring and Evaluation

- 7.8 The plan will be updated on an annual basis and be subject to six monthly review by the Local Safeguarding Children's Board and the Strategic Partnership Board and yearly review by the:

- ❖ Brent Council Children and Families Scrutiny Panel
- ❖ Brent Council Executive
- ❖ Local Strategic Partnership.
- ❖ tPCT Board

8. Towards Integrated Services in Brent

Partnership arrangements

- 8.1 In order to achieve our vision, we know that we need strong foundations in place which will support successful multi-agency working. We have a history of successful partnerships working to build upon. There is a real commitment from all partners to working together to meet the diverse needs of Brent's children and young people.
- 8.2 The Children and Young People's Strategic Partnership Board in Brent was established in January 2005. It is the driving force for change, with representation at the highest level. It has a strategic leadership function and is responsible for ensuring effective service integration to better meet the needs of children and young people. The Board has agreed the vision and strategic priorities for Brent. Brent's formal partnership arrangements are set out in Appendix 3.

Participation of children and young people

- 8.3 The Partnership Board has agreed a 'Statement of Commitment'. This sets out a shared commitment to involve children, young people and their families to participate in the development, design and evaluation of services they use.
- 8.4 In line with this statement, we have adopted the 'Hear by Rights' principles of children's participation (Appendix 4). The commitment to participation is at the heart of our new arrangements. Brent Council and its partners have made the following commitments:

- ❖ Principles and practice of participation will be visible at all levels.
- ❖ A culture of participation will be reflected in strategic planning, delivery, and commissioning of services.
- ❖ We will create structures to promote the engagement of children and young people.

Brent Levels of Need Framework

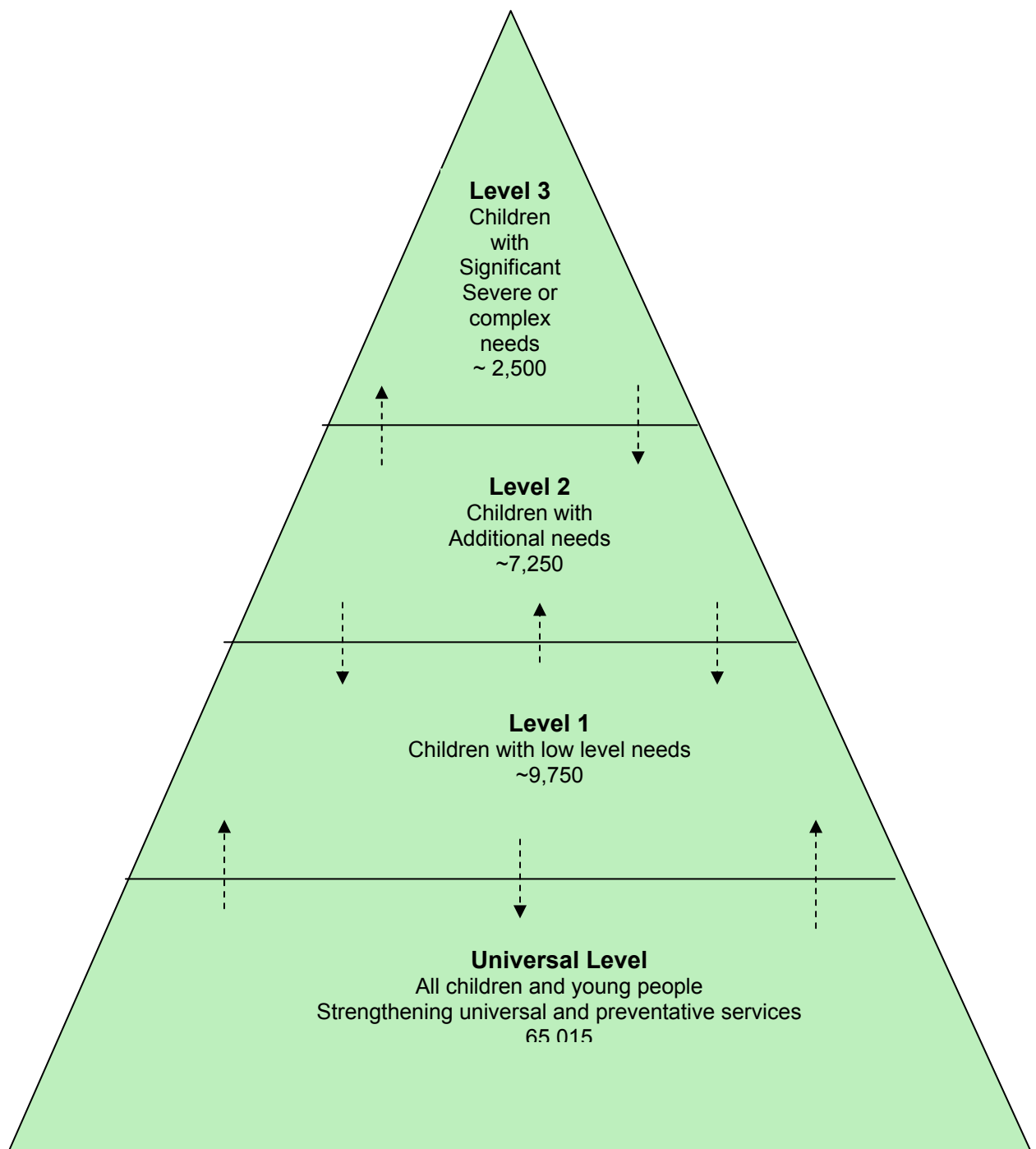
- 8.5 Our developing approach to improving outcomes for children and young people is based on a conceptual model, the Brent Level of Need Framework. The framework has been agreed by practitioners across health, education, social care and community agencies. It identifies three levels of need as illustrated in the triangle below.

Brent Children and Young People's Plan

8.6 This framework is being used as the basis for the integrated services pilot project and an illustration of the three levels is provided overleaf. We plan to develop and adapt this model, learning from the experiences of the pilot project.

8.7 There are indications from research that up to 30% of children nationally fall into levels 1 and 2 with up to 15% in level 2. The Brent Levels of Need Framework is designed to aid a common understanding of risk by determining thresholds for intervention, in identifying accurately, the number of children who would benefit from the provision of preventative services. The Framework will be refined through use by participants in the Integrated Services Project.

Brent Levels of Need Framework



Levels of Need Features & Possible Indicators

Level 1 Children with low level needs	Level 2 Children with additional needs	Level 3 Children with significant, severe or complex needs
<p>Features:</p> <ul style="list-style-type: none"> • Children from households where parents/carers are under stress which may affect their parenting capacity • Children whose health or development may be adversely affected without the intervention of preventative services from within one agency <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Children in isolated families/carers where support is problematic • Children of parents/carers with mental, emotional or physical health difficulties • Children involved in family breakdown • Young carers • Children at risk of getting involved in anti social activities • Children of parents/carers who are having difficulty parenting • Children starting to have unauthorised absences from school • Children requiring extra support in school • Children experiencing bullying • Children in families where there is poor hygiene • Children beginning to experiment with drugs/substances • Children with language difficulties • Children living in poor environments • Children experiencing self identity/image difficulties 	<p>Features:</p> <ul style="list-style-type: none"> • Children who would be unlikely to enjoy a reasonable standard of health or development and are at risk of negative outcomes without the provision of co-ordinated services • Children at risk of offending • Children missing from education <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Children regularly absent from school • Children with moderate disability requiring ongoing support • Homeless young people • Children previously on the child protection register or a sibling of a child on the register • Children and/or their parents/carers involved in regular substance misuse • Children and/or their families with history of anti social / offending behaviour • Children whose parents/carers, through extreme poverty or circumstance are unable to meet their needs • Children in families where a single incident of domestic violence has occurred or the incident is assessed as less serious • Teenage Parents • Children with chronic ill health • Children with emotional/ behaviour difficulty • Asylum seeking / refugee children 	<p>Features:</p> <ul style="list-style-type: none"> • Children who have suffered, or are at risk of suffering significant harm • There are serious concerns about a child's health and or development <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Children with severe complex learning and developmental difficulties • Children who are beyond parental control and engaging in dangerous or risk taking behaviour • Young people engaged in prostitution • Permanently excluded children. • Children who have been abandoned • Children with no person with parental responsibility/ Looked After Children • Immediate action is required in order to maintain the family as a unit and prevent the breakdown of care arrangements • There is serious family dysfunction putting the child at risk of harm • Children who disappear or who regularly go missing from home for long periods • Children and/or their parents/carers receiving treatment for serious drug or alcohol misuse or for severe mental health problems • Children who are experiencing frequent and severe domestic violence • Children who are at risk from harmful cultural practice

The term 'children' is used to refer to all children and young people

8.8 The overall aims of our arrangements are:

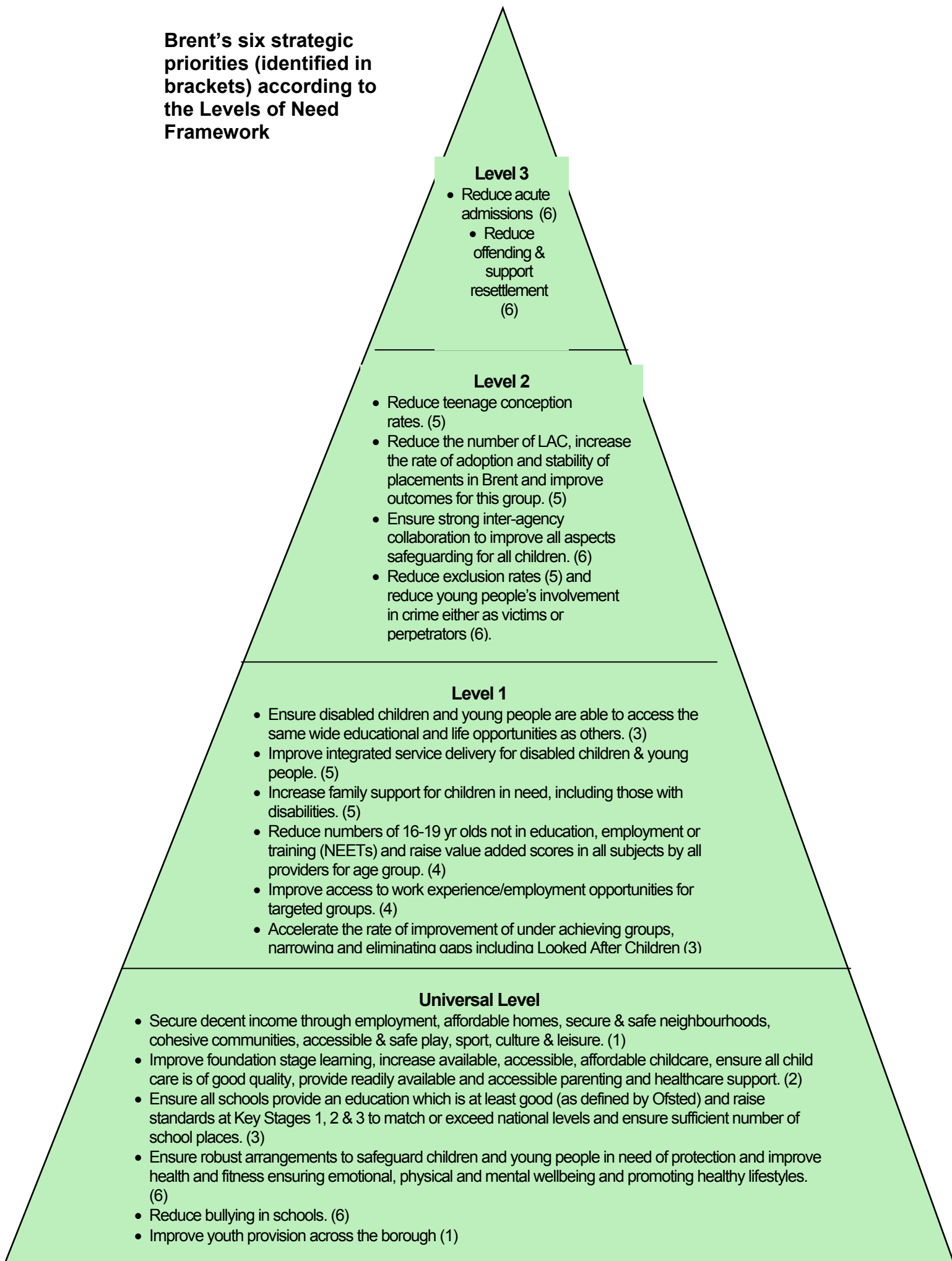
- ❖ To prevent children and young people moving up the levels through preventative services which build their resilience and address their needs at the earliest possible stage.
- ❖ To provide co-ordinated interventions which have had a long-term impact and enable children and young people to move down through the levels.

8.9 Key features of the model are:

- ❖ Universal services such as early years settings, schools and primary healthcare
- ❖ provision have an essential role to play in our preventative strategy. Provision of high quality services accessible for all children and young people is the foundation of our strategy for improving outcomes. The needs of most children and young people in Brent can be met through universal service provision.
- ❖ Universal services have a key role in
 - Tailoring their provision to respond to children's individual needs and circumstances
 - Identifying children and young people likely to require additional help
 - Working with other agencies on targeted prevention activities
- ❖ The needs of children and young people at level 1 and level 2 will be met locally through targeted work from statutory and/or voluntary services. The needs of children at level 3 will be complex and severe and the lead responsibility is likely to be taken by statutory services.

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Brent's six strategic priorities (identified in brackets) according to the Levels of Need Framework



Building blocks

- 8.10 We have identified other critical 'building blocks' which are essential to achieving our vision of integrated services, working preventatively and being sensitive to the individual needs of children and young people.
- 8.11 Our building blocks identify key structures, processes and delivery mechanisms to achieve our goals to support multi-level integration from front line delivery to strategic planning and commissioning of services. This whole systems focus on children and young people will enable us to:

- ❖ Provide a needs-led personalised service;
- ❖ Deliver integrated services for children with similar needs;
- ❖ Coordinate the work of stakeholders to achieve the five outcomes.

- 8.12 Our two key delivery mechanisms are extended services and integrated services. For the purpose of defining these for the Plan, extended services are broad and cover the range of services that children, young people and their families should be able to access through schools. Integrated services are provided by multidisciplinary teams who work together to support children with additional needs in a coordinated manner.
- 8.13 The progress that we have made in each of these critical areas is summarised overleaf.

BUILDING BLOCKS

KEY STRUCTURES	Service Planning and Delivery	Inter-agency Partnership Arrangements	Local Safeguarding Children's Board
KEY PROCESSES	Information Sharing (ISA) & Common Assessment Framework (CAF)	Children and Young People's Participation	Joint Commissioning
KEY DELIVERY MECHANISMS	Children's Centres	Integrated Service Delivery	Extended Services

KEY STRUCTURES

BUILDING BLOCKS	PROGRESS WE HAVE MADE	FUTURE MILESTONES
<p>Service planning and delivery</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Brought together the Council's Education and Social Care functions into a single Children's and Families Department (July 2005) ❖ Appointed a Director of Children and Families and a Lead Member (July 2005) ❖ Connexions have been brought into the Children and Families Department (July 2005) 	<p>We will</p> <ul style="list-style-type: none"> ❖ Consider the further integration of education and social care functions (by end of 2006) ❖ Develop proposals on the development of an integrated service for children with disabilities (by April 2006).
<p>Inter-agency partnership arrangements</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Established the Children's Strategic Partnership Board (in January 2005) ❖ Agreed a common vision and priorities with all partners represented at the Board (in September 2005) ❖ Agreed inter-agency structures for ensuring that plans are put into practice (in March 2005). ❖ Developed reference groups for children and young people, the voluntary sector as well as external providers and employers. 	<p>We will</p> <ul style="list-style-type: none"> ❖ Consult widely on the Children and Young People's Plan and produce a final plan endorsed by all parties (by March 2006) ❖ Develop reference groups for practitioners and parents and carers (September 2006)
<p>Local Safeguarding Children's Board</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Established a Local Safeguarding Children's Board (in December 2005) ❖ Appointed a LSCB coordinator (in November 2005) 	<p>We will</p> <ul style="list-style-type: none"> ❖ In the first year we will establish the Board's core business and sub-groups, then develop a strategy to implement the broader safeguarding agenda in Brent

KEY PROCESSES

BUILDING BLOCKS	PROGRESS WE HAVE MADE	FUTURE MILESTONES
<p>Information sharing & Common Assessment Framework (CAF)</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Agreed an overarching information sharing protocol with all key agencies and disseminated it widely (in June 2005) ❖ Appointed a project manager to lead on implementation of the Integrated Children's System (Sept 2005) ❖ Developed on line directory of services ❖ Disseminated guidance so staff are aware of legal requirements and best practice around information sharing. 	<p>We will</p> <ul style="list-style-type: none"> ❖ Pilot electronic systems to share common assessment information as part of the Integrated Services Project (early 2006) ❖ Implement Child Index system once further national guidance is received (by 2008) ❖ Develop service specific information sharing agreements where appropriate to support integrated service delivery.
<p>Children and Young People's participation</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Agreed a Statement of Commitment for children and young peoples participation (September 2005) ❖ Adopted 'Hear by Rights', principles (September 2005) ❖ Established a Children's and Young Person's reference group as part of the new partnership arrangements (September 2005) 	<p>We will</p> <ul style="list-style-type: none"> ❖ Establish a Youth Parliament (Sept 2006) ❖ Develop a robust strategy to support all service providers to actively engage children and young people with the design and planning of service developments. ❖ Develop and implement a coherent participation and consultation structure to promote a representative approach (September 2006)
<p>Joint Commissioning</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Established a Joint Commissioning post, funded jointly by the council and PCT (October 2005) ❖ Undertaken a comprehensive needs analysis that enabled identification of priorities and inform our approach to service delivery (April 2005) 	<p>We will</p> <ul style="list-style-type: none"> ❖ Consider pooling of budgets between education health and social care for children and young people with exceptional needs (April 2006) ❖ Develop a commissioning framework to ensure all service procurement aligns to the priorities in this plan. ❖ Agree a Section 31 Umbrella Agreement between Brent Council and Brent PCT to support joint commissioning and pooled budget development.

KEY DELIVERY MECHANISMS

BUILDING BLOCKS	PROGRESS WE HAVE MADE	FUTURE MILESTONES
<p>Children's Centre</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Opened two Children's Centres ❖ Established an operational model building on best practice in Sure Start local programmes and nursery schools 	<p>We will</p> <ul style="list-style-type: none"> ❖ Open a further three children centres by March 2006 ❖ Agree proposals for the second round of Children's Centres (April 2006) ❖ Mainstream 2 PCT led Sure Start Local Programmes into the Children and Families Department (2006)
<p>Integrated Service delivery</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Developed excellent innovative practice through Sure Start local programmes, Children's Centres and On Track ❖ Produced a local preventative strategy ❖ Introduced the Common Assessment Framework and role of lead professionals through the Integrated Services project in Kingsbury (February 2006) ❖ Established an inter-agency project group to develop options for integrating services for children with LDD. 	<p>We will</p> <ul style="list-style-type: none"> ❖ Pilot the Integrated Services project in Stonebridge (April 2006) ❖ Develop a neighbourhood model for delivering preventative services drawing on lessons learned from Children's Centres, Extended Schools and integrated services project (end of 2006) ❖ Open a Family Centre in February 2007 in partnership with Barnardos ❖ Implement the recommendations of the SEN review with primary and secondary schools for pupils with LDD.
<p>Extended services</p>	<p>We have</p> <ul style="list-style-type: none"> ❖ Established a full service extended school which has been recognised by Ofsted as an example of good practice. ❖ Agreed an approach to developing extended school provision across clusters of schools which is being piloted in three areas. 	<p>We will</p> <ul style="list-style-type: none"> ❖ Extend work across other school clusters (April 2006) ❖ Facilitate local partnership working through series of workshops (2006) ❖ Consult widely on our extended services strategy (February 2006)

9. How the plan will be resourced

- 9.1 A key priority of the Children & Young People's Strategic Partnership Board will be to develop a multi agency approach to the management of resources for children and young people. Our proposed service delivery model will aim to shift funding to meet needs through earlier intervention and prevention. Investment in early intervention at tier 2 will, in the long term, reduce the numbers of children and young people with greater needs who require support from tier 3 specialist services. We will need to undertake a detailed mapping exercise of partnership services and resources against the tiered model of need. This will provide the basis for medium and long term financial planning for the Board, alongside the performance management system which will measure the impact of our investments.
- 9.2 Work has begun on the identification of all budgets across the partnership, that are spent on services for children and young people, as defined by the Children Act 2004. This is a complex task, as many services are not defined in terms of 'adults' and 'children' and where financial accounting requirements do not easily enable such a split. As an initial statement the resources allocated to schools and available to the Council's Children and Families Department are attached in Appendix 5. The Council's plans for aligning funding to strategic priorities will be to:

- ❖ Commission and de-commission services in accordance with strategic priorities and evaluation of impact of work undertaken.
- ❖ Work with partner agencies through the Children and Young People's Partnership Board and the local Strategic Partnership to align spending plans with the identified strategic priorities set out in the Plan.
- ❖ To give consideration during 2006/7 within the Children and Families department to further integration of services and pooled budget arrangements to ensure that existing resources are used to best effect.
- ❖ The Local Area Agreement may create additional resources for the Council, some of which could be directed towards the priorities included in this plan. In addition, funding has been identified from within the Children Services Grant to help support Common Assessment Framework project in the Kingsbury and Stonebridge areas.

- 9.3 Over time the providers of children and young people's services will increasingly work together to plan long term resource strategies and commission services which could be based on pooled budgets. The Children and Young People's Plan is a developmental tool which will be used to shape and drive partners' business planning through establishing a shared assessment of need, and by reflecting a shared set of priorities that address these needs. Through our Local Area Agreements (LAA) we will further develop our plans to pool and align budgets and funding streams to support the achievement of our priorities.

Appendix 1

Needs Analysis

Appendix 2: Performance indicators and targets

Priority 1: Creating the conditions in which children and young people thrive					
Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
1a) Secure decent income through employment.	Local/national indicator				
	❖ Unemployment rates	<ul style="list-style-type: none"> ❖ There is a wide variation in the claimant count rate¹ between the priority areas² of Brent and the rest of the borough- where the rate is high in priority areas in comparison with other areas. ❖ Over the year (2004-05) there has been an overall reduction in claimant count rate from 4.4% to 4.3% 	→	By 2008 reduce claimant count rates in priority areas at a faster rate than that for the borough.	
	❖ Proportion of households above the low income threshold	❖ In 2004-05 39% of couples with two children and 50% of single parent families with two children had an income above the low income threshold for the priority areas in Brent.	Increase proportion of households above the low income threshold by 10%		
	❖ Brent employment rate Vs London employment rate.	❖ Brent employment rate is currently 65.6% vs 69.1% for London	Increase the employment rate at a rate faster than London by focusing on those groups most in need ³		
	APA⁴ dataset indicator	N/A			

¹ Number of people on job seekers allowance

² 'Priority areas' are areas receiving Neighbourhood Renewal funding (NRF) from government for regeneration. In Brent these are St. Raphs, Stonebridge, Harlesden and Church end. South Kilburn is getting New Deals for Communities (NDC) monies.

³ People with no qualification, disabled, Black Minority Ethnic (BME) group, lone parents etc.

⁴ Children Services Annual Performance Assessment (APA)

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
1b) Encourage provision of affordable homes.	Local/ National indicator				
	❖ Maximise the supply of affordable housing.	❖ 800 affordable homes	300 affordable homes	300 affordable homes	300 affordable homes
	APA Dataset indicator	N/A			
1c) Support safe and secure neighbour hoods.	Local/ National indicator				
	❖ Proportion of residents who do not let their children play out	❖ 50% of the residents for the priority areas in Brent do not let their children play out (falling from 64% in 2001)	→	Reduce by a further 10% in each area by 2008	
	❖ Crime Rate –	❖	→	We will aim to reduce crime by 20% in total across the 10 different crime types by March 2008	
	❖ Fear of crime –	❖ In 2004 66% of people felt threatened “a great deal” and “a fair amount” by crime in their area.	→	We will aim to reduce the number of people who feel threatened by crime in their area “a great deal” and “a fair amount” 50% in 2007.	
APA dataset indicator	N/A				

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
1d) Encourage cohesive communities	Local/ National indicator				
	APA dataset indicator	N/A			
1e) Provide accessible and safe play, sport, culture and leisure	Local / National indicator				
	❖ Proportion of residents rating children's play facilities as very/fairly good in the priority areas. ⁵	❖ 23% in 2005 vs 19% in 2001			
	❖ Proportion of residents in priority areas rating parks and green areas as very/fairly good	❖ 34% in 2005 vs 36% in 2001			
	❖ Percentage of 5-16 year olds engaged in 2 hours a week minimum of high quality PE and school sport	❖ 62% in 2005 vs 41% in 2003-04	75%	85%	
	APA dataset indicator	N/A			
1f) Support effective parenting	Local indicator				
	APA dataset indicator	<ul style="list-style-type: none"> ❖ Children centres run parenting and healthcare support programmes. ❖ Parent Partnership service established 	Increase support to parents/carers in helping their children stay safe.		
	❖ Number of parents/ carers receiving support to help their children stay safe, be healthy and enjoy and achieve. (JAR key judgement).				

See footnote 2 for definition of priority areas

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Priority 2: Early Years Development

Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
2a) Improve Foundation Stage provision	Local/ National indicator	❖ Children's progress in Communication; Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED) was not as good as progress in other Early Learning Goals (ELG)	Improve children's progress in CCL and PSED		
	❖ Children's progress as measured by Foundation Stage Profile.				
	❖ Outcomes of Ofsted inspections of Early Years settings.	❖ Of 60 Ofsted inspections to date of 78 non-maintained settings, 90% judged satisfactory or better. Of 22 Ofsted inspections of maintained schools between Sept 03 and Oct 05, 95% satisfactory or better	By 2006 Ofsted rates at least 65% of all settings as satisfactory or better (new rigorous Ofsted framework for maintained and non maintained settings)		
	❖ Outcomes of monitoring of quality and standards in Early Years settings by Schools Improvement Service (SIS) advisory staff.	❖ SIS monitoring indicates there is significant room for improvement in about 25% of the non-maintained settings, and some room for improvement in a further 25%	50% of all settings should be rated good or better		
	APA dataset indicator	N/A			

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
2b) Increase available accessible and affordable childcare	Local/ National indicator	❖ 298 childcare places at Children's Centres opened (centre based 8am-6pm/childminders)	Remaining children centre places opened		
	❖ Number of childcare settings providing flexible places.				
	❖ Number of childcare settings with effective provision for children with SEN or disability	❖ SEN/disability questionnaire administered to childcare providers, initial analysis complete	Complete inclusion audit in line with publication of accessibility strategy		
	❖ Take up of places charged within the upper quartile ❖ Number of places part funded through the London Childcare Affordability Programme (CAP)	❖ Cost analysis complete and CAP funding promoted to key providers	50% of CAP funded places taken up		
	APA dataset indicator	N/A			
2c) Ensure all childcare is of good quality	Local/ National indicator	❖ Quality assurance accreditation achieved by 10 out of school clubs, 6 day-care providers, 10 childminders, settings progressing towards accreditation include 12 day-care providers and 2 childminders	Quality assurance accreditation achieved by 5 out of school clubs, 10 childminders, 12 day care providers.		
	❖ Number of settings achieving quality assurance accreditation				
	❖ Outcomes of Ofsted inspections of childcare provision	❖ Of 126 Ofsted childminder inspections 40% were rated good and 56% satisfactory. ❖ Of 40 Ofsted nursery day-care inspections 62% were rated good and 38% rated satisfactory	Ofsted rates at least 45% of child minders as good and at least 67% of nursery day care as good.		
❖ Outcomes of monitoring of quality by SIS advisory staff and Childcare Development staff	❖ Monitoring indicates that there is significant room for improvement in 20% of provision and some room for improvement in 25% of childcare provision	Monitoring indicates there is room for improvement in 15% of child care provision and room for some improvement in 20%			
	APA dataset indicator	N/A			

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
2d) Provide readily available and accessible parenting and healthcare support	Local indicator				
	❖ Take up of support programmes at Children's Centres and elsewhere	❖ Parenting and healthcare support provided through 3 Sure Start local programmes	Local targets set for all Children Centres Outreach populations.		
	❖ Reduction in referrals to social care services and inappropriate use of healthcare services	❖ Early work begun on monitoring systems in readiness for Children's Centres delivery	Monitoring systems in place in all children centres		
	APA dataset indicator	N/A			

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Priority 3: Educational Achievement and School Improvement

Objectives	Performance Indicators	Performance 2004-06	Target → 2006-07	Target → 2007-08	Target 2008-09
3a) To accelerate the rate of improvement of underachieving groups, narrowing and eliminating gaps	Local/ National indicator	<ul style="list-style-type: none"> ❖ Black Caribbean pupils performed above average at KS1 ❖ Black Caribbean pupils performed below average at KS2, KS3 and KS4. ❖ Black African pupils tended to perform below average at all key stages. ❖ The gap between these two groups and all other groups narrowed significantly at Key Stage 4 in 2005 		Reduce gap between the two groups and the rest of the groups at KS 2,3,&4	
	❖ End of Key Stage performance data for Black African and Black Caribbean pupils				
	APA dataset indicator				
3b) To improve Educational outcomes for Looked After Children (LAC) to match or exceed national average	Local/ National indicator	N/A			The performance of LAC at GCSE 5+ grade A-C continues to show year on year improvement.
	APA dataset indicator	<ul style="list-style-type: none"> ❖ 15% of LAC attained 5 or more GCSE grade A-C. 			
	❖ The % of young people leaving care aged 16 or over with 5 or more GCSEs at grade A-C or a GNVQ (indicator 1403- enjoy and achieve)				

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
	❖ The % of young people leaving care aged 16 or over with at least 1 GCSE A-G (PAF CF/A2 – enjoy and achieve)	❖ 51% of LAC attained 5 or more grade A-G	→	→	The performance of LAC at GCSE grade A-G continues to show year on year improvement.
	❖ The % of Looked After continuously for 12 months , of compulsory school age, who missed at least 25 days for any reason during the previous year. (PAF CF/C24 – enjoy and achieve)				
3c) To ensure all schools provide an education which is at least good as defined by Ofsted	Local / National indicator	N/A			
	APA Dataset indicator	❖ 72% of schools inspected (13 out of 18) in 2004-05 were rated good	75% of schools rated as at least good	80% of schools rated at least good	90% of schools rated as at least good
	❖ Ofsted inspection judgments				
	❖ Section 5 inspection judgements (x 5) – enjoy and achieve				

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
3d) To raise standards at Key Stage 1,2 and3 to match or exceed national averages	Local/ National indicator	N/A			
	APA Dataset indicator	2005 Brent averages	Reduce the gap between Brent average and national average in performance in Science of KS 2 & 3	Attainment at KS 1,2, & 3 in line with national average	
	❖ End of Key Stage performance data (KS 1, 2 & 3 data – Enjoy and Achieve)	<ul style="list-style-type: none"> ❖ KS1 just below in mathematics, below in reading, writing, science ❖ KS2** 2% points below in English and mathematics, 6% points below in science ❖ KS3 similar to KS2 			
	❖ Authorised and unauthorized absence at primary school (attendance data – enjoy and achieve)				
❖ Authorised and unauthorized absence at secondary school (attendance data – enjoy and achieve)					
3e) To ensure sufficient secondary places	Local/ National indicator	<ul style="list-style-type: none"> ❖ 260 children were seeking a place in school in September 2005. ❖ By December 2005 - Places were found for all in schools, appropriate induction projects or vocational programme. ❖ There is a rolling 6 weekly assessment centre programme established to assess the needs of Children seeking school place. 	All unplaced children assessed and provision offered Additional temporary provision proposed in existing secondary schools	Additional permanent form of entry proposed at another school	New Academy
	❖ Number of children 11-16 seeking a school place				

* New Ofsted framework from September 2005

**unvalidated data

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
	APA Dataset indicator				
	❖ % of primary schools with 25% or more surplus places as at Easter statutory return to the DfES (school places and admissions data – Enjoy & Achieve)				
	❖ % of secondary schools with 25% or more surplus places at Easter statutory return to the DfES (school places and admissions data – Enjoy & achieve)				
3f) To ensure disabled children and young people are able to access the same wide educational and life opportunities as others	Local/ National indicator				
	❖ Numbers of children with SEN/disability placed in residential special schools	❖ 37 (October 2005)	10 % reduction		
	APA Dataset indicator				
	❖ Ofsted inspection of SEN provision	❖ All special schools and Pupil Referral Units were judged at least good by Ofsted		All special schools and PRUs to be judged very good and outstanding	
	❖ Section 5 school inspection judgement- How well learners with learning difficulties and disabilities make progress (primary, secondary and special schools) (children with learning difficulties and disabilities data – Enjoy and achieve)				

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Priority 4: Support for Young People and Teenagers

Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
4a) To implement the recommendations from the recent Youth Service inspection	Local/ National indicator	❖ Ofsted inspection 2004 judged Youth Services to be unsatisfactory	JAR review to show all aspect of Youth Service review to be at least adequate	JAR review to show all aspect of Youth Service review to be good	
	❖ To implement the youth services improvement action plan.				
	APA Dataset indicator	N/A			
4b) To reduce numbers of 16-19 years olds not in education, employment or training (NEETs)	Local/ National indicator	❖ 7.9% of 16-19 year olds were NEET in November 04.	7.6%		
	❖ Number and proportion of 16-19 year olds NEETs.				
	❖ Proportion of 16-19 years situation unknown	❖ 8.02% unknown	7.6%		
	APA Dataset indicator				
4c) To raise 'value added' scores in all subjects by all providers for 16-19 year olds	Local / National indicator	❖ Brent rose from grade 3 in 2004 (excellent) to grade 2 in 2005 (outstanding). ❖ 9 schools were rated excellent and outstanding in 2005 compared to 8 in 2004. ❖ No schools were rated unsatisfactory in 2005 compared to 2 in 2004	Reduce poor individual subject value added grades by 50% Achieve 50% individual subjects graded excellent and outstanding.		
	❖ Advanced level performance Systems (ALPS)				
	APA Dataset indicator	N/A			

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
4d) Work with employers to improve access to work experience and employment opportunities for targeted groups	Local / National indicator				
	❖ Number and proportion of 19 year old care leavers in Education, Employment and Training (EET)	❖ 66.7% of Care leavers were in EET in December 2004	100%	100%	100%
	❖ Teenage mothers in EET	❖ 16% of teenage mothers were in EET in 2004	25%		
	❖ Young people with Learning difficulties and disability (LDD) in EET	❖ 72% of young people with LDD were in EET in 2004	73%		
	❖ Black and Minority Ethnic (BME) Group in EET	❖ 73.1% of BME young people were in EET in 2004.	74.1		
	❖ Achievement of S140 requirements	❖ August 2004 98.1%	100%	100%	100%
	APA Dataset indicator				
❖ Proportion of supervised juveniles in full time EET (Youth Offending information – Enjoy and achieve)	❖ 85.1% of young offenders were in EET in 2004	90%			

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Priority 5: Focus on Excluded and Vulnerable Children

Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
5a) To reduce teenage conception rates	Local / National indicator	N/A			
	APA Dataset indicator ❖ % change in number of conceptions amongst 15-17 year olds (BVPI 197 – Being healthy)	❖ 55.4 conceptions per 1000 (2003)	35 conceptions per 1000		
5b) To reduce the number of Looked After Children.	Local/ National indicator	N/A			
	APA Dataset indicator ❖ Children Looked After 31 March per 10,000 population aged under 18. (CH 39 – Staying safe)	❖ 416 (November 2005)	→	→	Year on year reduction
5c) For children who become Looked After, to increase the rate of adoption, increase the stability and overall number of placements in Brent	Local/ National indicator				
	❖ Children under 10 looked after in foster placements or placed for adoption	❖ 100% (75% in 2003/4)	100%	100%	100%
	❖ % Looked after children placed for adoption in the year to 31 st March 2005	❖ 5.10% (5% in 2003/4)	6%		
	APA Dataset indicator ❖ % Children Looked After with 3 or more placement changes during the year (PAF A1 / BV49 – Staying safe)	❖ 13% (15% in 2003/4)	→	→	Exceed national average

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
	❖ Children Looked After in foster placements or placed for adoption (PAF B7 – Staying safe)	❖ 70% (72% in 2003/4)	80%		
	❖ % Looked after children adopted during the year for adoption within 12 months of best interest decision being made (PAF 1115- Staying safe)	❖ 50% (62% in 2003/4)	65%		
	❖ % of children looked after adopted from LA care (PAF C 23 – Staying safe)	❖ 3.5% (2.6% in 2003/4)	5%		
5d) To increase family support for children in need, including those with disabilities	Local / National indicator	N/A			
	APA Dataset indicator	❖ 14.3% of 11-19 year olds were receiving services in 2003-04	15%		
	❖ The number of disabled children supported in their families or living independently, receiving services in the census week, as a percentage of the estimated total population of disabled children in the council area. (PAF CF/E67 – Achieving economic well being)				
5e) To reduce youth offending and support reintegration	Local / National indicator	N/A			
	APA Dataset indicator	❖ 39% re offended n 2004-05 (falling from 50% in 2003)	38%		
	❖ Recidivism – the rate of re-offending (PAF E 45- Staying safe)				

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Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
5f) To reduce permanent exclusions from maintained secondary schools	Local / National indicator	❖ 67 in 2004-05 (57 in 2003/4)	Permanent exclusion rate below statistical neighbours average		
	❖ Number of pupils permanently excluded from Brent secondary schools				
	APA Dataset indicator				
5g) To improve integrated service delivery for disabled children and young people	Local / National indicator				
	APA Dataset indicator				
	❖ What % of children with disabilities aged 14+ had a transition plan to support their move from children's services to adult services? (PAF 1114- Staying safe)				

Brent Children and Young People's Plan

Priority 6: Safeguarding, health and well being

Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
6a) Ensure there is strong inter-agency collaboration to improve all aspects of safeguarding for all children and young people.	Local / National indicator	<ul style="list-style-type: none"> ❖ Local Childrens Safeguarding Board (LSCB) established in December 2005. ❖ LSCB Coordinator appointed ❖ Sub groups established (policy & procedures, training, prevention, serious case review, safety in employment and inspection) 	Establish Child Death Review sub Committee.		
	❖ Establishment of the Local Safeguarding Children Board (LSCB)				
	APA dataset indicator				
6b) Ensure robust arrangements to safeguard children and young people in need of protection.	Local / National indicator	❖ 280 in 2004-05 (534 2003/4)			
	❖ Number of section 47 investigations initiated				
	APA Dataset indicator	❖ 8.2% (6.1% in 2003/4)	→	→	Year on year reduction
	❖ % of child protection re-registrations during the year (PAF A3 – Staying safe)				
	❖ % of Child Protection Register cases which should be reviewed during the year that were reviewed (PAF C20- Staying safe)				
❖ % de-registration of children who were on CPR for over 2 years (PAF C21 – Staying safe)	❖ 11.6% (10.8% 2003/4)	→	→	Year on year reduction	

Brent Children and Young People's Plan

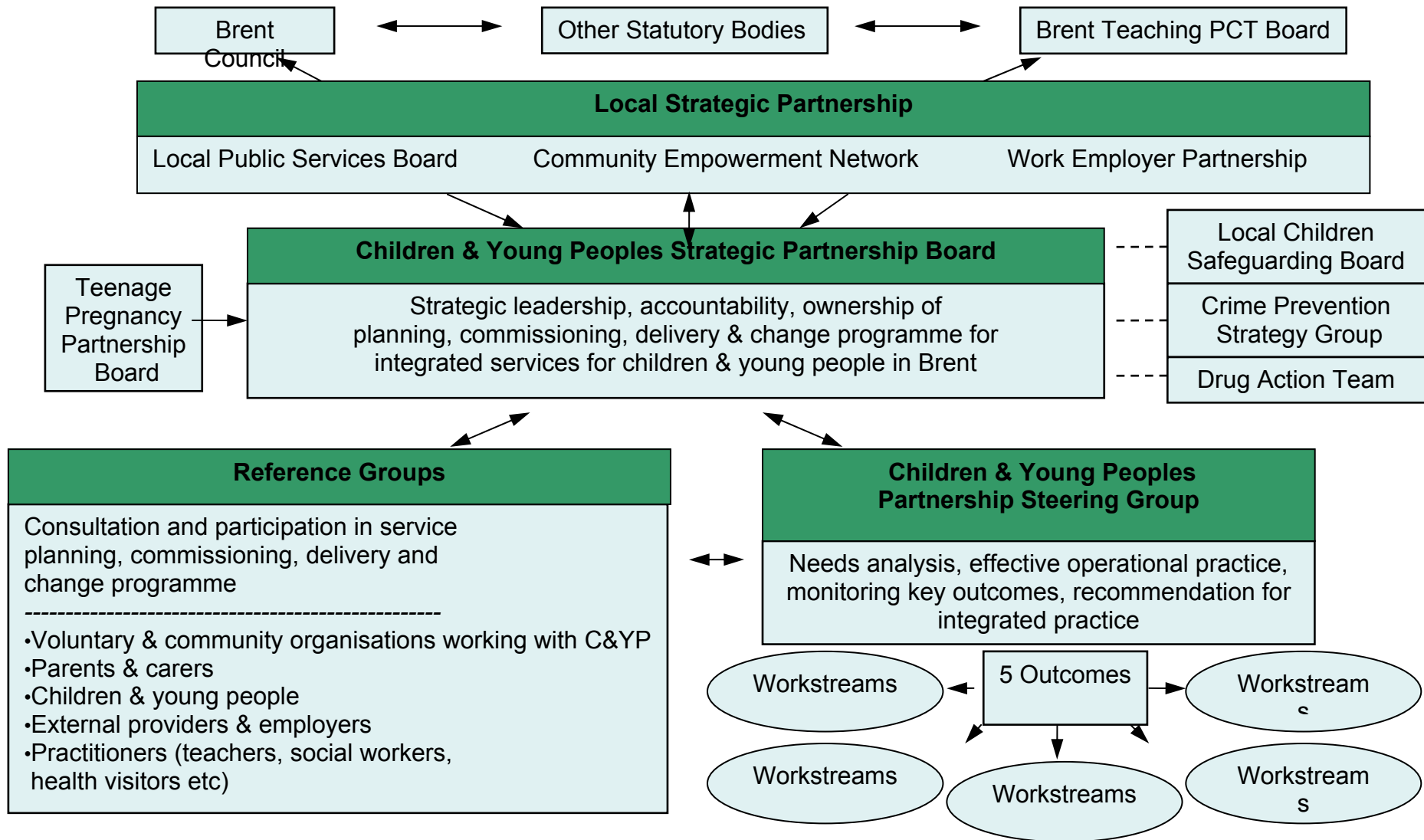
Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
	❖ Number of referrals of children per 10,000 population (CH 141- Staying Safe)	❖ 2681 in 2004-05 (3201 2003/4)	→	→	Year on year reduction
	❖ % of referrals occurring within 12 months of previous referral (CH142- Staying safe)	❖ 335 in 2004-05 (673 2003/4)	→	→	Year on year reduction
6c) To reduce bullying in schools	Local / National indicator				
	APA dataset indicator				
	❖ Section 5 schools inspection judgement: The extent to which schools ensure that learners stay safe (primary, secondary and special schools). (PAF E45 – staying safe)				
6d) To reduce young people's involvement either as victims or perpetrators of crime	Local / National indicator				
	❖ Number of resident young offenders	❖ 464 in 2004-05	2% reduction		
	APA dataset				

Brent Children and Young People's Plan

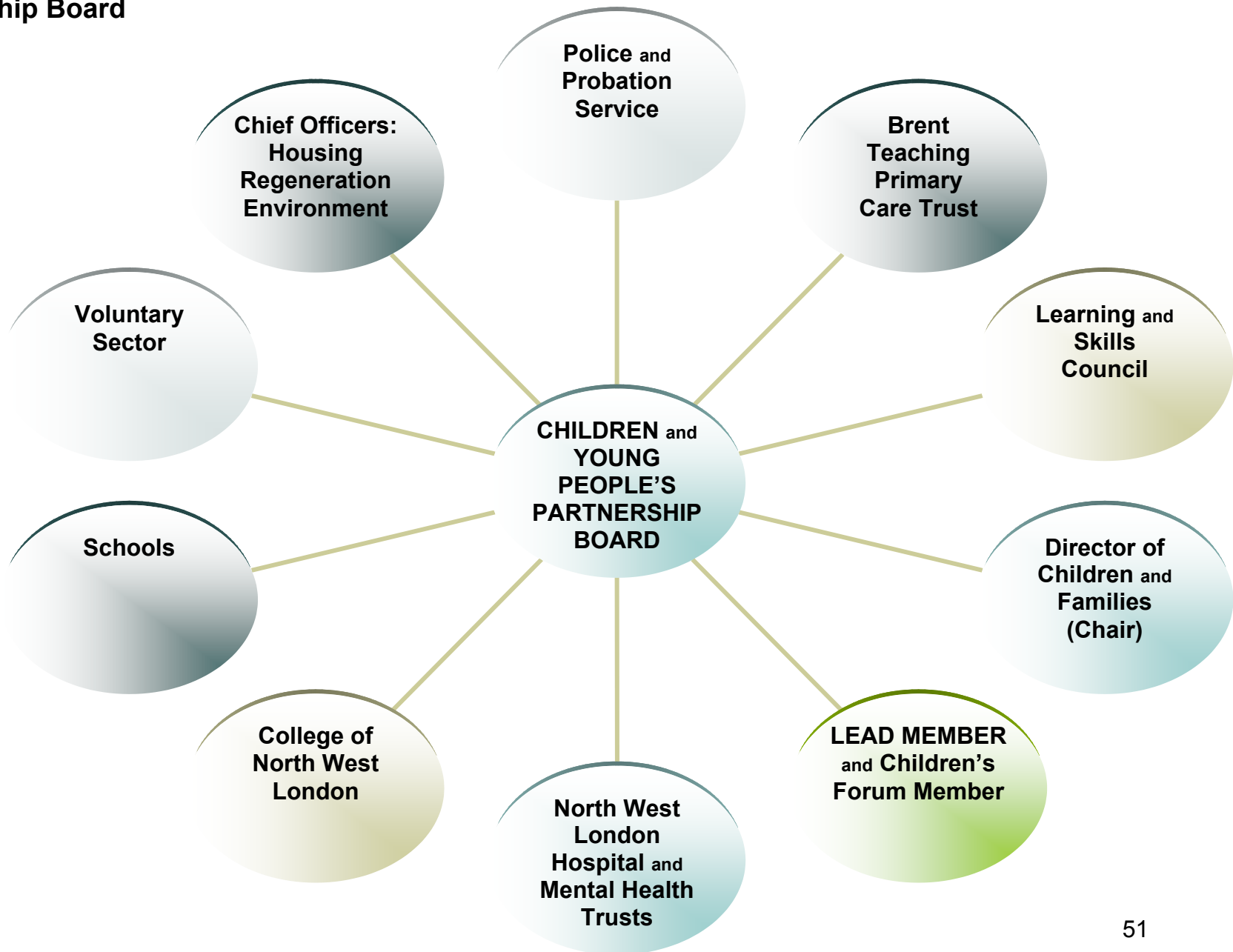
Objectives	Performance Indicators	Performance 2004-06	Target 2006-07	Target 2007-08	Target 2008-09
6e) To improve health and fitness: ensuring emotional, physical and mental wellbeing and promoting healthy lifestyles	Local/ National indicator				
	❖ Infant mortality rate	❖ 6.6 per 1000 in 2002/4 (8.8 per 1000 in 2000/2)	→	→	Year on year reduction
	❖ % of low birth weight babies	❖ 9.0% in 2004 (9.8% in 2003)	→	→	Year on year reduction
	❖ % uptake of immunisations at 2 years	❖ 81% in 2004/5 (71% in 2003/4)	99%		
	APA dataset indicator				
	❖ Progress made towards a comprehensive CAMHS. (CF/A70 – being healthy)				
	❖ The referral of juveniles manifesting mental health difficulties to CAMHS. (CF/A70 – Being healthy)	❖ 1028 in 2004/5			
❖ The proportion of those in substance misuse treatment who are aged less than 18. (CF/A70 – Being healthy)					
❖ The average % of Children Looked After who had their teeth checked by a dentist and had an annual health assessment during the previous 12 months. (PAF C19 – Being healthy)	❖ 73% in 2004/5 (73% in 2003/4)	78%			
6f) To reduce acute admissions	Local / national indicator				
	❖ Number of admissions to hospital due to injuries for under 18's	❖ 680 in 2004/5 (544 in 2003/4)	Year on year reduction		
	APA dataset indicator	N/A			

Appendix 3:

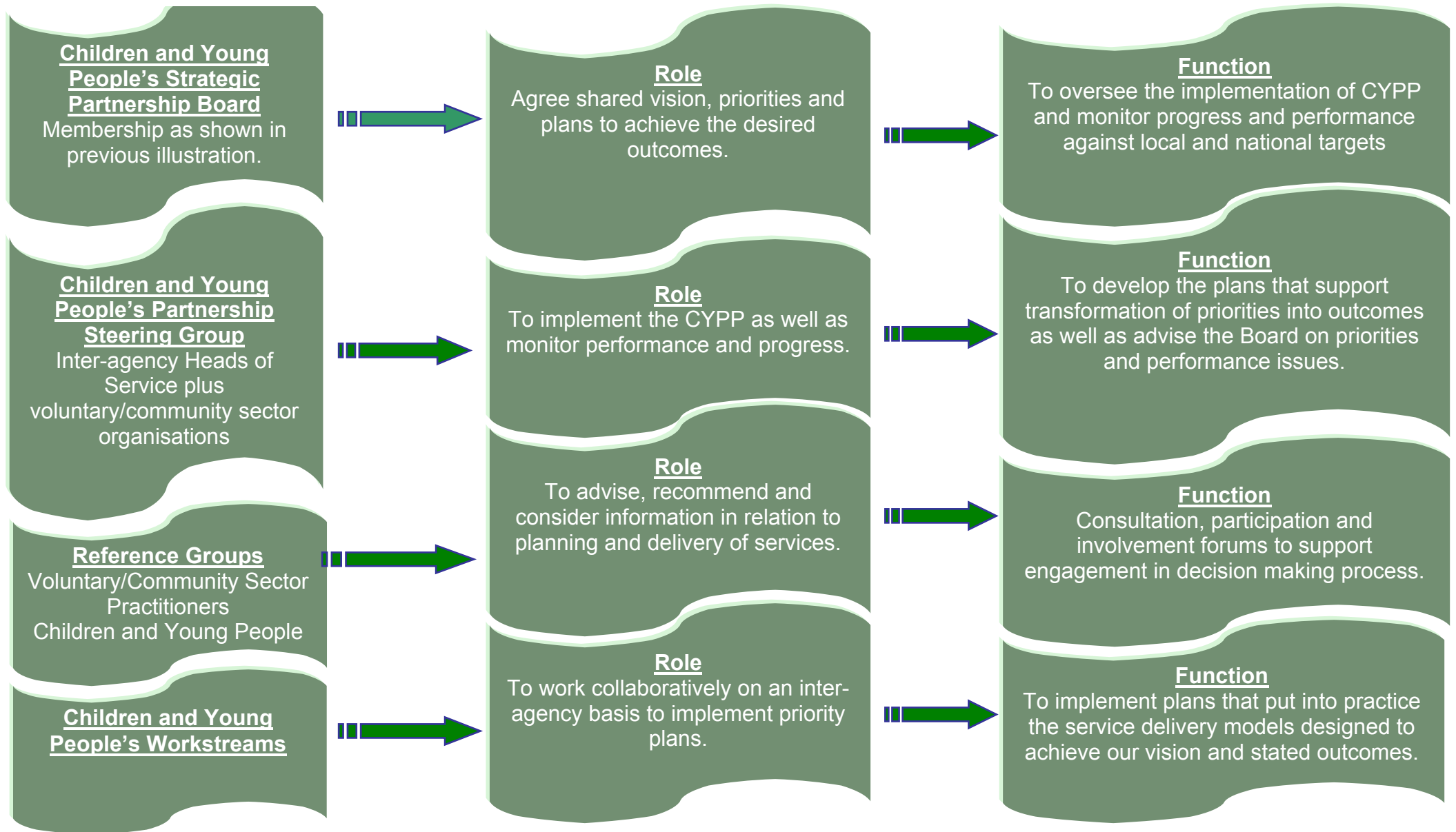
Arrangements for Brent Partnership Working Children and Families



The Partnership Board



Inter-Agency Governance Structure for Brent



Appendix 4: Children and Young People's Participation

The Brent Children and Young People's Strategic Partnership Board has adapted the 'Hear by Right' standards. These standards have been developed by the National Youth Agency as a model of good practice for participation by children and young people (A full account is available in the Board's Statement of Commitment).

Standards	Detail	Implications for Each Agency
Shared values	A charter of shared values is agreed with partner organisations and used to set policy and review performance of services	All agencies to sign up to the principles and standards of this Statement of Commitment
Strategy	Children and young people take an equal part in reviewing strategic plans	To involve Children young people and families in the planning, commissioning, delivery and evaluation of services
Structures	Children and young people are joint partners in decision making and scrutiny structures on issues affecting them	To ensure that there are adequate resources to make participation and consultation real for children and young people in Brent and that outcomes are effective
Systems	Children, young people, staff and elected members evaluate regularly children's active involvement. Systems in place can track successful progress and changes back to the involvement of children and young people	To improve decision making, participation leads to more accurate, relevant decisions which are better informed
Staff elected members and Trustees	Staff are trained and inducted in involving children and young people and support established for elected members in their work on active involvement	To enhance the democratic processes – representative democracy can be strengthened as children gain new opportunities and are helped to become active members of the community
Skills and knowledge	Children and young people help plan, deliver and evaluate active involvement training to staff, members and partners	To enhance children's skills – participation helps in developing skills useful for debate, communication, negotiation, prioritisation and decision-making and to empower and enhance self esteem
Style of leadership	The organisation demonstrates an open style of leadership, collaboration and shared objectives with partner organisations. Children and young people hold the organisation to account and have a key role in scrutiny processes	To ensure participation is inclusive and improve access to the democratic process for all children and young people

Current Participation and Consultation of Children and Young People in Brent

The council and its partner agencies have a strong record of participation, involvement and consultation with children and young people through the following services and forums:

- ❖ Brent Youth and Connexions Service
- ❖ Children's Forum
- ❖ Brent Children's Fund
- ❖ Citizenship education and school councils
- ❖ Youth involvement in Local Democracy week 2004
- ❖ Brent Youth Partnership
- ❖ Service User Consultative and Area Forums

A mapping exercise to analyse recent consultation and participation activities in the borough indicated that a coordinated approach to children and young people's participation is needed to ensure that results from consultation activities inform strategies and plans. The analysis also indicated that specific groups of children and young people have not been included in participation and consultation processes

Groups of children and young people identified who need to be engaged more are:

- ❖ Disabled children and young people
- ❖ Young asylum seekers and refugees
- ❖ Children and young people in social housing
- ❖ Young people not in education, training or employment

Next Steps

Each partnership organisation embraces the principles and objectives of the Statement of Commitment and develops a strategy/action plan giving due consideration to key areas where children and young people could participate and be actively involved in service planning and delivery. Some examples of the ways in which children and young people may be encouraged to participate include:

- ❖ Board, management and governor youth representatives
- ❖ Youth Forums/ Parliaments
- ❖ School councils
- ❖ Social Action Groups
- ❖