



# **Brent Children and Young People's Plan**

**2009-2011**

**DRAFT FOR CONSULTATION**  
**24<sup>th</sup> March 2009**

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## **Foreword**

*Brent Children's Partnership*

*Brent Youth Parliament*

# **1 Introduction**

## **1.1 What is the CYPP?**

This plan describes the ambitions and objectives for children and young people's services in Brent over the next two years (2009-11). The Children and Young People's Plan (CYPP) represents the collective vision and aspirations of the local Children's Trust, Brent Children's Partnership (BCP). It sets the strategic commissioning framework within which the Partnership will collectively or individually ensure delivery of services that improve outcomes for children, young people and families in the area. The Partnership comprises senior leaders from local, statutory and voluntary agencies in the borough as well as elected councillors and representatives from Brent Youth Parliament (BYP).

The CYPP is an important plan in which the Brent Children's Partnership commits to providing the services and resources needed to improve the well-being of local children and young people. The term well-being encompasses a range of aspects and is defined in the Children Act, 2004 as the promotion of:

- physical and mental health
- emotional well-being
- social and economic well-being
- education, training and recreation
- recognition of the contribution made by children to society
- protection from harm and neglect.

## **1.2 CYPP context**

The content and context of both the Plan and the functioning of our Children's Partnership is governed by a range of legislative requirements.

Section 10 (9) of the Children's Act, 2004 states that the CYPP must cover services for all children and young people in the area aged 0 to 19, young people aged 20 and over leaving care and young people up to the age of 25 with learning difficulties. Section 10 also sets out a 'duty to co-operate' upon relevant local agencies to improve the well-being of children and young people the area. The duty to co-operate enables Children's Trusts to work collaboratively through sharing resources and pooling budgets to improve outcomes for children and young people. Relevant agencies include the Council, the Police, the Probation Board, the Youth Offending Service, the Strategic Health Authority and Primary Care Trust, Connexions partnerships, and the Learning Skills Council. Revised guidance on the duty to co-operate issued in November 2008 expanded relevant agencies to include; schools, academies, sixth form colleges, further education colleges and Job Centre Plus. These agencies are represented on the Brent Children's partnership.

In addition, the Education and Inspections Act, 2006, places a duty on schools to promote pupils' well-being in addition to their academic achievement. Schools' contribution to these

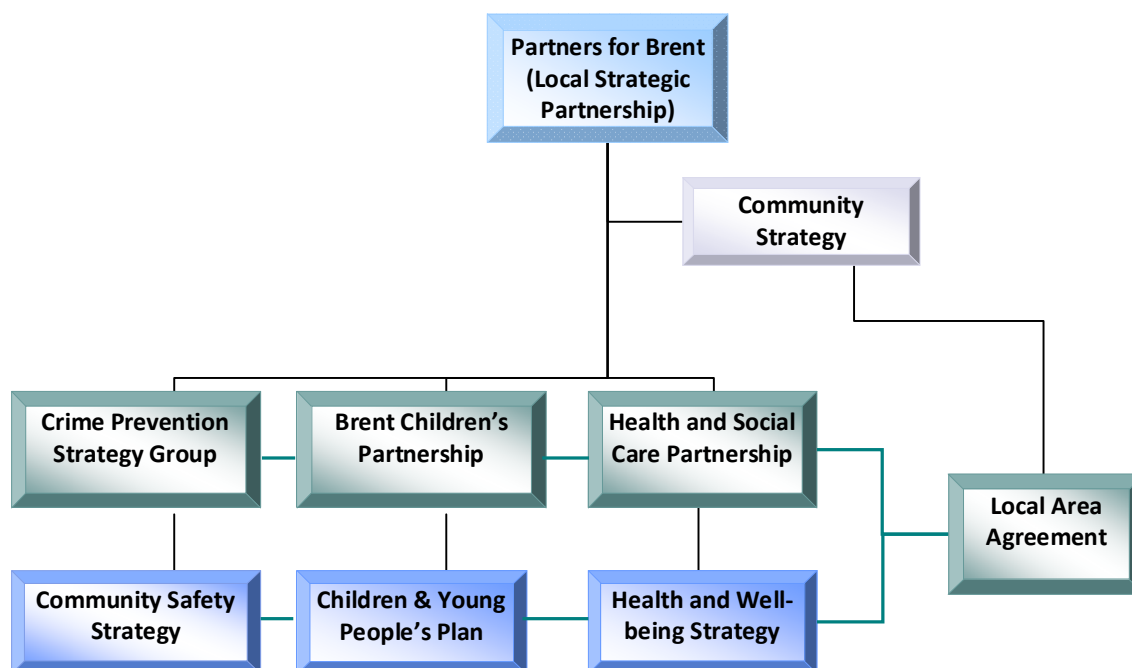
aspects of children and young people’s development supports the achievement of the five outcomes of Every Child Matters (ECM):

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The Apprenticeships, Skills, Children and Learning Bill which was recently published (5<sup>th</sup> February 2009) is currently being debated in the House of Commons. The Bill proposes to establish statutory responsibilities for a wide range of matters including Children’s Trusts, apprenticeships, Children’s Centres, learning and skills as well as educational provision by 2011. Although Brent Children’s Partnership aims to incorporate key aspects of the Bill into this plan, a new plan will be developed in 2011 that responds fully to any new legislative requirements following the passage of the Bill into law.

The CYPP must influence a wide range of outcomes for children and young people, so it cannot be developed in isolation. It needs to be consistent with, and aligned to, a number of other partnership plans to achieve the full scope of the ambitions set out. The plan therefore builds on Brent’s Community Strategy (2006-10), developed by Partners for Brent (Brent’s Local Strategic Partnership) to ensure that Brent is a great place, a borough of opportunity and an inclusive community. The Community Strategy identifies Early Excellence as one of its four priorities to improve the borough for children and young people. The strategic context of the CYPP is illustrated in figure 2.

Figure 2 – Strategic context of the CYPP



As well as taking account of this legal and strategic context, we have developed the plan by analysing the needs of our population using the Joint Strategic Needs Assessment (JSNA) and the locality profiles we have developed. We have also, crucially, sought the views of children and young people about their needs. The intelligence gained from these sources, coupled with an annual review of progress against the five ECM outcomes has enabled us to identify both our strengths and those areas where further improvements are needed.

## 2 Brent context

Brent is an outer London Authority with a growing and dynamic population. It is the most culturally diverse area in the country, and only one of two boroughs where black and minority ethnic groups are the majority. Situated in northwest London, Brent is broadly characterised by an affluent north and more deprived south. The North Circular road splits Brent into two – dividing the largely suburban communities in the north of the borough from the denser inner-London environment found in the south. The North Circular road has recently been identified as a major new regeneration initiative to enhance access to open spaces and improve local services. Brent's most famous landmark is the Wembley Stadium, currently at the centre of a massive regeneration programme which will bring more employment opportunities and residents to the borough.

The borough is rich in diversity with over half (54.4%) of our residents and three quarters of children and young people being from black or minority ethnic communities. As well as the longer established Indian, Black Caribbean, Black African and Irish communities there are also emerging Eastern European, Somali, Turkish and Hispanic communities. An increasing number of Brent's school population are of mixed heritage.

Brent is home to many refugees, asylum seekers and economic migrants. Nearly 8% of our population is classified as either refugee or asylum seekers. The population of black and ethnic heritage is growing faster than any other groups. In 2007, Brent had the second highest National Insurance registrations in the country which confirmed that the population had grown considerably. The population expansion has been concentrated in the south and south east of Brent which experienced an 8-10% increase from 2005 to 2007.

The diversity and mobility of Brent's population is also increasing, reflecting this population growth. Recent figures indicate that there are significant numbers of people moving into the borough and creating new emerging communities, as well as significant numbers of transient people within the borough. The Office for National Statistics (ONS) estimates that in 2006 our population was 271,400. However, independent research commissioned by the Council<sup>1</sup> estimates the figure to be nearer 289,000 in March 2007. This growth, which is largely in the south of the borough, predominantly comprises young adults, often with pre-school or young children. The increase in young children was confirmed by the 2008 Childcare Sufficiency Assessment undertaken by Brent Council.

Religion plays an important part in the lives of many of Brent's people. Our communities have built many mosques, temples, gurdwaras and churches. The main religions in 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.

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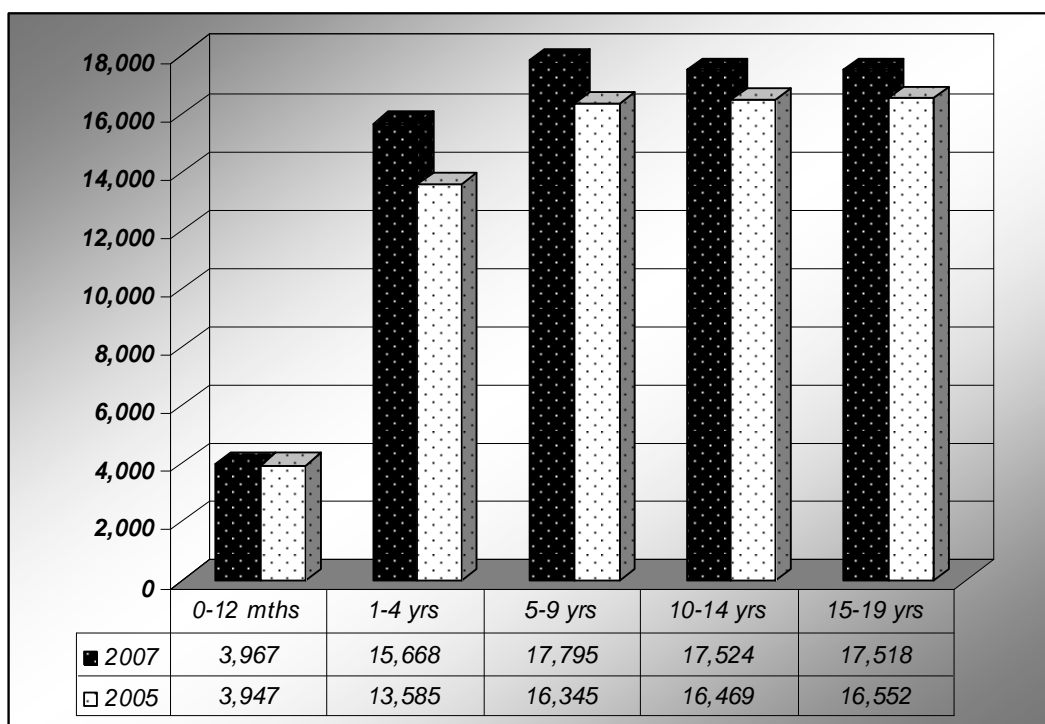
<sup>1</sup> Brent population estimation, household composition and change – A comparative analysis between 2005 and 2007. Mayhew Associates (2007)

Brent's score on the Index of Multiple Deprivation (IMD) has risen since 2004 and we are now one of the 15% most deprived areas in the country. While the main location of multiple deprivation is in the south of the borough, there are new pockets emerging in the north and west with more acute concentrations in the more deprived wards. The deprivation experienced within the borough is characterised by relatively high levels of long-term unemployment (in comparison with the London average, 24% and 15% respectively), low household incomes, dependence on benefits and social housing. The prevalence of life-limiting health conditions and health inequalities is also higher within these areas of the borough.

## 2.1 Children and young people in Brent

This section provides a synopsis of children and young people aged 0-19 years of age living in Brent. The independent research commissioned by the Council in 2007 indicates that the number of children and young people in the borough rose by 8.7% (66,682 in 2005 to 72,472 in 2007). The increase is attributed to the rising number of economic migrants, refugees and asylum seekers as well as a significant increase in the birth rate. The number of new births rose incrementally by 3% per annum with the largest increase noted in 2007. A comparison of population increases in the borough by age from 2005 to 2007 suggests concentrated growth in the 0-15 age group. This is illustrated in figure 3.

Figure 3 - Population count by age in 2005 and 2007



In line with the borough's ethnic diversity, more than three quarters of Brent's school children are of black or minority ethnic heritage with over 130 languages spoken. The breakdown of pupils attending Brent schools is shown in figures 4, 5 and 6.



Figure 4 – Breakdown of Pupils Attending Brent Primary Schools by Main Ethnic Group (2008)

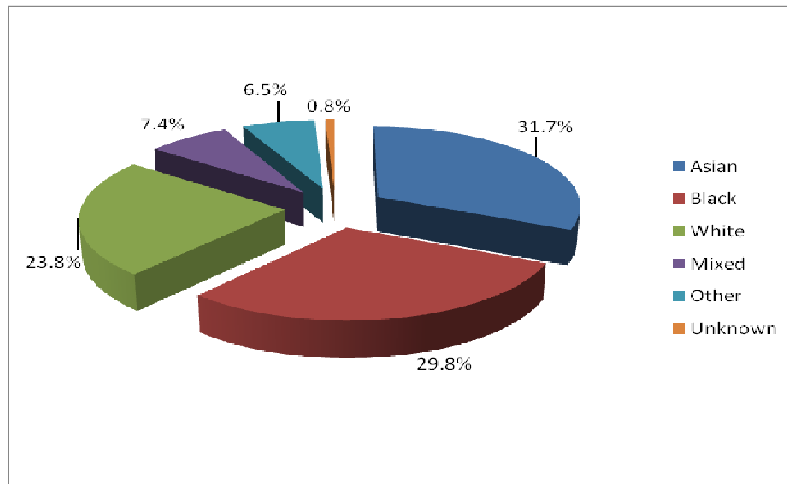


Figure 5 – Breakdown of Pupils Attending Brent Secondary Schools by Main Ethnic Group (2008)

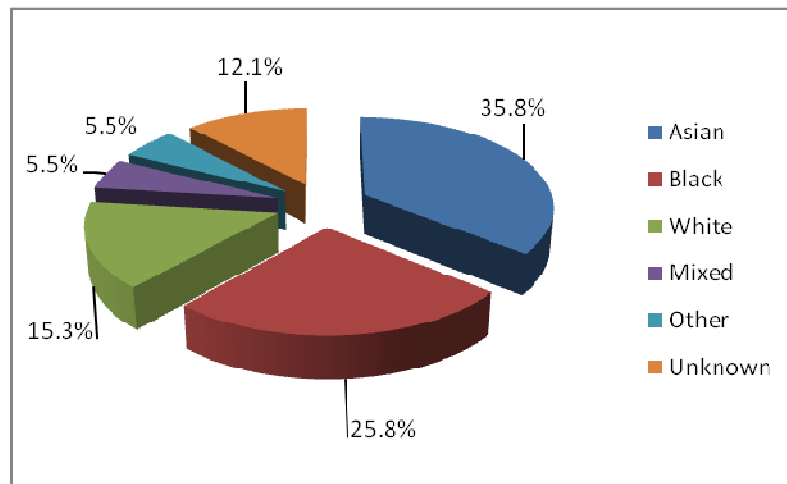


Figure 6 – Breakdown of Pupils Attending Brent Special Schools by Main Ethnic Group (2008)

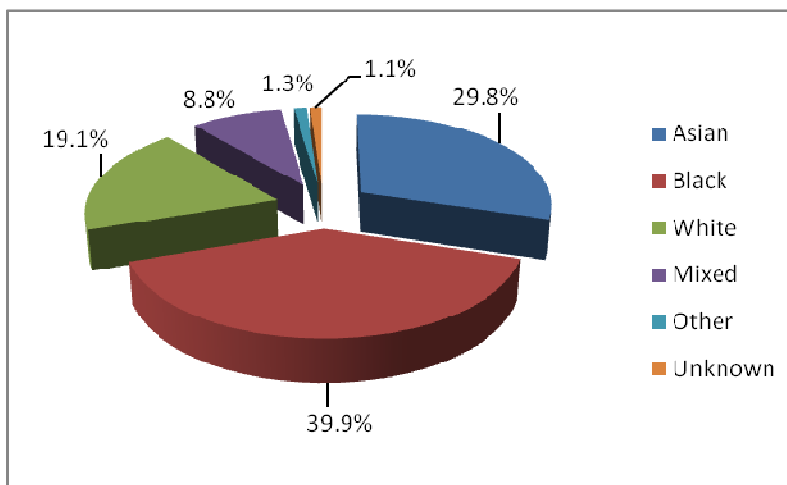


Table 1 provides additional detail on the data supporting the pie charts contained in figures four to six.

*Table 1 – Ethnicity and Pupils by Type of School*

Ethnicity & Ethnic Group		Type of School						Total Cohort	
		Primary		Secondary		Special			
ASIAN	Asian - Bangladeshi	188	0.8%	131	0.7%	3	0.7%	322	0.8%
	Asian - Chinese	86	0.4%	73	0.4%	1	0.2%	160	0.4%
	Asian - Indian	3014	12.9%	3303	18.3%	50	11.0%	6367	15.2%
	Asian - Other Asian	2558	11.0%	1875	10.4%	39	8.6%	4472	10.7%
	Asian - Pakistani	1557	6.7%	1085	6.0%	43	9.4%	2685	6.4%
<b>SUBTOTAL</b>		<b>7403</b>	<b>31.7%</b>	<b>6467</b>	<b>35.8%</b>	<b>136</b>	<b>29.8%</b>	<b>14006</b>	<b>33.5%</b>
BLACK	Black - African	3835	16.4%	2362	13.1%	100	21.9%	6297	15.0%
	Black - Caribbean	2435	10.4%	1772	9.8%	50	11.0%	4257	10.2%
	Black - Other Black	686	2.9%	516	2.9%	32	7.0%	1234	2.9%
<b>SUBTOTAL</b>		<b>6956</b>	<b>29.8%</b>	<b>4650</b>	<b>25.8%</b>	<b>182</b>	<b>39.9%</b>	<b>11788</b>	<b>28.2%</b>
WHITE	White - British	2714	11.6%	1168	6.5%	44	9.6%	3926	9.4%
	White - Irish	432	1.9%	183	1.0%	21	4.6%	636	1.5%
	White - Other White	2409	10.3%	1408	7.8%	22	4.8%	3839	9.2%
<b>SUBTOTAL</b>		<b>5555</b>	<b>23.8%</b>	<b>2759</b>	<b>15.3%</b>	<b>87</b>	<b>19.1%</b>	<b>8401</b>	<b>20.1%</b>
OTHER	Other ethnic group	1512	6.5%	991	5.5%	6	1.3%	2509	6.0%
	<b>SUBTOTAL</b>		<b>1512</b>	<b>6.5%</b>	<b>991</b>	<b>5.5%</b>	<b>6</b>	<b>1.3%</b>	<b>2509</b>
MIXED	Mixed - Other Mixed	945	4.0%	523	2.9%	25	5.5%	1493	3.6%
	Mixed - White & Asian	123	0.5%	81	0.4%	2	0.4%	206	0.5%
	Mixed - White & Black African	222	1.0%	125	0.7%	4	0.9%	351	0.8%
	Mixed - White & Black Caribbean	426	1.8%	267	1.5%	9	2.0%	702	1.7%
<b>SUBTOTAL</b>		<b>1716</b>	<b>7.4%</b>	<b>996</b>	<b>5.5%</b>	<b>40</b>	<b>8.8%</b>	<b>2752</b>	<b>6.6%</b>
NO INFO	No info / Withheld	197	0.8%	2183	12.1%	5	1.1%	2385	5.7%
	<b>SUBTOTAL</b>		<b>197</b>	<b>0.8%</b>	<b>2183</b>	<b>12.1%</b>	<b>5</b>	<b>1.1%</b>	<b>2385</b>
<b>GRAND TOTAL</b>		<b>23339</b>		<b>18046</b>		<b>456</b>		<b>41841</b>	

## 2.2 The changing profile of Brent's children and young people

In comparison with our last CYPP, it is clear that the ethnic profile of the children and young people's population is changing. In particular, there has been a decline in the numbers of children of Indian heritage and an increase in children of mixed heritage in the borough.














Analysis of children's living conditions indicates that the growth in population has changed the way in which children and young people live. More children and young people are living in three generational households, two adult family households and single parent households. The index of educational disadvantage, used by the Department of Children, Schools and Families (DCSF) to allocate the Dedicated School Grant (school funding), places Brent within the 10% most disadvantaged Local Children Services Authorities. It is clear from our Joint Strategic

Needs Assessment that deprivation levels have increased and are having a negative impact on children and young people.

Socio-economic deprivation is a known risk factor for poor outcomes in children and young people. For example, an analysis of children living in low income households highlighted that there is a higher proportion of children and young people with Special Educational Needs (SEN) living in low income households. Around 25% of school aged children are deemed to have SEN<sup>2</sup>. As many children with SEN go on to take up other services, this is seen as a strong indicator of need. The rate of SEN varies between ethnic groups and the socio-economic conditions that children and young people live in. The analysis of SEN rates in Brent by ethnic breakdown indicates that the rate of SEN is higher for minority ethnic children and young people living in deprived circumstances. In addition, across many indices of vulnerability such as SEN, youth offending and school exclusions, children and young people from Black African and Black Caribbean heritage are disproportionately represented.

The number of Brent's pupils eligible for free school meals rose from 9,191 in October 2007 to 9,687 in October 2008, and this may increase further as the recession continues and deprivation levels potentially increase. We can see from table two that the number of specific groups of disadvantaged children and young people has increased since 2005. These groups include children and young people with statements of special educational need, disabled children and those subject to child protection plans. There have been reductions, however, in the numbers of some groups of disadvantaged children and young people. The table below shows those who have benefited from improved circumstances including children in need, those looked after, excluded from school and those not in education training and employment.

*Table 2 – Comparison of children and young people in vulnerable circumstances 2005 to 2008*

<b>No of children and young people in vulnerable circumstances</b>	<b>2005</b>	<b>2008</b>
Children in need of protection	1,387 	1,330
Children on the child protection register	132 	181
Children with a statement of Special Educational Needs	1,296 	1,421
Disabled children and young people	399 	477
Looked After Children <sup>3</sup>	416 	352
Looked after Children in residential units	103 	80
Looked After Children placed for adoption	16 	14
Looked after Children with foster carers	203 	209
Permanently excluded pupils	88 	84
Pupils attending Special Schools	619 	456
Unaccompanied minors	158 	111
Young offenders	452 	300
Young people not in education, training and employment	314 	282

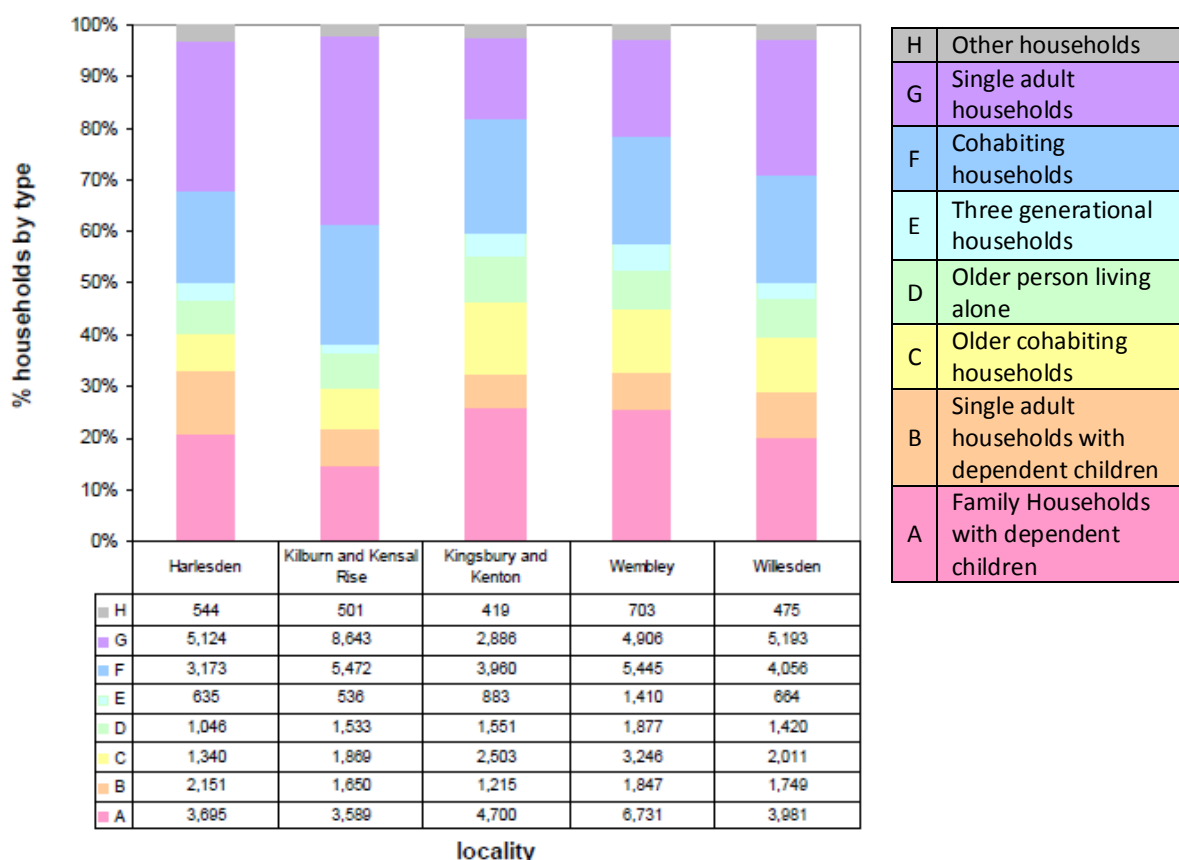
<sup>2</sup> This includes children and young people who are classified as school action and school action plus as well as those with statements of special educational needs.

No of children and young people in vulnerable circumstances	2005	2008
<b>Totals</b>	<b>7,588</b>	<b>7,305</b>

We are determined to deliver the right services in the right place and at the right time. In line with that, we will be delivering integrated locality based services, having divided the Borough into 5 localities; Harlesden, Kilburn, Willesden, Kingsbury and Wembley. These areas are aligned to NHS locality boundaries in order to allow greater integration across agencies. We are also conscious of the need to refine our understanding of the issues affecting each locality as well as specific neighbourhoods, since locality averages can mask pockets of significant need.

We know from our locality profiles that the largest number of children and young people, in all age groups, live in the Wembley locality and the second highest in the Harlesden locality. The Stonebridge area of Harlesden has the highest concentration of children and young people living in single adult households, social housing and households receiving benefits. This is illustrated in figure 7. A full breakdown of the numbers of children and young people living in each of the five localities by age group is available in Annexe E together with an in-depth analysis.

Figure 7 Percentage and number of households by type and Brent locality



<sup>3</sup> Following recent legislation, children who were referred to as 'Looked After' are now being described as Children in Care.

These assessments confirm that although the majority of children and young people live in settled, moderately prosperous circumstances, there is a rising proportion affected by deprivation. The change in population has been noticeable through an increased demand for services; from school places and social care services to health services.

### 3 What children and young people in Brent have said

Listening to children, young people, parents and carers has been a key factor in determining our priorities for the future. The views of children and young people are at the heart of our aspiration to improve outcomes. Brent has made excellent progress in listening to the views of children and young people and their views regularly shape the way services are designed and delivered. The establishment of Brent Youth Parliament (BYP) in 2007 has been a huge success, engaging young people in current issues and potential solutions. BYP is a large (63 members), democratically elected, group of young people, aged 10 to 19, who represent all of Brent's youth population. The Parliament is diverse and inclusive with special schools, youth groups, colleges as well as both primary and secondary school councils being fully represented on the group.

In addition to the Parliament, an important mechanism for seeking the views of children and young people on a broader scale is the TellUs Survey. The TellUs survey is a national survey carried out annually by Ofsted through schools. The survey asks young people about their views on the local area and includes questions that cover the five ECM Outcomes. The results inform Ofsted about the quality of services for children as part of the Annual Performance Assessment (APA) and influence the priorities of this plan. The TellUs survey enables direct consultation with a large proportion of children and young people in Brent schools. In June 2008 1,768 young people completed the survey giving Brent one of the highest pupil response rate of 58% compared with the national response rate of 34%.

Members of BYP were involved at the formative stage of this plan as well as during the development of the plan. Their views about what they would like to see changed/improved based on the five ECM outcomes have informed our priorities and objectives. More general consultation with children and young people in the borough took place during conferences and events organised for young people as part of producing the plan and our Youth Service has also been instrumental in this process. We have engaged children and young people using focus groups, parliament sessions as well as using hand-held voting. Their views have been synthesized, according to the five ECM outcomes, in the following sections.

#### *Be Healthy*

##### *Young people want:*

- more advice and information on healthy eating such as recipes and nutrition charts for teachers to give to parents at school meetings
- better school canteen food as well as improved school dining environments
- the price of food reduced in schools
- fewer fast food outlets and more choice of healthy eating in their local area
- teachers who are well trained in spotting emotional problems
- more readily available free advice on sex and relationships in schools as well as free contraceptives in schools
- more opportunities to participate in PE and sport in and out of school hours
- free membership for young people at local sports centres and gyms

### *Stay Safe*

#### Young people want:

- more police presence and CCTV in schools and on public transport especially at peak times such as after school and late evenings
- less vandalism and graffiti at tube stations and on public transport
- more traffic lights and pedestrian crossings for young road users
- better street lighting in parks and alleys
- more places for young people to go to
- better education for young people on personal safety and being street wise
- campaigns to raise awareness on anti bullying in and out of schools
- a free phone and text service to send and receive information from the council

### *Enjoy and Achieve*

#### Young people want:

- learning environments which are fun and more enthusiastic teaching
- achievement awards for young people and opportunities to showcase young talent
- more after-school clubs
- schools which help develop children's confidence and encourage positive attitudes
- more subject options
- better publicity on youth clubs and a greater variety of things to do
- more information on higher education
- better revision support in schools
- more peer motivation and study groups

### *Make a Positive Contribution*

#### Young people want:

- more teachers to encourage pupils to take part in school councils
- more workshops and community events that involve under 18's
- more information on out of school opportunities e.g. volunteering and work experience
- access to paid work

### *Achieve Economic Well-Being*

#### Young people want:

- cheaper accommodation options for when they leave home to go to university
- more career advice and guidance
- more work experience for young people
- clearer information about the Education Maintenance Allowance and how to access it
- more opportunity in schools to learn about money matters
- better access to vocational courses
- classes on how to write CV's and how to present yourself to employers

The views of children and young people and the profile of children and young people across the borough as a whole as well as within each locality has been key to determining the Partnership's approach for the future. Our priorities and objectives have been shaped by this combination of quantitative and qualitative intelligence which has been an instrumental in setting the agenda for the coming period.

## 4 Our performance so far...

### 4.1 Annual external assessment and self-assessment

The Annual Performance Assessment (APA) and annual review of the Children and Young People's Plan (2006-09) has enabled the Partnership to assess its performance against five ECM outcomes over the past three years. We have established a robust baseline of performance over this period. The most recent assessment (APA 2008) confirms that Brent has made good progress towards our goals and delivers services that are well above minimum requirements with determined leadership and close partnership working that ensures good performance across the five ECM outcomes.

Since our last plan we have made good progress across all the five ECM outcome areas, including:

#### *Be Healthy*

##### Achieved:

- a decline in the numbers of teenage conceptions
- sustained improvements in child and adolescent mental health services for children and young people with learning difficulties and disabilities
- an increase in the proportion of mothers who initiate breastfeeding
- an increase in the number of children and young people who participate in two or more hours per week of PE and sport in and out of school

#### *Stay Safe*

##### Achieved:

- increased adoption rates and numbers of children and young people in kinship placements
- a reduction in the number of children in care through effective and well-targeted preventative and intervention services
- children and young people reporting being well supported at school and feeling safe from bullying
- an increase in the resources available to protect children who may be at risk of significant harm
- the implementation of the Common Assessment Framework across Brent to enable practitioners to identify risk factors early
- an increase in the resources available to offer preventative services to children with additional needs

#### *Enjoy and Achieve*

##### Achieved:

- good GCSE results which are above the London and national averages
- improved the educational attainment for children and young people with learning difficulties/disabilities in comparison to national levels
- a reduction in secondary and primary permanent and fixed-term exclusions
- improved the educational outcomes for some black Caribbean and Somali children and young people at KS2 and KS4



- improvements in the capacity and quality of alternative educational provision

*Make a Positive Contribution*

**Achieved:**

- an increase in the opportunities for all children and young people, including hard to reach groups, to offer their views and influence decisions
- an increase the number of young people participating in positive activities
- a reduction in the numbers of young people offending for the first time

*Achieve Economic Well-being*

**Achieved:**

- an increase in the proportion of young people gaining Level 2 and Level 3 qualifications at age 19 above the national rate of improvement
- improvement in the participation levels of those over 16 in education, employment or training including for those with learning difficulties and/or disabilities and those leaving care
- reduced the percentage of children and young people aged 16 to 18 who are not in education, employment and training and whose status is unknown to well below national targets

**4.2 Building blocks**

Our previous plan identified the key building blocks necessary for a solid foundation to inter-agency collaboration. The building blocks, set out in figure eight, describe the Partnership’s approach to integrating, across the Partnership, key structures, processes and delivery mechanisms.

*Figure 8 – 2006-09 Building Blocks*

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

Our progress against the actions described to achieve this inter-agency collaboration has been good and a summary of the steps taken is provided below.

Table 3 – Key structures

Key structures	Progress achieved
<b>Service planning and delivery</b>	<ul style="list-style-type: none"> <li>Improved our ability to measure performance against outcomes across agencies.</li> <li>Established joint health priorities with NHS to improve the health of children and young people in Brent</li> </ul>
<b>Inter-agency partnership arrangements</b>	<ul style="list-style-type: none"> <li>Strengthened the governance and accountability model to ensure that the Partnership embraces the full list of relevant agencies and that each agency contributes to improving outcomes for children and young people.</li> <li>Developed Locality Partnership Boards to enable each locality to progress key priorities that are relevant to the locality, aligning these to the Children and Young People’s Plan</li> </ul>
<b>Local Safeguarding Children’s Board</b>	<ul style="list-style-type: none"> <li>Established a strong, inter-agency LSCB with an independent chair that coordinates the way services are provided to safeguard and promote the welfare of children and young people in the borough and ensures that services are provided to agreed standards.</li> <li>Developed a good business plan which recognises the need to continuously improve safeguarding services across the partnership and the need to work together in a integrated and connected way to identify the key priorities and relate these to the Children and Young People Plan.</li> </ul>

Table 4 – Key processes

Key processes	Progress achieved
<b>Information sharing and common assessment framework</b>	<ul style="list-style-type: none"> <li>Embedded well the use of the Common Assessment Framework (CAF) which enables practitioners across agencies to undertake a holistic assessment of the child, young person and family to identify additional needs, access early preventative support or refer onto to services that meet complex or specialist needs.</li> </ul>
<b>Children and young people’s participation</b>	<ul style="list-style-type: none"> <li>Established a Brent Youth Parliament which is a coherent participation and consultation structure to engage children and young people representative of the borough’s youth population. This group has influenced national and local priorities through UK Youth Parliament and other events.</li> <li>Developed a draft participation strategy which will be launched in 2009 to enable all services to actively engage children and young people in the design and development of services.</li> <li>Participated successfully for three years in the TellUs Survey, increasing our response rate year on year.</li> </ul>
<b>Joint</b>	<ul style="list-style-type: none"> <li>Developed a joint commissioning framework to translate aspirations</li> </ul>

Key processes	Progress achieved
<b>Commissioning</b>	<p>and need, by specifying and procuring services for the local population, into services for users which deliver the best possible health and well-being outcomes.</p> <ul style="list-style-type: none"> <li>Strengthened the commissioning capacity of Brent Children’s Partnership to ensure more services are robustly commissioned to achieve the best possible outcomes.</li> </ul>

Table 5 – Key delivery mechanisms

Key delivery mechanisms	Progress achieved
<b>Children’s Centres</b>	<ul style="list-style-type: none"> <li>Established 12 Children’s Centres which support young children and their families, including the most vulnerable, to access help with their educational, health, employment and parenting needs.</li> </ul>
<b>Integrated Service Delivery</b>	<ul style="list-style-type: none"> <li>Introduced “Brent Thresholds of Need” framework as part of the CAF implementation which has enabled better recognition of children with additional needs and children who may be at risk.</li> <li>Carried out an evaluation of the implementation of CAF in Brent to evidence that it is achieving good preventative outcomes for children, young people and their families.</li> <li>Established two Integrated Services team groups for children with additional needs, improving the preventative support available to families. Examples of preventative services offered include mentoring, parenting and debt management support for family with additional needs.</li> <li>Established three inter-agency teams (early years, middle years and transition teams) that deliver integrated front-line services to disabled children, young people and their families.</li> </ul>
<b>Extended Services</b>	<ul style="list-style-type: none"> <li>Increased the number of primary and secondary schools delivering the core offer across the borough to help meet the needs of families and communities.</li> </ul>

### 4.3 Areas for further development

As part of the annual review against performance we have identified areas where further improvements are required to ensure sustainable improvements for children and young people. Areas where our performance needs to be strengthened are identified against the 5 national ECM outcomes.

#### *Being Healthy*

##### **We need to:**

- reduce the numbers of young people engaging in risk taking behaviours such as substance misuse and early sexual activity
- halt the rise of obesity among primary school children
- improve the timeliness of health assessments for looked after children and young people

- improve the capacity of and access to emotional health and well-being services for children and young people, particularly those with additional needs

#### *Stay Safe*

##### *We need to:*

- improve the stability of placements for looked after children and young people
- improve the efficiency of the core assessment process for children in need
- increase the numbers of children adopted within 12 months
- improve the timeliness of reviews for children and young people who have a child protection plan
- improve our ability to identify children and young people experiencing domestic violence and provide services to support them.

#### *Enjoy and Achieve*

##### *We need to:*

- improve educational attainment at the end of Early Years Foundation stage and at Key Stage 1
- improve further the educational attainment of Black Caribbean and Black African boys
- reduce the number of statements of special educational need through improved targeted support.

#### *Make a Positive Contribution*

##### *We need to:*

- reduce the numbers of young people involved in re-offending.

#### *Achieve Economic Well-being*

##### *We need to:*

- expand the range of work-based learning opportunities and access to apprenticeships.

## **4.4 Emerging issues**

Our performance to date indicates that good progress has been made against the goals we set in 2006 but there are still areas where our performance needs to be strengthened. We also need to consider the scale of population growth and the changing profile of children and young people in Brent. There is already clear evidence of increasing deprivation and this likely to be exacerbated by the current economic downturn. However, we know from the evaluation we undertook, that using the CAF to identify needs early and offering preventative support to families leads to improved outcomes for children and young people. This confirms the importance of continuing to improve capacity, across the Partnership, to identify children and young people with additional needs early. It reinforces our commitment to prioritising the most vulnerable in order to reduce inequalities in outcomes for those who are disadvantaged at the same time as raising standards for all children and young people.

## 5 Our aims

Our shared aim is to ensure that all children and young people lead happy, fulfilling and successful lives. We know that the Partnership can make this a reality if we work together effectively.

### 5.1 Vision

Brent Children's Partnership's vision builds on the community Strategy (2006-2010) developed by Partners for Brent (Brent's Local Strategic Partnership {LSP}). The community strategy sets out three main aims for Brent; to be a great place, a borough of opportunity and an inclusive community. The Community Strategy highlights Early Excellence as one of its four priorities. This priority focuses on ensuring that all Brent's children and young people are able to realise their potential and succeed in life but is clear that the challenge will be to support the rising proportion of children who experience the greatest barriers to learning; those who live transient lives; those with additional or acute needs and those who live in our priority neighbourhoods or within families on low incomes.

In line with the Community Strategy, Brent Children's Partnership's vision is for **Brent to be a great place for children and young people to grow up in**. The Partnership's vision is based on:

- *high aspirations for all children and young people to become successful learners, confident individuals, and responsible citizens, and to know and believe that they matter*
- *a recognition that the safety and well-being of all Brent children and young people is paramount if they are to grow up to realise their dreams and achieve their full potential*
- *a commitment to delivering integrated services that are designed to identify needs early and preventative services that offer support and protection when needed*

It is important that children and young people grow up understanding their rights and responsibilities if we are to achieve our vision. To this end, we want to ensure that all children and young people receive what they are entitled to, for example:

- special protection and assistance
- access to services such as education and healthcare
- opportunities to develop their personalities, abilities and talents to the fullest potential
- grown up in an environment of happiness, love and understanding
- be informed about and participate in achieving their rights in an accessible and active manner.

### 5.2 Values

We understand that some children are more vulnerable than others and need additional support to allow them to achieve their potential. This means that we will need to focus our

efforts on specific groups of children and young people to enable all children and young people to lead happy and fulfilling lives. We are therefore committed to prioritising and targeting the most vulnerable to give them the opportunity to overcome the barriers they experience.

The term vulnerable in the context of this plan refers to children and young people who are considered to be disadvantaged by physical, emotional or socio-economic factors affecting their lives. This includes children and young people who are living in low income households, are disabled, are in need or in need of protection, have special educational needs or are in care. The overriding aim is to support those identified as vulnerable to overcome the barriers which prevent them from achieving their full potential while improving outcomes for all.

The values that will govern our approach are based on a collective aspiration to improve outcomes for all children and young people in Brent, irrespective of their starting point. We will do this by:

- *Working collaboratively with all partners in Brent to ensure consistent and complementary approaches to reducing child poverty and crime in our communities.*
- *Ensuring universal capacity to promote resilience to risk, ensuring that vulnerable children and young people are identified early and offered targeted interventions to prevent poor outcomes*
- *Empowering communities to ensure a child and family focused approach*
- *Delivering integrated services organised around the child, young person and their families*

We recognise that achieving our vision is dependent on all schools being hubs at the heart of their communities, delivering excellent personalised education and effectively contributing to all aspects of well-being at the front line of a preventative system. We believe that services should be needs-led and personalised. We aim to provide high quality universal services for all children and, from this base, offer preventative services to those identified with additional, complex or specialist needs.

## 6 Our priorities

This Plan reflects the Partnership's desire to create a borough in which children and young people are given the best chances we can offer them, encouraged to have high aspirations and supported in achieving them. In deciding the Partnership's priorities we have considered: what children and young people have told us is important to them; the distinctive and diverse communities of Brent; and our performance to date as well as where we need to improve.

We have therefore agreed four broad priorities which we believe are central to the well-being of children and young people in Brent and reflect the government's agenda in The Children's Plan: Building Brighter Futures. These priorities encapsulate what we are setting out to achieve over the next two years. They are to:

- *ensure that children and young people remain safe and protected*
- *ensure that excellent education and training is available to all our children and young people*
- *ensure access to the very best opportunities in and out of school*
- *support the development of strong families to improve outcomes for children.*

We want to ensure that all children and young people are able to access the opportunities available to them. For some, this may mean that they will need additional support to allow them to have the same chance to succeed. We are committed to ensuring that these additional needs are identified in a timely manner and that we have in place a continuum of support to address all levels of need: universal, targeted and specialist.

Universal services such as early years' settings, schools, youth clubs and primary healthcare provision have an essential role to play in our preventative work and good quality services at this level are the foundation of our strategy for improving outcomes. It is at this level that the needs of most children and young people in Brent can be met. Children and young people with additional needs will require additional targeted responses from services for varying periods of time. Such needs may be met by one agency (Level One) or, where there are multiple additional needs, a multi-agency approach may be required (Level Two). A small number of children have more complex or severe needs (at Level 3) and the lead responsibility for working with them is likely to be taken by specialist statutory services.

We recognise that socio-economic disadvantage is a key factor which makes children and young people experience poor outcomes. Deprivation is still a reality for a large number of families in Brent but we are committed to prioritising services for such children and young people to redress the inequalities between the most disadvantaged and their peers. The Partnership will work across traditional agency boundaries to achieve the priorities we have set and knows that without this, we will not be able to improve children and young people's prospects across all the five ECM outcomes.



We have set out under each priority what we will achieve and our approach for each level of need. National indicators that will be used to measure our progress are listed next to each outcome we aim to achieve. The processes we will use to measure our progress is set out in section nine.

## 6.1 Children and young people remain safe and protected

### *What we will achieve:*

1. More children and young people will feel safe and are protected from abuse, crime and anti-social behaviour in and out of school. [NI 17, 22, 48, 198. TellusSurvey]
2. The number of children and young people, including those identified as vulnerable, will have the knowledge and understanding to live healthy, safe and active lifestyles. [NI 58, 62, 63, 66]
3. More children and young people, including those in care and those with disabilities, live in safe environments and be protected from harm, exploitation, abuse and neglect. [NI 63, 64, 65]
4. The number of children and young people in care will be reduced. [NI 62, 63]
5. The number children and young people involved in crime as either victims or perpetrators will decrease. [NI 43, 44, 111, PAF CF/C18]

### *To achieve these outcomes, we will:*

#### **Universal level**

For all children and young people irrespective of their starting points

- make sure safeguarding is a top priority for agencies working with children and young people through the implementation of child protection procedures, multi-agency training and safer recruitment practices
- engage effectively with adult services to ensure vulnerable families are identified early
- provide education, advice, support to children and young people about healthy and safe lifestyles and choices
- train the entire children's workforce to recognise the risk factors that lead to poor outcomes for children and young people so that children, young people and families who need additional support receive it
- educate children and young people to prevent extremist attitudes and beliefs developing
- raise awareness and inform children and young people about e-safety and how to stay safe in the digital world
- support schools in developing and implementing effective anti-bullying strategies including homophobic bullying
- raise awareness among children and young people about their rights and responsibilities.



### **Targeted level**

For children and young people identified as vulnerable or with additional needs

- enhance and expand services for children in need, including those in need of protection, to provide a more seamless and integrated service delivered in each locality
- identify young people who display risk-taking behaviours and offer support to achieve improved outcomes
- develop child and family focused teams that have capacity to identify vulnerable families and offer early intervention that affects positive change
- improve coordination between children's and housing services to identify young people when they first need support
- offer intensive support to the most 'at risk' families
- identify children and young people experiencing domestic violence and provide access to services that support them.

### **Specialist Level**

For children and young people with severe or complex concerns requiring a specialist/statutory response

- enhance services that support young people being placed where their needs are best met and in permanent arrangements
- prioritise the needs of children in care and care leavers, including their physical and emotional health as well as their education needs, to support them in achieving the best possible outcomes as they reach maturity
- improve the quality, performance and responsiveness of social care services through locality based teams which combine the short term assessment function with a longer term responsibility to work with children in need and those in need of protection whilst they remain at home or living in the community
- support young offenders in engaging in positive activities and re-integrating into the community

## **6.2 Excellent education and training is available to all our children and young people**

*What we will achieve:*

1. Attainment and progress at all Key Stages will match or exceed national averages. [NI 72]
2. More children and young people will have access to 21<sup>st</sup> century high quality learning environments. [BSF/PCP/CC Capital Developments]
3. All children and young people will have access to the information, knowledge and skills required to make informed choices and effective transitions to adulthood and working life [NI 91, 117]
4. All young people, aged 14-19, will have access to a broad range of high quality learning opportunities and experiences including Diplomas and Apprenticeships. [NI 90, 91]
5. All schools and settings will enable children and young people to develop economic and financial capability. [NI 90, 91, 117, 148]

*To achieve these outcomes, we will:*

#### **Universal level**

For all children and young people irrespective of their starting points

- give children the best start by ensuring high quality early years provision
- work in partnership with all education and training providers to ensure excellent provision for all children and young people
- work with schools and settings to ensure that they are able to provide appropriately for pupils' personal development, health and well-being
- work with schools to reduce the rates of persistent absence, as well as fixed term and permanent exclusions
- ensure that there is access to the full entitlement of the Foundation Learning Tier, GCSE and A Levels, Diplomas and apprenticeships for 14-19 learners
- ensure there is access to information, advice, guidance and support in making transitions to learning, work and adult life.

#### **Targeted level**

For children and young people identified as vulnerable or with additional needs

- work with identified children and young people to avoid permanent exclusions
- provide additional support to groups of children and young people (disabled, in care, Black African and Black Caribbean and Somali pupils) to help them overcome the barriers they experience to learning to improve their education and training outcomes for them
- enhance support in all schools and settings for vulnerable children, including those with disabilities and in care so that they receive services that meet their personal, social and educational needs
- ensure that children and young people who are not in full time mainstream education or training receive high-quality full-time alternative provision and where possible re-integrated into mainstream education.

#### **Specialist level**

For children and young people with severe or complex concerns requiring a specialist/statutory response

- ensure children and young people with significant learning, emotional and behavioural difficulties are placed in suitable high quality provision.

### 6.3 Access to the very best opportunities in and out of school

#### *What we will achieve:*

1. More children and young people will develop the knowledge and confidence to take advantage of the opportunities available to them.
2. The number of children and young people involved in positive activities in and out of school will increase. [NI 2, 3, 5, 88, 110, 199, TellusSurvey]
3. A greater proportion of children and young people will be given opportunities to influence local decisions. [Brent Youth Parliament, Brent Youth Matters 2 and Brent Youth Volunteers]
4. More children and young people will engage with their communities and demonstrate positive behaviour in and out of school. [NI 2, 3, 5, 199]
5. A culture of achievement for children and young people will be established and community cohesion among and within Brent's diverse communities will be promoted. [NI 2, 3, 5, 199]

#### *To achieve these outcomes, we will:*

##### **Universal level**

For all children and young people irrespective of their starting points

- deliver improved play facilities through implementation of the Play Strategy
- increase participation in high quality PE/sport in and out of school, organised out-of-school activities, formal sports clubs and free chosen activities in public sporting facilities
- provide more accessible and improved parks and open spaces through play and regeneration initiatives
- improve young people's engagement with positive activities and increase opportunities for young people to contribute to their communities through volunteering and peer support
- use technology to improve the information available to children, young people and their families about play and child care services for families
- celebrate and recognise young people's achievements through borough-wide events
- improve access to cultural opportunities in the borough
- expand the facilities available to young people (MY PLACE)
- encourage young people to design, bid for and deliver their own programmes
- ensure that all young people have access to high quality information, advice and guidance on education, training and employment opportunities.

##### **Targeted level**

For children and young people identified as vulnerable or with additional needs

- develop a new short break service to expand play opportunities for disabled children and young people

- establish a participation forum for disabled children and young people and those in care so that they can influence how services are provided
- disabled children and children in care are helped to participate in the review of their care plans
- develop and implement Integrated Youth Support services to offer preventative support to those identified as vulnerable.

#### **Specialist level**

For children and young people with severe or complex concerns requiring a specialist/statutory response

- provide personalised and confidential support to young people with the most complex needs to enable them to access the very best opportunities.

### **6.4 Developing strong families to improve outcomes for children**

*What we will achieve:*

1. The living conditions of children, young people and families will be improved. [NI 45, 88, 90, 91, 117, 148]
2. More children and young people, including those who are vulnerable will be resilient and lead healthy lifestyles. [NI 52, 53, 55, 56, 112, 113]
3. All families will be able to access help at any stage of their child's development
4. All families will be empowered to initiate and implement change in their communities
5. More families will be supported in making the most of opportunities available to them and their children and in making more informed choices.

*To achieve these outcomes, we will:*

#### **Universal level**

For all children and young people irrespective of their starting points

- provide more children and young people with access to a full range of children's services within reach of every family e.g. access to training, employment, childcare and benefits advice through Children's Centres and Extended Services
- increase the health and well-being of children and young people through:
  - halting the rise of obesity using a combination of interventions
  - improving access to advice and support for sexual health and substance misuse issues
  - increasing the support available to help mothers maintain breastfeeding
  - testing more young people for Chlamydia
  - increasing the take up of childhood immunisations
- provide a continuum of parenting support from timely information and advice to early, targeted and intensive support
- provide educational awareness to prevent youth homelessness, working jointly with Housing Services

- create more opportunities for children and young people to initiate and implement change within their own schools and the wider community
- Listen to the views of parents and carers to ensure services remain child and family focused.

#### **Targeted level**

For children and young people identified as vulnerable or with additional needs

- increase access to services for vulnerable young people by using different venues, extending education on sex and relationships, substance misuse and emotional health in schools and targeting specific groups of children who are known to experience poor outcomes
- provide information, advice and guidance to support young people who are lesbian, gay, bisexual, transgender or questioning (LGBTQ) their sexual orientation
- develop and implement targeted mental health services in schools to raise awareness among school staff about mental health problems and offer early intervention support to identified pupils and families
- provide early targeted support for families who have disabled children to improve the financial and economic well-being of families in line with the Government's Aiming High agenda
- develop and implement a joint protocol with Housing Services to support 16-19 year olds, families in temporary accommodation and young people leaving care
- develop the role of Children's Centres to facilitate access for the most vulnerable families to services such as parenting support
- provide targeted support to vulnerable families including young parents and those on invalidity benefit to improve their financial and economic well-being
- provide intensive, sustained support to the most 'at risk' families.

#### **Specialist level**

For children and young people with severe or complex concerns requiring a specialist/statutory response

- provide excellent healthcare in all settings for children and young people with complex and specialist health needs
- increase the capacity of specialist Child and Adolescent Mental Health Services (CAMHS) to offer timely support to young people and families in need
- provide more flexible short break opportunities for families that have disabled children with complex needs.

Our objectives emphasise the shift in focus to strengthening the capacity of universal services to be the front end of a preventative system. However, we know that for some children and young people there will be the need for more targeted or sustained support to avoid poor outcomes. The Partnership remains committed providing these services and although not described in detail here they represent a vitally important part of the work undertaken. These services include, amongst others, our:

- Placements Service – which ensures that children and young people who are unable to live with their birth parents on either a temporary or permanent basis are safely placed with appropriate foster families or adoptive parents
- Youth Offending Service (YOS) – working with young offenders to prevent re-offending and with partner agencies to prevent young people becoming involved with criminal or anti – social behaviour
- Child and Adolescent Mental Health Service (CAMHS) - working with children and families and with adolescents who have mental health needs
- Pupil Referral Units (PRUs) – educating young people permanently excluded from mainstream secondary schools.
- Special Educational Needs Advisory Service (SENAS) – ensuring that young people identified as having special needs are in receipt of a service tailored to meet those needs
- Hospital Services for Children – including both in and out-patient provision

This is nowhere near an exhaustive list, but gives an indication of the range of specialist provision critical to the menu of services required to meet the needs of children and young people.

Over time, it is hoped that our early intervention and preventative support services will reduce the demand for more specialist and complex services. It is unlikely that the full impact of this will be felt in the lifetime of this Plan, which means that the Partnership must balance the allocation of resources to early intervention and prevention services whilst maintaining our capacity to provide specialist or statutory services where these are needed.

## 7 Achieving our priorities

Brent benefits from a long history of successful partnerships that have achieved good results for children and young people locally. Brent Children's Partnership was established in January 2005 (formerly known as the Children and Young People's Strategic Partnership Board). Since then, it has achieved demonstrable improvements for children and young people. Notably, the Partnership has been instrumental in leading the change towards integrated locality based services and working collaboratively across agencies to improve universal and targeted support. The Partnership has enabled the views of children, young people and their families to influence which services are commissioned and the way in which they are delivered. However, we are aware that we need to increase the pace of change to achieve the vision set out in this plan.

To ensure that the priorities and objectives of this plan become a reality for Brent's children and young people, the Partnership will focus on three key areas of work:

- ensuring robust safeguarding systems, processes and structures across the Partnership
- narrowing the gap in outcomes for the most vulnerable while improving outcomes for all children and young people
- delivering integrated and locality based services that are child and family focused.

We will do this by strengthening our integrated structures, processes and delivery mechanisms to achieve the priorities described in section six. These integrated systems will enable us to support children, young people and families at all levels of need.

### 7.1 Integrated structures

Integrated structures are important because the lives of children and young people are influenced by many factors. These include the environment, housing and general perceptions about neighbourhoods as well as the families and communities that they live in. The Partnership is conscious of the need to work effectively across the member agencies and with range of stakeholders to achieve the range of objectives contained in this plan. Consequently, we will continue to focus on engaging effectively with other strategic partnerships and the Schools Forum as well as retaining an overview of the work of the Local Safeguarding Children Board (LSCB) and championing its activity. Continued engagement with children, young people and families in the design of programmes and the development of services remains crucial.

#### *Effective strategic partnerships*

For this plan to succeed, it is critical that the strategic direction of partner agencies and council departments remains consistent and complementary to its priorities. To this end, the Partnership will work with other strategic partnerships to influence their priorities and to champion the interests of children, young people and families. This includes, for example, partnerships such as the Brent Community Safety Partnership and the DAAT Strategic Partnership.

### *Schools Forum*

The Schools' Forum is a statutory body comprised mainly of head teachers and governors. It is independent of the Council, but supported by it. The role of the Forum has been expanded to consider the allocation of the Dedicated Schools Grant (DSG), received from the Department of Children, Schools and Families (DCSF). Currently the DSG is principally allocated through the use of the "formula". Any changes to this "formula" plus any additional specific funding proposed by the Council must be approved by the Schools Forum. This accounts for approximately 70% of the total funds spent on education each year.

### *Local Safeguarding Children Board (LSCB)*

The LSCB is a key structure supporting the Partnership to ensure that all children and young people remain safe and are protected from harm. In line with the values of this plan, the LSCB will focus on strengthening the capacity and improving the quality of services for children, young people and families. This will ensure that families at risk are being identified and offered appropriate support to improve outcomes and ensure that children and young people are protected. The LSCB is also conscious about the potential dangers that children and young people are exposed to in this new digital era. To address this, an E-Safety Strategy has been produced to improve children and young people's safety when using the internet and mobile phones by helping them develop into digitally literate and responsible on-line citizens. Additionally, the LSCB will focus on establishing effective links with adult services to ensure that adult service users who are parents are assessed and offered support services where they are needed to improve outcomes for the family as a whole.

## **7.2 Integrated processes**

Having integrated processes across the Partnership will enable practitioners to work more effectively, using the same processes and tools. In practice, this will allow for greater efficiency, consistency and a more collaborative approach at both strategic and operational levels. These integrated processes include information sharing and ContactPoint, the use of the CAF, and the joint planning and commissioning of services.

### *Information sharing and ContactPoint*

Our capacity to share information effectively will be significantly enhanced through the implementation of ContactPoint which will strengthen the functioning of the current overarching Information Sharing Protocol and the information sharing agreements which sit underneath it. ContactPoint is a national online directory, which aims to improve the health, well-being and safety of all children. The electronic database will be available to authorised practitioners across agencies allowing them to identify and raise concerns about vulnerable children and young people that they come into contact with. It is a vital tool to assist in safeguard children, helping to ensure that the right agencies are involved at the right time and children do not 'slip through the net'. In Brent, the Contact Point team is working with all the relevant agencies to ensure that we are ready to go live with the system in 2009.



### *Joint planning and commissioning*

Effective strategic planning and commissioning is at the heart of developing our preventative system and improving outcomes for children and young people. Strategic alignment of commissioning programmes will be a key focus of the recently established sub group of the Partnership to oversee all joint commissioning activities. The Joint Commissioning Board (JCB) will be responsible for developing and shaping the market to ensure identified needs can be met and specifying outcome focused contracts which encourage innovation, flexibility and stability over time. Commissioning will take a lead role in the transfer of responsibilities for 16-19 education from the Learning Skills Council to the Local Authority in 2010. Whilst we acknowledge the challenge of achieving strategic alignment across the range of commissioning programmes, this will be the key to maximising the impact of our collective resources and will be given high priority.

### *Participation and involvement*

We will continue to maintain effective dialogue with children and young people using a variety of avenues such as the democratically elected Brent Youth Parliament, the TellUs Survey and consultation events. We will continue to maintain effective two way communication with the voluntary sector but recognise the importance of involving parents, including parents of disabled children, in ongoing dialogue about services for families. This will be key area of work in 2009. We will launch our participation strategy to support all service providers to actively engage children and young people, including those with disabilities in service development, design and evaluation.

## **7.3 Integrated delivery mechanisms**

The integrated delivery mechanisms are the way in which we will directly reach the children, young people and families of Brent. Each of these delivery mechanisms is designed to offer integrated services that are easily accessible and provide the support required to help families improve outcomes for their children. The delivery mechanisms we will focus on include locality based integrated services, the Building Schools for the Future (BSF) programme as well as continuing to develop Children's Centres and extended services in schools.

### *Locality based integrated service delivery*

The Partnership has recognised that we ought to be able to identify the needs of vulnerable families at an earlier stage with a view to putting into place services that address those needs and prevent them escalating to such an extent that they require more specialist support. In addition, offering a multi- agency approach to these needs, calling on the expertise of a range of disciplines working together to provide a unified and co-ordinated response is often the most effective way to deliver improved services. We also recognise that these needs present at a variety of levels and have organised our integrated and locality based services accordingly.

### **Universal level**

For all children and young people irrespective of their starting points

We are already delivering universal services at a local level which have elements of multi-agency or integrated working at their heart. The key providers at this level are the schools who meet the educational, personal and social needs of the vast majority of children and young people. Universal services are provided through our Extended Schools programme which provides a range of services and activities often beyond the school day to meet the needs of children and families and the broader community. Our Children's Centres support young children and their families to access help with their educational, health, employment and parenting needs and are set to increase in number and coverage.

### **Targeted level**

For children and young people identified as vulnerable or with additional needs

Currently, two Integrated Service Teams exist to support agencies in working together with children, young people and their families using the Common Assessment Framework (CAF) and Lead Professional role as tools. The CAF is used to determine the level of need of identified children and young people and staff in our Integrated Services Teams or partners agencies act as lead professionals, co-ordinating and brokering packages of support to address the needs identified.

We will increase the numbers of practitioners using the CAF across the Partnership so that more children, young people and families benefit from the range of preventative support that is available. In addition to this we will develop locality based teams that will deliver targeted support for families identified with additional needs. These locality based teams will work in collaboration with the young person, their families, schools and specialist services and will incorporate Targeted Youth Support services as well as the existing Integrated Service Teams.

### **Specialist level**

For children and young people with severe or complex concerns requiring a specialist/statutory response

There are three integrated service teams for disabled children and young people organised around the needs of specific age groups; 0 to 5, 6 to 13 and 14 to 19 years. For children in need, the Partnership has identified the necessity for services to be delivered more seamlessly and with greater continuity of care. Additionally, by having social work teams based in localities, they will be able to work more closely with key partner agencies such as schools, Children's Centres, health centres etc. as well as delivering services in the heart of the community they serve. To this end the service is being re-organised into 5 locality based teams which combine the short term assessment function with a longer term responsibility to work with children in need and those in need of protection, whilst they remain at home or living in the community. This means that the social worker will change less often and service users will be better able to develop a consistent and lasting relationship with one key professional who also has links to other key services in the area.

A specialised service for children who are in care has been created to allow focused attention to be given to this vulnerable group. Four centrally based teams will work with all children in care and care leavers to ensure that their needs are prioritised with a view to assisting them to achieve the best possible outcomes as they reach maturity. The service will work closely with the Placement Service to ensure that children and young people are placed where their needs are best met, with the Children in Care Education Team to ensure that their educational needs are prioritised, and with other key partners to ensure their health and other needs are prioritised.

#### *Aiming High for Disabled Children and Young People*

The Partnership is committed to implementing the Government's Aiming High Transformation programme for disabled children to fundamentally improve the lives of all disabled children. In Brent we will use this transformation programme to ensure that all families with disabled children have greater access to services that are flexible and family centred.

#### *Building Schools for the Future*

Building Schools for the Future (BSF) is the national schools investment programme through which the government aims to rebuild or renew every state secondary school in England over a 15 year period. The programme will change how pupils learn and will place technology for teaching and learning at the heart of building design. The BSF Programme is a key delivery mechanism for Brent. It will enable the Partnership to support families and take collective responsibility for ensuring that all young people and the wider community in Brent are able to fulfil their potential through access to high quality learning and training opportunities within and beyond the classroom. Each BSF school will be transformed into a campus for learning which will work collaboratively and innovatively with a range of partners to provide a world class service that leads to the best possible outcomes for our young people. We will use BSF to create more flexible learning spaces for individual and small group work, welcoming areas for parents/carers and the facility for on-site health and therapeutic services. We will have strong universal and extended services and provide excellent personalised learning that leads to good outcomes for all children.

#### *Children's centres and Extended Services*

Children's Centres are service hubs where children under five years old and their families can receive seamless integrated services and information. There are currently 12 Children's Centres in Brent and we will develop a further eight Centres to ensure that every family has access to the core offer of integrated early education and childcare, support for parents, child and family health services and helping parents into work and training through links with Job Centre Plus.

All Brent schools now offer a range of extended services to support families. Extended services include parenting support, family learning and swift, easy access to targeted and specialist services. These extended services are supported by a locality coordinator in each of the five localities and are aligned to Locality Partnership Boards. The recently established Locality

Partnership Boards are working collectively to address key issues identified as relevant to each locality in order to ensure that we are able to deliver enhanced extended services.

## **8 Resources**

The agencies which make up the Brent Children's Partnership each have resources that they will allocate to delivering the priorities of this plan. Each agency will have the challenge of working to meet their individual aims and objectives as well as collectively to achieve their shared aspirations. Resources available to the Partnership are in the main related to financial resources and the workforce.

The key to achieving the Partnership's shared aspirations will be to pool resources to achieve common aims such as those contained in the Local Area Agreement (LAA). We will ensure strategic alignment of resources to the priorities as well as use existing resources more effectively. Effective joint planning and commissioning with NHS Brent, supported through their World Class Commissioning Programme, has resulted in joint investment to support a number of priorities such as universal and targeted support to reduce the levels of childhood obesity, specialist child and adolescent mental health services, and to improve young people's sexual health and support for breastfeeding.

### **8.1 Financial resources**

A key priority for the Partnership is to develop an inter-agency approach to having an overview of resources directed towards improving the well-being of children and young people in Brent. Our priorities signal a shift of investment to meet needs through earlier intervention and prevention. We are committed to investing early to reduce numbers of children and young people that have significant problems requiring specialist support.

The Board will produce a medium to long term financial strategy to ensure that resources are aligned to priorities and existing resources are used more effectively. To this end, we will prioritise work to identify budgets across the relevant partners, enabling the Board to have an overview of resources supporting children, young people and families. We will continue to develop our financial profile so that the Partnership is able to take effective resource decisions in the future. The Joint Commissioning Board (JCB) will develop an overview of jointly commissioned and pooled budget resources available to the Partnership. Other partners will contribute to the medium term financial strategy by making available the level of resources that will be directed towards the priorities of this plan. A summary of Brent Council's Children and Families department and NHS Brent's expenditure on services for children and young people is shown in Annexe B.

There will be a focus on ensuring that the Partnership invests in what works and stops doing what doesn't work irrespective of historical value. The principles underpinning investment will therefore focus on:

- commissioning and de-commissioning services in accordance with strategic priorities and the evidence base of effectiveness
- ensuring that partner agencies align investment according to the strategic ambitions and objectives of this plan
- developing pooled budgets for existing joint commissioning initiatives

- strengthening the joint commissioning across agencies through more jointly commissioned services to maximise the collective impact on children and young people's outcomes.

## **8.2 Our workforce**

The Children and Families Workforce Development Strategy is to work towards ensuring generic skills sets across the workforce. This will mean our workforce delivers a more seamless service in the eyes of children and young people. We will consult our children and young people and our partners to help shape the future workforce to meet their needs. We are committed to using the One Children's Workforce toolkit to embed good practice and ensure our workforce is delivering key outcomes.

The Children and Families vision for the workforce is to have:

- responsible leadership at all levels of the workforce
- staff who are passionate, committed and enthusiastic to work with children & young people
- flexible practitioners working in integrated teams at the heart of the community
- a stable permanent workforce committed to the long-term needs of children & young people
- staff who use modern communication techniques to engage children and young people
- a range of flexible learning opportunities for staff.

We will develop a stable and well qualified workforce that works consistently to agreed standards and practices in a safe manner. In order to deliver our priorities and improve outcomes, Brent needs to be able to attract, retain, develop, manage and motivate suitably skilled people. The Partnership recognises the importance of assessing the present workforce with a view to service improvement by getting the right people with the right skills in the right jobs at the right time to deliver that service. The Partnership will therefore focus on developing its workforce to:

- work better together and in partnership with other agencies – sharing information and avoiding duplication of processes
- ensure that all children and young people are safeguarded from harm
- are competent and confident in their ability to provide a quality level of service
- show a willingness to develop personally and professionally
- have the qualities and skills that children and young people want and need

In order to equip all staff working with children and young people with the core competencies required to deliver quality services, we will work with partner agencies (from the voluntary, community, maintained and private sectors) to undertake workforce planning, improve recruitment and retention and provide enhanced training and career development opportunities.

## 9 How will we know if we are making progress?

Brent Children and Families Department has a history of active monitoring and evaluation of performance against the six strategic priorities of the previous plan and the five ECM outcomes on behalf of Brent Children's Partnership. The level of prominence given to performance has recently increased and strengthened through the establishment of the new Planning, Information and Performance service to improve and embed a performance culture across the Partnership. The Partnership embraces the ethos that *"Performance Management should be at the heart of any organisation's drive to secure improvement in delivering high quality, efficient and user focused services"*. This philosophy will enable the Partnership to seek continuous improvements through robust performance management, monitoring and evaluation.

The five ECM outcomes are not performance indicators – they are desired outcomes. We recognise this and will therefore not focus purely on the numbers; rather there will be an emphasis on what the numbers mean to the lives of children, young people and families. We will look behind the data to establish what it can tell us about how we are making things better for children, young people and their families.

In 2008 the government issued the National Indicator Set (NIS), comprising 199 indicators that each Local Authority with its partners must use to measure their performance against. We have identified national indicators that will enable us to measure the progress we are making in delivering the objectives defined in this plan. However, we recognise that local indicators that specifically address the issues facing children, young people and their families in Brent are just as important and relevant as the national measures, so these will also form a part of our performance framework.

Performance management against the objectives contained in this plan will be based on the five ECM outcomes to enable the Partnership to measure performance against a nationally recognised framework of key performance indicators as well as allowing for comparison of our performance against similar boroughs. As the information used to measure our performance against the national indicators comes from a variety of sources such as annual surveys and management information systems across the Council and its partner agencies, reporting timescales can differ. A substantial number of indicators which form part of organisational vital signs reporting can be collated on a quarterly basis. The Planning, Information and Performance service will produce both quarterly and annual performance reports that will comprise both national and local indicators using our performance in 2007-08 as a baseline for measuring improvements. National indicators set against each of the objectives are shown in the performance framework in Annexe C.

Brent Children's Partnership will use a variety of mechanisms to monitor performance and impact. In addition to the quarterly and annual performance reports reviewed by the Partnership and its subgroups, an annual assessment of needs and continuous listening to service users and carers through the TellUs survey and other mechanisms we will ensure that the Partnership and its subgroups remain child and family focused and that desired outcomes are being achieved.

## **10 Governance and accountability**

Brent Children's Partnership is clear about the importance of a strong inter-agency governance model to deliver our priorities. For the Board to collectively realise the aspirations in this plan and to comply with future anticipated legislative requirements of local Children's Trust arrangements we will need, as a matter of urgency, to strengthen our governance arrangements. The Partnership is committed to providing clear strategic direction and making difficult decisions collectively and as senior officers of individual agencies. This will be achieved through systematically and regularly monitoring progress and results, providing challenge internally and externally while being sensitive and responsive to the practicalities of front line delivery. The governance and accountability arrangements supporting the Partnership are shown in Annexe B. The following paragraphs describe the levels of governance and accountability as they relate to the Partnership.

### **10.1 Brent Children's Partnership**

The Partnership is a thematic subgroup of Partners for Brent (the Local Strategic Partnership [LSP]). The Partnership provides quarterly updates to the LSP and provides an annual report of progress achieved as well as priorities and challenges for the coming year. Brent Children's Partnership comprises senior officers from the following agencies:

#### *Brent Council*

- Children and Families department
- Adult Social Care
- Policy and Regeneration
- Housing
- Environment and Culture
- Community Safety
- Lead Member for Children and Families

#### *Schools*

- Special School Representative
- Nursery School and Children's Centres Representative
- Primary School Representative
- Secondary School Representatives x 2

#### *Health Services*

- NHS Brent – Primary Care Trust x 2
- Central and North West London Foundation Trust (Mental Health provider)
- North West London Hospitals Trust (acute healthcare provider)

#### *Young people*

- Elected Member – Co Chair of Brent Youth Parliament
- Young Person – Chair and Vice Chair of Brent Youth Parliament (x 2)

#### *Voluntary sector*



- Bang Edutainment
- Male Development Service
- Brent Mind
- Help the Somali Foundation

*Other agencies*

- Metropolitan Police Service
- Job Centre Plus
- College of North West London
- Learning Skills Council
- Probation Service
- Local Safeguarding Children Board – independent chair

The Partnership is responsible for setting the strategic direction for children and young people’s services in the local area, working across agency boundaries to tackle complex problems proactively and, thereby, making measurable improvements to the experiences and opportunities of children, young people and their families. The Partnership’s purpose is to work with other multi-agency partnerships to inform and influence their priorities, identifying and championing the interests of children, young people and families.

The governance and accountability arrangements supporting this plan reflect the importance of being clear about the Partnership’s role as both commissioner and provider of services with a clear separation of functions to enable commissioners to hold in-house provider functions to account for delivery. Indeed, strategic joint commissioning, alongside integrated locality based service delivery, is central to the success of this plan – and this is recognised in the governance arrangements. The Partnership has therefore established an Integrated Services for Children Board (ISCB) and a Joint Commissioning Board (JCB).

**10.2 Integrated Services for Children Board (ISCB)**

The remit of the ISCB is to lead, influence and drive effective locality working, strengthening universal services, targeting additional support to those who most need it and ensuring statutory services are more accessible. The primary function of this Board is to monitor progress against a high level project plan which co-ordinates the development of work streams intended to develop and support the implementation of integrated locality based services.

**10.3 Joint Commissioning Board**

The role of the JCB is to translate the priorities and objectives of this plan into commissioning decisions and actions. The Board has a key role in aligning the strategic outcomes of commissioning programmes as well as having an overview of service developments and investments across agencies. The JCB will focus on key priorities that benefit from joint commissioning to achieve maximum impact on outcomes for children and young people, aiming to build on existing joint commissioning arrangements with a view to expanding the range of services/interventions commissioned to secure high quality and cost effective outcomes for children, young people and their families.

#### **10.4 Locality Partnership Boards (LPB)**

Locality Partnership Boards have been established in each of the five Brent localities. The LPBs will allow joined up approach to services in each locality, ensure services are tailored to the needs of its community and provide accountability on a local agenda. The Locality Partnership Boards bring together a group of professionals and practitioners from different agencies alongside voluntary sector and community representatives to determine priorities that are specific to each locality yet encompassed within the strategic framework of this plan. The Locality Partnership Boards also acknowledge the important role that schools play in the step change required to deliver measurable improvements.

#### **10.5 Children and young people and the voluntary sector**

The work of the Partnership is directly influenced by children and young people and local voluntary sector providers who are concerned with services for children, young people and families. This is supported by direct representation on the Partnership as well as mutual communication between the Partnership, Brent Youth Parliament (BYP) and the Voluntary and Community Sector Reference Group (VACORG).

The BYP Executive, comprised of the Chair, Vice Chair, Secretary and representatives of the UK Youth Parliament, will act as a scrutiny group that will receive regular reports on progress against the priorities of this plan through. In addition to this, young people will be involved in monitoring our progress against these priorities through analysing the results of the TellUs Survey and user feedback.

#### **10.6 External and informal governance arrangements**

In addition to the Partnership's formal governance arrangements the work of the Council and partners is closely monitored by a variety of national and regional agencies, including The National Strategies team of the Department for Children Schools and Families (DCSF), Government Office for London (GOL), the Training and Development Agency (TDA), Ofsted and the Healthcare Commission. Monitoring is undertaken, for example, in relation to:

- implementation of strategies to promote quality and standards in the Early Years Foundation Stage
- implementation of the primary and secondary national strategies
- implementation of the Local Authority's 14-19 strategy
- strategies to secure the progress and well-being of pupils with SEN/LDD
- our progress against implementation of parenting support services
- internal audit of key services
- standards for Better Health.

Adding to the formal consultation mechanisms in place, there are number of other formal and informal structures which exist to maintain dialogue and debate to inform the strategic direction of the Partnership. Formal consultative groups include the Schools' Forum, Brent

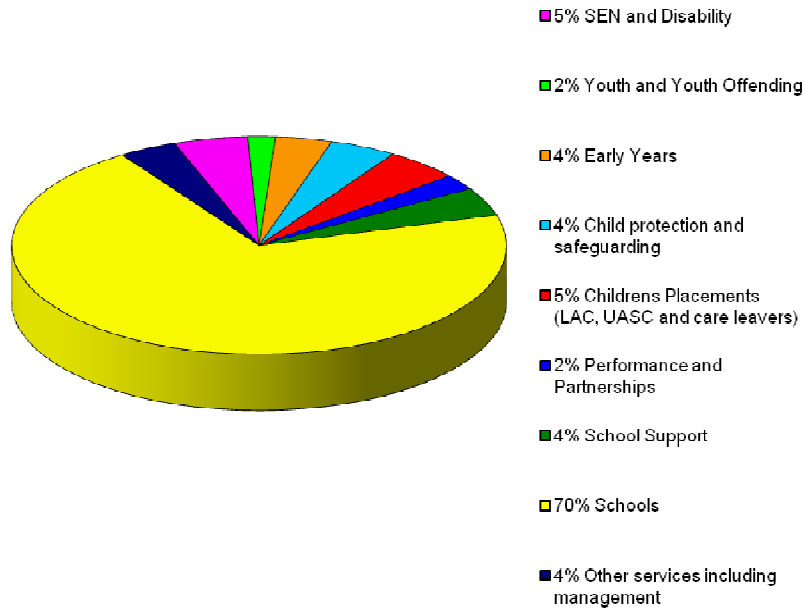
Secondary Education Improvement Partnership, regular meetings between the Director of Children's Services and primary head teacher convenors and the 14 to 19 Strategic Forum.

Relationships with schools are based on trust, confidence in the quality of services provided and our respect for the autonomy and individuality of each school. Relationships with wider stakeholders are based on effective communication with a variety of forums to ensure healthy dialogue to address issues and concerns at early stage.

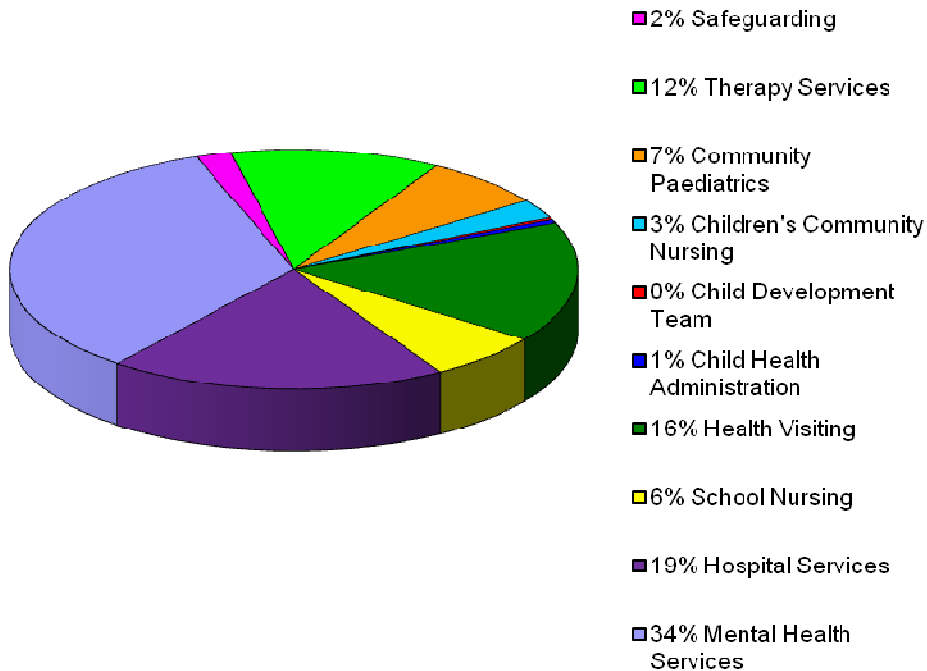
The Partnership is committed to working effectively across all relevant partners to ensure that the full spectrum of positive outcomes can be achieved for children and young people in Brent. In doing so, it recognises the fundamental role played by Council departments, the local PCT, schools, the college and work based learning providers to ensure that the vision encapsulated in this plan can be delivered. Equally, the Partnership will ensure that each relevant partner is held accountable for the part that they play in resourcing and delivering this plan.

## Annexe A – Resources

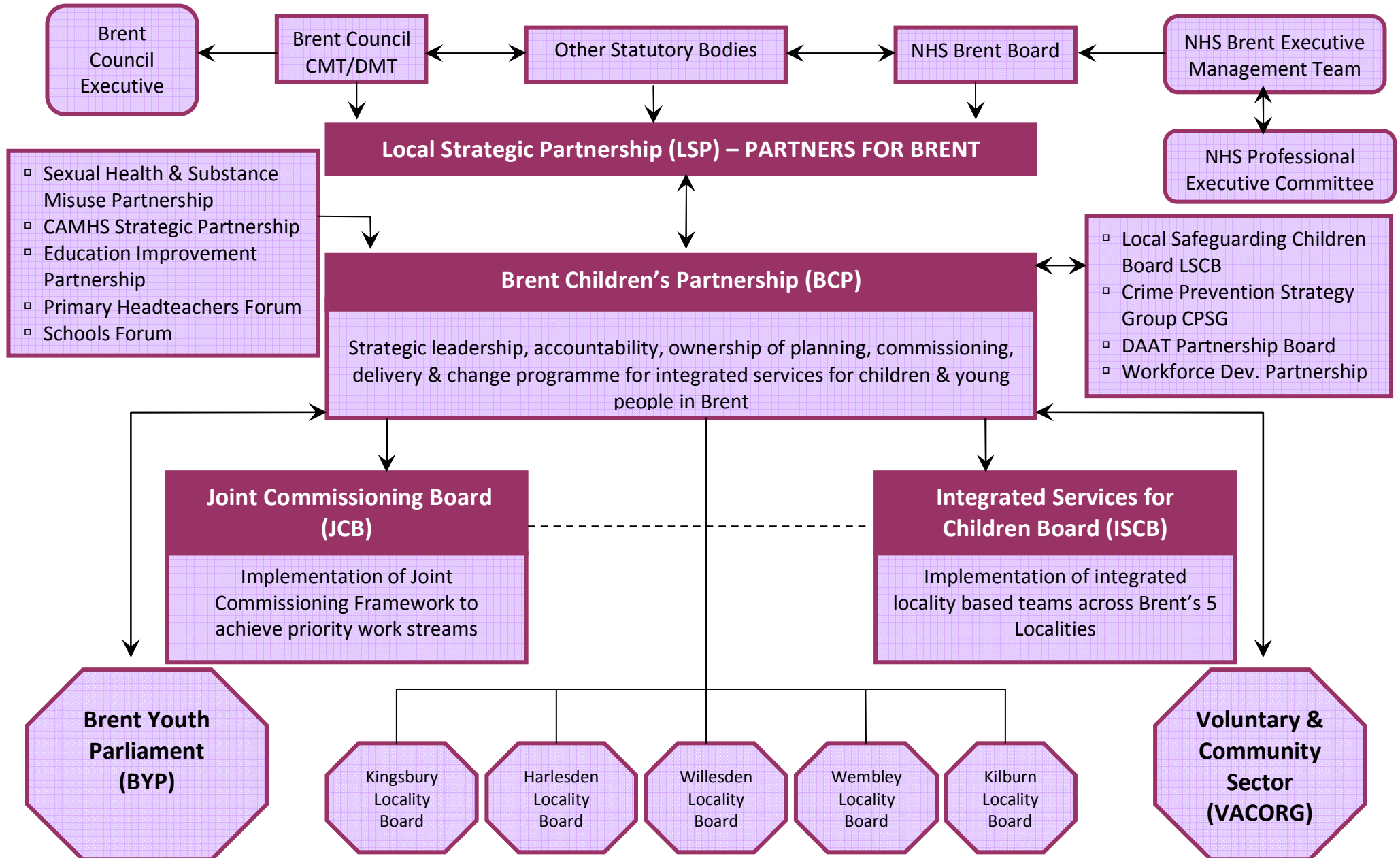
The Children and Families Departmental gross budget is £352m for 2008/09 and an analysis of how the budget supports service areas is shown in the pie chart below.



NHS Brent's expenditure on primary and community services for children, young people and families is £6,623m. The breakdown of expenditure for different services it provides or commissions is shown in the pie chart below.



## Annexe B - Governance and accountability structure



## Annexe C – Performance Framework

DRAFT PI'S AT 24<sup>TH</sup> MARCH – TO BE FINALISED FOLLOWING CONSULTATION

2009-10 Targets for some indicators are not set because indicators used from April 2008 as part of the new national indicator set (refer to section nine) are new and consequently there is no baseline data upon which to set a target. This will be revised in June 2009 once the baseline data is validated. Targets for 2010-11 will be set during the review and refresh of the plan in April 2010.

ECM Outcome	Baseline at 07/08	Target 09/10	Performance Indicator	Reporting Frequency
Be Healthy			<b>NI 2:</b> % of people who feel that they belong to their neighbourhood – contribution of children playing out and happy with the neighbourhood.	09/10 Place survey
	78664		<b>NI 57:</b> The annual number of visits by young people taking part in sport and physical activities at council owned facilities ( not as part of a club or a school visit)	Quarterly /Annually
	60%	100%	<b>NI 88:</b> The proportion of schools (primary & secondary) offering access to the core extended services offer	LAA Target Quarterly /Annually
	69.2%		<b>NI 110:</b> Young people's participation in positive activities.	TellUs Survey
	59.6%		<b>NI 199:</b> Children and young people's satisfaction with parks and play areas.	2009-10
			<b>NI 52:</b> Take up of school lunches.	Termly – School Census
			<b>NI 53:</b> Prevalence of breastfeeding at 6 – 8 weeks from birth	Quarterly
	82%		<b>NI 55:</b> Obesity in primary school age children in Reception	Quarterly
	22.1%	22.9	<b>NI 56:</b> Obesity in primary school age children in Year 6	Quarterly
			<b>NI 58:</b> Emotional and behavioural health of Children in Care	Annually
			<b>NI 112:</b> Under 18 conception rate	Annually
			<b>NI 113:</b> Prevalence of Chlamydia in under 25 year olds	Annually

ECM Outcome	Baseline at 07/08	Target 09/10	Performance Indicator	Reporting Frequency
			<b>NI 115:</b> Substance misuse by young people	Quarterly
			* The number of schools achieving National Healthy Schools standard	Quarterly
	75%	90%	<b>PAF C19:</b> Health of Children Looked after. (Immunisations & Dental checks )	Annually
	16.8%	11%	<b>NI 62:</b> Stability of placements of looked after children: number of placements	Quarterly
	66%	79%	<b>NI 63:</b> Stability of placements of looked after children: length of placement	Quarterly
	92%	95%	<b>NI 66:</b> Children in care cases which were reviewed within required timescales	Quarterly
	83%	100%	<b>PAF C63:</b> Participation of LAC at Reviews.	Quarterly
			*Immunisations	Quarterly
<b>Staying Safe</b>			Staying Safe in the local areas, on public transport and going to and from school	Annual TellUs Survey
			<b>NI 17:</b> Perceptions of anti-social behaviour	Biennial
			<b>NI 22:</b> Perceptions of parents taking responsibility for the behaviour of their children in the area. Place survey Biennial	Place Survey Biennial
			<b>NI 198:</b> Children travelling to school – mode of transport usually used	Termly via School Census
	19.30%	20.00%	<b>KIGS CH142:</b> The proportion of referrals occurring within 12 months of the previous referral.	Quarterly
	48%	50%	<b>NI 68:</b> Percentage of referrals to children’s social care going on to initial assessment.	Quarterly
			*Completed CAFs per Locality.	
			<b>*NI 48:</b> Children killed or seriously injured in road traffic accidents.	Annually

ECM Outcome	Baseline at 07/08	Target 09/10	Performance Indicator	Reporting Frequency
	5.30%	9%	*NI 65: Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time.	Quarterly
	95%	100%	*NI 67: Percentage of child protection cases which were reviewed within required timescales.	Quarterly
			*NI 70: Hospital admissions caused by unintentional and deliberate injuries to children and young people.	Annually
	32.2	30	*KIGS CH03: Children who became the subject of CP plan per 10,000 population under 18	Annually
			*Core Group meetings	Quarterly
			*Gang Related Deaths	Quarterly
			*Serious crimes against children	Quarterly
			*LSCB Dataset	Quarterly
			NI 32: Repeat incidents of domestic violence.	Annually
			NI 34: Domestic violence – murder.	Annually
			*Reduce the number of referrals to social Care where the presenting needs is domestic violence. Quarterly	Quarterly
			*Risk Factors identified at CP Conferences by Chairs	Quarterly
			*The percentage of children known to be living in households where domestic Violence has been reported.	Quarterly
	16.8%	11%	NI 62: Stability of placements of looked after children: number of placements.	Quarterly
	66%	79%	NI 63: Stability of placements of looked after children:	Quarterly
	92%	95%	NI 66: Looked after children cases which were reviewed within required timescales	Quarterly
			*Numbers of Looked after Children	Quarterly



ECM Outcome	Baseline at 07/08	Target 09/10	Performance Indicator	Reporting Frequency
Enjoy and Achieve	29%		<b>NI 72:</b> Achievement of at least 78 points across the Early Years Foundation Stage	Annually
	59%		<b>NI 99:</b> Looked after children reaching level 4 in English at Key Stage 2	Annually
	41%		<b>NI 100:</b> Looked after children reaching level 4 in Maths at Key Stage 2	Annually
	13.1%		<b>NI 101:</b> Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	Annually
	New	95%	<b>NI 103:</b> Special Educational Needs – statements issued within 26 weeks	Quarterly
	61%		<b>NI 107:</b> Key Stage 2 attainment for Black and minority ethnic groups	Annually
	78%		<b>NI 108:</b> Key Stage 4 attainment for Black and minority ethnic groups	Annually
	18%		<b>NI 102:</b> Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at <b>Key Stages 2</b>	Annually
	15%		<b>NI 102:</b> Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at <b>Key Stages 4</b>	Annually
			<b>NI 88:</b> Percentage of schools providing access to extended services.	LAA Target - Quarterly
			<b>NI 109:</b> Number of Sure Start Children’s Centres	Quarterly
	14%	0%	% children who waited more than 6 weeks for a primary school place.	Quarterly
	34%	0%	% children who waited more than 6 weeks for a secondary school place.	Quarterly
			<b>NI 87:</b> Secondary school persistent absence rate.	Quarterly
	1.5	1.2	<b>NI 114:</b> Rate of permanent exclusions from school	Quarterly
18%		Fixed Term Exclusions in Primary schools		

ECM Outcome	Baseline at 07/08	Target 09/10	Performance Indicator	Reporting Frequency
	55.4%		Fixed Term Exclusions in Secondary schools	Quarterly
<b>Make a Positive Contribution</b>			<b>NI 43:</b> Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody -	Quarterly
			<b>NI 44:</b> Ethnic composition of offenders on Youth Justice System disposals	Quarterly
			<b>NI 45:</b> Young offenders' engagement in suitable education, training and employment Quarterly	Quarterly
	249	229	<b>NI 111:</b> First time entrants to the Youth Justice System aged 10–17	Quarterly
			Serious Violence against children *Gang Related Deaths.	Quarterly - Pan London dataset
<b>Achieve Economic Well-being</b>	5.6		<b>NI 117:</b> Number and proportion of 16-18 year olds in NEET	Quarterly
			Proportion of 16-18 year olds situation unknown	Quarterly
	52.5%	70%	*Number and proportion care leavers in EET on their 19th birthday	Quarterly
		60%	*Teenage Mothers in EET	Quarterly
	75.0%	75%	*Young People with Learning Difficulties & Disability in EET	Quarterly
			* % of 16-18 year olds Black & Minority group in EET	Quarterly
	89.7%	90%	*Proportion of supervised juveniles in full time EET	Quarterly
			<b>NI 90:</b> Take up of 14-19 Learning Diplomas.	Quarterly
			<b>NI 91:</b> Participation of 17 year-olds in Education or Training.	Quarterly
		<b>NI 106:</b> Young people from low income backgrounds progressing to higher education.	Annually	

## Annexe D – Equality Impact Assessment

Department: <b>Children and Families department</b>	Person Responsible: <b>Sarah Mansuralli</b>
Service Area: <b>Strategy and Partnerships</b>	Timescale for Equality Impact Assessment :
Date: <b>The Impact Assessment began at the same time as the development of the CYPP in October 2008</b>	Completion date: <b>The Impact Assessment will be completed following the full consultation by the end of April 2009</b>
Name of service/policy/procedure/project etc: <b>Brent Children and Young People's Plan (CYPP)</b>	Is the service/policy/procedure/project etc: <b>New</b> <input type="checkbox"/> Old <input type="checkbox"/>
<b>Predictive</b> <input type="checkbox"/>  Retrospective <input type="checkbox"/>	Adverse impact <input type="checkbox"/> <b>Not found</b> <input type="checkbox"/> Found <input type="checkbox"/>  Service/policy/procedure/project etc, amended to stop or reduce adverse impact  Yes <input type="checkbox"/> No <input type="checkbox"/>
Is there likely to be a differential impact on any group?  Yes <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	Please state below:
1. Grounds of race: Ethnicity, nationality or national origin e.g. people of different ethnic backgrounds including Gypsies and Travellers and Refugees/ Asylum Seekers  Yes <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	2. Grounds of gender: Sex, marital status, transgendered people and people with caring responsibilities  Yes <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
3. Grounds of disability: Physical or sensory impairment, mental disability or learning disability  Yes <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	4. Grounds of faith or belief: Religion/faith including people who do not have a religion  Yes <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
1. Grounds of sexual orientation: Lesbian, Gay and bisexual  Yes <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	2. Grounds of age: Older people, children and young People  Yes <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
Consultation conducted  <b>Yes</b> <input type="checkbox"/> No <input type="checkbox"/>	
Person responsible for arranging the review: <b>Sarah Mansuralli</b>	Person responsible for publishing results of Equality Impact Assessment: <b>Sarah Mansuralli</b>
Person responsible for monitoring: <b>Sarah Mansuralli</b>	Date results due to be published and where: <b>May 2009 on Brent Council's website</b>

### 1. What is the service/policy/procedure/project etc to be assessed?

Brent Children and Young People's Plan (CYPP)

### 2. Briefly describe the aim of the service/policy etc? What needs or duties is it designed to meet? How does it differ from any existing services/ policies etc in this area

The Children and Young People's Plan (CYPP) is an integral part of the reforms set out in the Children Act 2004 regulations. It is the overarching single strategic plan that represents the collective vision and aspirations of the local Children's Trust, Brent Children's Partnership (BCP). The content and context of the Plan as well as how the Partnership functions are governed by a range of legislative requirements that are all intended to improve outcomes for children, young people and families.

The first CYPP was developed in 2006 for three years. This current CYPP will last from 2009-2011. The plan looks at Brent's current performance and what we need to improve on. On this basis it lists the priorities that the partnership will focus on for the next two years and how these will be achieved.

The CYPP has been written with the help of staff who work with children and young people as well as having the direct input from members of Brent Youth Parliament (BYP) to ensure that views of the borough's young people were taken into consideration when setting the priorities in the CYPP.

### 3. Are the aims consistent with the council's Comprehensive Equality Policy?

Yes, the CYPP fully endorses the Council's Equality Policy in that the priorities identified in the plan look at both employment and service delivery aspects of children's services. The priorities that are identified in the plan have been based on a comprehensive local needs analysis as well as based on the direct consultation with Brent Youth Parliament, ensuring that the views of the local community are taken into account when identifying priorities. The plan also identifies the need to strengthen universal capacity to ensure vulnerable children and young people are identified so that preventative or support services are provided to them. In addition, the plan specifies the approach to providing services at all levels of need; universal, targeted and specialist services to ensure that the most vulnerable children and young people receive the support they need to achieve their full potential.

### 4. Is there any evidence to suggest that this could affect some groups of people? Is there an adverse impact around race/gender/disability/faith/sexual orientation/health etc? What are the reasons for this adverse impact?

There is no adverse impact on any specific groups of people as a result of the CYPP. However, it should be noted that there is an inequality of outcomes for some groups of children and young people in terms of educational attainment and accessing the right level of support. The Plan aims to redress these inequalities in outcomes while improving standards for all children and young people.

### 5. Please describe the evidence you have used to make your judgement. What existing data for example (qualitative or quantitative) have you used to form your judgement? Please supply us with the evidence you used to make you judgement separately (by race, gender and disability etc).

The priorities identified in the CYPP are based on a comprehensive needs analysis of the local community. Consultation with members of BYP also meant that views of children and young people had a direct influence on the setting of the priorities. Finally feedback from the borough's Annual Performance Assessment (APA) which is an annual inspection of children's services also contributed to the development of the priorities within the plan. Emerging themes from the needs analysis, the APA as well as views of young people are incorporated in the aims and objectives of the CYPP.

### 6. Are there any unmet needs/requirements that can be identified that affect specific groups? (Please

refer to provisions of the Disability Discrimination Act and the regulations on sexual orientation and faith, Age regulations/legislation if applicable)

The CYPP aims to promote equality across all the priorities identified.

7. Have you consulted externally as part of your assessment? Who have you consulted with? What methods did you use? What have you done with the results i.e. how do you intend to use the information gathered as part of the consultation?

The development of the CYPP has been led by a steering group comprised of senior officers from across agencies to ensure that the priorities identified in the plan are inclusive of partner agency priorities as well as truly reflect the needs of the borough's children and young people. Members of BYP have been involved from the formative stages of the CYPP's development ensuring that the views of young people feed directly into priority setting. The final draft of the plan will go out for wide consultation by email and will also be available on the council's consultation tracker for public consultation.

8. Have you published the results of the consultation, if so where?

Feedback from ongoing dialogue with officers and young people has been incorporated into the final draft of the plan. Feedback from the wider consultation will also be incorporated in the final published version of the plan. The consultation action plan is attached as appendices to the actual CYPP.

9. Is there a public concern (in the media etc) that this function or policy is being operated in a discriminatory manner?

No

10. If in your judgement, the proposed service/policy etc does have an adverse impact, can that impact be justified? You need to think about whether the proposed service/policy etc will have a positive or negative effect on the promotion of equality of opportunity, if it will help eliminate discrimination in any way, or encourage or hinder community relations.

The CYPP has no adverse impact. It aims to have a positive impact on the promotion of equality and on removing barriers.

11. If the impact cannot be justified, how do you intend to deal with it?

N/A

12. What can be done to improve access to/take up of services?

The CYPP is a strategic document aimed at improving outcomes for Brent's children, young people and families. The plan focuses on three key areas of work:

1. ensure robust safeguarding systems, processes and structures across the Partnership
2. narrowing the gap in outcomes for the most vulnerable while improving outcomes for all children and young people
3. delivering integrated and locality based services that are child and family focused

Additionally the Service Plans developed by individual service areas with the Children and Families department will all feed into the strategic CYPP, thereby further improving service access and take up.

13. What is the justification for taking these measures?

These measures are necessary to promote equal access to services and to ensure we do everything we can to remove barriers and eliminate adverse impact on any specific group. Justification for taking these measures also stems from national and local drivers behind the CYPP:

- The Children's Plan; Building Brighter Futures
- The Children's Plan; Joint Child Health Strategy
- Every Child Matters: change for children agenda.
- Children Act 2004
- National Service Framework for children, young people and maternity services
- Joint Area Review (JAR) and Annual Performance Assessment (APA)
- Local needs analysis and the Joint Strategic Needs Analysis (JSNA)

14. Please provide us with separate evidence of how you intend to monitor in the future. Please give the name of the person who will be responsible for this on the front page.

The CYPP is supported by a rigorous performance management framework. Performance indicators (PIs) and targets are set against each priority/objective agreed in the Plan. The PIs will be subject to quarterly monitoring.

Brent's Children's Partnership will own the plan and therefore monitor its implementation. The members of BYP will also monitor progress of the plan from a service user point of view.

15. What are your recommendations based on the conclusions and comments of this assessment? Should you:

1. Take any immediate action?
2. Develop equality objectives and targets based on the conclusions?
3. Carry out further research?

Based on the Equality Impact Assessment undertaken so far, we feel that the priorities identified in the CYPP accurately reflect the needs of the community and the borough's children and young people so we should take immediate action and begin implementation of the CYPP at the end of formal consultation period. Ongoing research will be carried out as part of the review process.

16. If equality objectives and targets need to be developed, please list them here.

These will be incorporated within the performance management framework of the CYPP.

17. What will your resource allocation for action comprise of?

These have been identified in the resource section of the CYPP.

## Annexe E – Locality Profiles

### Full profiles to be inserted in published document

#### Age 0-4 years

locality	number of children age 0-4	living in social housing	living in household on benefits	living in band A-C	living in single parent household
Harlesden	3,872	42.3	58.7	61.1	35.5
Kilburn and Kensal Rise	3,467	36.3	37.0	35.8	27.8
Kingsbury and Kenton	3,219	12.6	35.6	32.5	20.8
Wembley	5,448	9.6	34.6	38.9	20.8
Willesden	3,631	19.5	46.2	42.9	29.2
Brent	19,635	23.1	42.1	42.4	26.5

#### Age 5-10 years

locality	number of children age 5-10	living in social housing	living in household on benefits	living in band A-C	living in single parent household
Harlesden	4,129	49.0	58.4	52.1	32.0
Kilburn and Kensal Rise	3,434	41.4	38.8	33.1	25.2
Kingsbury and Kenton	4,028	13.3	35.7	23.0	18.9
Wembley	5,910	10.0	35.9	28.0	17.8
Willesden	3,839	23.7	49.5	32.5	26.6
Brent	21,338	25.7	43.2	33.3	23.5

#### Age 11-15 years

locality	number of children age 11-15	living in social housing	living in household on benefits	living in band A-C	living in single parent household
Harlesden	3,282	53.2	55.1	45.9	27.5
Kilburn and Kensal Rise	2,453	44.1	38.9	29.0	23.1
Kingsbury and Kenton	3,650	11.4	33.5	15.6	16.2
Wembley	5,029	9.5	32.0	20.6	15.6
Willesden	3,150	24.2	45.2	23.9	21.6
Brent	17,564	25.5	40.0	26.0	20.1

#### Age 16-19 years

locality	number of children age 16-19	living in social housing	living in household on benefits	living in band A-C	living in single parent household
Harlesden	2,529	52.7	54.9	43.7	24.0
Kilburn and Kensal Rise	1,869	43.4	37.5	27.7	21.8
Kingsbury and Kenton	2,849	12.0	30.1	14.7	13.6
Wembley	4,073	9.2	29.5	19.4	13.0
Willesden	2,815	22.9	43.0	22.1	18.9
Brent	13,935	24.8	37.8	24.5	17.4

## Annexe F – Consultation Plan

In developing this plan, consultation has been extensive and included the following:

<b>Children and Young People</b> Brent Youth Parliament (BYP) Brent Youth Matters 2 Brent Youth Volunteers Ability Youth Group (for YP with disabilities) Learning for Life Youth Group (for YP with special educational needs) BCF Youth Group (for LAC) MOSAIC Youth Group (for lesbian/gay YP) South Kilburn Youth Board Connexions Youth Panel
<b>Parents / carers / local residents</b> Children Centres Brent Carers Centre Press release The Council's Consultation Tracker
<b>Schools (primary, secondary, special, PRU)</b> Schools Forum Schools extranet Letter/email to head teachers
<b>Locality Partnership Boards</b>
<b>Local Safeguarding Children's Board</b>
<b>NHS Brent</b>
<b>Brent Children's Partnership</b>
<b>Voluntary and Community Organisation's Reference Group (VACORG)</b>
<b>Youth Crime Reduction Strategy Group (YCRSG)</b>
<b>Practice Based Commissioning Executive Group</b>
<b>14-19 Strategic Forum</b>
<b>Drugs and Alcohol Team (DAAT)</b>
<b>CAMHS</b>
<b>Fair Play/ Play builder Steering Group</b>
<b>NEET Strategy Group</b>
<b>Aiming High Steering Group</b>
<b>Young People's Substance Misuse and Sexual Health Partnership</b>
<b>Housing</b>
<b>Police</b>
<b>Crime Prevention Strategy Group</b>
<b>Local Strategic Partnership (LSP)</b>



**Joint Commissioning Board**

**Integrated Services for Children Board**

**Cllrs / Brent Council Executive/Overview and Scrutiny Committee**

**Education Improvement Partnership**

**North West London Hospitals NHS Trust**

**CNWL Foundation Trust**

## Glossary

**Children and young people** – in the context of this plan, children and young people are those aged 0 to 19 and disabled young people who are looked after until the age of 25.

**Children’s Trust arrangements** - A Children’s Trust is a planning body that informs commissioning decisions and ensures that front line services work together to ensure the well-being of children and young people in the local area.

**Commissioning** - the means to secure the best value for local citizens. It is the process of translating aspirations and need, by specifying and procuring services for the local population, into services for users which delivers the best possible health and well-being outcomes, including promoting equality; provides the best possible health and social care provision and achieves this within the best use of available resources.

**Common Assessment Framework (CAF)** - The CAF is a shared assessment tool for use across all services for children and all local areas in England. It aims to help early identification of children with additional needs and promote co-ordinated service provision. The CAF is undertaken with the consent and full participation of the child and their family.

**ECM Five Outcomes** - The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work within children's trusts. The five outcomes are be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.

**Extended Schools** - An extended school provides a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community.

**Index of Multiple Deprivation (IMD)** - The Index of Multiple Deprivation is a ranking produced by the Government of all districts (and wards within districts) across England showing their degree of ‘deprivation’. The current Index is made up of six different domains, each measuring different aspects of deprivation. These are income deprivation, employment deprivation, housing deprivation, health deprivation, education, skills and training deprivation and geographical access to services. Each domain is made up of a number of different statistical indicators, which are combined to produce ward rankings for each of the domains. The different domains are then combined to produce an overall Index of Multiple Deprivation.

**Joint Strategic Needs Assessment (JSNA)** – an analysis of services and population to identify the health and well-being needs and inequalities of a local population.

**Lead Professional (LP)** - The lead professional is a key element of integrated support. They take the lead to coordinate provision and act as a single point of contact for a child and their family when a range of services are involved and an integrated response is required.

**Local Area Agreement (LAA)** - a three year agreement made between Central Government and a local area Local Strategic Partnership (Partners for Brent). LAAs are designed to

identify and address local issues that can really make a difference to the quality of life of the community. They are currently structured in 4 blocks or themes; economic development and enterprise, children and young people, healthier communities and older people and safer and stronger communities. LAAs are very much about making things better through partnership working and organisations are encouraged to work together in order to achieve the best possible outcome for the local community.

**Looked After Children (LAC)** – The term 'looked after children' (LAC) was the terminology used to refer to children in public care, who have been placed with foster carers, in residential homes, educational establishments or with parents or other relatives. These children and young people are now referred to as 'Children in Care'.

**Special Educational Needs** - The term 'Special Educational Needs', or SEN, has a legal definition. The Government's Department for Children, Schools and Families defines children with SEN as having 'learning difficulties or disabilities which make it harder for them to learn or access education than most other children of the same age. A child with special needs may need extra or different help at school or home because of physical difficulties, problems with thinking and understanding, emotional and behavioural issues or a combination of these.