

Final Draft – April 2006

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

2006 – 2009



**Every Brent
Child Matters**

www.brent.gov.uk/childrenandfamilies

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

- 1.1 The single Children and Young People's Plan (CYPP) is an important element of the reforms set out in the Children Act 2004. The government's intention is that all local authorities along with their partners produce a single, strategic, overarching plan for all services for children and young people in the area.
- 1.2 Currently, a wide range of plans exist that influence the delivery of services to children and young people. This single plan will replace many of these existing plans including requirements for seven statutory and ten non-statutory plans. The purpose of the plan is to avoid duplication and enhance effective and coordinated joint planning and working.
- 1.3 The production of a single Children and Young People's Plan is an important milestone for the following reasons:

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

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

2. The Brent Context

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



Wembley Stadium illustration

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

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

3. Children and Young People in Brent

- 3.1 Brent has a young population that is getting younger. Nearly 25% of local people are under 19 years of age and this proportion will increase over the next ten years. We will invest in the borough's children and young people to ensure they have the best possible life chances. We want to make sure that by the age of 19 all young people will be in full time education, work or vocational training.
- 3.2 Brent has sharp socio-economic divides, with some acute concentrations of deprivation. Nearly 15% of our population lives in some of the most deprived wards in the country. Nearly a quarter of Brent's households are classified as overcrowded. Over a third of Brent's children live in low income households in receipt of council tax benefit. Nearly a third are entitled to free school meals, and the proportion is rising. Nearly a quarter live in social housing. Over a fifth are in single adult households.
- 3.3 Three quarters of Brent's school children are of black or minority ethnic heritage, and over 130 languages are spoken by our children. The profile of Brent's young population continues to change. There has been a slight decline in the numbers of children of Indian heritage, and an increase in children of mixed heritages. The largest single group in our primary schools is now Black African, with nearly half of these children being Somali. Breakdown of Brent pupils by main ethnic groups is illustrated in Figure 1 and 2.
- 3.4 The majority of our children live in settled, moderately prosperous circumstances, often in extended families. These families are often part of close-knit communities which give children a sense of belonging and cultural identity. Many children and young people attend supplementary schools, Sunday schools or other religious and cultural groups outside their formal schooling. A significant proportion of children come from families on the move: four in ten children in Year six were not in their current school or not in this country in Year one.
- 3.5 Whatever their circumstances, most of our parents are ambitious for their children and have a strong commitment to education. Education results overall at sixteen are above national averages. The proportion of 16 to 18 year olds in education, employment or training is higher than the national average, as is the proportion going on to higher education.

Figure 1: Pupils in Brent Secondary schools by main ethnic groups

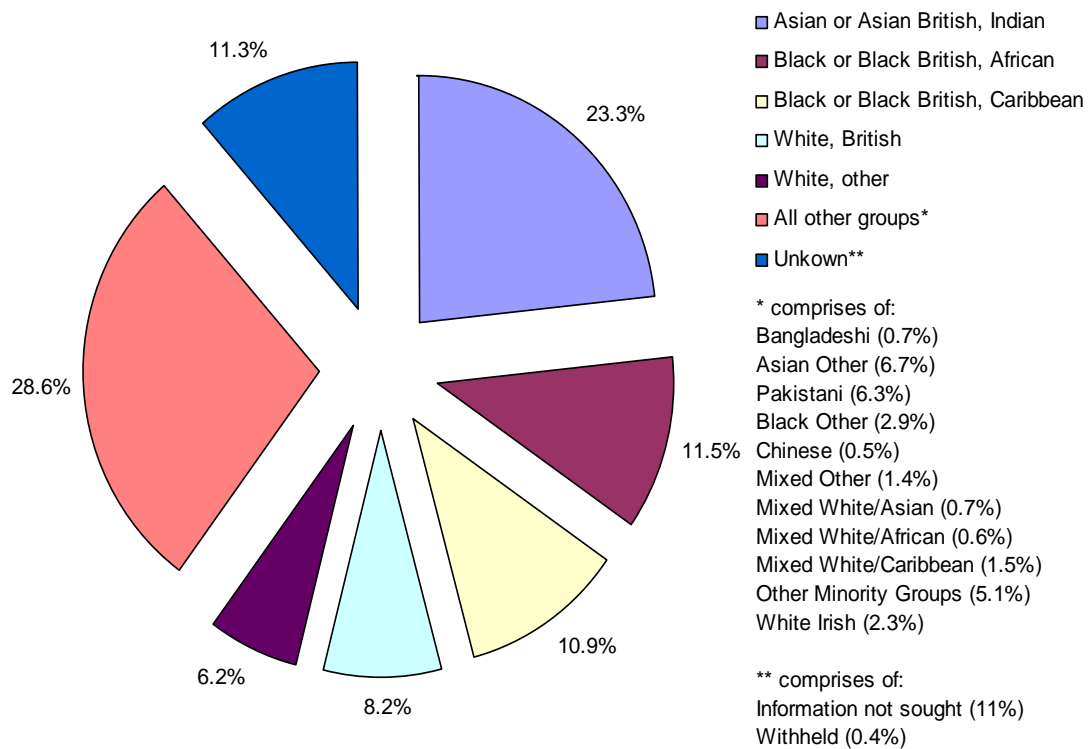


Figure 2: Pupils in Brent Primary schools by main ethnic groups

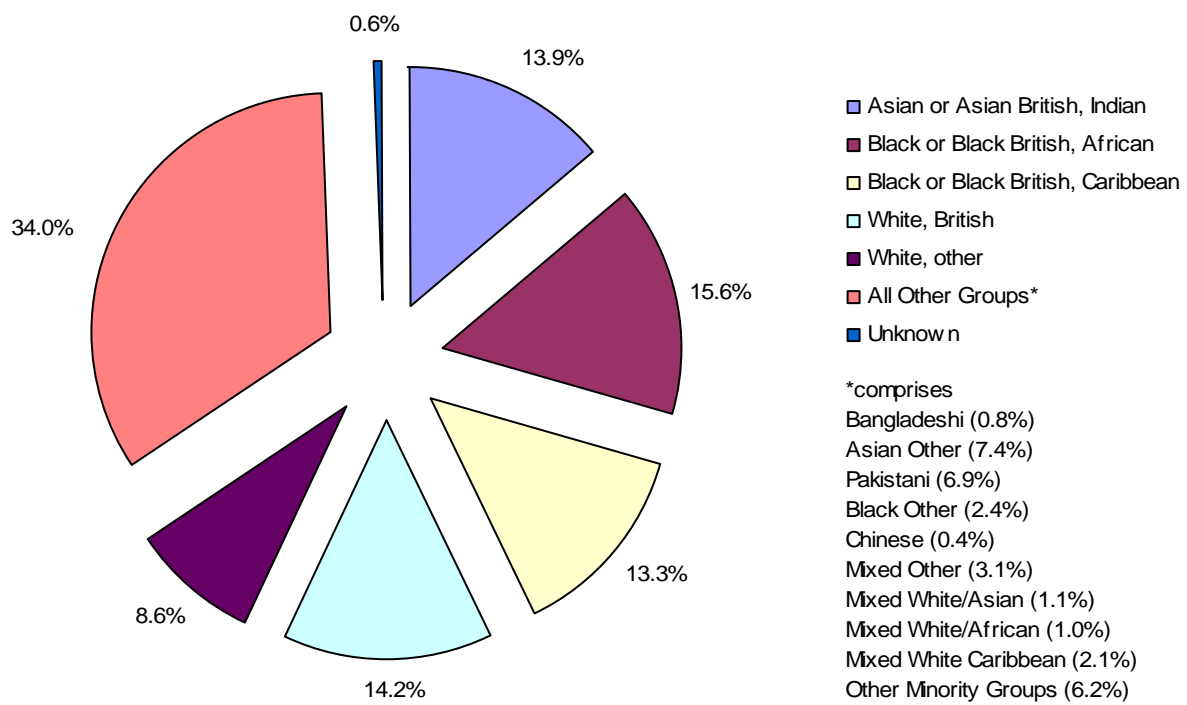


Figure 3

Number of Children and Young People in Brent

FIGURES FOR NOVEMBER 2005 (unless otherwise stated)

Total Brent population ¹	Population aged 0 – 19 ¹	School aged Population 5-15 ¹	Pupils in LA schools
267,741	65,015	33,426	40,486
Permanently excluded ²	Refugee/Asylum Seekers ⁷	Looked After Children	C&YP with a disability
88	4,285	416	399
Not in employment/education/training ⁶	Unaccompanied Minors	LAC - In residential units ⁵	In temporary accom./homeless
341	158	103	16
With a statement of SEN	Pregnant teenagers ⁴	LAC - With foster carers ⁵	Speech & Language Therapy
1,296	19	203	3,626
Attending special schools	Young offenders ³	LAC - Placed for adoption ⁵	
619	452	16	
Travellers	Children in Need	On Child Protection register ⁵	
162	1,387	132	

¹ ONS Mid - year estimates 2004,

² 2004/05 academic year,

³ 2004/05 Financial Year,

⁴ Calendar Year,

⁵ as at 31st March 2005,

⁶ 16-18 year olds,

⁷ Estimated in Brent schools in 2004

4. Views of children and young people in Brent

- 4.1 A number of participation forums established within Brent to engage with children and young people have contributed to the plan's consultation process. Illustrated below are the Comments made by children and young people on what it is like to live in Brent and on wider discussion when consulting on the plan.

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

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

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

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

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

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

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

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

We need adults to help us take action. By voicing our opinions and speaking up we can help others.

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

Being Healthy

Children and young people defined 'being healthy' as:

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

And the barriers to 'being healthy' as:

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

Staying safe

Children and young people defined 'staying safe' as:

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

And the barriers to 'staying safe' as:

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

Enjoy and Achieve

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

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

And the barriers to 'enjoying and achieving' as:

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

Making a Positive Contribution

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

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

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

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

Achieving economic well-being

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

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

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

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



5. Shared Ambitions

Local Strategic Partnership (LSP)

- 5.1 The Brent Local Strategic Partnership is the overarching inter-agency forum for public, private, voluntary and community sector organisations within the London Borough of Brent. Within the Partnership, the Council comes together with other public services (including the local police and fire services, the National Health Service and local training and employment agencies), representatives of local business and of community and voluntary organisations in order to better understand and serve resident's needs, priorities and preferences.
- 5.2 The Local Strategic Partnership is overseen by a cross-sector executive group called Partners for Brent; with sector-based sub-groups including the Local Public Services Board, Brent Community Empowerment Network, the Employer Partnership and a range of strategic service partnerships (see Appendix 3).

Brent Sustainable Community Strategy

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

Brent Sustainable Community Strategy Vision

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

Brent Sustainable Community Strategy Values

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

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

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

Corporate Vision and Priorities

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

Corporate Vision

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

- 5.6 The Council's Corporate Priorities are to:

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

- 5.7 The Council's five priorities are at the heart of joint working arrangements through the Brent Local Strategic Partnership (LSP) and the Community Plan. This Children and Young People's Plan joins the Regeneration Strategy, the Crime and Disorder Reduction Strategy and the Choosing Health Strategy as part of the LSP's multi-agency plans. There are extensive partnership arrangements in place to deliver the aims of the Children Act 2004 and realise the ambition to improve the life chances of all children and young people within the borough.
- 5.8 The Corporate Strategy for 2006-2010 is being prepared, and will reflect the commitment to continuous service improvement and the Council's growing role as an effective community leader.

Health

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

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

6. Vision and Principles that Underpin the Plan

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

6.2 The Children and Young People's Strategic Partnership Board has agreed the following:

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

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

6.3 The Children and Young People's Strategic Partnership Board's guiding principles are to:

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

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

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

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



7. The Six Strategic Priorities

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

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

7.2 Each of these priority areas is broken down further into specific objectives as shown in Figure 4. Priorities and objectives have been established through the self assessment process drawing on performance data, judgments from inspections and consultation with children and young people.

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



Figure 4

6 Strategic Priorities : 32 objectives

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

Performance Management

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

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

- 7.6 Specific performance indicators and targets have been set against each of the six priorities. This is attached as Appendix 2. These performance indicators have been drawn from the Every Child Matters Outcomes Framework, Public Service Agreement (PSA) targets, Local Area Agreement (LAA) targets, recommendations from the draft Joint Area Review report and from our local needs analysis.

Monitoring and Evaluation

- 7.7 It is recognised that the Performance indicators may need to evolve to more accurately measure the impact on desirable outcomes. Therefore, the performance indicators will be subject to continuous monitoring and review.
- 7.8 The plan will be updated on an annual basis. It will be subject to six monthly review by the Local Safeguarding Children's Board and the Children and Young People's Strategic Partnership Board and yearly review by the:

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

8. Towards Integrated Services in Brent

Partnership arrangements

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

Participation of children and young people

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

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

Workforce development

- 8.5 The Council together with its partner agencies have acknowledged that the key to delivering an integrated model of care will be to enable and empower staff and volunteers across statutory and voluntary agencies to meet the holistic needs of children and young people. The children's workforce reform strategy will build on strong foundations of multi-agency, multi-disciplinary team work to ensure that staff from different professional backgrounds work effectively together to identify and meet the diverse needs of children and their families.

Brent Levels of Need Framework

- 8.6 Our developing approach to improving outcomes for children and young people is based on a conceptual model, the Brent Levels of Need Framework. The framework has been agreed by practitioners across health, education, social care and community agencies. It identifies three levels of need as illustrated in Figure 5.
- 8.7 This framework is being used as the basis for the integrated services pilot project and we plan to develop and adapt this model, learning from the experiences of the pilot project.
- 8.8 There are indications from research that up to 30% of children nationally fall into levels 1 and 2 with up to 15% in level 2. The Brent Levels of Need Framework is designed to aid a common understanding of risk by determining thresholds for intervention, in identifying accurately, the number of children who would benefit from the provision of preventative services. The Framework will be refined through use by participants in the Integrated Services Project.

Figure 5: Brent Levels of Need Framework

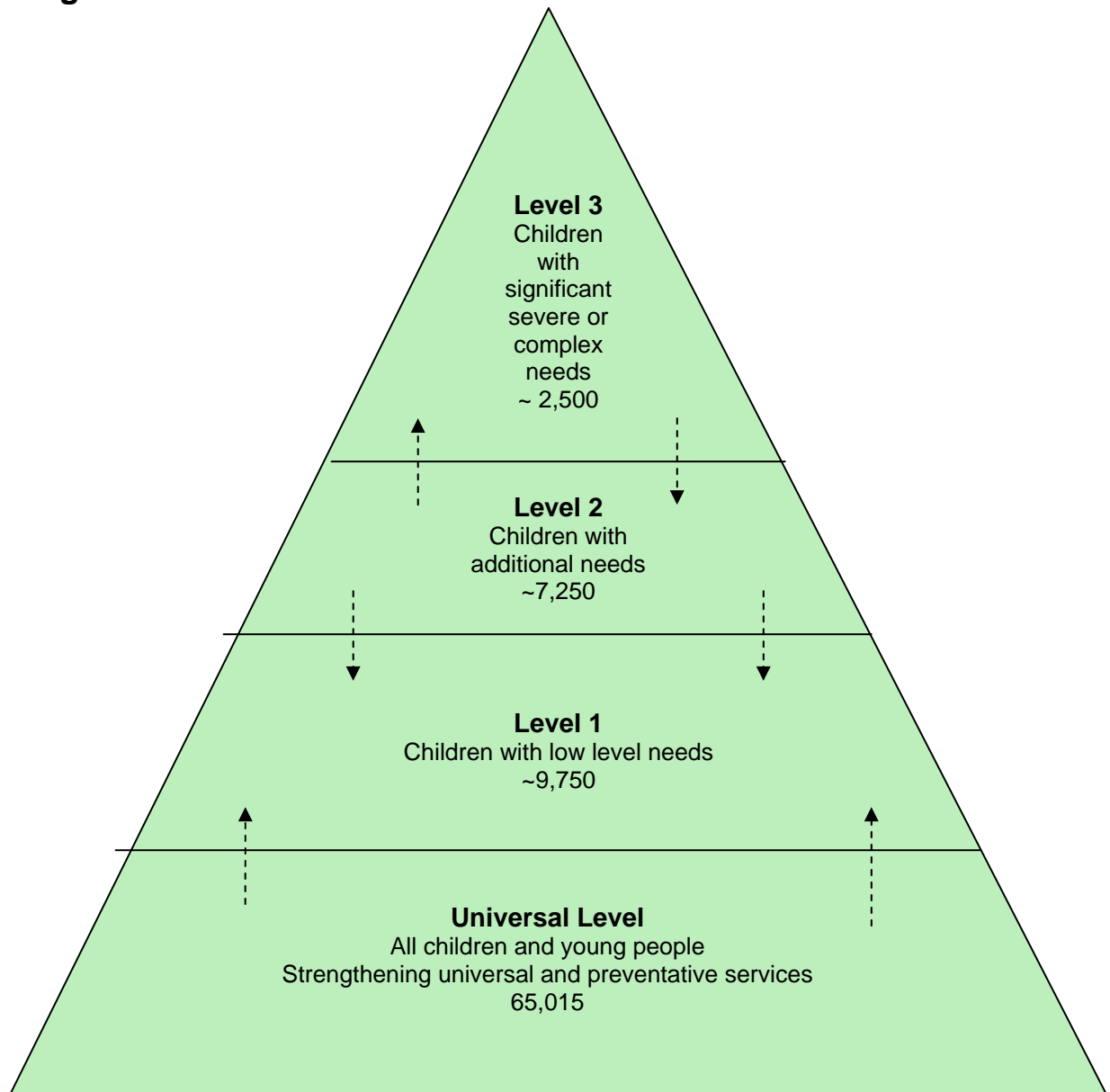


Figure 5a

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

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

8.9 The overall aims of our arrangements are to:

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

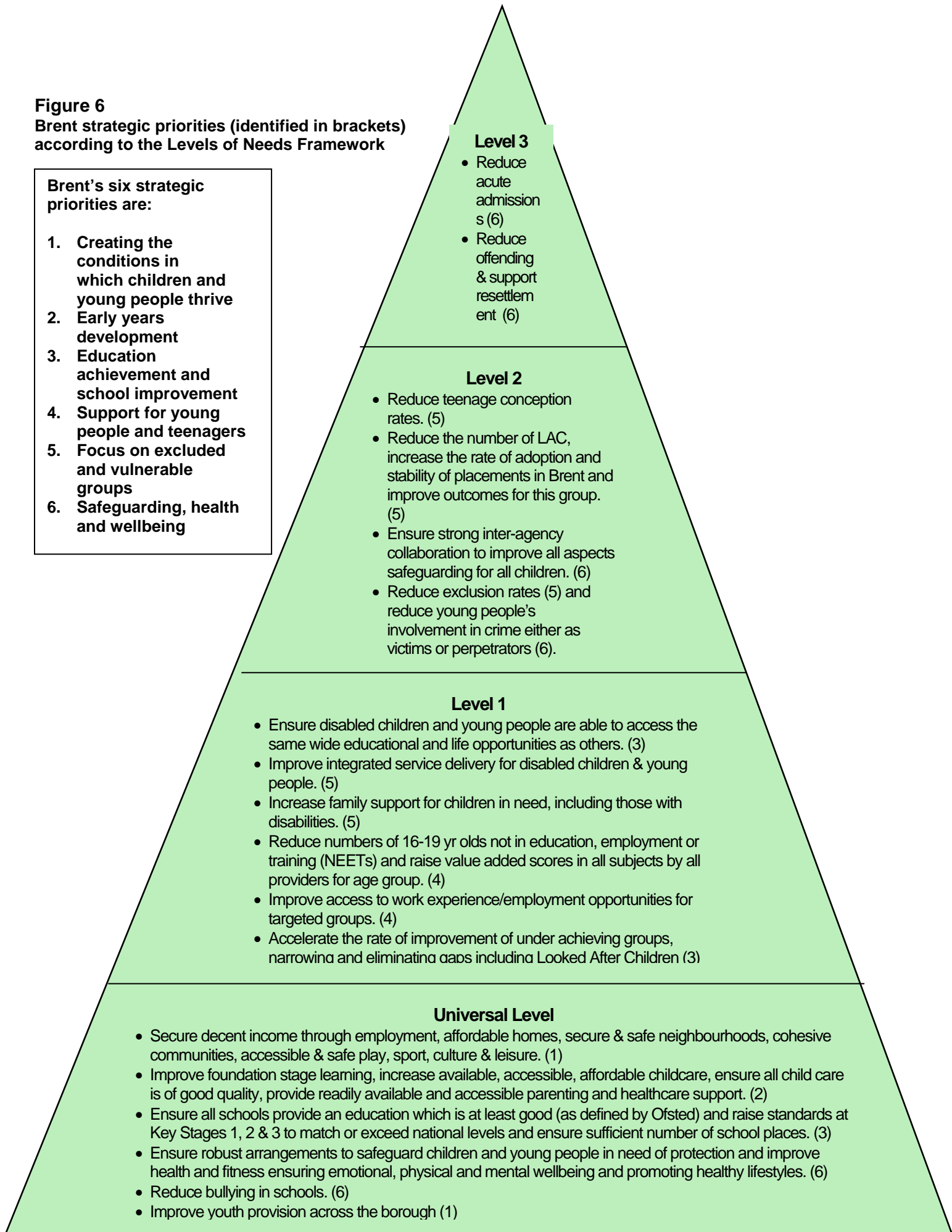
8.10 Key features of the model are:

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

8.11 Figure 6 illustrates the 32 objectives within the six priorities (in brackets) according to the Levels of Need Framework.

Figure 6
Brent strategic priorities (identified in brackets)
according to the Levels of Needs Framework

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



Building blocks

- 8.12 We have identified other critical building blocks which are essential to achieving our vision of integrated services, working preventatively and being sensitive to the individual needs of children and young people (see Figure 7).
- 8.13 Our building blocks identify key structures, processes and delivery mechanisms to achieve our goals, and will enable us to:

- ❖ provide a needs-led personalised service
- ❖ deliver integrated services for children with similar needs
- ❖ coordinate the work of stakeholders to achieve the five outcomes.

- 8.14 Our two key delivery mechanisms are extended services and integrated services. Extended services are for all children and young people, normally accessed through schools and other universal provision. Integrated services are for children with additional needs where a coordinated multi-agency response is required.
- 8.15 The progress that we have made in each of these critical areas is summarised in Figures 8, 9 and 10.

Figure 7- BUILDING BLOCKS

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

Figure 8 - KEY STRUCTURES

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

Figure 9 - KEY PROCESSES

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

Figure 10 - KEY DELIVERY MECHANISMS

BUILDING BLOCKS	PROGRESS WE HAVE MADE	MILESTONES
Children's Centre	<p>We have</p> <ul style="list-style-type: none"> ❖ Opened two Children's Centres ❖ Established an operational model building on best practice in Sure Start local programmes and nursery schools 	<p>We will</p> <ul style="list-style-type: none"> ❖ Open a further three children centres by March 2006 ❖ Agree proposals for the second round of Children's Centres (April 2006) ❖ Mainstream 2 PCT- led Sure Start Local Programmes into the Children and Families Department (2006)
Integrated Service delivery	<p>We have</p> <ul style="list-style-type: none"> ❖ Developed excellent innovative practice through Sure Start local programmes, Children's Centres and On Track ❖ Produced a local preventative strategy (Autumn 2004) ❖ Established an inter-agency project group to develop options for integrating services for children with LDD (January 2005) 	<p>We will</p> <ul style="list-style-type: none"> ❖ Develop a neighbourhood model for delivering preventative services drawing on lessons learned from Children's Centres, Extended Schools and integrated services project (end of 2006) ❖ Open a Family Centre in February 2007 in partnership with Barnardos
Extended services	<p>We have</p> <ul style="list-style-type: none"> ❖ Established a full service extended school which has been recognised by Ofsted as an example of good practice. ❖ Agreed an approach to developing extended school provision across clusters of schools which is being piloted in three areas. 	<p>We will</p> <ul style="list-style-type: none"> ❖ Extend work across other school clusters (April 2006) ❖ Facilitate local partnership working through series of workshops (2006) ❖ Consult widely on our extended services strategy (February 2006)

9. How the plan will be resourced

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

- ❖ commission and de-commission services in accordance with strategic priorities and evaluation of impact of work undertaken
- ❖ work with partner agencies through the Children and Young People's Partnership Board and the local Strategic Partnership to align spending plans with the identified strategic priorities set out in the Plan
- ❖ give consideration during 2006/7 within the Children and Families department to further integration of services and pooled budget arrangements to ensure that existing resources are used to best effect

- 9.3 In addition, funding has been identified from within the Children Services Grant to help support Common Assessment Framework project in the Kingsbury and Stonebridge areas.
- 9.4 Over time the providers of children and young people's services will increasingly work together to plan long term resource strategies and to commission services which could be based on pooled budgets. The Children and Young People's Plan establishes a shared assessment of need, and reflects a shared set of priorities.

Appendices

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Appendix 1: Needs Analysis

Summary Statement

The evolving nature of Brent's many communities means needs analysis is a continual process aimed at improving our understanding of needs at individual neighbourhood levels. The borough profile is analysed against several dimensions including poverty, child safety, health, education, and behaviour. Over time, this will enable all service providers to target risk factors in order to improve outcomes for all children.

Introduction

An inter-agency needs analysis has substantially influenced the development of Brent's Children and Young People's Plan. A broad range of information and analyses are used to inform judgments on local needs, priorities, and preferences. This allows us to review our existing provision and allocation of resources to achieve priorities identified. In addition to the process of external inspection, we use internal review of strategy and performance through the processes of strategic and service planning. In Brent there is a long history of effective consultation designed to identify priorities and measure satisfaction to facilitate greater understanding between need, take up and provision.

There is recognition that children and young people are citizens as well as service users. Involving them and their parents and carers in the full range of local initiatives to inform, consult and engage is achieved through five active Area forums, a family of interest groups and frequent use of resident and service user surveys as well as focus groups. Service User Consultative Forums for children and young people are well established and many schools operate school councils to engage young citizens in the borough.

More recently, the Council has embarked upon a new method of needs assessment analysis with its partners in order to gain a more complete understanding of the profile of its residents. The level of information is postcode specific and combines data held by health, social care, as well as education in order to gain a robust picture of needs at a neighbourhood level to support provision of local personalised and need led services. This model of needs analyses recognises that children and young people are significantly influenced by the families and communities in which they live. Although this level of analyses is at an early stage of development, there is an expectation that it will be used to inform a full range of services for children and young people over time, enabling a shift in resources to individuals and communities that are most in need with the aim of increasing capacity to intervene early and prevent crisis.

The needs demonstrated within this report are illustrative examples that serve to justify the selection and importance of the 6 strategic priorities on outcomes for children and young people in Brent.

Sources of Information

The sources of evidence identified in Table 1 focus on services related to children and young people. Analysis of universal provision has included a focus on outcomes for particular groups, for example, all educational performance data is analysed by gender, ethnicity, and free school meals, reported upon annually. This has led to more targeted support at both Local Authority and individual school level.

Table 1 – Sources of Information

Priorities	Sources Used to Analyse Needs
1. Creating the conditions in which children and young people thrive	
<ul style="list-style-type: none"> ▪ decent incomes through employment; ▪ affordable homes ▪ secure and safe neighbourhoods; ▪ cohesive communities ▪ accessible and safe play, sport, culture and leisure ▪ access to parenting support 	<ul style="list-style-type: none"> ▪ Borough profile, Census 2001 and ONS data ▪ Residents' survey (2005 due) and 3-yearly ▪ Best Value Performance Indicator survey (2003/4 latest) ▪ 3-yearly 1 in 5 household survey in neighbourhood renewal areas (2005 latest) ▪ Audit Commission Parks, Sports, Culture and Youth Inspections and self-assessments ▪ Council's corporate and service strategies
2. Early years development	
<ul style="list-style-type: none"> ▪ improve foundation stage provision; ▪ increase available, accessible, affordable childcare ▪ ensure that all childcare is of good quality ▪ provide readily available and accessible parenting and healthcare support 	<ul style="list-style-type: none"> ▪ Ofsted <ul style="list-style-type: none"> · LEA inspection 2003 · Inspections of Early Years settings · Inspections of schools ▪ Social Services Annual Performance Assessment ▪ Needs analysis informing Early Years Development & Childcare Partnership
3. Education achievement and school improvement	
<ul style="list-style-type: none"> ▪ accelerate the rate of improvement of under-achieving groups, narrowing and eliminating gaps ▪ ensure all schools provide an education which is at least good as defined by Ofsted ▪ raise standards at Key Stages 1, 2 & 3 to match or exceed national averages ▪ ensure sufficient secondary school places ▪ ensure disabled children and young people are able to access the same wide educational and life opportunities as others 	<ul style="list-style-type: none"> ▪ Ofsted <ul style="list-style-type: none"> · LEA Inspection 2003 · Inspections of schools · Reports on services ▪ LEA monitoring of school performance + ▪ Annual reviews of implementation of Educational Development Plan ▪ 2 Annual review of standards with each school ▪ School self assessment and performance data (including views of pupils, parents and carers and other stakeholders) ▪ 14-19 Strategic Area Review ▪ Performance Data on educational attainment: <ul style="list-style-type: none"> · by key stages, by school, overall and for specific groups · Data on attendance & behaviour ▪ LEA statistical profile ▪ Social Services performance data

Priorities	Sources Used to Analyse Needs
4. Support for young people and teenagers	
<ul style="list-style-type: none"> ▪ implement the recommendations from the recent Youth Service inspection; ▪ reduce numbers of 16-19 year olds not in education, employment or training (NEETs) ▪ raise 'value added' scores in all subjects by all providers for 16-19 year olds ▪ work with employers to improve access to work experience and employment opportunities for targeted groups 	<ul style="list-style-type: none"> ▪ Audit Commission Youth Service Inspection report and self assessment 2004 ▪ 14-19 Strategic Area Review ▪ LEA statistical profile ▪ Ofsted reports on Secondary schools
5. Focus on excluded and vulnerable groups	
<ul style="list-style-type: none"> ▪ reduce teenage conception rates ▪ reduce the number of Looked After Children, increase adoption rates and improve outcomes; ▪ increase family support for children in need, including those with disabilities ▪ reduce youth offending and support reintegration; and ▪ re-establish the reduction in exclusion rates ▪ improve integrated service delivery for disabled children and young people 	<ul style="list-style-type: none"> ▪ Commission for Social Care Inspection (CSCI) report and self assessment 2004 ▪ Analysis of data and trends on specific groups: Looked After Children, disabled children, teenage pregnancies; truancy, special educational needs, mental health, youth offending etc ▪ Analysis of performance data for specific groups: for instance from the Teenage Pregnancy Unit ▪ Monitoring & evaluation of specific initiatives: ▪ On Track/ Children's Fund/Sure Start ▪ Consultation with children and young people
6. Safeguarding, Health & Well Being	
<ul style="list-style-type: none"> ▪ ensure robust arrangements to safeguard children and young people in need of protection; ▪ improve health and fitness: ensuring emotional, physical and mental wellbeing and promoting healthy lifestyles ▪ reduce bullying in schools; ▪ provide safe play and leisure opportunities and ▪ ensure that there is strong inter-agency collaboration to improve all aspects of safeguarding for all children and young people ▪ reduce young people's involvement either as victims or perpetrators of crime ▪ reduce acute hospital admissions 	<ul style="list-style-type: none"> ▪ Audit Commission Inspection of the Sports Service and self assessment ▪ Audit for 2 Schools Sports Partnerships Development Plans ▪ CSCI Adoption & Fostering Inspections ▪ Children and Adolescent Mental Health Service ▪ Needs Assessment ▪ Inter-agency Inspection of Child protection Services 2003 ▪ Consultation with children & young people. ▪ Admissions data of children and young people attending A&E with injury

Rationale for Strategic Priorities

The succeeding sections are illustrative and highlight areas where further development or improvements are required to secure improved outcomes for Brent children and young people.

1. Creating the Conditions in Which Children and Young People Thrive

Brent has the eighth largest population of all the London boroughs and the highest population density of any outer London borough. Almost one quarter of Brent's residents live in overcrowded conditions, Brent has the third highest average household size of any English and Welsh Local Authority. Some areas such as Harlesden, South Kilburn, and Stonebridge experience high levels of deprivation, including high levels of unemployment and poor housing. Within Brent's five neighbourhoods, 20% of households have a gross income of less than £100 per week, 40% of these have an income made up entirely of benefits.

The areas experiencing most deprivation and associated socio-economic factors are Harlesden and Kilburn, where levels of unemployment are the highest in the borough. The unemployment rate for the borough stands at 5.0%, which compares unfavourably with the national average of 3.4% for England and Wales. The unemployment rate for minority ethnic residents is approximately 28% higher than for the White population, which is of significant concern.

However, parts of the north of the borough reflect a more comfortable lifestyle with more open spaces for recreational activities. Analyses of Brent based on indices of deprivation highlight the variation in levels of deprivation between different localities. The evidence confirms that within localities considered more affluent, pockets of substantial deprivation exist.

The proportion of children living in lone parent households is 8.2%, a rate that is higher in comparison to the average for England and Wales (6.5%). According to the socio-economic factors present, the take up of free school meals should be equivalent to two out of three pupils. However, the up take of free school meals is currently 29.5% in primary and 22% in secondary. Although this is higher than the national average of 16.9% in primary and 8.5% in secondary, it does not correlate with expected levels take up.

Creating the conditions in which children and young people thrive is long term and involves changes in living standards, housing and access to opportunities through regeneration and investment. Brent is a diverse borough and the environment for younger persons varies considerably between different ethnic groups, as shown in Table 2.

Although there are many risk factors that influence a child's well being and development, three key factors are considered to influence to a greater or lesser degree every child or young person. These include:

- Whether the child or adolescent lives in social housing
- Whether the child or adolescent lives at an address receiving council tax benefit (a strong indicators or low income at the poverty threshold)
- Whether the child lives in a single adult household

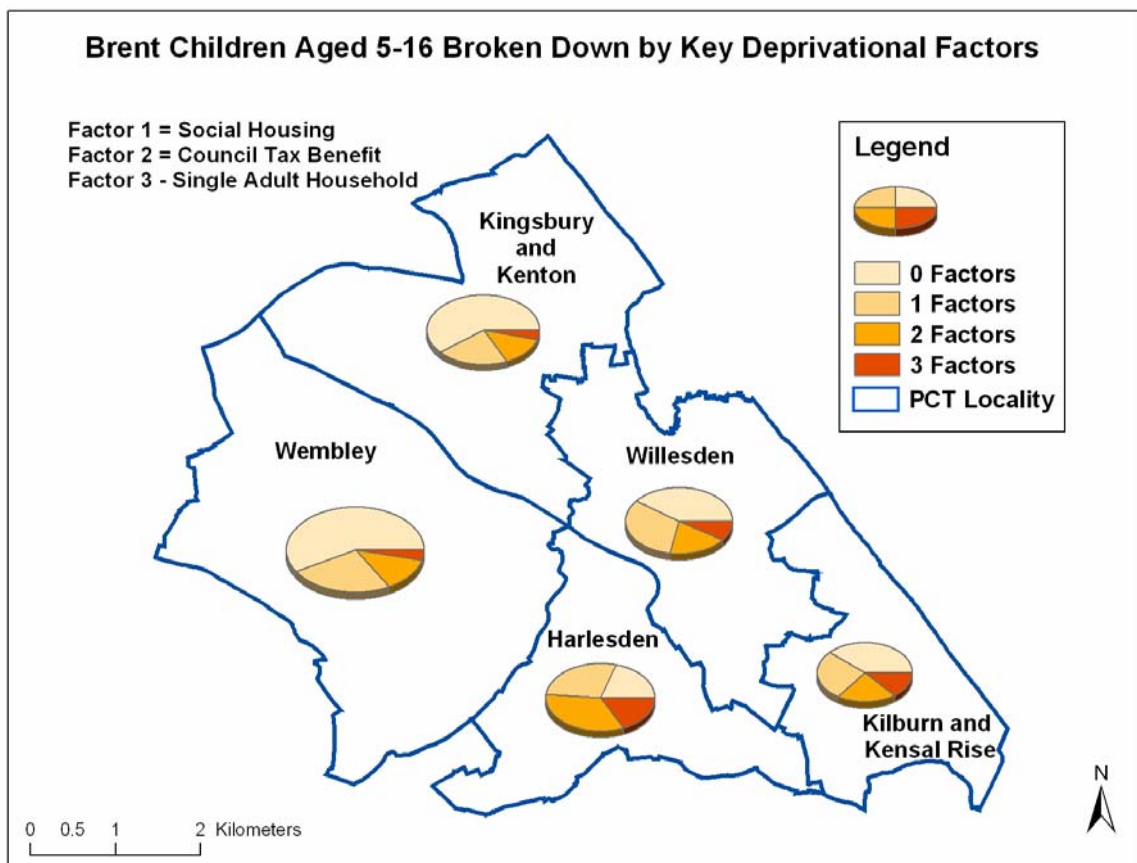
These factors are used as a common denominator in all risk factor analyses undertaken as part of the needs analysis on children and young people in Brent.

Table 2 – Economic well being of children and young people attending Brent schools, by ethnicity based on housing and benefit status.

Ethnic group/age from PLASC 2005	All		Factor 1		Factor 2		Factor 3		Factor 4	
			% in households receiving CT Benefit		% of which living in social housing		% of which living in single adult household		of which % in bands A or B on housing waiting list	
	5-11	12-16	5-11	12-16	5-11	12-16	5-11	12-16	5-11	12-16
Black Caribbean	2,211	1,329	51.8	48.7	53.5	52.0	45.1	42.4	1.6	2.0
Black Other	3,146	1,649	72.5	66.9	42.8	44.0	39.2	36.4	2.5	1.9
Asian	5,218	3,830	32.0	29.3	12.1	10.2	7.7	6.2	0.5	0.4
White	3,440	1,755	42.3	47.3	28.0	34.2	20.5	23.8	1.3	1.0
Mixed	1,189	498	48.5	46.8	32.4	41.2	32.8	33.7	1.7	0.8
Other	990	545	63.5	66.1	20.5	19.1	13.0	11.0	1.7	2.0
Unknown	97	171	53.6	25.7	41.2	16.4	32.0	23.4	0.0	0.0
Total	16,291	9,777	47.9	44.4	29.2	28.1	23.9	21.3	1.4	1.1

The map in Figure A shows the proportion of children of school age children in Brent that have none, one, two or all three of these factors by Brent locality. This map highlights the highest number of children and young people with two or more risk factors reside in the Harlesden, Kilburn and Kensal Rise localities.

Figure A – Concentration of risk factors by locality



2. Early Years Development

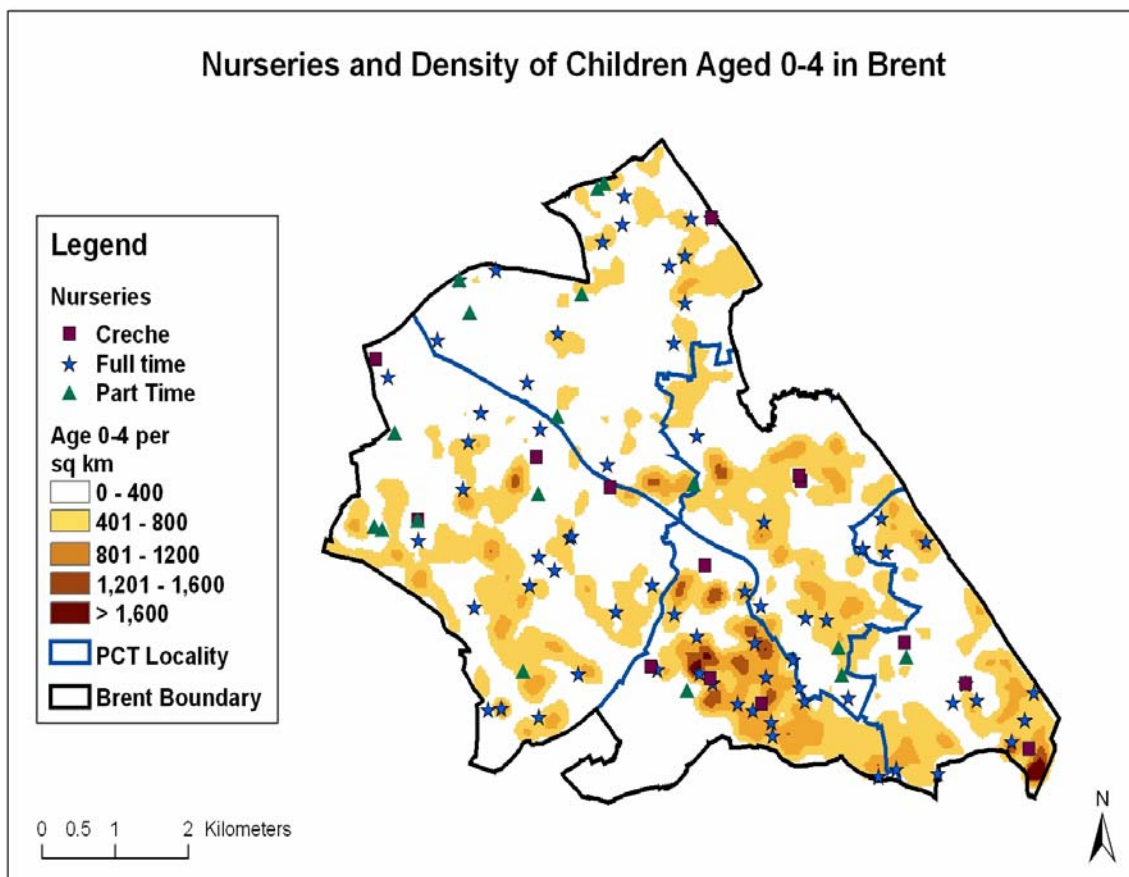
While the three Sure Start Local Programmes have substantially supported a number of families in Brent, analysis of the population indicates that the concentration of children meeting the criteria for Sure Start type services is increasing in particular parts of the borough. Statistical analysis of the risk profile of children and young people has and will continue to influence the locations of Children's Centres.

Table 3 – Breakdown of population aged 1-5 by locality/area according to key socio-economic indicators

<i>Brent area</i>	<i>Number age 1-5</i>	<i>% receiving council tax benefit</i>	<i>% single adult household</i>	<i>% council tax band A-C</i>	<i>% at addresses known to child social services</i>	<i>% at addresses with reported DV 2003/4</i>	<i>% at addresses with recent youth offender 2003/4</i>	<i>% at addresses with teenage mother 2002-4</i>	<i>% social housing</i>
Specific areas									
Sure start A	1,090	61.6	33.0	60.4	7.9	8.8	1.7	2.0	69.1
Sure start B	683	52.3	34.3	67.6	7.6	7.3	1.5	1.8	38.1
Sure start C	606	52.6	34.8	76.1	7.1	2.5	0.5	1.0	81.2
localities									
Harlesden	2,901	53.2	30.1	57.3	6.8	7.2	1.2	1.8	49.1
Kilburn & Kensal Rise	2,856	33.1	22.1	31.8	4.3	3.3	0.2	0.8	37.1
Kingsbury and Kenton	3,000	28.2	15.9	26.2	3.6	3.6	0.6	0.6	12.1
Wembley	4,952	32.0	15.7	34.0	3.1	4.7	0.3	1.0	10.2
Willesden	3,136	41.0	22.0	35.8	5.0	5.8	0.4	1.0	23.5

The focus on affordable and accessible childcare has become prominent through the National Childcare Strategy as well as locally through the mapping of existing provision and locations with the numbers of children aged 0-5 and their locations within the borough. The result illustrates a visible variation in terms of nursery provision and density of children requiring this provision.

Figure B – Nurseries and Density of Children Aged 0-4



3. Educational Achievement & School Improvement

Our analysis of pupil achievement data has improved incrementally over recent years. This level of analyses has demonstrated unacceptable differences in attainment levels between different groups of pupils. Further analyses to isolate root causes for poor attainment levels and variations between secondary and primary schools will inform our service provision aimed at minimising or eliminating, where possible, the impact of these factors.

A summary of the educational achievement levels in 2004 demonstrates that Black African and Caribbean pupils perform well below both the Brent and national averages at key stages 2 to 4. Table 4 provides a breakdown of performance by key ethnic group. It shows the percentage point difference between each ethnic group and the Brent average.

Table 4 - Attainment by ethnic group by difference from the Brent average 2004

	Percentage point difference from			Percentage point difference from		
	Brent average			Brent average		
	Key Stage 1 - Level 2+			Key Stage 2 - Level 4+		
Ethnicity	Reading	Writing	Mathematics	English	Mathematics	Science
Asian or Asian British Indian	4	4	4	4	7	4
Asian or Asian British Pakistani	-2	-3	-6	-3	-5	-5
Black or Black British African	-3	-5	-4	-8	-9	-8
Black or Black British Caribbean	0	0	-2	-5	-10	-6
White British	4	6	5	5	5	5
Brent	84	80	89	78	74	83
National	85	82	90	78	74	86

	Percentage point difference from			Percentage point difference	
	Brent average			from Brent average	
	Key Stage 3 - Level 5+			Key Stage 4	
Ethnicity	English	Mathematics	Science	5+ A* to C	5+ A* to G
Asian or Asian British Indian	13	13	12	13	5
Asian or Asian British Pakistani	-2	-2	-5	-6	0
Black or Black British African	-12	-14	-15	-17	-8
Black or Black British Caribbean	-12	-18	-13	-26	-12
White British	-1	0	3	-4	-4
Brent	69	71	60	55	92
National	71	73	66	54	89

4. Support for Young People & Teenagers

The focus on the quality of youth services is a national and local priority. A recent Youth Service Inspection has identified a number of areas for further improvement to Brent's Youth Service. Implementation of these recommendations is therefore considered a key area for further development.

A key objective of the Learning Skills Council (LSC) is to increase the number of young people taking part in employment, education and training (EET), and to enhance the achievement and attainment levels. According to the LSC, young people not in education, employment or training (NEET) are characterised by the following factors:

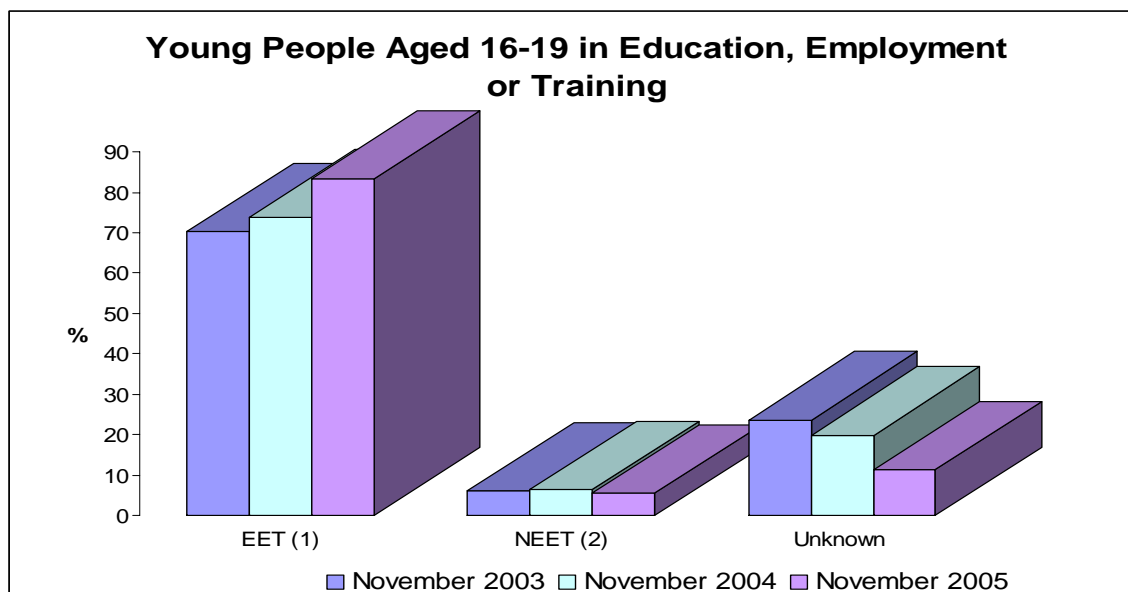
- Be from a lower social grade
- Have lower qualifications
- Have some form of disability
- Live away from their parents home
- Have dependent children
- Be from a minority ethnic background

The LSC research concludes that reasons young people become need are twofold:

- Attitudinal issues, leading to non-participation
- External issues, preventing participation

The chart in Figure C illustrates the progress Brent has made towards achieving a reduction of young people who are not in employment, education or employment as well as the improvements in ascertaining the status of those formerly classified with an unknown status.

Figure C – % of Young People in Education, Employment or Training



Note (1) – EET = Education, Employment or Training

Note (2) – NEET = Not in Education, Employment or Training

5. Focus on Excluded & Vulnerable Groups

There has been an increase in teenage conception rates in Brent. Brent’s rate corresponds more closely with the trend for London than the national trend. There is a clear pattern of hotspots at ward level correlating with levels of deprivation. Figure D demonstrates that the majority of teenage parents were 15 plus years old in 2004. Figure E plots the density of teenage parents to enable enhanced targeting of existing provision.

Figure D – Age of Teenage Parents in 2004

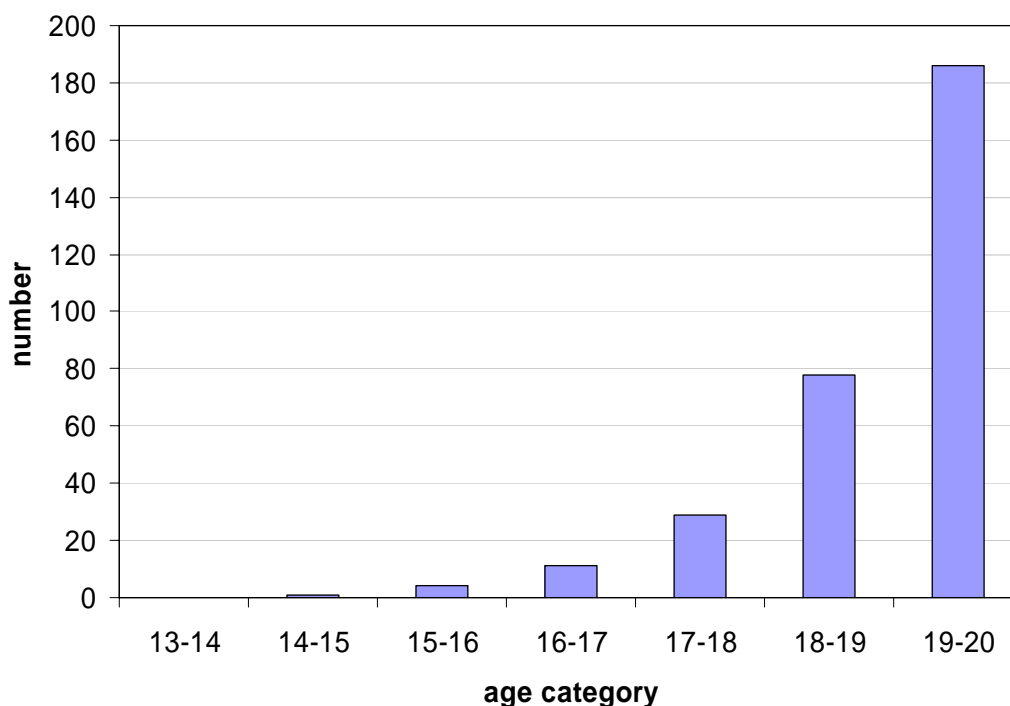
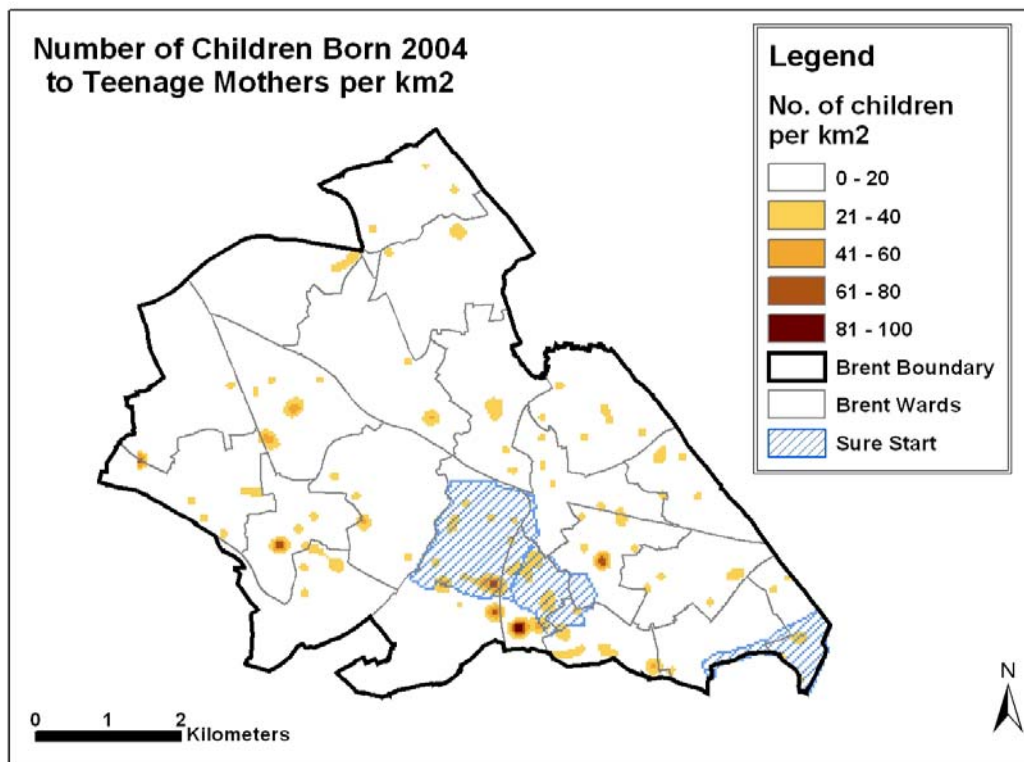


Figure E – Density of Children Born to Teen Mothers 2004



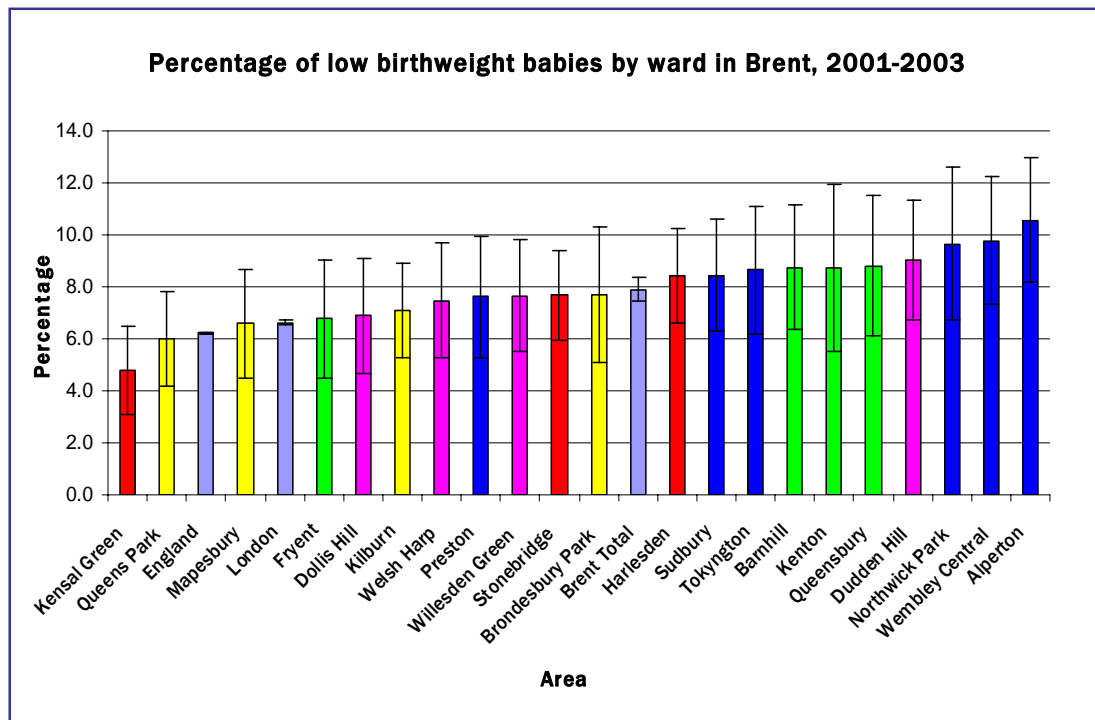
Statistics about teenage pregnancies reveal that the incidence of teenage pregnancy is increased by the following risk factors:

- 4.3 times if there is a youth offender in the household
- 2.7 times if there has been a police reported instance of domestic violence
- 2 times if the girl lives in a single adult household
- 1.5 times if a person in the household has been excluded from school

6. Safeguarding Health & Well-being

Low birth weight is a statistical risk factor associated with infant mortality and linked to higher levels of deprivation. Infant mortality in Brent is higher than the average rate in London. However, Figure F which plots the Brent wards with the highest percentages of low birth weight babies are not amongst the most deprived in the borough, suggesting other contributory factors exist.

Figure F - % of Low Birth Weight Babies by Ward



Children from households with lower incomes are more likely than those from households with higher incomes to have a mental health problem of some kind. An equity audit carried out in 2005 provided valuable insight into salient contributory factors. The age and sex distribution of these patients indicates that prevalence is higher among females and the need for intervention peaks between the ages of 5 to 12 years old (see Figure H).

Figure G – % of patients seen by CAMHS by mental health condition

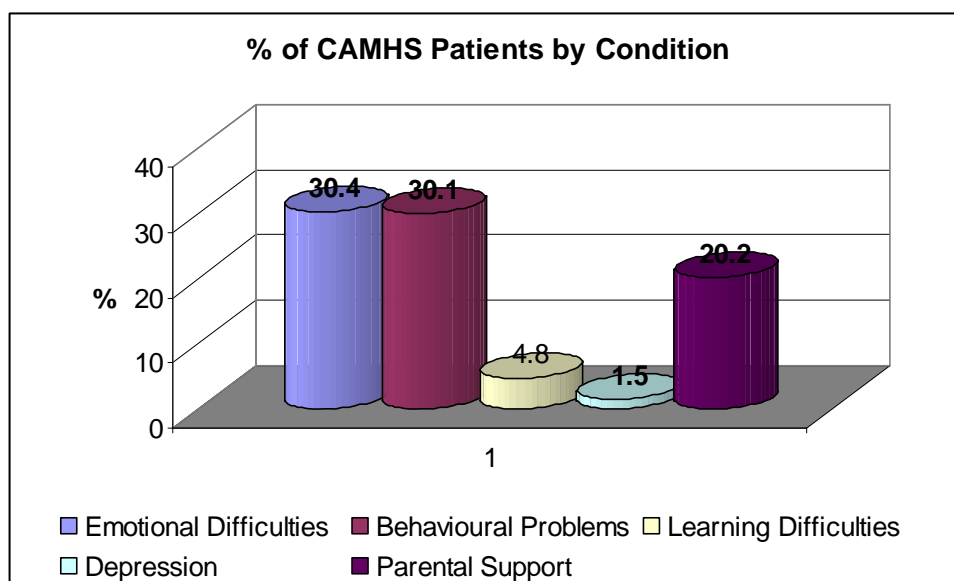
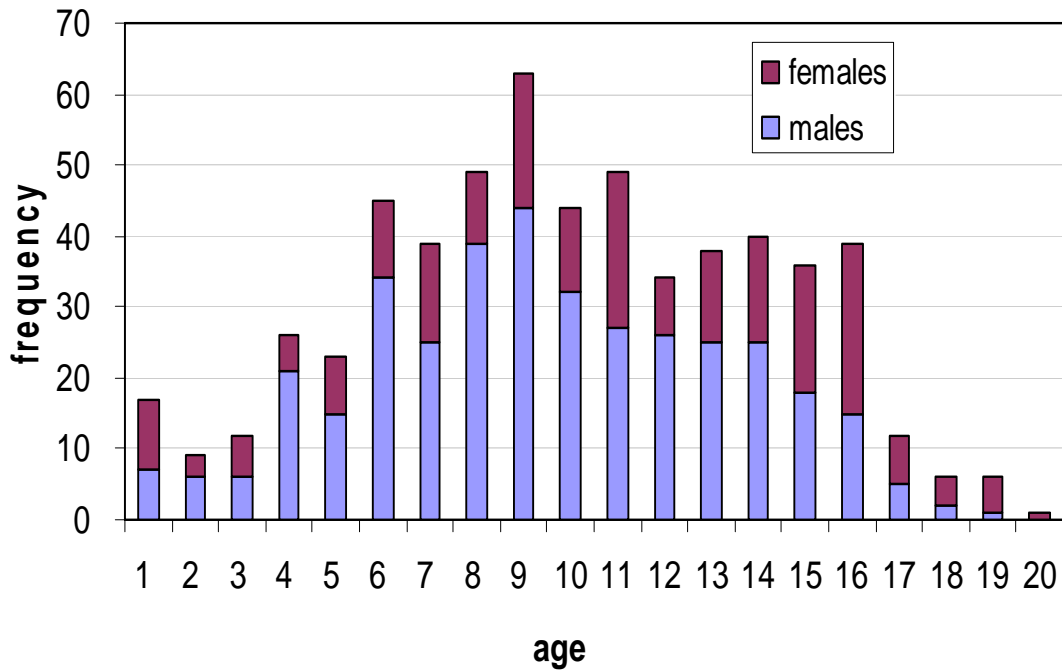


Figure H – Age and Sex Distribution of Patients Registered with CAMHS

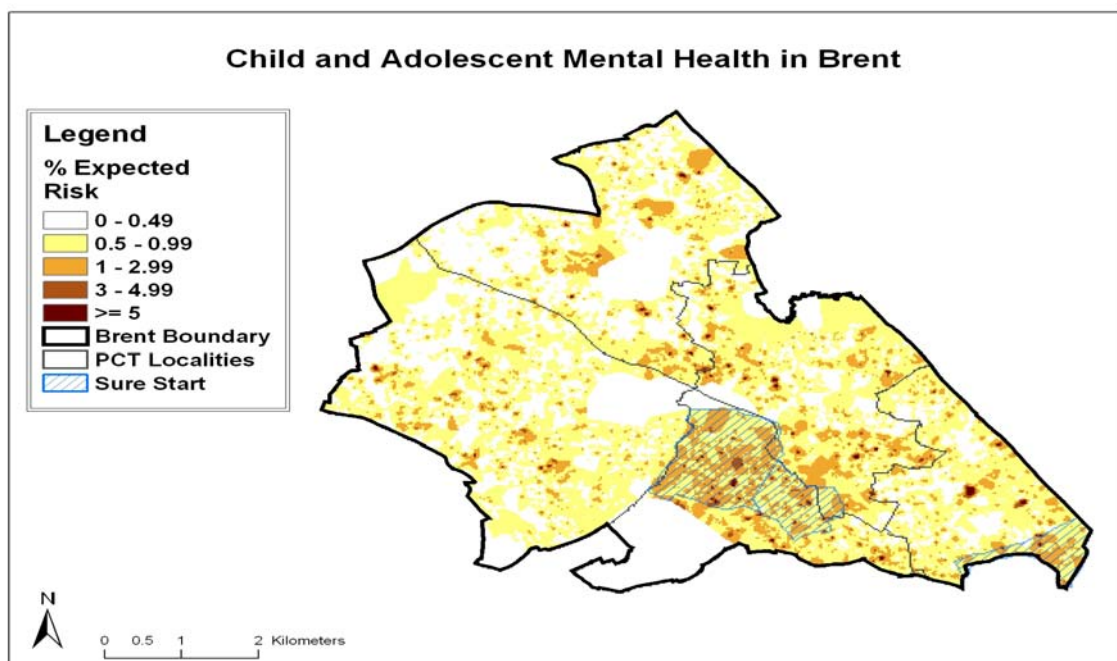


Risk factors that have been associated with poor emotional and mental health include the following:

- 45 per '000, if the child/young person is a school truant
- 28.2 per '000 if the patient lived at an address where there had been at least one report of domestic violence
- 25.2 per '000 where the child has a statement of special educational needs

Prevalence of child and adolescent mental health according to risk factors is demonstrated in Figure I.

Figure I – Prevalence of mental health problems by risk factors



Appendix 2: Performance Indicators and targets

Please note: Each indicator is matched to an objective, and in some cases there are multiple indicators for an objective.

Priority 1: Creating the conditions in which children and young people thrive

- Objectives:**
- 1a) To secure decent income through employment
 - 1b) To deliver more affordable family sized homes
 - 1c) To support safe and secure neighborhoods
 - 1d) To encourage cohesive communities
 - 1e) To provide accessible and safe play, sport, culture and leisure
 - 1f) To support effective parenting

Indicator	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
1a) Claimant count unemployment rate ¹ -	Over the year (2004-05) there has been an overall reduction in Brent's claimant count rate from 4.4% to 4.3%. The London rate was 3.4%. ²	→	To reduce claimant count rates in priority areas at a faster rate than that for the rest of the borough.	Target to be set	Local indicator

¹ Number of people on job seekers allowance

² There is a wide variation in the claimant count rate between the priority areas of Brent and the rest of the borough. The rate is high in priority areas in comparison with the rest of the borough. Priority areas are deprived areas of Brent that are receiving Neighbourhood Renewal funding (NRF) from

Indicator	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
1a) Brent employment rate vs London employment rate.	In 2004-05 Brent employment rate was 65.6% vs 69.1% for London	→	To increase the employment rate at a rate faster than London by focusing on those groups most in need ³ Target to be set in May 2006	Target for 2008-09 will be set in 2007	Local indicator
1a) Proportion of households above the low income threshold	In 2004-05 39% of couples with two children and 50% of single parent families with two children had an income above the low income threshold for the priority areas in Brent.	→	To increase proportion of households above the low income threshold by 10% for each household type.	Target to be set	Local indicator
1b) Housing Corporation figures for the 2006-08 development programme.	398 new affordable units were delivered in 2004-5	542 units (334 rented units) (208 shared ownership units)	332 Units (203 rented units) (129 shared ownership units)	196 units (154 rented units) (42 shared ownership units)	Local indicator

government for regeneration. In Brent these are St. Raphs, Stonebridge, Harlesden and Church end and South Kilburn is getting New Deals for Communities (NDC) monies

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

Indicator	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
1b) Housing investment programme (HIP) figures supplied by Brent to Office of Deputy Prime Minister (ODPM)	Decent Homes programme is now established with 6,830 properties having been made decent by Brent Housing Partnership (BHP) between 2002-05.	Working towards all properties being decent by 2010	Working towards all properties being decent by 2010	All social housing to be made decent by 2010	Local indicator
	65% of private sector vulnerable households were decent.	→	→	70% of private sector vulnerable households to be decent homes by 2010	
1b) A reduction in the numbers of families living in temporary accommodation	Brent had 4,466 families in temporary accommodation at the end of 2004-05	3,923 families	3,476 families	To reduce the numbers of families in temporary accommodation by 50% by 2010	
1c) Proportion of residents who do not let their children play out.	50% of the residents for the priority areas in Brent do not let their children play out (falling from 64% in 2001)	→	Reduce percentage of parents not letting their children play out to 38% by 2008	Target to be set at six monthly review of the Plan	Local indicator
1c) Crime Rate – Number of crimes committed across 10 different crime types	Baseline year 03-04 = 21,667 2004-05 = 20,595 2005-06 = (these figures are not available yet)	-10% (as progression to 07-08 target)	→	To reduce crime by 20% in total across the 10 different crime types by March 2008 compared to 03-04	Local indicator

Indicator	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
1c) Fear of crime – the number of people who feel threatened by crime in their area “a great deal” and “a fair amount”	In 2004 66% of people felt threatened “a great deal” and “a fair amount” by crime in their area. (crime audit consultation survey)	→	To reduce the number of people who feel threatened by crime in their area “a great deal” and “a fair amount” 50% in 2007.	Target to be set at six monthly review of the Plan	Local indicator
1c) Proportion of residents in the borough rating Brent parks and green areas as very/fairly good ⁴	66% in 2003	71% ⁵	72%	73%	BV119E (Best Value)
1d) Number of schools with Arts Mark accreditation. Arts Mark is awarded to schools who show a commitment to the full range of arts- music, dance, drama and design.	9 in total – 4 Secondary schools 5 Primary schools	10	12	15	National indicator

⁴ Resident survey takes place every 3 years. 10% random population are surveyed.

⁵ Results from the 2006 survey will be available in July 06

Indicator	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
1e) Public library service standard – resident's satisfaction	56% in 2003 survey	64%	68%	72%	BVPI 119b
1e) Percentage of 5-16 year olds engaged in 2 hours a week minimum of high quality PE and school sport	62% in 2005	75% in line with PSA target	85% in line with PSA target	86% sustained 07/08 target	APA (Annual Performance Assessment) PSA target (Public Service Agreement)
1e) 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)	21,477 in 2003-04	33,800	37,200	40,920	LAA target (Local Area Agreement)
1f) Number of parents attending parenting courses run by the Youth Offending Service (YOS)	YOS ran 1 Parenting programme in 2004-05	6 programmes	10 programmes	15 programmes	Local indicator

1f) Uptake of parents/ carers accessing parenting programmes	Children centres run regular parenting and healthcare support programmes. Family support team established for families in need.	Develop a parenting support strategy	Increase support to parents/carers in helping their children stay safe.	Target to be set in six monthly review of the Plan	JAR judgement (Joint Area Review)
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Priority outcome 2: Early Years Development

Objectives:	2a) To improve Foundation Stage provision 2b) To increase available accessible and affordable childcare 2c) To ensure all childcare is of good quality 2d) To provide readily available and accessible parenting and healthcare support
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Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
2a) Children's progress as measured by Foundation Stage Profile.	Children's progress in Communication; Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED) was not as good as progress in other Early Learning Goals (ELG)	Progress in PSED and CLL: reading improved	Progress in CLL: Language for communication thinking improved	Progress in CLL: Linking sounds and letters improved	Local indicator

2a) Public library impact measure 5 – Take up of Bookstart and Bookstart +	Bookstart places are available for all babies born in Brent through Health Centres. Packs are given at 8 month check, 18-30 months (2 nd health check) , at 3 years	National targets not yet available	National targets not yet available	National targets not yet available	PLIM 5 National indicator contributing to CPA
2a) Outcomes of Ofsted inspections of Early Years settings.	Of 60 Ofsted inspections to date of 78 non-maintained settings, 90% judged satisfactory or better. Of 22 Ofsted inspections of maintained schools between Sept 03 and Oct 05, 95% satisfactory or better	65% of all settings to be rated as satisfactory or better	70% of all settings to be rated as satisfactory or better	75% of all settings to be rated as satisfactory or better	Ofsted inspection
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
2a) Outcomes of monitoring of quality and standards in Early Years settings by Schools Improvement Service (SIS) advisory staff.	SIS monitoring indicates there is significant room for improvement in about 25% of the non-maintained settings, and some room for improvement in a further 25%	50% of all settings should be rated by SIS as good or better	55% of all settings should be rated by SIS as good or better	60% of all settings should be rated by SIS as good or better	Local indicator
2b) Number of childcare settings providing flexible places.	298 childcare places at Children's Centres opened (centre based 8am-6pm/childminders)	Remaining children care places to be opened. Phase 1 childcare places sustained (347)	347	347	Local indicator

2b) Number of childcare settings with effective provision for children with SEN or disability	initial analysis has been completed of the SEN/disability questionnaire administered to childcare providers,	60% of non maintained settings to provide effective SEN provision	70% of non maintained settings to provide effective SEN provision	80% of non maintained settings to provide effective SEN provision	Local indicator
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
2b) Take up of places charged within the upper quartile and Number of places part funded through the London Childcare Affordability Programme (CAP)	Cost analysis has been completed and CAP funding promoted to key providers. £1.6m LDA funding has been secured over next 3 years.	50% of CAP funded places taken up. 30% of flexible places available	70% 40%	90% 60%	Local indicator
		2006-7	2007-8	2008-9	

2c) Number of settings achieving quality assurance accreditation	10 out of school clubs, 6 day-care providers and 10 childminders have achieved Quality Assurance accreditation	10 out of school clubs, 12 day care providers and 10 childminders to achieve quality assurance accreditation	10 out of school clubs, 12 day care providers and 30 childminders to achieve quality assurance accreditation	15 out of school clubs, 18 day care providers and 50 childminders to achieve quality assurance accreditation	Local indicator
2c) Outcomes of Ofsted inspections of childcare provision	Of 126 Ofsted childminder inspections 40% were rated good and 56% satisfactory.	45% of child minders to be rated as good	55% of child minders to be rated as good	65% of child minders to be rated as good	Ofsted inspection
	Of 40 Ofsted nursery day-care inspections 62% were rated good and 38% rated satisfactory	67% of nursery day care to be rated as good.	75% of nursery day care to be rated as good.	90% of nursery day care to be rated as good.	
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
2c) Outcomes of monitoring of quality by SIS advisory staff and Childcare Development staff	Monitoring indicates that there is significant room for improvement in 20% of provision and some room for improvement in 25% of childcare provision	15% of child care provision needs significant improvement and 20% needs some improvement	10% of child care provision needs significant improvement and 15% needs some improvement	5% of child care provision needs significant improvement and 10% needs some improvement	Local indicator

2d) Take up of support programmes at Children's Centres and elsewhere	Parenting and healthcare support provided through 3 Sure Start local programmes	To reach 60% of the children centres outreach population	To reach 85% of the children centres outreach population	To reach 100% of the children centres outreach population	Local indicator
2d) Reduction in referrals to social care services and inappropriate use of healthcare services	Early work begun on monitoring systems in readiness for Children's Centres delivery	10% reduction in inappropriate referrals	15% reduction in inappropriate referrals	25% reduction in inappropriate referrals	Local indicator

Priority outcome 3: Educational Achievement and School Improvement

Objectives:

- 3a) To accelerate the rate of improvement of underachieving groups, narrowing and eliminating gaps
- 3b) To improve Educational outcomes for Looked After Children (LAC) to match or exceed national average
- 3c) To ensure all schools provide an education which is at least good as defined by Ofsted
- 3d) To raise standards at Key Stage 1,2 and 3 to match or exceed national averages
- 3e) To ensure sufficient secondary places
- 3f) To ensure disabled children and young people are able to access the same wide educational and life opportunities as others

Indicators

Baseline / Performance 2004-6

Targets

2006-7

2007-8

2008-9

Source of indicator

3a) End of Key Stage performance data for Black African and Black Caribbean pupils	Black Caribbean pupils performed below average at KS2, KS3 and KS4. Black African pupils tended to perform below average at all key stages. The gap between these two groups and all other groups narrowed significantly at Key Stage 4 in 2005	The gap between the performance of Black African and Black Caribbean pupils and the average performance of all groups is progressively reduced.	The gap between the performance of Black African and Black Caribbean pupils and the average performance of all groups is progressively reduced.	The gap between the performance of Black African and Black Caribbean pupils and the average performance of all groups is progressively reduced.	Local indicator
3a) Performance of Black African / Caribbean young offenders	Black African /Caribbean young people disproportionately feature in offending data	To reduce over representation by 5 % from the previous year.	To reduce over representation by 5 % from the previous year	To reduce over representation by 5 % from the previous year.	Local indicator
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
3a) Access, attendance and attainment of traveler children and young people.	162 traveller children accessed school places in 2004/05	100% of traveller children access school places including transfer to secondary school.	100% of traveller children access school places including transfer to secondary school.	100% of traveller children access school places including transfer to secondary school.	Local indicator
		95% of under 5s on the traveller site attend early years playgroup provision.	100% of under 5s on the traveller site attend early years playgroup provision.	100% of under 5s on the traveller site attend early years playgroup provision.	

	Attendance rates for this group were well below average: 70% attendance rate in primary schools, 63% attendance rate in secondary schools, 72% attendance rate in special schools.	Attendance is progressively improved	Attendance is progressively improved	Attendance is progressively improved	
	The performance of traveller pupils was well below average at KS1, KS2, KS3 and KS4.	The gap between the performance of traveller pupils and the average performance of all other groups is reduced.	The gap between the performance of traveller pupils and the average performance of all other groups is reduced.	The gap between the performance of traveller pupils and the average performance of all other groups is reduced.	
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
3b) The % of young people leaving care aged 16 or over with 5 or more GCSEs at grade A-C or a GNVQ	04/05 – 0% Planned 05/06- 10.6%	11%	12%	15%	APA LAA target
3b) The % of young people leaving care aged 16 or over with at least 1 GCSE A-G	04/05 – 33.3% Planned 05/06 – 49%	55%	60%	65%.	APA PAF CF/A2 LAA target

3b) The % of Looked After continuously for 12 months , of compulsory school age, who missed at least 25 days for any reason during the previous year.	04/05 – 2% Planned 05/06 – 2%	2%	1.5%	1.5%	APA PAF CF/C24
3c) Ofsted inspection judgements	72% of schools inspected (13 out of 18) in 2004-05 were rated good or better (old framework)	50% of schools rated as at least good (new framework)	60% of schools rated at least good (new framework)	65% of schools rated as at least good (new framework)	APA
3c) Proportion of primary schools providing access to the core offer of extended services	04/05 - 2% Primary schools 04/05 - 7% Secondary schools	→	→	80% primary schools 100% secondary schools	LAA target
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	

3d) End of Key Stage (KS) performance data	2005 Brent averages KS1: 4% points below in Reading, Writing and Maths 5% points below in Science KS2: 1% point below in English 2% points below in Maths 7% points below in Science KS3: (provisional data) 2% points below in English 2% points below in Maths 7% points below in Science	The gaps between Brent and national averages will be reduced	Attainment at all key stages in line with national averages	Attainment at all key stages in line with national averages	APA
3d) Authorised and unauthorised absence at primary school	2004-2005 Brent averages 0.54 % Unauthorised Absence 5.49 % Authorised Absence	7.10% Overall Absence	6.90% Overall Absence	To be set with the review of standards in 2007.	APA
3d) Authorised and unauthorised absence at secondary school	2004-2005 Brent averages 1.05 Unauthorised Absence (Better than the national Average) 6.04% Authorised Absence (Better than the national Average. Secondary Attendance rate at 92.91% better than the National Average)	7.70% Overall Absence	7.70 Overall Absence	To be set with the review of standards in 2007.	APA
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	

<p>3e) Number of children 11-16 seeking a school place</p>	<p>260 children were seeking a place in school in September 2005. By December 2005 - Places were found for all in schools, appropriate induction projects or vocational programme.</p> <p>There is a rolling 6 weekly assessment centre programme established to assess the needs of Children seeking school place.</p>	<p>100% of unplaced children assessed and provision offered.</p>	<p>Additional places created in existing schools</p>	<p>New Academy to provide over 1000 new places.</p>	<p>Local indicator</p>
<p>3f) Numbers of children with SEN/disability placed in residential special schools</p>	<p>37 (October 2005)</p>	<p>5%</p>	<p>5%</p>	<p>5%</p>	<p>Local indicator</p>
<p>3f) Ofsted inspection of SEN provision Section 5 school inspection judgement- How well learners with learning difficulties and disabilities make progress (primary, secondary and special schools)</p>	<p>All special schools and Pupil Referral Units were judged at least good by Ofsted</p>	<p>→</p>	<p>All special schools and PRUs to be judged very good and outstanding</p>	<p>To be set in the next six monthly review of the Plan</p>	<p>APA</p>

Priority outcome 4: Support for Young People and Teenagers

- Objectives:**
- 4a) To implement the recommendations from the recent Youth Service inspection
 - 4b) To reduce numbers of 16-19 years olds not in education, employment or training (NEET)
 - 4c) To raise 'value added' scores in all subjects by all providers for 16-19 year olds
 - 4d) To Work with employers to improve access to work experience and employment opportunities for targeted groups

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
4a) Youth service improvement action plan.	2004 Ofsted inspection judged Youth Services to be unsatisfactory. Joint Area Review in early 2006 showed reasonable or good progress in most areas.	→	→	JAR review to show all aspect of Youth Service review to be good	JAR judgement
4b) Number and proportion of 16-19 year olds NEETs.	8.5% of 16-19 year olds were NEET in nov2004-jan05	7.4%	7.1%	6.8%	National indicator
4b) Proportion of 16-19 years situation unknown	8.02% unknown	National targets to be set by GOL	National targets to be set by GOL	National targets to be set by GOL	National indicator
4c) Advanced level performance Systems (ALPS)	Brent rose from grade 3 in 2004 (excellent) to grade 2 in 2005 (outstanding). 9 schools were rated excellent and outstanding in 2005 compared to 8 in 2004. No schools were rated unsatisfactory in 2005 compared to 2 in 2004	35% of individual subjects graded excellent and outstanding 10% decrease in the number of individual subjects graded poor.	40% of individual subjects graded excellent and outstanding 20% decrease in the number of individual subjects graded poor.	50% of individual subjects graded excellent and outstanding 30% decrease in the number of individual subjects graded poor.	Local indicator

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
4d) Number and proportion of 19 year old care leavers in Education, Employment and Training (EET)	66.7% of Care leavers were in EET in December 2004	100%	100%	100%	APA
4d) Teenage mothers in EET	16% of teenage mothers were in EET in 2004	25%	To be set in the next six monthly review of the Plan	To be set in the next six monthly review of the Plan	Local indicator
4d) Young people with Learning difficulties and disability (LDD) in EET	72% of young people with LDD were in EET in 2004	73%	To be set in the next six monthly review of the Plan	To be set in the next six monthly review of the Plan	Local indicator
4d) Black and Minority Ethnic (BME) Group in EET	73.1% of BME young people were in EET in 2004.	74.1	To be set in the next six monthly review of the Plan	To be set in the next six monthly review of the Plan	Local indicator
4d) Proportion of supervised juveniles in full time EET	85.1% of young offenders were in EET in 2004	90%	90%	To be set in the next six monthly review of the Plan	APA

Priority outcome 5 : Focus on Excluded and Vulnerable Groups

Objectives:	<p>5a) To reduce teenage conception rates</p> <p>5b) To reduce the number of Looked After Children (and to reduce the number of children who start to be Looked After and remain Looked After for two weeks or less) and for those who become Looked After, to increase the rate of adoption, increase the stability and overall number of placements in Brent</p> <p>5c) To increase family support for children in need, including those with disabilities</p> <p>5d) To reduce youth offending and support reintegration</p> <p>5e) To reduce permanent exclusions from maintained secondary schools</p> <p>5f) To improve integrated service delivery for disabled children and young people</p>
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Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
5a) % change in number of conceptions amongst 15-17 year olds	55.4 conceptions per 1000 (2003)	35 conceptions per 1000	32.2 conceptions per 1000	29.5 conceptions per 1000	APA BVPI 197 (Best Value Performance Indicator)
5b) Children Looked After 31 March per 10,000 population aged under 18.	04/05 – 382 Planned 05/06 - 400	380	350	330	APA
5b) Children under 10 looked after in foster placements or placed for adoption	04/05 – 100% Planned 05/06 – 100%	100%	100%	100%	APA PAF C22 (Performance Assessment Framework)

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
5b) % Looked after children placed for adoption in the year to 31 st March 2005	04/05 - 5.10% Planned 05/06 – 6%	7%	10%	11%	APA
5b) % Children Looked After with 3 or more placement changes during the year	04/05 – 10% Planned 05/06 – 11%	12%	14%	15%	APA PAF A1 / BV49
5b) Children Looked After in foster placements or placed for adoption	04/05 - 70% Planned 05/06 – 74%	80%	85%	88%	APA PAF B7
5b) % Looked after children adopted during the year for adoption within 12 months of best interest decision being made	04/05- 50%	60%	65%	68%	APA PAF 1115

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
5b) % of children looked after adopted from LA care	04/05 - 3.5%	7%	10%	12%	APA PAF C 23
5c) Effectiveness of the Family Support team preventative strategy	No current data available Planned 05/06 – 59%	50%	45%	37%	Local Indicator
5c) The number of disabled children supported in their families or living independently, receiving services in the census week, as a percentage of the estimated total population of disabled children in the council area.	14.3% of 11-19 year olds were receiving services in 2003-04 – snapshot during week of census 04/05 – 9.6% Planned – 10%	10%	11%	13%	APA PAF CF/E67

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
5d) The rate of re-offending	39% overall re-offended in the course 2004.	21.85%	21.7%	19.7 %	APA PAF E 45
		to reduce re-offending rates in the pre-court cohort by 5% per annum	to reduce re-offending rates in the pre-court cohort by 5% per annum	to reduce re-offending rates in the pre-court cohort by 5% per annum	
5e) Number of pupils permanently excluded from Brent maintained secondary schools	67 in 2004-05 (57 in 2003/4)	Permanent exclusion rate from maintained secondary schools to be below statistical neighbours average	Permanent exclusion rate from maintained secondary schools to be below statistical neighbours average	Permanent exclusion rate from maintained secondary schools to be below statistical neighbours average	Local indicator JAR recommendation
		Implement rapidly the plans to provide full time provision for all pupils permanently excluded from schools			
5f) What % of children with disabilities aged 14+ had a transition plan to support their move from children's services to adult services?)	04/05- 90% Planned 05/06- Over 90%	Over 90%	Over 90%	Over 90%	APA PAF 1114

Priority outcome 6 : Safeguarding, health and well being

- Objectives:**
- 6a) To ensure there is strong inter-agency collaboration to improve all aspects of safeguarding for all CYP
 - 6b) To ensure robust arrangements to safeguard children and young people in need of protection
 - 6c) To reduce bullying in schools
 - 6d) To reduce young people's involvement either as victims or perpetrators of crime
 - 6e) To improve health and fitness: ensuring emotional, physical and mental wellbeing and promoting healthy lifestyles
 - 6f) To reduce acute admissions to hospitals

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
6a) Local Safeguarding Children Board (LSCB) progress	Local Childrens Safeguarding Board (LSCB) established in December 2005 and LSCB Coordinator appointed	Establish Child Death Review sub Committee.	Monthly attendance	Monthly attendance	Local indicators
		Relevant agencies are represented at all meetings by a member at an appropriate level.	Relevant agencies are represented at all meetings by a member at an appropriate level.	Relevant agencies are represented at all meetings by a member at an appropriate level.	
	Sub groups established (policy & procedures, training, prevention, serious case review, safety in employment and inspection)	To have an established monitoring and audit programme in operation	To have an established monitoring and audit programme in operation	To have an established monitoring and audit programme in operation	
		To develop a domestic violence sub-group			

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
6a) Number of children killed or seriously injured in road accidents	26 children In the year ending December 2004	Year on year reduction	Year on year reduction	Year on year reduction	APA
6b) Number of section 47 investigations initiated	04/05 – 280 Planned 05/06 - 420	370	350	310	Local indicator
6b) % of child protection re-registrations during the year	04/05 - 8.2% Planned 05/06 – 8%	10%	11%	12%	APA PAF A3
6b) % of Child Protection Register cases which should be reviewed during the year that were reviewed	04/05 – 97.2% Planned 05/06 – 100%	100%	100%	100%	APA PAF C20
6b) % de-registration of children who were on CPR for over 2 years	04/05 – 12% Planned 05/06 – 9%	10%	10%	10%	APA PAF C21

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
6b) Number of child in need referrals to social care of children per 10,000 population	04/05 - 2681 Planned 05/06 - 3325	2681	2561	2382	APA CH 141
6b) % of referrals to social care occurring within 12 months of previous referral	04/05 – 12.5% Planned 05/06 – 18%	25%	18%	15%	APA CH142
6c) Section 5 schools inspection judgement: The extent to which schools ensure that learners stay safe (primary, secondary and special schools).	Inspection reports show that schools are having a positive impact on improving behaviour and reducing bullying.	Reduction in incidents of bullying reported by schools, and in Sis and Ofsted inspections	Year on year reduction	Year on year reduction	APA
	Anti bullying policy guidelines produced in early 2006	All schools to annually review their anti bullying policy	All schools to annually review their anti bullying policy	All schools to annually review their anti bullying policy	
6d) Number of resident young offenders	464 in 2004-05	2% reduction	Local target not yet set	Local target not yet set	APA PAF E45

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
6e) infant mortality rate in Brent per 1,000 live births	6.6 per 1000 in 2002/4 (8.8 per 1000 in 2000/2)	→	→	Year on year reduction	APA
6e) % of low birth weight babies	9.0% in 2004 (9.8% in 2003)	→	→	Year on year reduction	APA
6e) % uptake of immunisations at 2 years	81% in 2004/5 (71% in 2003/4)	99%	99%	99%	APA
6e) % improvement on new mothers initiating breastfeeding	05/06 – 72%	Year on year increase	Year on year increase	Year on year increase	Local indicator
6e) % of new mothers smoking during pregnancy	05/06- 4.8%	Year on year decrease	Year on year decrease	Year on year decrease	Local indicator
6e) Number of schools signed up to the December 2005 National Health Schools Standard (NHSS) New Framework	0 Primary schools are currently signed up to the NHSS 0 Secondary schools are currently signed up to the NHSS	→	→	21 schools including at least 4 secondary schools	LAA target

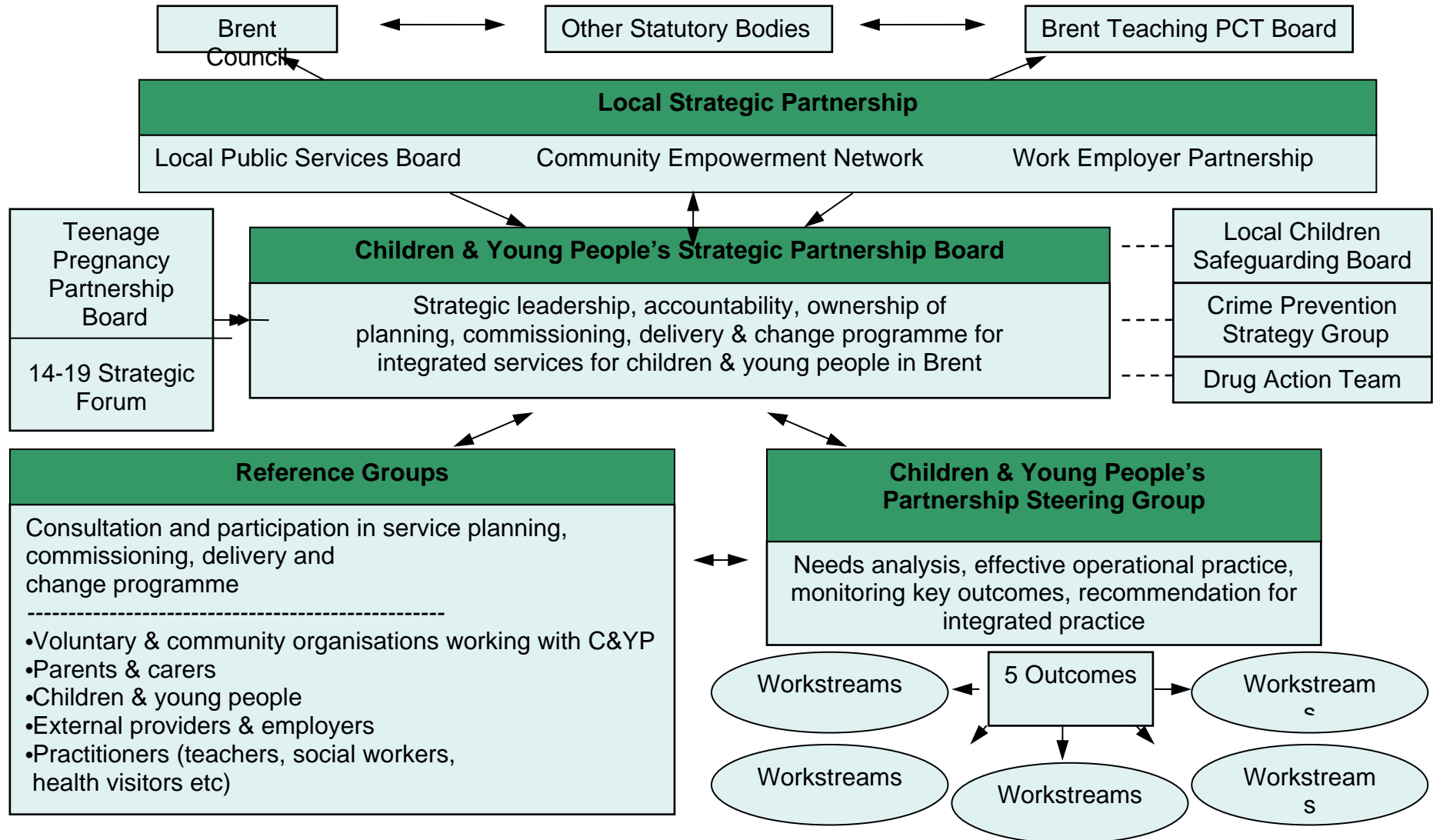
Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
6e) Progress made towards a comprehensive CAMHS. 3 indicators: - Services for 16-17 year olds - Learning disability service - 24 hour emergency access	Baseline data not available	To have in place the 3 indicators by Dec 06	Enhance provision in line with national targets	Enhance provision in line with national targets	APA CF/A70
6e) The referral of juveniles manifesting mental health difficulties to CAMHS.	1028 in 2004/5				APA CF/A70
6e) The average % of Children Looked After who had their teeth checked by a dentist and had an annual health assessment during the previous 12 months.	04/05 - 73% Planned 05/06 – 78%	85%	90%	90%	APA PAF C19

Indicators	Baseline / Performance 2004-6	Targets			Source of indicator
		2006-7	2007-8	2008-9	
6e) The proportion of those in substance misuse treatment who are aged less than 18.	2004-05 51 young people received tier 3 treatment ⁶ 90 young people received tier 2 interventions ⁷	100% screening for young people for substance misuse in YOT, LAC & PRU	100% screening of young people for substance misuse in YOT, LAC & PRU	100% screening of young people for substance misuse in YOT, LAC & PRU	APA CF/A70
	Achieved target for providing young people treatment spaces proportional to adult problem drug user population	100% of young people identified as needing it, receive treatment placement in 5-10 working days	100% of young people identified as needing it, receive treatment placement in 5-10 working days	100% of young people identified as needing it, receive treatment placement in 5-10 working days	
		10% increase in numbers of young people accessing tier 3 services compared to previous year.	10% increase in numbers of young people accessing tier 3 services compared to previous year.	10% increase in numbers of young people accessing tier 3 services compared to previous year.	
6e) The number of school groups who visit the Welsh Harp Environmental Education Centre	2005-06 is the first year of service, therefore no baseline data available yet	125	135	150	Local

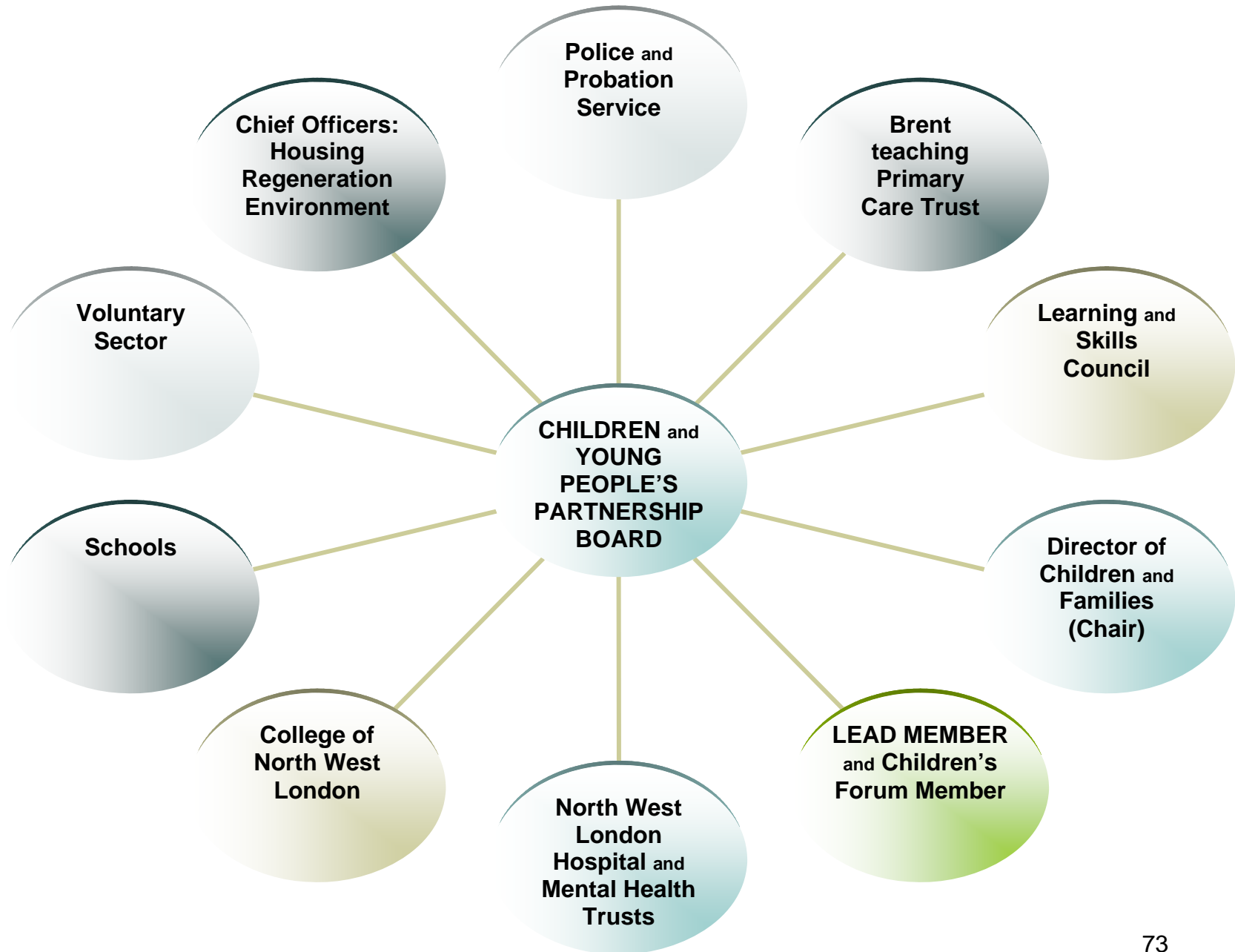
6e) Public library impact measure 6 – Number of children taking part in annual summer reading	3818 in 2005-06	4000	4200	4350	PLIM 6 National indicator contributing to CPA
6f) Number of admissions to hospital due to injuries for under 18's	680 in 2004/5 (544 in 2003/4)	→	→	Year on year reduction	Local indicator

Appendix 3a:

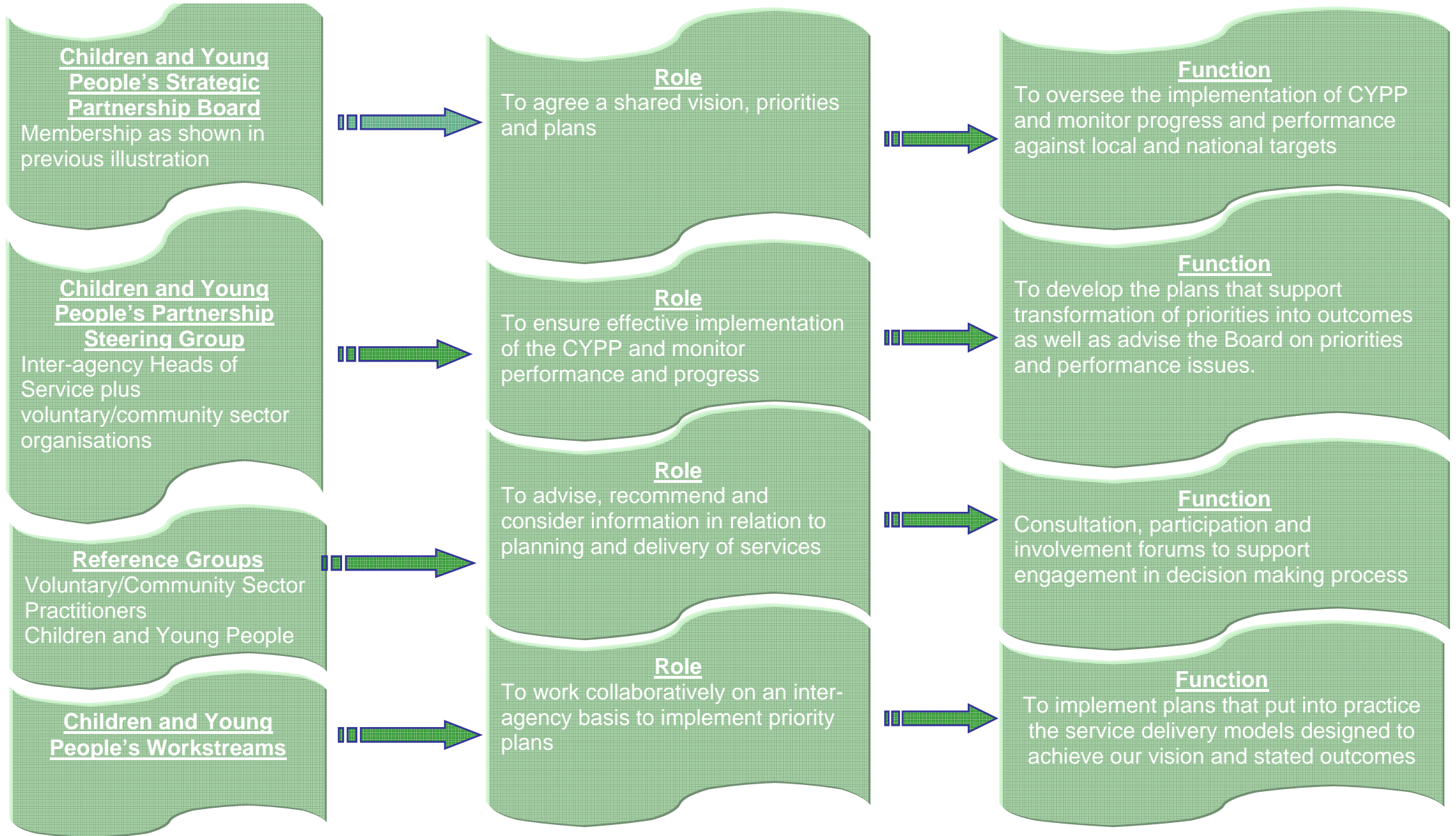
Arrangements for Brent Partnership Working Children and Families



Appendix 3b: The Partnership Board



Appendix 3c: Inter-Agency Governance Structure for Brent



Appendix 4: Children and Young People's Participation

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

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

Current Participation and Consultation of Children and Young People in Brent

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

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

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

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

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

Next Steps

Each partnership organisation should embrace the principles and objectives of the Statement of Commitment and develop a strategy/action plan which identifies how children and young people could participate and be actively involved in service planning and delivery. Some examples of the ways in which children and young people might be encouraged to participate include:

- ❖ Board, management and governor youth representatives
- ❖ Youth Forums/ Parliaments
- ❖ School councils
- ❖ Social Action Groups
- ❖ Whole group meetings (considering options for different service delivery models)
- ❖ Project/research
- ❖ Conferences /presentations
- ❖ Recruitment panels and staff training
- ❖ Evaluation/reviews

Appendix 5: Schools and Council Children & Families Department Resources

Dedicated Schools Grant

The provisional Dedicated Schools Grant (DSG) allocations were announced on 7 December 2005. The headline figures are that Brent will receive an increase of 8.2% per pupil between 2005/06 and 2006/07, with a similar increase between 2006/07 and 2007/08. This is the second highest increase in London. The Minimum Funding Guarantee (MFG) is 4% for primary and nursery schools and 3.4% for secondary and special schools. The MFG for 2007/08 will be 3.7% for all schools. This increase is partly due to the fact that the DfES have factored into their calculation the disappointment expressed by those Local Authorities (including Brent) who are currently spending below SFSS for Education and part of the allocation of the funding above the DSG baseline of 5% has been directed towards those authorities. As well as the increase in the overall ISB, the School Standards Grant (SSG) has also increased (by 22.5%).

The cash increase in the ISB in both 2006/07 and 2007/08 is higher than 8.2% because the DfES have assumed rising rolls within their calculation of the Dedicated Schools Grant and the size of the DSG directly impacts on the size of the ISB. The provisional calculation of the overall DSG for the two years is as follows:

	2005/06	2006/07	2007/08
Per pupil funding baseline (A)	£3,988.67	£4,315.53	£4,663.30
Pupil Numbers (B)	35,903.5	36,171	36,694
Dedicated Schools Grant (A*B)	£143,207,218	£156,097,036	£171,115,130

In advising local authorities of their DSG allocations, the DfES has set out how much additional funding is notionally included in the total for specific developments. There is no requirement for these sums to be used in this way, but the DfES expresses the hope that schools will address the issues via the additional funding. The table below sets out these allocations within the Brent DSG. The Schools Forum and the Executive were asked to take a view on to whether any specific allocations to schools should be made for these items and decided that there should not be any specific factors within the Brent formula for personalised learning and practical learning options 14-16, the main priority being to raise school funding overall. However, schools will be encouraged to incorporate these initiatives within their activities:

	2006/07	2007/08
	£k	£k
KS3 Personalised Learning	721	1,329
Primary Personalised Learning	728	949
Practical Learning Options 14-16	198	356
Workforce Reform	398	0
Extra Money to Bring Funding up to FSS	2,051	2,051
Sub Total	4,096	4,685
Early Years Extension	368	0

Primary schools have been making the case for many years that the level of funding to the primary sector is relatively lower than for secondary. For 2005/06, a comparison between the delegated funding per pupil for the two sectors and the London average is as follows:

	London Average	Brent
	£	£
Primary	3,500	3,421
Secondary	4,445	4,700

The Brent primary funding per pupil is £79 (2.25%) below the London average and the secondary funding is £255 (5.7%) above the average. 2.25% of the provisional primary allocations for 2006/07 is £1,600k and so a case could be made for allocating this sum to the primary sector in order to bring them up to the London Average. A further similar allocation in 2007/08 would largely redress the balance of funding between the sectors. The Schools Forum and the Executive were asked to consider this at their meetings in February 2006 and agreed to direct £1.6 million specifically to the primary sector in both 2006-07 and 2007-08.

In addition to the substantial additional resourcing directly for schools in 2006/07 and 2007/08, the increase in DSB will also enable growth to fund a third Pupil Referral Unit, additional classes for the tuition of pupils out of school and to make further provision for pupils without a school place.

As mentioned above, as well as the increase in the overall Individual Schools Budget, the School Standards Grant (SSG) has also increased by 22.5%. The estimated SSG for 2006/7 is £4.7 million. This grant can be used for non-budget share purposes. This represents a significant increase in funding and this will enable schools better to implement workforce reform and to continue to the improvement of outcomes for children and young people as part of the Every Child Matters agenda.

Children and Families Budget

Outside the Dedicated Schools Budget, the Children and Families department (CFD) has identified 2% efficiency savings in 2006/07. In addition, members have gone through a rigorous prioritisation exercise and the main priority growth items are as follows:

	2006/07	2007/08	2008/09	2009/10
Children's placement - increasing numbers	400	400	400	400
Standard fund changes	150	0	0	0
Wembley Study Support Centre	15	10	0	0
Freeman Family Centre	100	250	0	0
Transforming Youth Work	200	200	163	0
Primary Behaviour Support	55	55	0	0
	920	915	563	400

Children's Centres and Extended Schools

Brent has been allocated £2,049,714 in capital, and £3,842,938 in revenue funding for Children's Centre developments in 2006-08. This funding is to sustain childcare places and services established in line with the core offer in phase 1, and to fund services developed in phase 2. The General Sure Start Grant has a capital allocation for Extended Schools and for sustaining childcare totaling £2,132,132 in 2006-08. By developing Centres from schools settings it may be possible to link into these funding streams. In addition the Roundwood, Central and South Kilburn Sure Start local programmes which have become Children's Centres in phase 1 have been allocated ring-fenced revenue funding totaling £3,791,050 in 2006-08. Brent has been allocated £386,000 in 2006/7 for extended schools, the majority of which will be devolved to clusters of schools.

Capital

Within the £45m three year capital programme for schools covering 2005-8, £7.7 million has been identified to support the implementation of the SEN Review and £250,000 has been identified to improve youth services premises.

Other grants

The Children's Services Grant, which covers Choice Protects, Adoption Support and Vulnerable Children, will increase by approximately £200,000 in 2006/7 to £1.404 million and will rise to £1.802 million in 2007/8.

In addition, the Children's Fund and On Track Grant will remain at approximately the same level of just over £1 million per year for 2006/7 and 2007/8. The Teenage Pregnancy Grant is £134,000, around the same level as previously.

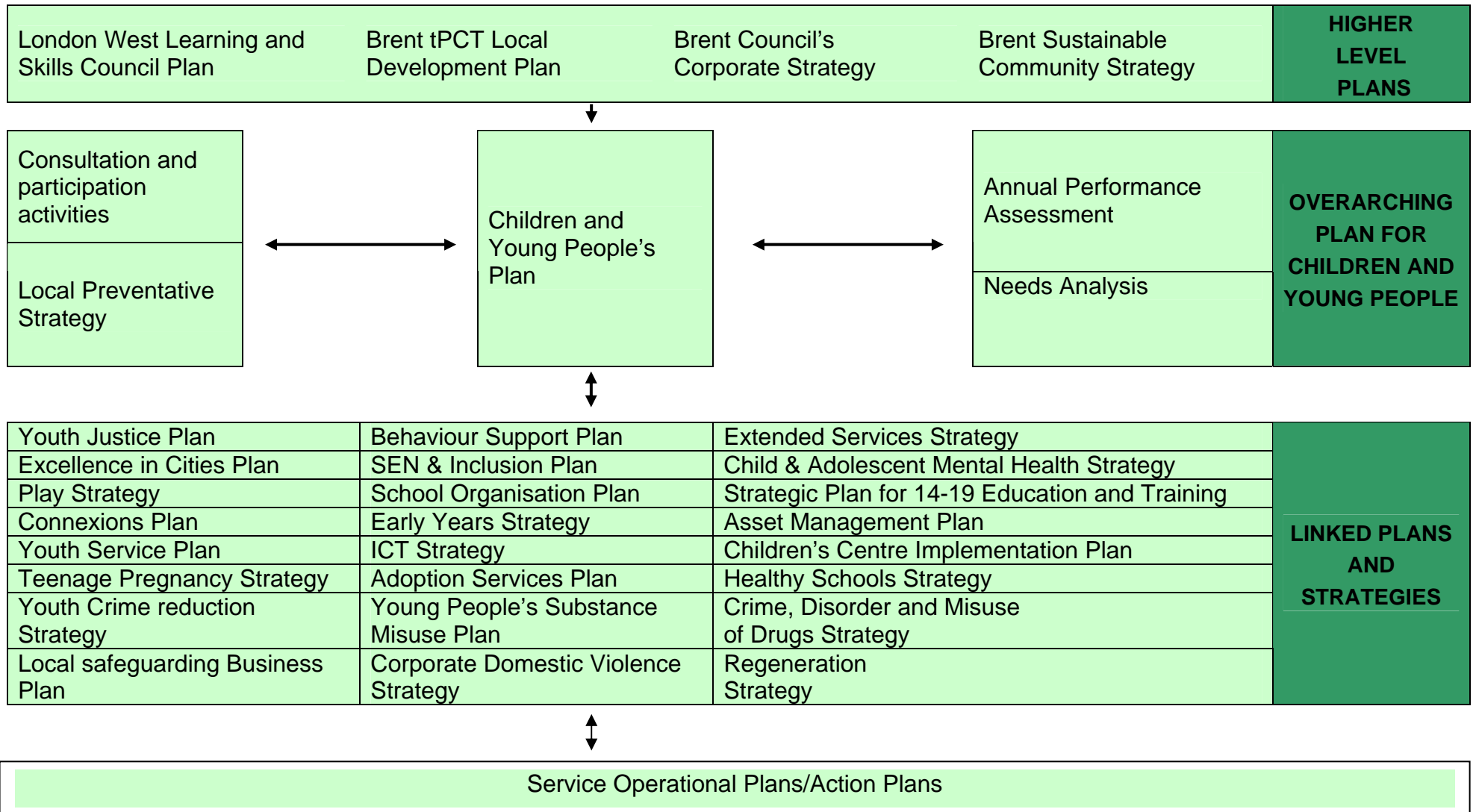
Aligning funding to strategic priorities

The Local Authority will commission and de-commission services in accordance with strategic priorities and evaluation of impact of work undertaken. It will work with partner agencies through the Children and Young People's Partnership Board and the local Strategic Partnership to align spending plans with the identified strategic priorities set out in the Plan.

During 2006/7, consideration will be given within the Children and Families department to further integration of services and pooled budget arrangements to ensure that existing resources are used to best effect.

At the time of writing this plan, the Local Area Agreement is currently being negotiated and may create additional resources for the Council, some of which could be directed towards the priorities included in this plan. In addition, funding has been identified from within the Children Services Grant to help support Common Assessment Framework projects in the Kingsbury and Stonebridge areas.

Appendix 6a: Relationship between plans



Appendix 6b: Planning framework

Higher Level Plans

High level strategy documents which must be taken into account in drawing up the Children and Young People's Plan

Children and Young People's Plan

Overarching strategic plan for children and young people, setting out the local vision and priorities

Linked plans and strategies

More detailed plans and strategies which contribute to improved outcomes for children and young people and which set out targets and key activities

Service Operational Plans

Operational plans which show how each service contributes to strategic plans, detailing service targets, monitoring arrangements and how resources will be used

Performance management and review arrangements

Process of performance review, target setting and identification of learning and development needs in order to ensure individual staff are clear of their objectives and contribution to service plans

Appendix 7: Process of consulting on the Plan

The key components of the plan - broad vision, priorities and actions for improving outcomes have been the subject of extensive consultation with all the agencies represented on the Children and Young People's partnership Board.

These components were specifically discussed at conferences in November 2005 with:

- ❖ young people
- ❖ headteachers
- ❖ governors

And with the following groups:

- ❖ Voluntary and Community sector reference group
- ❖ Children and Young People's Partnership steering group

The outcomes of the consultation have been incorporated into this draft of the Plan which will be the subject of further consultation in 2006.

The timetable for consultation in January to March 2006 is as follows:-

January 2006

- ❖ The plan will be available for wide consultation.
- ❖ First consideration by the Children and Young People's Strategic Partnership Board.

March 2006

- ❖ The Plan will be considered by Brent Council's Executive and by the decision-making boards of other agencies for approval.
- ❖ The Plan will be considered by the Children and Young People's Strategic Partnership Board for final approval.

April 2006

- ❖ Plan in place.

Appendix 8:

IMPACT NEEDS/REQUIREMENT ASSESSMENTS COMPLETION FORM

Please note that you must complete this form if you are undertaking a formal Impact Needs/Requirement Assessment. You may also wish to use this form for guidance to undertake an initial assessment or screening. Use this form for new and existing policies. Where a question is not applicable to your assessment, please indicate.

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

Brent's Single Children and Young People's Plan 2006-2009

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 important element of the reforms set out in the Children Act 2004 regulations. The aim is for this plan to be the overarching single strategic plan for all services for children and young people in Brent. It brings together in one document a vision for children and young people's services in Brent that is shared across all agencies. It also includes the six key priorities that have been agreed by partner agencies and will be addressed in the next three years. This plan replaces many existing plans including requirements for seven statutory and ten non-statutory plans.

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 six priorities have been identified following a comprehensive local needs analysis. We want to ensure that our services are relevant to the needs of the Brent community as well as target services to particularly vulnerable groups that are underrepresented and do not access mainstream services e.g. Children with disabilities and Black and Minority Ethnic groups. Additionally, the six strategic priorities have been incorporated into the Children and Families department Equalities Action Plan.

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/age/health etc? What are the reasons for this adverse impact?

There are no immediate adverse impacts on 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 mainstream provision. The Plan aims to address these inequalities.

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

- A comprehensive needs analysis was commissioned that informed the selection of the six key priorities agreed in the CYPP. Emerging themes are summarised in appendix 1 of the Plan.
- Consultation exercises with various groups substantially influenced and informed the final draft of the CYPP.
- The Joint Area Review (inspection) and the Annual Performance Assessment also highlighted the areas for further development and improvement.

6. Are there any unmet needs/requirements that can be identified that affect some groups? (Please refer to provisions of Disability Discrimination Act and the regulations on sexual orientation and faith if applicable)

It is important to recognise that our approach is to promote equality across all the strategic priorities identified in the Plan. However, in terms of the six equalities strands, for the next three years (2006-2009) the Plan will focus on the following groups:

- Underachievement of Black African and Black Caribbean boys (Race and Gender)
- Life opportunities for disabled children and young people. (Disability)
- Early years development and support for teenagers (Age)
- Support for Looked After Children (Race, Disability and Age)

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

We have consulted externally and internally on the CYPP. Methods ranged from organising workshops, a conference for children and young people, using existing meetings, a consultation questionnaire and consulting via e-mail and internet. Feedback from consultation has been incorporated into the final draft of the Plan.

- **Children and young people:**
Brent Children and Young People's Forum organized a participation conference for children and young people where they were asked to express their views on the draft priorities agreed for the Plan. A report from the conference is available to download from the council's website.
- **Voluntary and community organisations:**
The voluntary sector reference group for children and young people was consulted on two occasions. Comments on the Plan were incorporated into the minutes of the meeting.
- **Partner agencies:**
The Children and Young People's Strategic Partnership Board (CYPSPB) were involved in the development of the Plan through agreement of the principles underpinning the Plan. The Children and Young People's Partnership Steering group (CYPPSG) was consulted using their quarterly meetings as a consultation forum. Write up from both consultations is available on request.
- **General publicity:**
1000 brochures inviting children, young people and their families were printed and distributed amongst libraries, one stop shops, schools and nurseries.
The draft Plan was uploaded on the internet for consultation from 13 January 2006 to the end of the consultation period on 28 February 2006.
Articles were placed in the local press informing and inviting people to comment on the plan.

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

- The process of consultation is outlined in the CYPP (as appendix 7)
- Feedback from consultation has been incorporated into the final draft of the plan.
- Write up from some consultation workshops is available on request.
- Report from children and young people's participation conference is available from the council's website.

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 proposal service/policy etc does have an adverse impact, can that impact be justified? You need to think whether the proposed service/policy etc will have a positive or negative effect on the promotion of equal 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. There are however, some groups that have been identified as priority and will benefit from targeted support. This is justified on the basis that they have a higher level of need.

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 services?

The CYPP is a strategic document aimed at improving access to services. It highlight the key building blocks which are essential to achieving integrated services , working preventatively and being sensitive to the needs of the children, young people and their families. The key building blocks are:

- Key structures
- Key processes and
- Key delivery mechanisms;

all of which are aimed to improve access and take up of services. Additionally, the Equalities Action Plan developed by the Children and Families department includes targets on access to services.

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:

- 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

14. Kindly provide us with separate evidence of how you intend to monitor in future.

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. The Plan will be subject to six monthly reviews and be updated annually.

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

- To implement, monitor and review the CYPP.
- To implement, monitor and review the Children and Families department's Equalities Action Plan.
- To monitor any emerging patterns of unmet need during the implementation of the CYPP.

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

These are listed in the Equalities Action Plan that incorporates the six strategic priorities in the CYPP.

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

Section 9 of the CYPP outlines the resource allocation for the overall implementation of the Plan.

Signed by the manager undertaking the assessment:

Full name: SARAH MANSURALLI Date: 13 March 2006

Service area and position in the council:

Strategy and Partnerships division, Children and Families department, Head of Strategy and Commissioning

Others involved in the assessment:

MANVEEN PATWALIA, Information Sharing and Communications Manager, Strategy and Partnerships division

When you have completed this form, please take a copy and send it to:

The Corporate Diversity Team, Brent Town Hall, Forty Lane, Wembley, Middx HA9 9HD