



Executive - appendices

Monday, 26 July 2010 at 7.00 pm

Committee Rooms 1, 2 and 3, Brent Town Hall, Forty Lane, Wembley, HA9 9HD

Membership:

Lead Member Councillors:

Portfolio

John (Chair)	Leader of the Council
Butt (Vice-Chair)	Deputy Leader of the Council
Arnold	Lead Member for Children and Families
Beswick	Lead Member for Crime Prevention and Public Safety
Crane	Lead Member for Regeneration and Economic Development
Jones	Lead Member for Human Resources and Diversity, Local Democracy and Consultation
J Moher	Lead Member for Highways and Transportation
R Moher	Lead Member for Adults, Health and Social Care
Powney	Lead Member for Environment, Planning and Culture
Thomas	Lead Member for Housing and Customer Services

For further information contact: Anne Reid, Principal Democratic Services Officer
020 8937 1359, anne.reid@brent.gov.uk

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www.brent.gov.uk/committees

The press and public are welcome to attend this meeting

Agenda

Introductions, if appropriate.

Apologies for absence and clarification of alternate members.

Item	Page
5 Determination of proposals for the alteration (expansion by one form entry) of Park Lane Primary School	1 - 58

Ward Affected:

Alperton;
Preston;
Sudbury;
Tokyngton;
Wembley
Central;

Lead Member: Councillor Arnold

Contact Officer: John Christie, Director of
Children and Families
Tel: 020 8937 3130 john.christie@brent.gov.uk

10 Transition Services Task Group	59 - 92
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The Transitions Services Task Group report has been considered and agreed by the Overview and Scrutiny Committee. This report presents the task group's work to the Executive for approval. The Overview and Scrutiny Committee established the Transitions Services Task group to look at the services in place for vulnerable young people in Brent aged 16 to 25.

Ward Affected:

All Wards;

Contact Officer: Andrew Davies, Policy and
Regeneration

Tel: 020 8937 1359
andrew.davies@brent.gov.uk

13 Brent Engagement Strategy	93 - 110
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This report presents Executive members with a draft of the new Community Consultation, Engagement and Empowerment Strategy – the Brent Engagement Strategy 2010/14. This strategy replaces the Community Consultation and Engagement Strategy 2006/09.

Ward Affected:

All Wards;

Lead Member: Councillor Jones

Contact Officer: Owen Thomson, Head of
Consultation

Tel: 020 8937 1055
owen.thomson@brent.gov.uk

Determination of proposal to alter
Park Lane Primary School

APPENDICES

EXECUTIVE
26 July 2010

V2

APPENDIX A

Annex A

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in or provided in relation to proposals

Insert the information asked for in the expandable box below each section.

In respect of a Governing Body Proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

Not applicable.

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

London Borough of Brent, Asset Management Service, 4th Floor
Chesterfield House, 9 Park Lane, Wembley, HA9 7RW

DCSF School No. 304/2038 – Park Lane Primary School, Park Lane,
Wembley, Middlesex, HA9 7RY

Statutory Notice published on 20 May 2010

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Brent Council intends to expand Park Lane Primary School from 1st September 2010.

If this proposal is accepted, Park Lane Primary School will offer 2FE provision from September 2010 through yearly progression. This means that the school will continue admitting 2FE (60 pupils) in the Reception year from September 2010 and the current Y2 class of 60 places (current Y2 NoR 59 pupils) will progress to Year 6 by September 2013 and the

school will commence operating at full capacity in all the Year Groups.

Objections and comments

- 3. A statement explaining the procedure for making representations, including—
 - (a) the date by which objections or comments should be sent to the local education authority; and
 - (b) the address of the authority to which objections or comments should be sent.

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them in writing to Nitin Parshotam, Head of Asset Management Service, Children & Families, London Borough of Brent, 4th Floor Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW

Alteration description

- 4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

Park Lane Primary School currently offers 210 Reception to Year 6 places (250 places including nursery provision). The school is offering mixed sex provision. The number on roll in the school are as follows:

Number on Roll*	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Park Lane Primary School	39	60	58	59	30	30	29	29	334

*Provisional January 2010 Census Data

Additional Capacity:

The expanded school will be suitable for all pupils who currently attend Park Lane Primary School. Every pupil registered at the school on 31 August 2010 who but for these proposals would have continued their education at Park Lane Primary School is guaranteed a place at the enlarged Park Lane Primary School. Consequently no pupils will be displaced by the alterations proposed for Park Lane Primary School.

Under this proposal, Park Lane Primary School will offer 2FE provision from September 2010 through yearly progression. This means that the school will continue admitting 2FE (60 pupils) in the Reception year from September 2010 and the current Y2 class of 60 places (current Y2 NoR 59 pupils) will progress to Year 6 by September 2013 and the school will commence operating at full capacity in all the Year Groups.

The expansion of the school will take place in two stages. Phase one of the building works is planned during Summer 2010, which will provide one extra classroom from September 2010. This will enable the progression of the current Year 2 class to Year 3 in September 2010 and the school will be able to admit an additional Reception class for the September 2010 intake on a permanent basis.

Phase two of the building works planned to commence later in 2010/early 2011 will involve remodelling some parts of the existing building e.g. altering the hall to provide for one additional classroom and a Food Science classroom; building a new hall, a further two classrooms, a library resource area, offices and a lift.

In total, five additional classrooms, a hall, necessary support and associated offices are planned to be delivered under Phases one & two of the building works scheduled to complete by end of Summer 2011.

School capacity

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 or paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, the proposals must also include—

- (a) details of the current capacity of the school and where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

Park Lane Primary School currently offers 210 Reception to Year 6 places (250 places including nursery provision). The Number on Roll (NoR) is more than its capacity (39 pupils in Nursery and 295 pupils in Reception to Year 6). The school is offering mixed sex provision.

If this proposal is accepted, Park Lane Primary School will offer 2FE provision from September 2010 through yearly progression. This means that the school will continue admitting 2FE (60 pupils) in the Reception year from September 2010 and the current Y2 class of 60 places (current Y2 NoR 59 pupils) will progress to Year 6 by September 2013 and the school will commence operating at full capacity in all the Year Groups.

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

There are currently 295 pupils on roll in Reception to Y6 (January 2010 census) and 39 pupils in Nursery provision.

If this proposal is accepted, Park Lane Primary School will offer 2FE provision from September 2010 through yearly progression.

The expanded school will remain suitable for all pupils who currently attend Park Lane Primary School. Every pupil registered at the school on 31 August 2010 who but for these proposals would have continued their education at Park Lane Primary School is guaranteed a place at the expanded school. No pupil will be displaced by these proposals.

Brent Council remains the admitting authority for the school. Admission arrangements for the expanded school will be the same as for the school.

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

If this proposal is accepted, Park Lane Primary School will offer 2FE provision from September 2010 through yearly progression. This means that the school will continue admitting 2FE (60 pupils) in the Reception year from September 2010 and the current Y2 class of 60 places (current Y2 NoR 59 pupils) will progress to Year 6 by September 2013 and the school will commence operating at full capacity in all the Year Groups.

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

Not applicable.

- (2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 to 4, and 7 and 8 of Schedule 2 or paragraphs 1, 2, 8, 18 and 19 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 a statement of the number of pupils at the school at the time of the publication of the proposals.

There are currently 295 pupils on roll in Reception to Y6 (January 2010 census) and 39 pupils in Nursery provision. Please refer to Section 5. (1) for fuller details.

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Not applicable.

Park Lane Primary School has a Community status and is offering non-denominational provision.

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

The expansion of Park lane Primary School from a one form entry to a two form entry school is planned to be achieved by combination of remodelling of the existing school building and extending the school by provision of a permanent new build extension at the south west corner of the site adjacent to the nursery building. No temporary rooms are envisaged under this proposal although it may be required for decanting during the remodelling stages.

Additional land is not required for this expansion proposal.

The school site being an inner city location has limited play ground play area, and no playing fields. This is typical of schools of a similar period located in London Boroughs and it was identified in the analysis that any expansion of the school should keep the impact on the existing play ground to a minimum, and therefore to be located on the area of the site between the south boundary and nursery. The school is in the process of forming an agreement with Brent Parks for the school to have access to the former tennis court areas of King Edward VII Park on the west boundary of the site for supervised play and recreation.

All new school building is required to achieve the highest energy standards for sustainable construction. The new extension at Park Lane Primary School will be required to achieve a BREEAM rating of excellent requiring energy use of the proposed and existing building to be efficient and sustainable. The existing school building will be part of the BREEAM assessment and recommendations for improving thermal performance through window replacement, lighting, heating and fabric improvements will be considered for implementation within the project

budget and practical solutions for an existing building.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

Not applicable.

Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

Not applicable. The school does not provide boarding provision.

- (b) the arrangements for safeguarding the welfare of children at the school;

Not applicable. The school does not provide boarding provision.

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision;

Not applicable. The school does not provide boarding provision.

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

Not applicable. The school does not provide boarding provision.

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to

The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved;

Not applicable. The school does not provide boarding provision.

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

Not applicable. The school does not provide boarding provision.

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

Not applicable.

- (b) the distance between the proposed and current site;

Not applicable.

- (c) the reason for the choice of proposed site;

Not applicable.

- (d) the accessibility of the proposed site or sites;

Not applicable.

- (e) the proposed arrangements for transport of pupils to the school on its new site;

Not applicable.

- (f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in area will be discouraged.

Not applicable.

Objectives

10. The objectives of the proposals.

It is proposed to expand Park Lane Primary School by one form of entry from September 2010; this means that the school will become a two form of entry provision and its admission capacity will increase from 210 to 420 Reception to Year 6 places.

The growth in the Brent's population is reflected in the increasing demand for school places. Numbers of four year olds on roll are expected to rise strongly over the next three to four years. The Local Authority (LA) has opened two additional classes for reception in September 2009, each offering an additional 30 temporary places. This brings the number of Reception places in Brent schools to 3428. Similarly, demand for secondary places is projected to grow over the next ten years.

The school received 218 on time applications for September 2009 Reception intake. The school admitted an additional form of entry i.e. another class consisting of 30 places for the Reception year in September 2009 on a temporary basis, as has been the case in previous two academic years.

Whilst the school's admission capacity currently stands at 40 nursery places and 210 Reception to Year 6 places, totalling 250 places; the Number on Roll (NoR) is more than its capacity (39 pupils in Nursery and 295 pupils in Reception to Year 6).

Last year the LA consulted with the primary schools in the borough to explore the possibility of increasing the number of school places. It was evident that the demand for Reception places would be more than the number of available places. This assessment was based on the number of on time and ad hoc applications received by LA, forecast of pupil numbers and local factors, such as, feed back from schools.

As a result of the consultation, the Local Authority provided 68 additional places throughout the borough for September 2009 Reception intake. In total, 3428 Reception places have been offered for the current academic

year in Brent.

Whilst Park Lane Primary School has been able to accommodate an additional Reception class since September 2007, the school building requires expansion work to be able to accommodate the progression of the additional Reception classes to further year groups (Year 1 to Year 6). The LA has completed a feasibility study which confirms that an expansion of the school building is possible; the initial of the two phase project is planned to be completed to coincide with the next academic intake in September 2010. Additional land is not required under this expansion proposal.

Consultation

11. Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
 - (b) minutes of all public consultation meetings;
 - (c) the views of the persons consulted;
 - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - (e) copies of all consultation documents and a statement on how these documents were made available.

All applicable statutory requirements to consult in relation to the proposal have been complied with.

From 25 March 2010 to 03 May 2010, the London Borough of Brent consulted formally with key interested parties on the future of Park Lane Primary Schools.

Consultation proposal document was issued by the London Borough of Brent.

Consultees

The consultation document has been sent to:

Park Lane Primary School (parents, staff, student council and Governors)	Admissions Forum
All maintained schools in Brent	The Welsh School
Westminster Diocesan Education Service	London Diocesan Board for Schools

London Borough of Ealing	London Borough of Barnet
London Borough of Camden	London Borough of Harrow
London Borough of Hammersmith and Fulham	London Borough of Westminster
Royal Borough of Kensington and Chelsea	Early Years & Extended School Groups
Trade Unions	
Local Councillors	
Brent Governors Forum	
Brent local MPs	
Local Residents Association	

Copies of all consultation documents and views of persons consulted are attached as an appendix. The Consultation documents were distributed by email or internal/external post to the stakeholder listed above. The school also distributed the consultation documents by hand to parents, pupils, staff and other interested parties.

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The capital costs of the expansion project is estimated at approximately £2.2m, which is being funded by the local authority from the Basic Needs Safety Valve funding.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Confirmation from DCSF on allocation of the BNSV funding (Brent Council allocated £14,766,000) is available at the following link:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=14690>

Letter dated 30 November 2009 from DCSF: "I am writing to inform you that we are allocating you £14,766,000 of capital grant in response to your application for funding to support the provision of additional permanent primary places by 2011. We have allocated a total of £271 million to 34 authorities. Full details of the allocations are included at the end of this letter."

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

Not Applicable.

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

Not Applicable. The school is already operating Early Years provision, which will continue to be available.

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

Not Applicable.

- (c) evidence of parental demand for additional provision of early years provision;

Not Applicable.

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school;

Not Applicable.

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Not Applicable. Additional capacity is being created in the school to meet demand for Reception to Year 6 places.

Changes to sixth form provision

16. (1) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities for 16-19 year olds in the area.

Not Applicable.

(2) Where the proposals are to alter the upper age limit of the school so that the school will provide sixth form education, the proposed number of sixth form places to be provided.

Not Applicable.

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

Not Applicable.

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Whilst no changes to the existing SEN provision at the school are being proposed, to ensure this proposal leads to improvements in the standards, quality and range of educational provision for children with special educational needs the Local Authority has conducted the SEN improvement test that has identified benefits, such as, the expanded Park Lane Primary School will include a Group SEN classroom, a disabled toilet, and a lift for improved accessibility.

- (b) any additional specialist features will be provided;

Lift will be provided for improving access.

(c) the proposed numbers of pupils for which the provision is to be made;

Not applicable

(d) details of how the provision will be funded;

Not applicable

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

Not applicable.

(f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

Not applicable.

(g) the location of the provision if it is not to be established on the existing site of the school;

Not applicable.

(h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children;

Not applicable.

(i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

Not applicable.

19. Where the proposals are to discontinue provision for special educational needs—

(a) details of alternative provision for pupils for whom the provision is currently made;

Not applicable.

(b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

Not applicable.

(c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision;

Not applicable.

(d) a statement as to how the authority believe that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

Not applicable.

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

Not applicable.

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex education in the area;

Not Applicable.

- (b) evidence of local demand for single-sex education;

No Applicable.

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

Not Applicable.

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area;

No Applicable.

- (b) evidence of local demand for single-sex education.

No Applicable.

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Early Years & Extended School Groups operating in the school will remain unaffected.

Need or demand for additional places

24. If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

Brent has significant increase in the rate of growth in demand for reception places and its impact on year-on-year progression to Y1, Y2 and Y3, Y4, Y5 & Y6. The annual growth forecast based on year-on-year progression and other important factors, such as, demand from new house building & regeneration activities, migration of large families into the borough seeking casual admissions for all year groups highlights an acute shortage of primary school places across the borough. Due to the exceptional demand for primary places, Brent Council has been selected for the special basic needs safety valve funding.

This is evidenced by Brent schools struggle to keep up with the number of parents seeking a place for their child in the Reception class last September (2009-10); the Authority is facing a larger challenge for the September 2010 intake; with many pupils remaining without a place at this point of time.

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Not Applicable.

Park Lane Primary School has a Community status and is offering non-denominational provision.

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

Not Applicable.

25. If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice;

Not Applicable.

(b) a statement on the local capacity to accommodate displaced pupils.

Not Applicable.

The expanded school will remain suitable for all pupils who currently attend Park Lane Primary School.

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraphs 1 and 2 of Part 1 to Schedule 2 and paragraphs 12 and 13 of Part 2 to Schedule 2; ;

(b) (for proposals published by the LA) paragraphs 1 and 2 of Part 1 to Schedule 4.

of the Prescribed Alteration regulations.

(3) Whilst not required by regulations to provide this information for any LA proposals to expand a voluntary or foundation school, it is desirable to provide this below.

Please refer to Question 10 for the main drivers to expand Park Lane Primary School.

APPENDIX A



Statutory Notice

Alterations to Park Lane Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that the London Borough of Brent (the Local Authority) intends to make prescribed alterations to Park Lane Primary School, Park Lane, Wembley, Middlesex, HA9 7RY from 1 September 2010.

Park Lane Primary School is maintained by the Local Authority. London Borough of Brent proposes to **increase the number of pupil places at Park Lane Primary School** from its current 210 Reception to Year 6 places (250 places including nursery provision) to 420 Reception to Year 6 places (460 including nursery provision). This means that the school will become a two form of entry primary provision.

Last year the LA consulted with the primary schools in the borough to explore the possibility of increasing the number of school places. It was evident that the demand for Reception places would be more than the number of available places. This assessment was based on the number of on time and ad hoc applications received by LA, forecast of pupil numbers and local factors, such as, feed back from schools.

As a result of the consultation, the Local Authority provided 68 additional places throughout the borough for September 2009 Reception intake. In total, 3428 Reception places have been offered for the current academic year in Brent.

The enlarged Park Lane Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and be maintained by the Local Authority. The Local Authority will remain the admitting authority for the school. Admission arrangements for the enlarged school will remain the same as now.

The expanded school will be suitable for all pupils who currently attend Park Lane Primary School. Every pupil registered at the school on 31 August 2010 who but for these proposals would have continued their education at Park Lane Primary School is guaranteed a place at the enlarged Park Lane Primary School. Consequently no pupils will be displaced by the alterations proposed for Park Lane Primary School.

If this proposal is accepted, Park Lane Primary school will offer 2FE provision from September 2010 through yearly progression. This means that the school will continue admitting 2FE (60 pupils) in the Reception year from September 2010 and the current Y2 class of 60 places (NoR 59 pupils) will progress to Year 6 by September 2013 and the school will commence operating at full capacity in all the Year Groups.

All applicable statutory requirements to consult in relation to these proposals have been complied with.

The expansion of the school will take place in two stages. Phase one of the building works is planned during Summer 2010, which will provide one extra classroom from September 2010. This will enable the progression of the current Year 2 class to Year 3 in September 2010 and the school will be able to admit an additional Reception class for the September 2010 intake on a permanent basis.

Phase two of the building works planned to commence later in 2010/early 2011 will involve remodelling some parts of the existing building e.g. altering the hall to provide for one additional classroom and a Food Science classroom; building a new hall, a further two classrooms, a library resource area, offices and a lift.

In total, five additional classrooms, a hall, necessary support and associated offices are planned to be delivered under Phases one & two of the building works scheduled to complete by end of Summer 2011.

Whilst no changes to the existing SEN provision at the school are being proposed, to ensure this proposal leads to improvements in the standards, quality and range of educational provision for children with special educational needs the Local Authority has conducted the SEN improvement test that has identified benefits, such as, the expanded Park Lane Primary School will include a Group SEN classroom, a disabled toilet, and a lift for improved accessibility.


This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Head of Asset Management Service, Children and Families, London Borough of Brent, 4th Floor Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW or by email request at Consultations.schoolorganisation@brent.gov.uk

Any person may object to or make comments on this proposal. All such comments or objections must be:

- a) made in writing;
- b) received by Friday 18 June 2010 (a date at least 4 weeks after the date of publication of this proposal); and
- c) sent to:

Nitin Parshotam, Head of Asset Management Service, Children and Families, London Borough of Brent, 4th Floor Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW.

Signed:



Nitin Parshotam,
Head of Asset Management Service,
Children and Families

Publication Date: 20 May 2010

Explanatory Notes

The expansion of Park lane Primary School from a one form entry to a two form entry school is planned to be achieved by a combination of remodelling of the existing school building and extending the school by provision of a permanent new build extension at the south west corner of the site adjacent to the nursery building. No temporary rooms are envisaged under this proposal although it may be required for decanting during the remodelling stages.

The school site being an inner city location has limited play ground play area, and no playing fields. This is typical of school of a similar period located in London Boroughs and it was identified in the analysis that any expansion of the school should keep the impact on the existing play ground to a minimum, and therefore to be located on the area of the site between the south boundary and nursery. The school is in the process of forming an agreement with Brent Parks for the school to have access to the former tennis court areas of King Edward VII Park on the west boundary of the site for supervised play and recreation.

All new school building is required to achieve the highest energy standards for sustainable construction. The new extension at Park Lane Primary School will be required to achieve a BREEAM rating of excellent requiring energy use of the proposed and existing building to be efficient and sustainable. The existing school building will be part of the BREEAM assessment and recommendations for improving thermal performance through window replacement, lighting, heating and fabric improvements will

be considered for implementation within the project budget and practical solutions for an existing building.

Expansion of Park Lane Primary School

Consultation on the Expansion of Park Lane Primary School

Park Lane, Wembley, Middlesex, HA9 7RY

1. Introduction

The growth in the Brent's population is reflected in the increasing demand for school places. Numbers of four year olds on roll are expected to rise strongly over the next three to four years. The Local Authority (LA) has opened two additional classes for reception in September 2009, each offering an additional 30 temporary places. This brings the number of Reception places in Brent schools to 3428. Similarly, demand for secondary places is projected to grow over the next ten years.

Park Lane Primary School (DCSF No. 3042038) is a Community school using the admission arrangements set by the LA. It is offering non-denominational mixed gender places for age 3-11 pupils. The school is based in Wembley ward, offering one form of entry provision i.e. 30 places per year group. The school operates a nursery with 40 places.

The school received 218 on time applications for September 2009 Reception intake. The school admitted an additional form of entry i.e. another class consisting of 30 places for the Reception year in September 2009 on a temporary basis, as has been the case in previous two academic years.

Whilst the school's admission capacity currently stands at 40 nursery places and 210 Reception to Year 6 places, totalling 250 places; the Number on Roll (NoR) is more than its capacity (39 pupils in Nursery and 295 pupils in Reception to Year 6). Pupil numbers at roll at the school in the current academic year 2009-10 are given below:

Number on Roll*	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Park Lane Primary School	39	60	58	59	30	30	29	29	334

*Provisional January 2010 Census Data

2. The Proposal

It is proposed to expand Park Lane Primary School by one form of entry from September 2010; this means that the school will become a two form of entry provision and its admission capacity will increase from 210 to 420 Reception to Year 6 places.

Last year the LA consulted with the primary schools in the borough to explore the possibility of increasing the number of school places. It was evident that the demand for Reception places would be more than the number of available places. This assessment was based on the number of on time and ad hoc applications received by LA, forecast of pupil numbers and local factors, such as, feed back from schools.

As a result of the consultation, the Local Authority provided 68 additional places throughout the borough for September 2009 Reception intake. In total, 3428 Reception places have been

	<p>offered for the current academic year in Brent.</p> <p>Whilst Park Lane Primary School has been able to accommodate an additional Reception class since September 2007, the school building requires expansion work to be able to accommodate the progression of the additional Reception classes to further year groups (Year 1 to Year 6). The LA has completed a feasibility study which confirms that an expansion of the school building is possible; the initial of the two phase project is planned to be completed to coincide with the next academic intake in September 2010. Additional land is not required under this expansion proposal.</p> <p>Phase one of the building works is planned during Summer 2010, which will provide one extra classroom from September 2010. This will enable the progression of the current Year 2 class to Year 3 in September 2010 and the school will be able to admit an additional Reception class for the September 2010 intake on a permanent basis.</p> <p>Phase two of the building works planned to commence later in 2010/early 2011 will involve remodelling some parts of the existing building e.g. altering the hall to provide for one additional classroom and a Food Service classroom; building a new hall, a further two classrooms, a library resource area, offices and a lift.</p> <p>In total, five additional classrooms, a hall, necessary support and associated offices are planned to be delivered under Phases one & two of the building works scheduled to complete by Summer 2011.</p> <p>If this proposal is accepted, Park Lane Primary school will offer 2FE provision from September 2010 through yearly progression. This means that the school will continue admitting 2FE (60 pupils) in the Reception year from September 2010 and the current Y2 class of 60 places (NoR 59 pupils) will progress to Year 6 by September 2013 and the school will commence operating at full capacity in all the Year Groups.</p>
<p>3.</p>	<p>Why propose the expansion of Park Lane Primary School?</p> <p>Pressure on places: After adding 68 temporary places in four primary schools for September 2009 Reception intake, as at 21st January 2010 there were only 10 vacancies in Reception classes. New arrivals continue to seek Reception places. Many out borough residents secure places in faith schools in Brent.</p> <p>There is a mismatch between where the vacancies are and where unplaced pupils live. Most parents want a local school for primary aged children, in some cases this year we have had to offer places up to 5 kilometres away from where children live as this was the nearest offer that could be made.</p> <p>Park Lane Primary School's Governing Body and the Head Teacher were consulted and they agreed to accept an addition 30 Reception pupils in September 2009 on a temporary basis. Subject to the outcomes of the feasibility study to expand the school provision and the subsequent school consultation, the school is in favour of expanding the provision from one form of entry (30 places per year group) to a two form of entry (60 places per year group) on a permanent basis. This will help provide school places for the local community in an area of growing demand.</p>
<p>4.</p>	<p>What would happen to the Pupils currently attending the Park Lane Primary School?</p>

	<p>The pupils on roll at the Park Lane Primary school would be guaranteed a place at the expanded school so their continued attendance would not be affected. Pupils from the temporary year Reception intake in September 2009 will progress to Year 1. Subject to the expansion of the building, a new batch of pupils will be admitted in the Reception class in September 2010. The admission arrangements will continue to be set by the LA.</p>								
<p>5.</p>	<p>What would happen to the Staff if the Park Lane Primary School?</p> <p>This proposal is for expanding the provision to a two form of entry at the school on a permanent basis. It does not affect the school's arrangement with its Staff.</p>								
<p>6.</p>	<p>The Role of the Local Authority</p> <p>The Local Authority is putting forward this proposal in consultation with the School's Governing Body. The Governor's are supportive of the LA's plans particularly in its statutory duty to ensure that there are sufficient school places in its area, to promote high educational standards, to ensure fair access to educational opportunity and to promote the fulfilment of every child's educational potential. It must also ensure that there are sufficient schools in its area and promote diversity and increased parental choice. The LA with this proposal is responding to this statutory duty. It has every reason to believe that offering permanent places at Park Lane Primary School will be popular with parents, will raise standards and will be a major community resource.</p>								
<p>7.</p>	<p>What Happens Next?</p> <p>The Local Authority is consulting all interested parties on its proposal including parents and staff at the school, all schools in Brent, Brent Council and neighbouring boroughs.</p> <p>The LA would welcome your views on this proposal and hope that they will support the plans for a permanent expansion of the school. The timetable for the process is planned to be:</p> <table border="0" data-bbox="165 1330 1318 1585"> <tr> <td>Consultation closes on</td> <td>3 May 2010</td> </tr> <tr> <td>LA consider publication of statutory notice by*</td> <td>6 May 2010</td> </tr> <tr> <td>Statutory Notice published by</td> <td>13 May 2010</td> </tr> <tr> <td>Executive makes final decision following Statutory Notice period</td> <td>June/July 2010</td> </tr> </table> <p>*If the LA decides to proceed with the expansion then a statutory notice will be published. There then follows a four week formal consultation period when objections or comments can be made. The outcome is then reported to Brent Executive who will determine the proposal.</p>	Consultation closes on	3 May 2010	LA consider publication of statutory notice by*	6 May 2010	Statutory Notice published by	13 May 2010	Executive makes final decision following Statutory Notice period	June/July 2010
Consultation closes on	3 May 2010								
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Statutory Notice published by	13 May 2010								
Executive makes final decision following Statutory Notice period	June/July 2010								
<p>8.</p>	<p>Consultees</p> <p>This document has been sent to:</p> <table border="1" data-bbox="173 1939 1342 2085"> <tr> <td>Park Lane Primary School (parents, staff, student council and Governors)</td> <td>Admissions Forum</td> </tr> <tr> <td>All maintained schools in Brent</td> <td>The Welsh School</td> </tr> <tr> <td>Westminster Diocesan Education</td> <td>London Diocesan Board for Schools</td> </tr> </table>	Park Lane Primary School (parents, staff, student council and Governors)	Admissions Forum	All maintained schools in Brent	The Welsh School	Westminster Diocesan Education	London Diocesan Board for Schools		
Park Lane Primary School (parents, staff, student council and Governors)	Admissions Forum								
All maintained schools in Brent	The Welsh School								
Westminster Diocesan Education	London Diocesan Board for Schools								

Service	
London Borough of Ealing	London Borough of Barnet
London Borough of Camden	London Borough of Harrow
London Borough of Hammersmith and Fulham	London Borough of Westminster
Royal Borough of Kensington and Chelsea	Early Years & Extended School Groups
Trade Unions	
Local Councillors	
Brent Governors Forum	
Brent local MPs	
Local Residents Association	

9. Community Languages

We are committed to providing translation and interpreting services. If you would like any part of this document translated into your own language please telephone **020 8937 3187**.

یہ معلومات انگریزی کے علاوہ اگر آپ کو کسی دیگر زبان میں درکار ہوں، یا اس معلومات کو سمجھنے کے لیے ترجمان (انٹریٹر) کی خدمات حاصل کرنا چاہیں تو براہ مہربانی ہم سے رابطہ کریں۔

Urdu

Haddii aad u baahantahay macluumaad ku daabacan luqad kale ama cid kuu tarjunta macluumaadka si aad u fahamto macluumaadka halkan ku lifaaqan, fadlan nagala soo xidhiidh.

Somali

إذا رغبت في الحصول على هذه المعلومات مترجمة إلى لغة أخرى أو إن كنت بحاجة لمترجم يقوم بالترجمة لك، لبتسنى لك، بواسطة فهم المعلومات المرفقة فيرجى الاتصال بنا.

Arabic

**Park Lane Primary School Expansion Consultation
Response Slip**

**I agree / disagree* with the Local Authority to expand the Park Lane
Primary School by an additional form of entry.**

**Delete as appropriate*

**Please explain your reasons. This is especially important if you are
against the proposal.**

(Please use the back of this form if you require more space)

Signed

**Parent / member of staff / governor / student of Park Lane Primary
School / other - please specify on the line below**

.....
.....

Thank you very much for taking part in this consultation.

Please return and send your completed form by 03 May 2010: Nitin
Parshotam, Head of Asset Management Service, London Borough of
Brent, 4th Floor Chesterfield House, 9 Park Lane, Wembley, Middlesex,
HA9 7RW.

Or email: Consultations.schoolorganisation@brent.gov.uk

London Borough of Brent
Children and Families Department
Park Lane Primary School
Response to the consultation on proposal to expand Park Lane Primary School

The Decision options

Children & Families, Brent Council can decide to:

- End the process at this stage and take no further action on the proposal to expand Park Lane Primary School, or
- Proceed to the next stage of the process. That would involve the publication of Statutory Notices followed by a period of Representation whereby formal objections could be lodged. That process would lead to the matter being considered by the Brent Executive.

Recommendation

Officers recommend that Brent Council proceed to publish the requisite statutory notice as soon as practical to expand Park Lane Primary School.

Context

1. Brent Council is proposing the expansion of Park Lane Primary School to increase the number of Reception to Year 6 places from 1 form of entry (FE) to 2FE and improve the quality of accommodation through additional specialist provision, such as, building a food & science classroom, library resource, staff PPA room and installation of a lift.
2. Park Lane Primary School (DCSF No. 3042038) is a Community school using the admission arrangements set by the LA. It is offering non-denominational mixed gender places for age 3-11 pupils. The school is based in Wembley ward, offering one form of entry provision i.e. 30 places per year group. The school operates a nursery with 40 places.
3. Whilst the school's admission capacity currently stands at 40 nursery places and 210 Reception to Year 6 places, totaling 250 places; the Number on Roll (NoR) is more than its capacity (39 pupils in Nursery and 295 pupils in Reception to Year 6).
4. The growth in the Brent's population is reflected in the increasing demand for school places. Numbers of four year olds on roll are expected to rise steeply over the next three to four years. The Local Authority (LA) had opened two additional classes for reception in September 2009, each offering an additional 30 temporary places. This brings the number of Reception places in Brent schools to 3428. Similarly, demand for secondary places is projected to grow over the next ten years.

5. This is evidenced by Brent schools struggle to keep up with the number of parents seeking a place for their child in the Reception class last September (2009-10); the Authority is facing a larger challenge for the September 2010 intake; with many pupils remaining without a place at this point of time.
6. The proposal complies with the Government's current agenda for raising standards, innovation and transforming education and in the process meet area and design guidance standards as detailed in BB99, where feasible.
7. The expansion of Park lane Primary School from a one form entry to a two form entry school is planned to be achieved by combination of remodelling of the existing school building and extending the school by provision of a permanent new build extension at the south west corner of the site adjacent to the nursery building. No temporary accommodation is envisaged under this proposal although it may be required for decanting during the remodelling stages.
8. The school site being an inner city location has limited play ground play area, and no playing fields. This is typical of school of a similar period located in London Boroughs and it was identified in the analysis that any expansion of the school should keep the impact on the existing play ground to a minimum, and to be located on the area of the site between the south boundary and nursery, which is away from the main playground. The school is the process of forming an agreement with Brent Parks for the school to have access to the former tennis court areas in King Edward VII Park on the west boundary of the site for supervised play and recreation.
9. All new school building is required to achieve the highest energy standards for sustainable construction. The new extension at Park lane school will be required to achieve a BREEAM rating of excellent requiring energy use of the proposed and existing building to be efficient and sustainable. The existing school building will be part of the BREEAM assessment and recommendations for improving thermal performance through window replacement, lighting, heating and fabric improvements will be considered for implementation within the project budget and practical solutions for an existing building.

Stage 1 - Consultation

10. Brent Council after obtaining approval from the Chair of the Governing Body and the school's head teacher organised the first, consultative stage of the statutory process required when changing the organisation of schools. The consultation commenced on 25 March 2010 and closed on 03 May 2010. The Council considered responses received by 04 May 2010.
11. Questionnaires were used to capture the views and feedback of the stakeholders. These were distributed to the following parties:

Park Lane Primary School (parents, staff, student council and Governors)	Admissions Forum
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All maintained schools in Brent	The Welsh School
Westminster Diocesan Education Service	London Diocesan Board for Schools
London Borough of Ealing	London Borough of Barnet
London Borough of Camden	London Borough of Harrow
London Borough of Hammersmith and Fulham	London Borough of Westminster
Royal Borough of Kensington and Chelsea	Early Years & Extended School Groups
Trade Unions	Brent local MPs
Local Councillors	Local Residents Association
Brent Governors Forum	

Questionnaire Responses

12. In total 671 questionnaires were issued. 160 responses (23.8%) were received by the 04 May 2010. The distribution of response is as follows:

Stakeholders	Total	Options			
		Agree to the Expansion of Park Lane Primary School by 1FE	Disagree to the Expansion of Park Lane Primary School by 1FE	Both options selected	No Option Selected
Staff	11	11			
Parents**	91	88	2	1	
Student Council	12	11			1
Pupils	1	1			
Governors	2	2			
Councillors	1	1			
Brent Unison	1	1			
The London Diocesan Board for Schools	1	1			
Head Teachers – Brent Primary / Secondary Schools	4	4			
Other	36	33	1	2	
Total	160	153	3	3	1

**One response from a Parent was received on 06 May 2010 after the closing date of the Stage 1 Consultation. The parent Agrees with the proposal and the response has been included in the analysis above, with the comment listed in Appendix 1 and marked as **.

13. 153 (95.6%) out of 160 respondents are in favour of expansion of Park Lane Primary School.

14. Only 3 (1.8%) out of 160 respondents are against the expansion of Park Lane Primary School.
15. In total 4 out of the 160 responses selected both options (3 respondents) or did not select any of the two options (1 respondent).
16. Detailed responses are attached as Appendix 1. Brent Council's response to questions raised by respondents is attached in Appendix 2. The questionnaire is attached in Appendix 3 for information.

Consultation Meeting with Parents

17. In addition to ad hoc discussions with parents on the proposal to expand the school, the head teacher of Park Lane Primary School holds regular Parents Meetings. Two such meetings were held at the school to consult with parents and staff on the proposal to expand Park Lane Primary School by one form of entry. The first meeting was held on January 26, 2010 with approximately 20 parents and staff attending and the second meeting took place on May 5, 2010 with attendance of approximately 15 parents and staff. The head teacher has explained in these meetings the reasons for expanding the school e.g. it is a popular school with more applications than the available school places, additional classrooms are required to accommodate the year on year progression of bulge year pupils. The feedback from majority of the parents has been in favour of the Council's proposal to expand the school, which will allow for additional space and facilities.

Findings and Conclusions

18. From the table above it is fair to conclude that majority of respondents under all categories of stakeholders are in favour of Brent's proposal to expand Park Lane Primary School.
19. Issues raised by respondents will be addressed through the briefing process for the building project.

Appendix 1

Comments submitted by respondents through the consultation questionnaire:

Member of staff: Agree: Brent has a great need for primary school places in the borough as children are having to be educated out of it. Teachers will partner the extra year for support in planning & sharing ideas.

Member of staff: Agree: Shortage of school places in Brent. Siblings can stay together. Partnership – having more than one year group teachers do not work in isolation but will have another year group teacher to plan / share ideas etc.

Parent: Both options selected: I agree, which is good for our borough or community of children to have more opportunity to get places a school. But I also kind like disagree because by having lots of children in school will be very hard for all or most of children to have the attentions from the teacher in the class, as already we see in limited number of staff in the classes and our children are not getting the attention they suppose to get and learn.

Others: Agree: Brent doesn't have enough school to allocate kids.

****Parent: Agree:** I absolutely agree with the proposal of expanding Park Lane Primary School. In fact this should have been done long time before. It is difficult for children to travel far to school, even though not in their catchment area. Having worked in this school, I would be really happy to see it grow and making children's learning fun.

Parent: Agree: I agree as well with above I would also appreciate children gets high standard of education where good teachers are required to only expansion of school is important equally the standard of education given to the children. So to me please give priority to the equality to both requirements.

Parent: Agree: Since my daughter joined school 1 – ½ year ago, I am satisfied with education and I believe school needs to create more places to accommodate more students to provide better service. I totally agree to expand school

Parent: Agree: as we all know school places are so hard to come by. With more and more parents seeking a good for their children. I strongly believe that the expansion will help in helping to school these children.

Parent: Disagree: Based upon the principle that the original building will be redeveloped to accommodate the additional pupils, it can only be assumed that to make this feasible would require the reduction in the physical room sizes. This will lead to cramped conditions within these new classes, also greater expansion is required for these pupils within other areas of the school, i.e. dining area, playground, which have not been indicated. If schools such as Wembley Manor are able to have major reconstruction, why not Park Lane. Also when Wembley Manor was redeveloped, a census as to the local population demands for the future should have been adopted so that this school which was result should have been able to accommodate those additional pupils influxing to the area. If expansion of Park Lane school was adopted so that not only the original school is adopted, but if also additional ground was purchased i.e. Kings Edward VII Park land adjacent to the school to allow greater development then this development would seem more feasible.

Parent: Agree: It seems as it is a good idea and the need for extra spaces will be fulfilled.

Parent: Agree: Seems necessary due to the shortage of primary school places in the borough.

Staff: Agree: This will better serve the needs of the community.

Parent or Carer: The intention is laudable but the consultation paper fails to provide information how the additional classrooms will be created. Will there be temporary/Portakabin style rooms, or will there be internal changes in the existing building to create the rooms?

The school desperately lacks playing fields despite a park next door. Attention should be paid to addressing this issue. If the new classrooms are going to encroach on the hard surface play yard, which I believe is inadequate even now, this will only exacerbate the problem with the expansion.

The paper does not say whether the funding has been, or will be, earmarked should the project proceed? This is not just the capital cost of the new build but also the additional running costs to pay the extra teaching staff?

The existing energy display certificate rated the school at G, the lowest level. Surely there is (huge?) scope to reduce the energy costs and hence the running costs.

Until these issues are addressed properly, I cannot agree with the proposed expansion because it will not deliver value for money.

Governor: Agree: pressure on places – not enough reception places in Wembley. Not enough parental choice due to Park Lane being 1 Form Entry. If parents choose park Lane they can't always have it due to lack of places.

Brent Councillor: Borough needs additional places. This form Entry enables more resources.

Headteacher : Agree: There is a need to expand the number of places at primary level to ensure that all local children have a school place.

**One response from a Parent was received on 06 May 2010 after the closing date of the Stage 1 Consultation. The parent Agrees with the proposal and the response has been included in the analysis above, with the comment listed in Appendix 1 and marked as **.

Appendix 2

From: Sinha, Rajesh
Sent: 20 April 2010 14:09
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Park Lane Proposed extension

Dear Mr [REDACTED],

Thank you for your response to the consultation. Your questions have been answered below:

The intention is laudable but the consultation paper fails to provide information how the additional classrooms will be created. Will there be temporary/Portakabin style rooms, or will there be internal changes in the existing building to create the rooms?

At the outset of the proposal an analysis of the existing accommodation and site to the guidelines for new school accommodation to enable expansion to a 2FE school was carried out. Through this exercise it was established that there would be a short fall of general teaching classrooms, specialist classroom, and small group rooms / interview room. It was also established that accommodation within the school would require expansion to facilitate the expansion to a two form entry school e.g. classroom, staff and administration accommodation and lift for disabled access.

The expansion of Park lane Primary School from a one form entry to a two form entry school is planned to be achieved by combination of remodelling of the existing school building and extending the school by provision of a permanent new build extension at the south west corner of the site adjacent to the nursery building. No temporary rooms are envisaged under this proposal although it may be required for decanting during the remodelling stages.

The school desperately lacks playing fields despite a park next door. Attention should be paid to addressing this issue. If the new classrooms are going to encroach on the hard surface play yard, which I believe is inadequate even now, this will only exacerbate the problem with the expansion.

The school site being an inner city location has limited play ground play area, and no playing fields. This is typical of school of a similar period located in London Boroughs and it was identified in the analysis that any expansion of the school should keep the impact on the existing play ground to a minimum, and to be located on the area of the site between the south boundary and nursery, which is away from the main playground. The school is the process of forming an agreement with Brent Parks for the school to have access to the former tennis court areas on the west boundary of the site for supervised play and recreation.

The paper does not say whether the funding has been, or will be, earmarked should the project proceed? This is not just the capital cost of the new build but also the additional running costs to pay the extra teaching staff?

The proposal is being supported with adequate funding for completing the building and associated works for achieving a 2FE provision. The revenue costs is based on formulaic allocation from DCSF. This would take into

account the additional running costs incurred from expanding the number of classes in each year group.

The existing energy display certificate rated the school at G, the lowest level. Surely there is (huge?) scope to reduce the energy costs and hence the running costs.

All new school building is required to achieve the highest energy standards for sustainable construction. The new extension at Park lane school will be required to achieve a BREEAM rating of excellent requiring energy use of the proposed and existing building to be efficient and sustainable. The existing school building will be part of the BREEAM assessment and recommendations for improving thermal performance through window replacement, lighting, heating and fabric improvements will be considered for implementation within the project budget and practical solutions for an existing building.

Kind regards.

Rajesh Sinha
Interim Principal School Organisation Officer

From: Sinha, Rajesh
Sent: 19 April 2010 12:55
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: [REDACTED]

Dear Ms. [REDACTED],

Thank you for your email. I am pleased to attach the admission criteria for September 2010-11 as per your request.

Kindly let me know if you need further information.

Best regards.

Rajesh Sinha
Interim Principal School Organisation Officer

Appendix 3

<p>Park Lane Primary School Expansion Consultation Response Slip</p> <p>I agree / disagree* with the Local Authority to expand the Park Lane Primary School by an additional form of entry. <i>*Delete as appropriate</i></p> <p>Please explain your reasons. This is especially important if you are</p>
--

against the proposal.

Please use the back of this form if you require more space)

Signed

Parent / member of staff / governor / student of Park Lane Primary School / other - *please specify on the line below*

.....
.....

Thank you very much for taking part in this consultation.

Please return and send your completed form by 03 May 2010: Nitin Parshotam, Head of Asset Management Service, London Borough of Brent, 4th Floor Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW.

Or email: Consultations.schoolorganisation@brent.gov.uk



Statutory Notice

Alterations to Park Lane Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that the London Borough of Brent (the Local Authority) intends to make prescribed alterations to Park Lane Primary School, Park Lane, Wembley, Middlesex, HA9 7RY from 1 September 2010.

Park Lane Primary School is maintained by the Local Authority. London Borough of Brent proposes to **increase the number of pupil places at Park Lane Primary School** from its current 210 Reception to Year 6 places (250 places including nursery provision) to 420 Reception to Year 6 places (460 including nursery provision). This means that the school will become a two form of entry primary provision.

Last year the LA consulted with the primary schools in the borough to explore the possibility of increasing the number of school places. It was evident that the demand for Reception places would be more than the number of available places. This assessment was based on the number of on time and ad hoc applications received by LA, forecast of pupil numbers and local factors, such as, feed back from schools.

As a result of the consultation, the Local Authority provided 68 additional places throughout the borough for September 2009 Reception intake. In total, 3428 Reception places have been offered for the current academic year in Brent.

The enlarged Park Lane Primary School will continue to offer mixed provision for pupils in Reception to Year 6 and be maintained by the Local Authority. The Local Authority will remain the admitting authority for the school. Admission arrangements for the enlarged school will remain the same as now.

The expanded school will be suitable for all pupils who currently attend Park Lane Primary School. Every pupil registered at the school on 31 August 2010 who but for these proposals would have continued their education at Park Lane Primary School is guaranteed a place at the enlarged Park Lane Primary School. Consequently no pupils will be displaced by the alterations proposed for Park Lane Primary School.

If this proposal is accepted, Park Lane Primary school will offer 2FE provision from September 2010 through yearly progression. This means that the school will continue admitting 2FE (60 pupils) in the Reception year from September 2010 and the current Y2 class of 60 places (NoR 59 pupils) will progress to Year 6 by September 2013 and the school will commence operating at full capacity in all the Year Groups.

All applicable statutory requirements to consult in relation to these proposals have been complied with.

The expansion of the school will take place in two stages. Phase one of the building works is planned during Summer 2010, which will provide one extra classroom from September 2010. This will enable the progression of the current Year 2 class to Year 3 in September 2010 and the school will be able to admit an additional Reception class for the September 2010 intake on a permanent basis.

Phase two of the building works planned to commence later in 2010/early 2011 will involve remodelling some parts of the existing building e.g. altering the hall to provide for one additional classroom and a Food Science classroom; building a new hall, a further two classrooms, a library resource area, offices and a lift.

In total, five additional classrooms, a hall, necessary support and associated offices are planned to be delivered under Phases one & two of the building works scheduled to complete by end of Summer 2011.

Whilst no changes to the existing SEN provision at the school are being proposed, to ensure this proposal leads to improvements in the standards, quality and range of educational provision for children with special educational needs the Local Authority has conducted the SEN improvement test that has identified benefits, such as, the expanded Park Lane Primary School will include a Group SEN classroom, a disabled toilet, and a lift for improved accessibility.

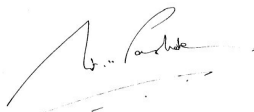
This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Head of Asset Management Service, Children and Families, London Borough of Brent, 4th Floor Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW or by email request at Consultations.schoolorganisation@brent.gov.uk

Any person may object to or make comments on this proposal. All such comments or objections must be:

- d) made in writing;
- e) received by Friday 18 June 2010 (a date at least 4 weeks after the date of publication of this proposal); and
- f) sent to:

Nitin Parshotam, Head of Asset Management Service, Children and Families, London Borough of Brent, 4th Floor Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW.

Signed:



Nitin Parshotam,
Head of Asset Management Service,
Children and Families

Publication Date: 20 May 2010

Explanatory Notes

The expansion of Park lane Primary School from a one form entry to a two form entry school is planned to be achieved by a combination of remodelling of the existing school building and extending the school by provision of a permanent new build extension at the south west corner of the site adjacent to the nursery building. No temporary rooms are envisaged under this proposal although it may be required for decanting during the remodelling stages.

The school site being an inner city location has limited play ground play area, and no playing fields. This is typical of school of a similar period located in London Boroughs and it was identified in the analysis that any expansion of the school should keep the impact on the existing play ground to a minimum, and therefore to be located on the area of the site between the south boundary and nursery. The school is in the process of forming an agreement with Brent Parks for the school to have access to the former tennis court areas of King Edward VII Park on the west boundary of the site for supervised play and recreation.

All new school building is required to achieve the highest energy standards for sustainable construction. The new extension at Park Lane Primary School will be required to achieve a BREEAM rating of excellent requiring energy use of the proposed and existing building to be efficient and sustainable. The existing school building will be part of the BREEAM assessment and recommendations for improving thermal performance through window replacement, lighting, heating and fabric improvements will be considered for implementation within the project budget and practical solutions for an existing building.

Appendix B

Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form – EXCERPT FROM A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)

4.15 Regulation 8 of The Regulations provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on proposals. Paragraphs 4.17 to 4.73 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

A System Shaped by Parents (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and

the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

Standards (Paragraphs 4.19-4.20)

4.19 The Government wishes to encourage changes to local school provision which will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school expansion will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Diversity (Paragraphs 4.21-4.23)

4.21 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.69-4.72).

4.22 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.23 Decision Makers **should** consider how proposals will contribute to local diversity. They **should** consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

Every Child Matters (Paragraph 4.24)

4.24 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with "Every Child Matters" principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

SCHOOL CHARACTERISTICS

Boarding Provision (Paragraphs 4.25-4.26)

4.25 In making a decision on proposals that include the expansion of boarding provision, the Decision Maker **should** consider whether or not there would be a detrimental effect on the sustainability of boarding at another state maintained boarding school within one hour's travelling distance of the proposed school.

4.26 In making a decision on proposals for expansion of boarding places the Decision Maker **should** consider:-

- a. the extent to which boarding places are over subscribed at the school and any state maintained boarding school within an hour's travelling distance of the school at which the expansion is proposed;
- b. the extent to which the accommodation at the school can provide additional boarding places;
- c. any recommendations made in the previous CSCI/Ofsted reports which would suggest that existing boarding provision in the school failed significantly to meet the National Minimum Standards for Boarding Schools;
- d. the extent to which the school has made appropriate provision to admit other categories of pupils other than those for which it currently caters (e.g. taking pupils of the opposite sex or sixth formers) if they form part of the expansion;
- e. any impact of the expansion on the continuity of education of boarders currently in the school;
- f. the extent to which the expansion of boarding places will help placements of pupils with an identified boarding need; and
- g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

Equal Opportunity Issues (Paragraphs 4.27)

4.27 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

4.28 The Decision Maker **should** consider whether there is a need for the expansion and **should** consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker **should** take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools **should not** in itself prevent the addition of new places.

4.29 Where the school has a religious character, or follows a particular philosophy, the Decision Maker **should** be satisfied that there is satisfactory evidence of sufficient demand for places for the expanded school to be sustainable.

4.30 Where proposals will add to surplus capacity but there is a strong case for approval on parental preference and standards grounds, the presumption **should** be for approval. The LA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;
 - i. in terms of absolute results in key stage assessments and public examinations;

- ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
- i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

Travel and Accessibility for All (Paragraphs 4.35-4.36)

4.35 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not** adversely impact on disadvantaged groups.

4.36 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes

e.g. for walking, cycling etc. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at www.teachernet.gov.uk/publications. Proposals **should** also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

Addition of post-16 provision by “high performing” schools
(Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or
- b. the school, whether specialist or not, meets the DCSF criteria for ‘high performing’ and does not require capital support.

4.43 The school **should** ensure that, in forwarding its proposals to the Decision Maker, it provides evidence that it meets one of the criteria at paragraph 4.42 above.

4.44 Where a new sixth form is proposed by a specialist school that has met the 'high performing' criteria and which has opted for an applied learning specialism, capital funding may be available from the 16-19 Capital Fund.

4.45 This presumption will apply to proposals submitted to the Decision Maker within:

a. two years from the date a school commences operation with applied learning specialist school status; or

b. two years from the date a school is informed of its Ofsted Section 5 inspection results which would satisfy DCSF criteria for 'high performing' status as set out at

<http://www.standards.dcsf.gov.uk/specialistschools/guidance2007/?version=1>

NOTE: 'submitted to the Decision Maker' above refers to when proposals and representations are with the Decision Maker, following the end of the representation period.

4.46 The increase in the period in which a school is eligible to expand its post-16 provision recognises the time required to embed the new presumption places within a local 14-19 delivery plan and for effective collaboration to take place.

4.47 New post-16 provision in schools **should**, as appropriate, operate in partnership with other local providers to ensure that young people have access to a wide range of learning opportunities. In assessing proposals from 'high performing' schools to add post-16 provision, Decision Makers **should** look for:

a. evidence of local collaboration in drawing up the presumption proposal; and

b. a statement of how the new places will fit within the 14-19 organisation in an area; and

c. evidence that the exercise of the presumption is intended to lead to higher standards and better progression routes at the 'presumption' school.

4.48 If a school has acted in a collaborative way and has actively attempted to engage other partners in the local area, but it is clear that other institutions have declined to participate, that fact **should not** be a reason for declining to approve a proposal. The onus is on other providers to work with a school which qualifies for the presumption of approval for new post-16 provision.

4.49 The Decision Maker **should** only turn down proposals to add post-16 provision from schools eligible for the sixth form presumption if there is compelling and objective evidence that the expansion would undermine the viability of an existing high quality post-16 provider or providers. The fact that an existing school or college with large numbers of post-16 students might recruit a smaller number of students aged 16-19 is not, of itself, sufficient to

meet this condition, where the “presumption” school can show that there is reasonable demand from students to attend the school after age 16.

4.50 The existence of surplus capacity in neighbouring schools or colleges that are not high performing **should not** be a reason to reject a post-16 presumption proposal. It is the responsibility of the LA to consider decommissioning poor quality provision as well as commissioning high quality provision. The LA should therefore plan to tackle any consequences of expansion proposals for other schools.

4.51 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the mandatory Schools Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)

4.52 Where the implementation of reorganisation proposals by the LSC¹ conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)

4.53 Non-statutory competitions for new 16-19 provision were introduced from January 2006. They are administered by the regional arm of the LSC, in line with the LSC’s current role as commissioner of 16-19 provision. The Government intends to transfer the responsibility for 16-19 provision from the LSC to LAs from 2010.²

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- a. the competition selection process;

¹ References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People’s Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

² The ASCL Act will remove the LSC and also the power of LAs to establish sixth form schools, whether by a competition or otherwise. Section 126 of the Act amends section 16 of the Education Act 1996 and sections 7,10 and 11 of EIA 2006.

b. approval of the outcome by existing processes (e.g. Decision Maker approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law).

4.55 Competitors will be eligible to apply to the 16-19 Capital Fund. Where a competition is 'won' by a school, they **must** then publish statutory proposals and these **must** be considered by the Decision Maker on their merits.

4.56 Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker **must** take account of the competition when considering the proposals.

FUNDING AND LAND

Capital (Paragraphs 4.57-4.59)

4.57 The Decision Maker **should** be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the LA, DCSF, or LSC). In the case of an LA, this **should** be from an authorised person within the LA, and provide detailed information on the funding, provision of land and premises etc.

4.58 Where proposers are relying on DCSF as a source of capital funding, there can be no assumption that the approval of proposals will trigger the release of capital funds from the Department, unless the Department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposals **should** be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

4.59 Proposals **should not** be approved conditionally upon funding being made available, subject to the following specific exceptions: For proposals being funded under the Private Finance Initiative (PFI) or through the BSF programme, the Decision Maker **should** be satisfied that funding has been agreed 'in principle', but the proposals **should** be approved conditionally on the entering into of the necessary agreements and the release of funding. A conditional approval will protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in "related" proposals) the Decision Maker **should** confirm whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

a. Community Schools – the Secretary of State's consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the

case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998). (Details are given in DCSF Guidance 1017-2004 “The Protection of School Playing Fields and Land for Academies” published in November 2004) -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

b. Foundation (including Trust) and Voluntary Schools:

- i. playing field land – the governing body, foundation body or trustees will require the Secretary of State’s consent, under section 77 of the SSFA 1998, to dispose, or change the use of any playing field land that has been acquired and/or enhanced at public expense.
- ii. non-playing field land or school buildings – the governing body, foundation body or trustees no longer require the Secretary of State’s consent to dispose of surplus non-playing field land or school buildings which have been acquired or enhanced in value by public funding. They will be required to notify the LA and seek local agreement of their proposals. Where there is no local agreement, the matter **should** be referred to the Schools Adjudicator to determine. (Details of the new arrangements can be found in the Department’s guidance “The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator” - <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

4.61 Where expansion proposals are dependent upon capital receipts of a discontinuing foundation or voluntary school the governing body is required to apply to the Secretary of State to exercise his various powers in respect of land held by them for the purposes of the school. Normally he would direct that the land be returned to the LA but he could direct that the land be transferred to the governing body of another maintained school (or the temporary governing body of a new school). Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and
- h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing

arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii. improved access to suitable accommodation; and
 - iv. improved supply of suitable places.
- b. LAs **should** also:
 - i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;

- ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
- iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
- iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

OTHER ISSUES

Views of Interested Parties (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory

objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

reject the proposals;

approve the proposals;

approve the proposals with a modification (e.g. the implementation date); or

approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;
- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;
- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be

conditional on the decision of adjudicators to approve any related change in admission numbers);

h. the making of any scheme relating to any charity connected with the school;

i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;

j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;

k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;

ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;

l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and

m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007³ the occurrence of such an event.

4.76 The Decision Maker **must** set a date by which the condition **must** be met, but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should** be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1st September one year, and enlarge on 1st September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal). This is because as “related” proposals, they **should** both have the same decision, which in this case, would have

³ S.I. 2007/1288.

been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Staindrop Road, Darlington DL3 9BG or by email to school.organisation@dcf.gsi.gov.uk) of the date when a condition is modified or met in order for the Department's records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

Decisions (Paragraphs 4.77-4.79)

4.77 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.78 A copy of all decisions **must** be forwarded to:

the LA or governing body who published the proposals;

the trustees of the school (if any);

the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@dcf.gsi.gov.uk);

where the school includes provision for 14-16 education or sixth form education, the LSC;

the local CofE diocese;

the bishop of the RC diocese;

each objector except where a petition has been received. Where a petition is received a decision letter **must** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition; and

where the school is a special school, the relevant primary care trust, an NHS trust or NHS foundation trust.

4.79 In addition, where proposals are decided by the LA, a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA that it is proposed should maintain the school.

Can proposals be withdrawn? (Paragraph 4.80)

4.80 Proposals can be withdrawn at any point before a decision is taken. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@dcsf.gsi.gov.uk. Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.



Transitions Services Task Group Report

March 2010

Membership:

**Councillor Lesley Jones
Councillor Will Motley
Councillor Arthur Steel**

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Chair's Foreword

The transitions services task group was set up to consider the services provided for vulnerable young people in Brent to help them move successfully into adulthood. The majority of young people have very few issues in moving from childhood to adulthood that can't be resolved with the support of their parents, friends or teachers. However, there are some young people in our borough who need extra care and support to help them make this transition successfully. Between the ages of 16 and 25, young people move from the responsibility of children's services to adult services, but the way services are delivered, the intensity of support and the types of support provided can be quite different from the services young people are used to. The task group has focussed on the needs of the most vulnerable in Brent to see what can be done to ease the transition period to avoid greater intervention later in life.



The task group has found that there is much good work going on in Brent to address the needs of vulnerable young people so that they receive the support and guidance they need. That said, there are some issues that need to be addressed to ensure that young people get the best start in life and are able to access appropriate services. One thing is clear to the task group – addressing the problems associated with vulnerable young people, such as youth offending, teenage pregnancy or homelessness requires far sighted, long term solutions with a focus on prevention and early intervention. Fortunately, service providers are already starting to reconfigure services in this way, through the development of schemes such as the Family Intervention Project.

The task group has made a number of recommendations which it hopes, if implemented, will make a positive contribution to the transitions services available in the borough. Whilst addressing the causes of an individuals' vulnerability requires early intervention and a focus on prevention, there are some issues that the task group would like to see addressed relatively quickly. For example, providing siblings who have been in care a property so they can continue to live together to provide support to each other. It is these small interventions which can really make the difference in the lives of young people, but don't require a major reconfiguration of services.

During this work the task group spoke to a number of young people who were in the transitions phase, or would be reaching their late teens in the coming years and moving into transition. The young people provided an invaluable insight into their lives and where they were concerned for the future. The task group has taken some of their thoughts and ideas and used them as the basis for recommendations. Throughout the review we made sure that the needs of young people were at the forefront of our thinking. Whilst some of the recommendations may be a challenge to implement, especially in the current financial climate, we need to be bold if we are to provide a service that addresses the needs of our most vulnerable young people.

I would like to take the opportunity to thank all those who participated in this work – the young people we met through the Care in Action Group and those at the De Paul Hostel in Willesden; the service managers who spoke at length about their services and the work they do in Brent. Their information was extremely important to the task group and we are very grateful that they gave up their time to assist us in this work. Finally, I would like to thank my fellow task group members, Councillor Will Motley and Councillor Arthur Steel for their help and support.

Councillor Lesley Jones
Chair, Transitions Services Task Group

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Executive Summary

The Overview and Scrutiny Committee established the Transitions Services Task group to look at the services in place for vulnerable young people in Brent aged 16 to 25. The term “vulnerable” can be applied to many different groups of people, but the task group’s focus was on the following groups:

- young people who are offenders or at risk of offending
- care leavers
- those in contact with secondary mental health services
- those who have a moderate learning difficulties
- teenage parents
- young people who are not in full time education, training or employment

The challenge for many young people and this does not apply just in Brent but is a nationwide issue, is that services they have received as children often end abruptly at eighteen when their entitlement to youth provision ends. Young people move from services provided for children to services provided for adults, if they are eligible for services at all. During this process it is essential that an effective transition service is in place. This involves a holistic, person centred approach to assess an individual’s needs and the services needed to support them in their life. The task group wanted to assess how transition services in Brent were meeting the needs of young people who need them.

The task group found that there is much good work going on in Brent to address the needs of vulnerable young people so that they receive the support and guidance they need. That said, there are some issues that the task group believes should be addressed to ensure that young people get the best start in life and are able to access appropriate services. It is clear to the task group that addressing the problems associated with vulnerable young people, such as youth offending, teenage pregnancy or homelessness requires far sighted, long term solutions with a focus on prevention and early intervention.

The key findings that the task group wishes to highlight include:

Corporate responsibilities

One of the issues that the task group was keen to highlight was the importance of reinforcing councillors’ responsibilities as corporate parents to young people in care. Steps should be taken to raise the profile and importance of care services to elected members. Greater interaction between councillors and children in care could benefit both groups. At the very least members would be able to share the achievements of young people in care and see the impact that care services have had on their lives. The evidence the task group heard directly from looked after children was of great value and has resulted in recommendations suggested directly by young people. Regular contact between councillors and looked after children can help to inform decisions that members have to make about services for young people in Brent. This is an area that should be strengthened.

Young people that do not meet service criteria

Providing services for young people who do not meet the criteria for children’s services or adult social care services and mental health services is essentially what this task group has been looking at. At present Brent is no different from the majority of councils in that services are set up to address crises and to help those people with the most complex needs. It has been acknowledged that there needs to be greater intervention with young people and their families at an early stage to prevent problems developing further down the line.

In an ideal world there would be a service in place for 18 to 24 year olds with moderate needs that don't currently meet secondary mental health service criteria or criteria for adult social care. Organisations like Connexions provide help and guidance for young people in this situation, but more is needed. Care leavers are able to use the Leaving Care Service – it is those that haven't been in care that can suffer because of the gaps in services.

The task group hopes that consideration can be given to the criteria for adult services to reflect the needs of young people. It is of concern to the task group that arbitrary age limits are used to determine eligibility for services, even though young people have different levels of need and maturity that can't be defined by age alone. Individual circumstances need to be taken into account. The task group is not suggesting that the criteria for adult social care or mental health services is changed, but it does advocate the weighting of service criteria in favour of young people in transition.

Early identification and intervention with young people and their families

Early identification and prevention of problems in young people is crucial. The task group was informed that the Common Assessment Framework (CAF) should make a big difference for young people in the future as it will help professionals to make early, fast decisions about the needs of young people and to address those needs at the first opportunity. The 14 and 15 year olds who are NEET, or young offenders were probably the same young people having problems in primary school or even in pre-schools. The CAF should help to pick these young people up much earlier than is currently the case. The task group advocates a greater focus on early intervention and is pleased that schemes such as the Family Intervention Project are being piloted in Brent.

Focus on prevention

There is a debate to be had about front loading service provision so that there is greater focus on preventative services by working with families and young people at an earlier stage to stop problems developing and becoming more serious. There is an argument that money will be saved if this approach was adopted. However, it requires spending more money in one area of service (children's services) and less in another (adults services), whilst at the same time continuing to provide services for those who need them. It is a complicated picture without an easy solution.

The task group is firmly of the view that rather than letting a young person's problem reach a stage where they meet service criteria before receiving help, switching the emphasis of services to proactive, early intervention where possible, will help address the needs of young people at an earlier stage.

One of the real challenges facing those planning services is that switching the focus of services entirely to early intervention and prevention will require significant investment and of course, this isn't a time of financial growth in the public sector. It is further complicated by the fact that savings produced from such an approach are likely to be delivered in adult social care services, youth offending services or health services, but not necessarily in the area where the extra investment is made. This will require a "one council" approach to service development, working across departmental and organisational boundaries to realise benefits and savings. If savings are delivered they are likely to be achieved in the longer term and could be hard to evidence initially. Current caseloads will also stretch existing resources and resources in the future. That said, the task group is keen that a preventative approach is developed over time.

Moving to independent housing

One of the most challenging aspects of transition for young people in care is the move to independent housing. The Care Planning team has a monthly meeting with officers in the Housing Department to improve the referrals process between the two departments and to improve the transition for young people from care services to independent living. The task group was told that the arrangements between the Care Planning Team and Housing Services largely worked well, but speaking to young people directly about their experiences there are some issues that the task group would like the council to consider – whether care leavers can share a housing tenancy and whether anything can be done to provide housing for young care leavers who chose to go to university outside of London. Both of these issues affect a small number of care leavers each year, but finding solutions to them could help to improve the quality of life for those involved.

Bringing transitions services together

The task group would like officers to address the complications inherent in the service model for young people in transition by putting together a prospectus of services. This could act as a guide to services for young people aged 16 to 25 in Brent, including contact details and referral routes. Statutory services and voluntary sector organisations should be included to build a comprehensive reference guide for young people and staff working with those in transition.

Whilst the prospectus will be a useful addition to the resources available for service users and people working with young people in transition, it doesn't represent a radical step change in approach to working with vulnerable young people. The task group is also proposing that a foyer project is developed in Brent to act as a central hub for services for vulnerable young people. Foyers are centres for young people, normally between the ages of 16 and 25, that provide opportunities for education, training, advice and support as well as accommodation for residents.

The task group believes that there will be tremendous benefit to young people if they were able to call into one office for a range of advice and guidance, as well as a place to directly access services to assist their transition. A foyer project, with a small amount of accommodation, bringing together services such as housing, adult social care, children's services, Connexions, Youth Offending Service, Probation Services etc as well as voluntary and community organisations would be a useful addition to the service landscape in Brent and something the task group hopes can be progressed.

Recommendations

Recommendation 1 – The task group recommends that officers working with the Children in Care Council, known as Care in Action, develop a range of activities to bring elected councillors and young people in care together to discuss ways of improving council services. This should not just be restricted to services for looked after children, but the range of services provided in Brent.

Recommendation 2 – The task group recommends that steps are taken to weight the criteria for adult social care services and mental health services to better reflect the needs of young people in transition. For example, mental health assessments for 18 to 25 year olds are adapted to meet the needs of young people to recognise the difference between those in transition and older adults.

Recommendation 3 – The task group recommends that NHS Brent fully re-commissions the early intervention in psychosis service in 2010/11 and that it reports to the Health Select Committee during 2010/11 outlining the work of the service and the commissioning priorities for mental health services in Brent.

Recommendation 4 – The task group recommends that officers develop a proposal for the remodelling of services for vulnerable young people so that there is greater emphasis on early intervention and preventative services. This should build on initiatives such as implementation of the Common Assessment Framework, the development of children's centres and introduction of the Family Intervention Project. The task group believes the development of a fully integrated preventative service is an aspiration the council and partners should be aiming to deliver and see this as a long term project. If implemented, it could ease the difficult transition from children's to adult's services as positive interventions will happen at an earlier stage in a young persons' life. Initial follow up on this recommendation will take place in 12 months time (April 2011) by the Overview and Scrutiny Committee to see how it has been progressed.

Recommendation 5 – The task group recommends that Brent Housing Partnership and Registered Social Landlords in Brent change their tenancy management procedures and policies to allow siblings who are leaving care the opportunity to share a tenancy if there is a desire to do so. This will affect a small number of care leavers each year that would benefit from the support provided by living with a brother or sister.

Recommendation 6 – The task group recommends that the Young People in Care Services Team and Housing Services work up a solution to allow young people in care the opportunity to go to university outside of London but maintain a tenancy in Brent so they retain a link with their home area. This will affect a small number of young people each year, but could have a significant impact on their life chances if implemented.

Recommendation 7 – The task group recommends that adult social services makes it clear who is the named contact for organisations working with vulnerable young people to improve the referral process and to assist young people when they are contacting statutory services.

Recommendation 8 – The task group recommends that a prospectus of services for young people aged 16 to 25 in Brent is developed to help sign post young people in transition to the most appropriate services. The prospectus should include contact details for services and referral routes and should be used as a one-stop guide for staff and young people. Statutory services and voluntary organisations should be included in the prospectus.

Recommendation 9 – The task group recommends that officers are instructed to work up proposals for a foyer project in Brent, bringing together a small amount of accommodation plus associated services to deliver a holistic, one stop service to meet the needs of vulnerable young people in transition from childhood to adulthood. The Overview and Scrutiny Committee should consider an update on progress in implementing this in October 2010.

Recommendation 10 – The task group recommends that the Overview and Scrutiny Committee asks officers to prepare two further task group scopes to look at services in place for young people in Brent:

- (i). Transition services for young people with physical disabilities
- (ii). Mental health services for young people in Brent aged 16 to 25.

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Introduction

The Overview and Scrutiny Committee established the Transitions Services Task group to look at the services in place for vulnerable young people in Brent aged 16 to 25. The term “vulnerable” can be applied to many different groups of people, but the task group’s focus has been on the following groups:

- young people who are offenders or at risk of offending
- care leavers
- those in contact with secondary mental health services
- those who have a moderate learning difficulties
- teenage parents
- young people who are not in full time education, training or employment

The group was interested in the transition from childhood to adulthood, which can be a difficult time for any young person, even those that grow up in a stable family environment with strong parental support. The groups of interest to the task group capture the majority of Brent’s most challenging young people. Ensuring these young people receive the help and guidance they need during transition is crucial. The task group was keen to look at the journey young people go on as they leave the responsibility of children’s services and become adults.

It was decided early on in the review not to look at transition services for young people with physical disabilities. This is such a broad issue that could easily be the subject of a separate task group. It is also a One Council gold project and is an area that will be reviewed in the coming months, so it made little sense to duplicate this work.

Terms of reference

The task group agreed to:

- Establish what services are in place currently for young people moving from the responsibility of children’s services to adult’s services.
- Seek the views of service users about to move from children’s to adult services – what support do they think they need, are they satisfied with arrangements that have been made for them.
- Consider how those who have already moved onto adult services regard the transition arrangements in place, and whether they were satisfied with the process when they were changing services.
- Look at best practice in this field that Brent can learn from.
- Consider the ambitions for services in Brent and the steps have been taken to realise those ambitions.
- Look at areas service providers feel that changes can be made to improve the services on offer.

Task group membership

The members of the task group were Councillors Lesley Jones (chair), Will Motley and Arthur Steel. The councillors were supported by Andrew Davies, Policy and Performance Officer.

Methodology

The task group collected much of its evidence from interviews with people working within the services connected to the transition of young people. The task group met with:

- Angela Chiswell, Head of Connexions
- Elzanne Hook, Head of Care Planning
- Genny Renard, Interim Head of Community Safety
- Perry Singh, Assistant Director, Housing
- Jenny Dunne, Homelessness Projects and Strategy Manager
- Sharon Stockman, Head of Localities Service
- Anita Dickenson, Acting Head of Youth Offending Service
- Graham Genoni, Assistant Director, Social Care
- Keith Skerman, Interim Assistant Director of Community Care
- Kofi Nyero, Head of Learning Disabilities Partnership
- David Dunkley, Brent Mental Health Services
- Andrew McKnight, Regional Manager, De Paul
- Anthony York, Prison Sector Manager, De Paul
- 10 young people either in care or formally in care, facilitated by Natasha Thomson, Children in Care Participation Worker and Anne Edwards, Looked After Children Improving Outcomes Manager
- Four young people staying at the De Paul Hostel in Willesden

The task group spoke to two separate groups of young people who were either in the transitions phase, or were approaching the age when they would be moving into transition. One group had been in care or were still in the care of Brent Council. The second group were residents of the De Paul Hostel in Willesden. The young people were able to talk about their experiences and tell the task group about the services they thought worked well in Brent, where there were gaps and what they were concerned about as they moved towards the transitions period. Some of the ideas suggested by young people have become recommendations of the task group.

Desk-based research was carried out to look at examples of best practice in other parts of the UK. The national government has also produced a number of helpful papers on this issue, specifically “Transitions: Young Adults with Complex Needs” and “Realising Young Potential – supporting care leavers into education, employment and training”. The information collected from the desk based research has helped inform the task group’s findings and recommendations.

National Context

A report on social exclusion produced in 2005 entitled “Transitions: Young Adults with Complex Needs” highlights that, “many of the issues that are thought of as the problems of teenagers are in fact as bad (or worse) for those in their early twenties, on whom much less policy has been focused – the phenomenon of ‘the invisible early twenties’”.¹

The challenge for many young people is that services they have received as children often end abruptly at eighteen when their entitlement to youth provision ends. Young people move from services provided for children to services provided for adults, if they are eligible for services at all. During this process it is essential that an effective transition service is in place. This involves a holistic, person centred approach to assess an individual’s needs and

¹ Transitions Young Adults with Complex Needs, A Social Exclusion Unit Report, 2005

the services needed to support them in their life.

When transition services are not in place young people can face great difficulty in accessing adult services as referral arrangements vary and assessment criteria for adults services are often stricter than for children's services (i.e. there is a higher eligibility threshold for adults services). For example Adult Mental Health Services (AMHS) tend to focus on people who have severe and enduring disorders, while specialist Child and Adolescent Mental Health Services (CAMHS) have a different perspective, with the result that young people who have been receiving CAMHS find that they are not eligible for AMHS.²

In 2007 the Socially Excluded Adults Public Service Agreement (PSA 16) work programme was agreed by seven government departments with the aim of improving the life chances for the most vulnerable members of society. PSA 16 will tackle the barriers to getting a home and a job for four disadvantaged groups:

- Adults in contact with secondary mental health services
- Adults with moderate to severe learning disabilities
- Offenders under probation supervision
- Care leavers aged 19

There is an acceptance at a national level that more needs to be done to help these groups which could otherwise fall between the responsibility of different service areas and end up not being picked up at all. The long term consequences of this could mean that more intensive intervention is required later in a young person's life to ensure they are able to sustain themselves.

Brent Context

It is useful to know how many young people in Brent the council believes may be in the transition phase and could need the support of services in some way.

Young offenders – As of November 2009 the Brent Youth Offending Service was working with 212 young people on court ordered sentences, nine of whom were in the care of Brent Council. Over the course of the last year, the YOS had worked with 459 people in total, some of whom will have been on their “final warning” and not actually sentenced by the courts. This equates to 2% of the population of 10 to 17 year olds in Brent. Brent has relatively low levels of youth offending taking into account its large population of young people and its relative deprivation.

Looked after children – The number of looked after children in Brent has declined over the last three years. In 2007 there were 429, in 2008 there were 370 and in 2009 there were 359 looked after children. It is known that care leavers are over represented in the homeless, prisoner, mental health and learning disabled population³.

Young people in contact with secondary mental health services – **Need to add this**

Young people who have a moderate to severe learning difficulties – **Need to add this**

Teenage parents - As of December 2007 (the latest available figures in July 2009) Brent showed 43.1 teenage conceptions per 1,000, an increase of 3.1 since 2006. Brent was

² Transition of adolescents to adult mental health services , Research in Practice, January 2006

³ Realising Young Potential: Supporting care leavers into education, employment and training. November 2009

performing marginally better than the London average for the same period which was 45.6 teenage conceptions per 1,000.

Young people who are not in full time education, training or employment – The number of young people who are not in education, employment or training is set out in the table below.

Table 1 - Number of young people NEET in Brent⁴

Year	Post compulsory education cohort	16-18 year olds NEET (Adjusted number)	NEET (target)	% 16-18 yr olds whose current activity is not known (target)
2006	6,680	450	6.7% (7.8%)	5.0% (6.8%)
2007	6,405	370	5.7% (7.4%)	6.0% (6.8%)
2008	6,767	310	4.6% (7.1%)	5.2% (6.6%)
Nov 2009 – Jan 2010	6,899	307	4.5% (6.5%)	5%

This task group has not focussed on the majority of young people in Brent who will move from childhood to adulthood without major problems. The actual numbers of young people known to the youth offending team, children's services or who Connexions record as NEET and therefore at risk of a difficult transition is relatively small compared to the total number of young people in the borough (and there is overlap between the young people in the groups recorded by statutory agencies). The task group has focussed its work on this small group of people, who without the help and support of statutory agencies in their late teens to early twenties may not be able to support themselves, lead "normal" lives and make a full and positive contribution to society.

Services working with young people in transition

There is a wide range of service providers working with young people in transition, from schools and colleges through to youth clubs, sports clubs and church groups. The task group has considered the services provided by the main statutory agencies that work with the client groups of concern – Connexions, Children's Services including the Localities Service and Care Planning Service, Housing Services, Community Safety and the Youth Offending Service, Adult Social Care and Brent Mental Health Services.

The task group spent time interviewing people who work in service areas that are supporting young people in transition. It is clear that there is a vast amount of good work going on in the borough, including effective partnership working between different arms of the council and external agencies. Summarised below are the main issues relating to the transition of vulnerable young people within services provided in Brent.

⁴ Brent Connexions, August 2009

Localities Services – Ensuring services are joined up and effective from early childhood

The Localities Team picks up all new referrals to the Children and Families Department and is the first point of contact with all children that need a statutory social care service that aren't in care in Brent. The service was established in January 2009 and there are five localities teams in the borough – one for each locality in Brent. The Localities Team works with homeless young people, intentionally homeless families and families without recourse to public funds. They work with children with high level support needs such as children subject to child protection plans. The team will support other agencies, such as children's centres to deliver child protection plans.

Each of the localities teams is based in the area they are working in, except for the Willesden Team which is based at Chesterfield House in Wembley. They will become part of an integrated children's service from April 2010 bringing the localities teams together with the preventative arm of the Youth Offending Service and the Connexions service.

There are 206 children in Brent subject to child protection plans. BME children are over represented in this group (as well as being over represented in the numbers of children in care). Child protection plans are usually put in place for children under the age of 12. The focus on children aged 12 or over is normally on preventing family breakdown rather than child protection. There are 706 children in need – 70 of these come from families with no recourse to public funds. If it is established that a child needs to go into the care of the local authority responsibility for that child passes from the Localities Team to the Care Planning Service.

Some young people over the age of 10 in contact with the Localities Team will be known to the police or the YOS preventative arm. If there is a family support meeting for the child, the YOS will be present at that meeting. The young person also attends to help improve communication between agencies and the young person. When the Localities Team was formed 80% of staff were employed from agencies. This affected relationships with other services but in recent months the numbers of agency staff have reduced. Relationships with other agencies are improving as a result.

Support for frontline safeguarding services is vital. Although the council has recruited permanent children's social workers to the localities teams, many of them are newly qualified and still need management support. This is crucial if the council is to run an effective child protection service. The task group does not want to see resources in this area of council activity reduced.

Care Planning Services

Brent provides care services for all children and young people from the borough aged 0 to 24 who are unable to live with their parents. Care services are also provided to unaccompanied asylum seekers who are either placed in Brent by the home office, or who arrive here of their own accord.

The Care Service in Brent is split into two parts – the Care Planning Service works with children aged 0 to 13 year olds and the Young People in Care Service looks after children from the age of 13 and up to 24 if they remain in full time education (to HND or degree level). There is a strong academic focus on those who are 16+ and in care. They have to attend school or college, whilst unaccompanied asylum seekers have to attend English lessons. However, there are gaps in the service affecting the educational needs of those aged 16+.

Educational attainment of young people in care is low, but improving. The Care Planning team is working with Connexions to address these gaps.

Normally young people move on from care when they are 18, but the Young People in Care Team will stay in touch with them until their 21st birthday. The idea behind dividing the teams in this way is to ensure that the same social workers remain with a child throughout their time in care (as far as this is possible). There has been a trend in Brent towards older children coming into the care service, rather than returning home. This is usually as a result of a breakdown in the relationship with their family meaning that they can no longer remain in their family home.

To assist in the transition phase, each young person in care has a needs assessment carried out three months before they turn 16. The needs assessment informs the pathway plan for the young person as they approach a time when they will be able to leave local authority care.

It should be noted that of the 358 looked after children in Brent, seven are in custody (information correct in October 2009).

Adult Social Care

The adult social care service provides care and support for adults aged 18 plus. There are some specific projects in place to help younger clients in transition, specifically the PSA 16 group – socially excluded adults including care leavers at 19, offenders under probation supervision, adults receiving secondary mental health services and adults with learning disabilities known to councils. A successful bid has been made to fund employment and housing schemes for these groups. Funding will come from the Department of Health to pump prime projects. £100,000 has been awarded towards this project, which will help provide settled accommodation and training for people in this group. A diagnostic is to be carried out to look at the gaps in provision for the PSA 16 group in Brent before the funding is allocated.

Third sector organisations and other partners will contribute to this project – the £100,000 funding is to be used to provide capacity in the third sector to help meet the needs of the PSA 16 group. There is support for young people in these groups already, through Supporting People. Supporting People priorities include care leavers and homeless people. The schemes arising from the PSA 16 project will be provided in addition to current Supporting People funded schemes.

Brent Mental Health Services

Brent Mental Health Services provide an early intervention in psychosis service. This is a new service aimed at people having a mental health breakdown. It is a multi-disciplinary team, including social workers and mental health specialists. It works closely with CAMHS in an attempt to keep young people out of mainstream, adult mental health services. Where possible, steps are taken to not diagnose young people as “mentally ill”, to avoid labelling them or stigmatising them from an early age. Brent Mental Health services will also physically locate services for young people away from adult mental health services to avoid stigmatising young people.

There are criteria for qualifying for support from this service – young people may have substance misuse problems or extreme adolescent issues, such as depression. It is a secondary mental health service so eligibility criteria are set at a high level and will work with

people with critical or substantial need. The service has high staff to patient ratios to reflect the needs of patients. Typically the service will work with a young person for around 3 years. Most young people are referred to the service by their GP, although the police and social services have made referrals.

Funding for a full early intervention service has been in place for a year. The team, when fully staffed, will be 13 strong. The strength of the service is that arbitrary age cut offs are removed. Broadening the criteria for this type of service for people in transition would be of benefit to the borough, to take in the wider issues connected to transition. However, the early intervention service is currently stretched – the service manager is normally only responsible for staff management but at present has their own case load because the service doesn't have a full complement of staff. There is also a concern that it won't be fully commissioned by NHS Brent in 2010/11.

Community Safety and Youth Offending Team

The Brent Youth Offending Service works with young people aged 10 to 17 on court ordered sentences. It also runs two crime prevention programmes, one based on the Church End Estate, the second a borough wide scheme. In limited circumstances the YOS will work with young people over the age of 18 if it is their best interests to remain within the scope of the YOS. However, these cases are exceptional and the vast majority of young offenders subject to a court order will transfer to the responsibility of the probation service when they turn 18.

In October 2009 the Brent YOS was working with 212 young people on court ordered sentences, nine of whom were in the care of Brent Council (it was noted that nationally, two out of three young people on court ordered sentences will have been known to social services or been on the at risk register). Of the young people aged 18+ that the YOS was working with, eight were male and three were female. Over the course of the last year, the YOS has worked with 459 people in total, some of whom will have been on their "final warning" and not sentenced by the court for an offence. This equates to 2% of the population of 10 to 17 year olds in Brent. Brent has relatively low levels of youth offending considering its relative deprivation and large population of young people. The vast majority of young offenders are male.

Each YOS case worker is responsible for around 20-25 young people compared to the 45-50 that probation staff have in their case load. This reflects the more intensive one to one support that the YOS provides for young people. Services for young people aged 18-21 have been discussed at a national level and whilst there is a recognition that this group does need to be dealt with differently to other adult offenders, there are no immediate plans to provide such a service. Probation services are quite different to those provided by the YOS. There is considerably less one to one support which young people aged 18 to 21 often need and the Probation Service is unable to offer the more holistic approach delivered by the YOS which is a multi-agency, multi-disciplinary service.

Black African and Black Caribbean males are over- represented in the numbers of young offenders compared to the overall population in Brent – a phenomenon common across London. It is hoped that the Triage Project, a pre court intervention service being run in conjunction with the police will work to reduce this over representation as well as reducing the number of First Time Entrant to the youth justice system.

Broadly speaking, the YOS will often be working with young people who will already be known to children's services. Many will display a number of the following risk factors:

- Dysfunctional family background
- Single parent families, where the father is often absent
- Parent (particularly the father) in prison
- Young offenders are much more likely to be male than female
- Parents may have substance misuse problems (drugs or alcohol) or mental health needs
- Young offenders have often dropped out of education or been excluded from school or college

Efforts are made not to criminalise young offenders at an early age. Emphasis is placed on changing behaviours via a community based approach to sentencing rather than seeking early custodial sentences. It is known that young people who serve a custodial sentence are more likely to reoffend – approximately 75% of under 25s who serve time in prison will reoffend within two years of being released. This compares to a reoffending rate of around 66% for all offenders, within two years of release from prison.

Housing young people and homelessness prevention

The focus of Brent Council's homelessness work is on homelessness prevention, regardless of the client's age. The council uses a range of options to prevent homelessness, including the private rented sector public sector, hostel accommodation or temporary accommodation (often rented from the private sector). Bed and breakfast accommodation will be used as a last resort on a short term basis for young people in need of temporary accommodation. In October 2009, 10 young people were housed in B&B accommodation in Brent, but use of alternative accommodation is preferred for this client group. There are three temporary crash pad places in Brent to be used on a temporary basis, as well as 80 permanent units for 16 to 24 year olds.

The majority of young people who present to the council claiming they are homeless have usually left their family home because of difficulties with their parents and family. The Housing Solutions Service will work with the young person to try and resolve the problems which have led to them leaving the family home and negotiate a settlement to try and get the young person to return home. In most cases this is the best outcome for the individual and the local authority, although there are times when it is not appropriate for the individual to return to their family.

Housing Services has a well developed protocol for working with Children and Families so that care leavers can be housed. They are re-housed through the LOCATA Scheme, and floating support is provided for all care leavers. However, some young people don't want to engage with floating support, which can lead to difficulties with their tenancy. It is not possible to force young people to work with the agencies who are trying to help them – some people are fiercely independent as the task group heard from service providers and young people themselves. In 2008/09 36 care leavers were placed in local authority housing; this number has fallen since an initial surge of cases following the [Hillingdon Judgment](#) (in previous years as many as 85 care leavers have been housed in local authority accommodation).

Connexions Services

The Brent Connexions Service works with all young people aged 13 to 19 (up to age 25 for young people with learning difficulties or physical disabilities) and provides information, advice, guidance and support to young people to help them make informed choices about learning and work options and to make effective transitions to adult and working life. Where

needed, the service will provide sustained one-to-one support for young people to help them access services or remain in education or work. Services are delivered by Connexions Personal Advisers under a range of contracts and service level agreements and an in-house delivery team. Connexions delivers services in schools the College and alternative education providers and through a range of outreach locations e.g. in collaboration with the Youth Service and voluntary sector. There is a Connexions Centre at Willesden.

Connexions keeps in contact with all young people aged 16 to 18 who live in the borough, or who are educated in Brent so that the current activity of young people is known as accurately as possible. This information is used to support the Service targets. Department of Children, Schools and Families have drawn up minimum contact levels and where a young person's activity cannot be confirmed within the specified time frame their activity becomes 'not known'. It is a significant challenge for the Connexions service to keep in touch with young people. Table 1 above shows that the percentage of 16 to 18 years whose current activity was unknown was 5%. Although this was below target, it still represents a significant number of young people whose current activity was unknown. This is partly a reflection of Brent's mobile population, changing phone numbers and the fact that young people travel across boroughs to take up learning or work. A pan-London Connexions database is assisting greatly in keeping in contact with young people who move across Borough boundaries. Where young people are off the radar and not in touch with Connexions, Connexions Personal Advisers work in teams to go out into the community and re-engage young people who may have not had recent contact with the service.

Young people aged 16-18 who are not in education, employment or training are known as NEET. The NEET figures for Brent are included in the context section of this report. As of August 2009, 82 out of 150 local authorities in England were showing an increase in the number of young people NEET, compared to the same period in 2008. In Brent 6.3% of 16-18 year olds were NEET, against a target of 6.5%. However, there were 53 more young people who were NEET in August 2009 than in August 2008, owing to an increase of 641 in the number of young people in the cohort over the same period. Broadly speaking, the number of young people NEET in Brent has been constant between 2008 and 2009.

Main Findings

The evidence gathered by the task group produced a number of common themes raised by officers in different service areas, as well as by young people. There are a number of areas that the task group would like to be addressed, although it is appreciated that there are no easy solutions to helping vulnerable young people in transition. In the current climate where public services are facing significant funding cuts, putting more resources into service provision for vulnerable 16-25 year olds may not be possible. It will take a fundamental change in the way services are delivered to meet the needs of this group, and it will take time and careful planning to deliver the changes needed. There is not a quick fix to the transition problem. That said, the task group feels that it needs to highlight its findings, which are set out below, along with recommendations it would like to see implemented in the short, medium and long term.

Corporate responsibilities

One of the most striking issues brought to the task group's attention during their work was the need for councillors to be aware of their responsibilities as corporate parent to children in care. In order to make this responsibility explicit, some authorities have notionally divided responsibility for specific children to members of the council. This reinforces the duty that

members have and raises the profile and importance of care services to elected members. Greater interaction between councillors and children in care could have benefits for both groups, not least that members would be able to share the achievements of young people in care and see the impact that care services have on the lives of this vulnerable group of people. The task group benefited from the evidence it received from the group of looked after children it met and hopes that the recommendations suggested directly by young people will have a positive impact on their lives. Regular contact between councillors and looked after children can help to inform decisions that members have to make about services for young people in Brent.

Recommendation 1 – The task group recommends that officers working with the Children in Care Council, known as Care in Action, develop a range of activities to bring elected councillors and young people in care together to discuss ways of improving council services. This should not just be restricted to services for looked after children, but the range of services provided in Brent.

Young people that do not meet service criteria

There was a reoccurring issue raised by virtually every officer interviewed by the task group and also by some of the young people – that there is a lack of services for vulnerable young people who have support needs but don't quite meet the criteria for adult services or children's services. For example, they may have a minor learning disability, a substance misuse problem or at they're at risk of offending, but they are not vulnerable enough to meet service criteria. Some young people, such as disabled children, follow a well defined route into adult services. Likewise, if children have been in care they will be eligible to receive support services until the age of 21. Care leavers have a pathway plan, which takes in services such as education, health and skills needed for independent living. A care leaver is someone between the ages of 16-21 who is leaving or has left the care system having spent at least 13 weeks (continuously or in aggregate since the age of 14) in the care of the local authority. Young people who were in care before the age of 14, but not since their 14th birthday are not necessarily eligible for leaving care services. Children who have been privately fostered or the subject of a Special Guardianship Order may be eligible for some leaving services. For young people who haven't been in care at all, as well as those who were in care before they turned 14 any support they may have received from children's services can stop once they turn 18.

Providing services for this group is essentially what this task group is about. At present Brent is no different from the majority of councils in that services are set up to address crises and to help those people with the most complex needs. It has been acknowledged that there needs to be greater intervention with young people and their families at an early stage to prevent problems developing further down the line.

Specific issues in Brent include a gap in services for people with mental health problems and those with minor learning disabilities. Young people receiving services for a learning disability or minor mental health issue from children's services may not meet adult social care criteria. There are different IQ levels required to qualify for services from children's and adult's services. Alternative solutions are sought, such as referrals to Connexions, but it is common that support for young people can reduce significantly when they turn 18. An individual with low to moderate learning disabilities would be unlikely to meet the adult social care criteria, unless they have a dual diagnosis (such as mental health issues as well). It is this group of people that are likely to end up with problems in the future, such as involvement with the criminal justice system, homeless or a teenage parent.

In an ideal world there would be a service in place for 18 to 24 year olds with moderate needs that don't currently meet secondary mental health service criteria or criteria for adult social care. Organisations like Connexions provide help and guidance for young people in this situation, but more is needed. Care leavers are able to use the Leaving Care Service – it is those that haven't been in care that can suffer because of the gaps in services.

The government would like councils to do more for these groups, but this requires resources that aren't readily available. Initiatives such as the PSA 16 project will help, but won't provide a fix to all problems. It is within the gift of the council to set criteria for services and so in theory, if there was the political will and the funding available, the criteria for support from adult social care could be extended to include a greater number of young people. At the moment care will only be provided to people with substantial or critical support needs (a full definition of criteria is included at appendix 2).

There are steps being taken already within Brent to improve this situation. Housing services are working with Children and Families to create a multi-purpose team to work with young people in transition. This team will be in place from March 2010 and will include staff from Connexions, housing advisors, and social workers to work on a holistic basis with families, and not just the young person, to address their needs.

The task group hopes that consideration can be given to the criteria for adult services to reflect the needs of young people. It is of concern to the task group that arbitrary age limits are used to determine who qualifies for services, even though young people have different levels of need and maturity that can't be defined by age alone. Individual circumstances need to be taken into account.

The task group is not suggesting that the criteria for adult social care or mental health services is changed, but it does advocate the weighting of service criteria in favour of young people in transition. The needs of a young person are very different to those of a forty year old, and yet the same eligibility criteria for services apply. As the task group was told in relation to mental health services, misdiagnosing an 18 year old can have a far greater impact on that persons' life then the misdiagnosis of a 40 year old. Adapting the mental health assessment process for those under 25 might be a useful service change, to better reflect their needs and to take into account age differences.

The task group would like discretion to be shown by service providers to ease the transition of young people who had been receiving support services as children, but find themselves ineligible for services as adults.

Recommendation 2 – The task group recommends that steps are taken to weight the criteria for adult social care services and mental health services to better reflect the needs of young people in transition.

The task group has received legal advice on this recommendation. It is possible that if this was introduced the council could be open to challenge from judicial review and also under age discrimination legislation. Therefore, further work will need to be done to see whether it is possible to implement this. At this stage, the task group is keen to draw attention to the issue, that the needs of young people aged 18-25 are different to those of an older person and need to be recognised. Even if the recommendation can't be implemented, this is an issue that will need to be resolved.

The task group is concerned that existing services for young people with mental health needs are retained and fully re-commissioned in 2010/11. The task group was informed that the early intervention in psychosis service is already stretched and may not be fully re-

commissioned by NHS Brent in 2010/11. The service is a secondary mental health service, working with people who have substantial or critical needs. It does not address the needs of many young people in Brent, who fall below the criteria threshold, but is a crucial service for young people with high level needs, keeping them away from mainstream mental health services. The task group does not want to see any reduction in service.

Recommendation 3 – The task group recommends that NHS Brent fully re-commissions the early intervention in psychosis service in 2010/11 and that it reports to the Health Select Committee during 2010/11 outlining the work of the service and the commissioning priorities for mental health services in Brent.

Early identification and intervention with young people and their families

Early identification and prevention of problems for young people is crucial. The Common Assessment Framework (CAF) should make a big difference for young people in the future as it will help professionals to make early, fast decisions about the needs of young people and to address those needs at an early opportunity. The 14 and 15 year olds who are NEET, or young offenders were probably the same young people having problems in primary school or even in pre-schools. The CAF should help to pick these young people up much earlier than is currently the case.

There still needs to be a concerted effort to implement the CAF to get all children who would benefit from services into the support packages they need. The shortage of school nurses and health visitors is a barrier to effective implementation. These professionals pick up the tell tale signs that young people have issues that should be addressed (such as being unclean, or bruised etc). The task group was told that it is common that young people who are neglected in their early years end up in care, in the youth justice system, or NEET in the future. The CAF should help to deal with these young people at the earliest opportunity.

There are areas of best practice in Brent that should be highlighted and applauded. The Family Intervention Project (FIP) has been launched to work with families who are affected by problems such as worklessness, offending or substance misuse, where interventions by single services have failed to address their issues. The FIP uses a multi-agency, holistic approach to problem solving and will work with 18 to 24 year olds if they are still part of the family unit. The FIP has been focussed on high risk families, where expenditure is significant and they will have been in contact with a number of services over a long period of time. Each service area involved (YOS, probation, CIST, RSLs and Housing) have been asked to nominate their most difficult families – there is likely to be overlap between the nominations.

One of the main benefits of this project is that the transition element for young people is removed. Transition is built into the FIP and the needs of young people moving from childhood to adulthood are addressed as part of the package of services. It should be noted that this service has only recently been implemented and its success is still to be evaluated, but it is based on a best practice model and supports the objective of early intervention and working with families to address problems.

Focus on prevention

There is a debate to be had about front loading service provision so that there is greater focus on preventative services through working with families and young people at an earlier stage to stop problems developing and becoming more serious. There is an argument that money will be saved if this approach was adopted. However, it requires spending more money in one area of service (children's services) and less in another (adults services),

whilst at the same time continuing to provide services for those who need them. It is a complicated picture without an easy solution.

The task group is firmly of the view that rather than letting a person's problem reach a stage where they meet service criteria before receiving help, switching the emphasis of services to proactive, early intervention where possible, the needs of young people can be addressed if issues are identified in their formative years. This is a long term aspiration that won't be quickly implemented as it requires a step change in service provision. Already in Brent services are moving towards this – the development of Children Centres and implementation of the Common Assessment Framework help the council and other organisations engage with young people and their families at an early stage. The task group hopes that Brent can build on these developments.

One of the real challenges facing those planning services is that switching the focus of services entirely to early intervention and prevention and not on responding to current need is that it will require greater investment initially, especially in children's services. However, any savings produced from such an approach are likely to be delivered elsewhere, such as in adult social care services, youth offending services or health services, but not necessarily in the area where the investment is made. This will require a "one council" approach to service development, working across departmental and organisational boundaries to realise benefits and savings. If savings are delivered they are likely to be achieved in the longer term and could be hard to evidence initially. Current caseloads will also stretch existing resources and resources in the future. That said, the task group is keen that this approach is developed over time.

The task group appreciates that this is a long term aspiration, not a short term goal. It also needs to be fully worked up by professionals in the services involved, to see what the scope is for the realignment of services to focus on prevention. The task group was told repeatedly that this would be the most appropriate way of delivering services – the challenge is in implementing this change particularly in an environment where funding for additional investment in services may not be forthcoming.

Recommendation 4 – The task group recommends that officers develop a proposal for the remodelling of services for vulnerable young people so that there is greater emphasis on early intervention and preventative services. This should build on initiatives such as implementation of the Common Assessment Framework, the development of children's centres and introduction of the Family Intervention Project. The task group believes the development of a fully integrated preventative service is an aspiration the council and partners should be aiming to deliver and see this as a long term project. If implemented, it could ease the difficult transition from children's to adult's services as positive interventions will happen at an earlier stage in a young persons' life. Initial follow up on this recommendation will take place in 12 months time (April 2011) by the Overview and Scrutiny Committee to see how it has been progressed.

Moving to independent housing

One of the most challenging aspects of transition for young people in care is the move to independent housing. The Care Planning team has a monthly meeting with officers in the Housing Department to improve the referrals process between the two departments and to improve the transition for young people from care services to independent living. The task group was told that the arrangements between the Care Planning Team and Housing Services largely worked well, but speaking to young people directly about their experiences there are some issues that the task group would like the council to consider.

The task group spoke to young people in care specifically about housing. They reported that the council needed to be better at helping care leavers find a place to live on their own, and assist them as they move in to their new place. It can be quite daunting for a young person to sign a tenancy agreement, set up gas and electric services and organise their move in to a new home and many will need help and support to do this. Assistance with this varies, depending on the key worker. One young person reported a good experience, where a key worker had been really helpful. Others were worried how move on arrangements would be implemented when they left their foster home.

There were two specific issues that were raised by young people in care that the task group would like to see addressed. The first related to siblings in care, who are moving to independent housing. Siblings leaving care are not currently housed together, even if they would benefit from the mutual support this could provide. The reason that this doesn't happen at present is that there is a shortage of larger properties in the borough, but also because housing providers prefer to have one named tenant rather than shared tenancies in case there are problems with the property or tenancy. This affects a small number of siblings each year, but is an issue which the task group feels should be addressed. When the group spoke to young people in care, contact with family was an important issue for them. It would be unfortunate if young people were isolated because it wasn't possible to overcome this housing problem.

Recommendation 5 – The task group recommends that Brent Housing Partnership and Registered Social Landlords in Brent change their tenancy management procedures and policies to allow siblings who are leaving care the opportunity to share a tenancy if there is a desire to do so. This will affect a small number of care leavers each year that would benefit from the support provided by living with a brother or sister.

The task group would like housing providers to offer siblings a joint tenancy if they are leaving care at the same time and being housed in social housing. If one sibling is already living in RSL or local authority housing, the task group would like them to be given the opportunity to change their tenancy to a joint tenancy if the siblings wish to do this. It is acknowledged that there are restrictions in this area. A secure tenancy can only be changed from a sole tenancy to a joint tenancy if one sibling has been living in the property for at least 12 months.

Secondly, the task group hopes that looked after children can be given every opportunity to go to the university of their choice. At present looked after children in Brent will generally go to university in London (if they go to university at all) in order to sustain the tenancy they have on their home in Brent (usually provided by the local authority). The task group is concerned this is limiting their choice of university. The group believes that there should be a way of ensuring that young people who have been in care can maintain their links with home area whilst at university in another town and are able to return home to see siblings or other family and reconnect with support networks during holidays. There are issues here – resources are scarce and so it will be difficult to maintain a property in London as well as in the university town. It would not be ideal to have an empty property whilst the young person is away at university. But, this would only affect a small number of young people each year and is something the task group believes that should be investigated further.

Recommendation 6 – The task group recommends that the Young People in Care Services Team and Housing Services work up a solution to allow young people in care the opportunity to go to university outside of London but maintain a tenancy in Brent so they retain a link with their home area. This will affect a small number of

young people each year, but could have a significant impact on their life chances if implemented.

The task group has taken legal advice on this recommendation. One requirement of a secure tenancy and an assured tenancy respectively is that the tenant must reside at that property as their only or principal home (section 81 of the Housing Act 1985 for secure tenancies and section 1(b) of the Housing Act 1988 for assured tenancies). Satisfying this requirement if a tenant lives in another town for a significant part of the year might be difficult, though it is not impossible. One key issue is the length of the term times during the year. However, the issue of maintaining a tenancy in London and living and studying in another town is practically difficult as highlighted above. Issues include paying the rent on a tenancy in London, as housing benefit may not be paid for these purposes.

Whilst the task group appreciates that there are difficulties with this recommendation, it is not expecting a quick fix to the problem, but for officers to look at the issue and see if there are ways to improve the situation for the small number of young people in the borough affected by this problem. An alternative would be to delay tenancy acquisition for young people who have been in care wanting to go to university outside of London and setting up alternative arrangements for them in Brent during university holidays. The task group would like more work to be done before ruling out this option altogether.

There are initiatives designed to ease the transition for young people who are not ready to move on when they reach 16 or 18. Brent operates a scheme called the My Place Scheme. This gives children in care the opportunity to stay in foster care after their 16th birthday. This is part of the planning that goes into giving young people more independence as they are not strictly in foster care any longer. But they can make a gradual transition to independent living. The young person's foster carer receives a reduced allowance after the 16th birthday, whilst the young person can claim housing benefit to help with their rent.

Preventing homelessness by working with families and young people is crucial. In the vast majority of cases it is far better for a young person to remain at home than to be accepted as homeless. Housing services work on a preventative basis, doing what they can to help people consider alternatives to the homelessness route. One of the important issues that the service has to tackle is changing the expectation culture. Maintaining the family unit and staying at home is far preferable for most 16 or 17 year olds, rather than going into hostel accommodation. Mediation has an important role to play here, as well as reinforcing messages that there are not enough local authority or RSL homes available for all who want them. This message has to get out to young people to stop them presenting as homeless.

Where family relationships do breakdown and a young person ends up presenting as homeless efforts are made to repair the relationship so that the young person can return home. Mediation services are engaged to do this. The importance of mediation across a range of services was apparent to the task group in carrying out this work. Making best use of mediation services can have a positive impact on homelessness cases, as well as addressing some of the cases picked up by care services. The task group believes that Brent would benefit from a single, council wide mediation contract which covers the full range of services needed not just those related to transitions services for vulnerable young people.

Other approaches have been tried to educate young people on the realities of homelessness. As part of the council's homeless prevention work, housing officers visit secondary schools in the borough to explain to students the harsh realities of homelessness. Through role play, question and answer sessions and one-to-one conversations, staff explain to young people the difficulties that they may face, and what practical steps they can

take to avoid homelessness. This programme has now been running for several years and has been commended by CLG as best practice.

The full impact of the [Southwark Judgement](#)⁵ in Brent is still to be played out. The Southwark Judgement means that if a child of 16 or 17 who has left the family home presents himself to a local authority and asks to be accommodated, if the child is judged to be in need they will have to be accommodated under section 20 of the Children Act 1989 (i.e. they are the responsibility of children's services) rather than accommodated under the homelessness provisions of Part VII of the Housing Act 1996, as had been the case in most circumstances prior to the judgement.

Housing services used to pick up homeless people aged 16 and 17, but they are now the responsibility of children's services and are considered looked after children. There were sixteen 16 and 17 year olds housed in this way in the whole of 2008/09. To date in 2009/10 (October 2009), fifteen 16 and 17 year olds have been housed by Children's Services.

Senior managers in Children's Services believe that the Southwark Judgement is flawed. A blanket decision that all 16 and 17 year olds should become looked after children is not considered helpful. Many 16 and 17 year olds do not need the level of support provided to looked after children. The cost implications are significant as their housing cannot be paid for from housing benefit, which was the case when 16 and 17 year olds were the responsibility of housing services. There are also additional support costs that will have to be picked up by children's services.

Children's services is looking at increasing the amount of shared housing with support available in the borough to house these young people. The commissioning service is working with providers in Brent to see what housing can be offered to 16 and 17 year olds and where there are gaps in provision in order to comply with the Southwark Judgement.

Bringing transitions services together

One of the issues reported by some services and their service users is frustration when having to deal with adults services when they have previously received support from children's services. Named contacts in adult services would be helpful for service managers and for the young people themselves. Young people would appreciate having a named contact in the services they are dealing with, particularly in the transitions period when assessments are being carried out. Any steps that can make the process easier for young people in dealing with statutory agencies would be welcomed by the task group.

Recommendation 7 – The task group recommends that adult social services makes it clear who is the named contact for organisations working with vulnerable young people to improve the referral process and to assist young people when they are contacting statutory services.

Each young person has a designated key worker. Consistency in this area is crucial but the task group was told that there have been too many staff changes – high numbers of agency staff haven't helped in forging long term relationships. The key worker could be a council employee or a health service employee and their relationship with a young person often holds the key to a successful transition. The young people that the task group met were firmly of this view.

⁵<http://www.dcsf.gov.uk/everychildmatters/publications/documents/laeHouseofLordsJudgementonwhenlonechildren/>

The task group would like officers to address the complications inherent in the service model for young people in transition by putting together a prospectus of services. This could act as a guide to services for young people aged 16 to 25 in Brent, including contact details and referral routes. Statutory services and voluntary sector organisations should be included to build a comprehensive reference guide for young people and staff working with those in transition. The task group envisages this as an online resource, so updating it will be relatively straight forward and shouldn't involve expensive reprints. Of course, a small number of hard copies of the prospectus would be useful if it is launched to help raise awareness.

Recommendation 8 – The task group recommends that a prospectus of services for young people aged 16 to 25 in Brent is developed to help sign post young people in transition to the most appropriate services. The prospectus should include contact details for services and referral routes and should be used as a one-stop guide for staff and young people. Statutory services and voluntary organisations should be included in the prospectus.

Whilst the prospectus will be a useful addition to the resources available for service users and people working with young people in transition, it doesn't represent a radical step change in approach to working with vulnerable young people. The task group was keen to ask those interviewed how they would address the variety of issues associated with vulnerable young people, from offending, to homelessness, unemployment and substance misuses. One of the many views the task group heard included the development of a foyer project in Brent to act as a central hub for services for vulnerable young people. Foyers are centres for young people, normally between the ages of 16 and 25, that provide opportunities for education, training, advice and support as well as accommodation for residents.

The task group believes that there will be tremendous benefit to young people if they were able to call into one office for a range of advice and guidance, as well as a place to directly access services to assist their transition. A foyer project, with a small amount of accommodation, bringing together services such as housing, adult social care, children's services, Connexions, Youth Offending Service, Probation Services etc as well as voluntary and community organisations would be a useful addition to the service landscape in Brent. As well as providing accommodation for some young people, outreach projects, drop in sessions and classes to give young people the skills needed to lead "normal" lives could all be run from a foyer. The task group believes that development of a foyer could have a better chance of success if it was done in conjunction with an existing or planned development project. However, the task group is realistic that this isn't something that can be quickly developed, but is something which is considered to be a medium to long term ambition.

The task group hopes that the council's Executive can support this suggestion and ask officers to begin working up an outline for the development of a foyer. The funding situation facing local government is referred to elsewhere in this report. The task group does not think that ambitious recommendations should be rejected outright before the viability of a project such as a foyer is fully assessed, even in the current economic climate.

Recommendation 9 – The task group recommends that officers are instructed to work up proposals for a foyer project in Brent, bringing together a small amount of accommodation plus associated services to deliver a holistic, one stop service to meet the needs of vulnerable young people in transition from childhood to adulthood. The Overview and Scrutiny Committee should consider an update on progress in implementing this in October 2010.

Youth Offending Service and Probation

There are serious concerns about the reduction in support provided to young offenders when they move from the responsibility of the Youth Offending Service to the probation service aged 18 because of the change in the intensive support provided. However, this is a national issue and not something that Brent has the power to change locally. Brent needs to be involved in the national debate, advocating a change to the system with other organisations to put forward a persuasive argument for changes to the status quo. Age thresholds are confusing for this group. Young offenders' institutes hold offenders up to the age of 21, but the YOS only works with people aged 17 and under. This aged base split in responsibility isn't helpful.

Unless there is an exceptional reason not to, all 17 year olds serving court ordered sentences are transferred to the supervision of the probation service once they turn 18. This can cause real problems because they will move from the more intensive support of children's services to adult services. The seriousness of offences committed generally escalates between the ages of 18 and 24, whilst substance abuse often becomes more serious during this period. The transfer from YOS to probation services is yet another example of an inappropriate, arbitrary age limit which fails to take into account the needs of the young people involved.

Another weakness in the system is the prevention agenda. Funding for projects like the Church End family intervention scheme is uncertain. The police and children's services are working together from Wembley Police Station to try and take a more progressive approach to youth crime, particularly for first time offenders. A young person may be asked to attend a crime prevention project instead of being charged with a crime – this is to keep them out of the youth justice system and to not criminalise young people at an early stage in their life. One of the problems with the YOS is that officers are struggling to bring in money to fund services, rather than working on crime prevention. There is a conflict here. The YOS's crime prevention role is limited, but again, the task group believes that this is where the focus for youth offending services should be. It is a concern to the task group that officers time is taken away from the job they know best, working with young offenders or on crime prevention projects, and instead is focussed on fundraising and ensuring services have the resources to keep going.

In general, young offenders in Brent come from the most deprived parts of the borough and in addition there is an interface between this deprivation, ethnicity and social housing which means that a disproportionate number of the YOS client group is drawn from the south of the borough.

Impact of the recession

The task group has been concerned that the recession would have a significant impact on the number of young people NEET in the borough, especially those who were unemployed. We know that the recession has hit young people particularly hard. Unemployment figures for the UK released in January 2010 showed that the number of people unemployed was 2.46 million. Of this figure, 927,000 were aged 16 to 24⁶. The recession, inevitably, has had an impact on young people in Brent but steps are being taken to address this. A National Apprenticeship Service and a Brent Apprenticeship Scheme have been launched. The Brent scheme offers administration type placements within the council (up to 8 places are available). The national scheme offers apprenticeships in areas such as construction and

⁶ <http://news.bbc.co.uk/1/hi/business/7789784.stm>

hairdressing. More young people are staying in school or college, perhaps beyond the time they would have done in a more buoyant economy. But, more needs to be done to address youth employment if young people aren't to become rooted in a cycle of low paid, temporary jobs and unemployment.

Conclusions

The task group is encouraged that there is a great deal of work taking place in Brent to improve the lives of vulnerable young people who require help and assistance for a variety of reasons, to ease their transition to adulthood. That said, there are issues in Brent that need to be addressed to make sure that young people get the best start in life and are able to access the services and support they need. The task group believes that dealing with some of these issues is relatively straight forward and low cost – it needs the will of those working with young people to implement changes, such as the introduction of joint tenancies between siblings leaving care that could have a positive impact on their lives. Other issues will take longer to address and involve the remodelling of services and a step change in approach to working with young people and their families. The reality is that there aren't quick solutions to some of the problems facing young people in the borough, but the task group believes that prevention and early intervention with families must be the driving principle behind service delivery.

The task group does not want overview and scrutiny's interest in transition services to finish once this review is completed. Follow up work will be carried out with service areas responsible for the implementation of recommendations to check on progress. The task group members have also suggested that the Overview and Scrutiny Committee considers the possibility of carrying out two further task groups – one looking at transitions services for people with physical disabilities (assuming it doesn't duplicate the gold project currently in progress) and a second to look at the provision of mental health services for young people in Brent aged 16 to 25 and in transition. If the Overview and Scrutiny Committee agrees to this request, these subjects will be included in the 2010/11 committee work programme.

Recommendation 10 – The task group recommends that the Overview and Scrutiny Committee asks officers to prepare two further task group scopes to look at services in place for young people in Brent:

- (i). Transition services for young people with physical disabilities**
- (ii). Mental health services for young people in Brent aged 16 to 25.**

Appendix 1

Views of young people

Children in Care Focus Group

1. What has been the most important thing that Brent council has been able to do for you since you have been in care?

The group reported that Brent Council had been able to help them take part in more activities since being in care. Examples given included the Brent Community Friends, Care in Action Group and the Brent Youth Parliament. One member of the group said that she had been able to join the scouts since being in care. Another participant spoke about the sports qualifications that he had taken. These courses were available for young people in care if they wanted to take them.

One participant said that being in care had helped them get through a difficult stage in their life. The support they had received had been important and it was good to have someone to talk to if they needed advice or help.

2. What are you looking forward to most in your future?

One of the young people said that they were in their final year at school studying A-levels and that they hoped to go on to university next year. Although the work was difficult, he hoped to study civil engineering at university. He said that the council had helped him make the right choices with regard to his education.

Another participant reported that she hoped to go to college once she had finished school and hoped to be a criminal lawyer when she was older.

3. What worries (or worried, for those people that have already left care) you most about the future, particularly once you leave the care of Brent Council?

The participants had a number of concerns for the future. They included:

Housing – one of the young people was worried about his housing situation, particularly if he decided to go to a university outside of London. Although he would have a place to live during university term time, he was concerned he would not have a place to come back to during the holidays if he lived outside of London. This had limited his choice of university and as a result he planned to study in London. He had two main concerns – lack of housing options and his financial situation.

The group was informed by Anne Edwards that housing issues often arise for care leavers around the age of 18-19, as they leave their foster homes. Moving away from London for university isn't really an option for this group of people because of their housing needs.

Support from the local authority – The young people were worried about losing the support of their social workers when they leave local authority care. If they needed advice or support they were unsure where they would go for this, or whether they would be able to contact their former social worker. One member of the group said that she was still in college and hoped to study A-levels and go on to university. It was comforting to her that if she was still in full time education that she would receive local authority support until she was 25.

Financial worries – Participants reported that they are worried about money and being able to afford their bills and living costs once they had left local authority care. One individual was pleased that help and advice was available from the Looked After Children Team when they

came to move into their own place. However, it was a concern that once they had been independent for a while that they would not have anywhere to turn if they did run into money trouble, or had other problems.

Work – Some members of the group reported that they were concerned about their employment prospects because of the current recession and the impact it is having on young people. They were concerned that even if they worked hard at school or college to get their qualification it would still be difficult to get a job in the current climate.

General - The group discussed some of the issues raised by the participants. One of the recurring themes was the difference between someone who is in care and someone brought up in their family home. A young person in care will move into their own place around the age of 18 or 19 and there is a feeling that they are then on their own – it is difficult to know where to go to advice if they have a problem. Someone brought up by their parents should be able to go to their parents if they have an issue. One young person, who had moved into his own flat, reported that he had a very good relationship with his foster family and still visited them and asked them for advice. He trusted them and felt that they were like his parents. His brother also lived in the same foster family, increasing the sense of the family unit.

It was noted by the officers that some young people will stay in foster care after the age of 18, through schemes such as “My Place”. However, some young people need additional support perhaps up to the age of 26 or 27 to give them the best chance of success in life.

4. What would you like the council to be able to do for you as you grow older and reach a stage where you will leave care?

The participants had a number of issues that they felt that the council could help them with as they moved on from care services.

Contact with family – Brent could do more to help young people stay in touch with their family, such as setting up get togethers, or keeping siblings together in care. People need resources to stay in touch with their families and the local authority could help with this (Contact with family is to be included in the looked after children pledge).

How long does the council have a duty to young people? - One young person said that he hoped to be able to give something back to Brent for helping him whilst he’s been in care. The point was also made that the council does not have a duty to people in care for life. At some stage individuals need to take responsibility for themselves. However, everyone is different and there shouldn’t necessarily be standard age when support for a care leaver ends. It should be determined by the social workers in conjunction with the individual concerned.

Help to set up their own home – The group felt that the council needed to be better at helping young care leavers find a place to live on their own, and assist them as they move in to their new place. It can be quite daunting having to sign a tenancy agreement, set up gas and electric services, actually move in to the new place etc. At the moment, assistance with this is varied, depending on the key worker. One person reported a good experience, where a key worker had been really helpful. Others were worried about this and what would be done when they came to leave care.

Education support post GCSE – Support for children in care in full time education beyond Year 11 was seen as important. Although booster classes take place for children taking their GCSE’s, similar support would be welcomed for young people taking A-levels or vocational qualifications.

School support – One member of the group reported that she was frustrated by the support her school gives her. She felt that the schools needed to honour their commitments as they're quick to promise things, but not so good at delivering. Others were less critical and really positive about the support they had from their school. It was felt that social workers and education support had to be better linked and co-ordinated. For example, social workers should be following up on education plans of looked after children.

5. How do you want to be kept informed of the task group's work and would you be interested in contributing to the final report and presenting it to members of the council?

It was agreed that the task group's recommendations relating to young people in care would be presented to Care in Action in January 2010.

Meeting with four residents of Willesden Hostel

The De Paul Hostel in Willesden is a medium term supported hostel that encourages young people to move on to live independently. The main hostel has 24 hour staff cover and young people stay there for up to two years. Within Brent there is also two houses with floating support (a step towards fully independent living) – Steps House (on the same site as the hostel) and a house on Callcott Road with 6 rooms. 86 young people have stayed in the Brent accommodation projects in 2009. 85% of those who've moved on do so positively to longer term housing – very few come back to the service because their move on has failed. 60% of service users are aged 18 or under. Residents in the hostels also have to cook for themselves and pay a service charge to help them get used to budget management. Rental income to Depaul usually comes from housing benefit, whilst Supporting People Funding and individual donations also provide funding for the organisation.

The primary client group for Depaul is vulnerable young people. Very few of the young people staying in the Depaul projects have been looked after children. This is usually because they already have social care involvement to support them through the transition from child to adult. Some young people staying in the Willesden hostel will be using drugs – cannabis is the biggest problem. If it's necessary they will be referred to drug support workers. The hostel will take in pregnant girls, but after around 5 months pregnancy they will be moved on to a mother and baby unit. Some young women staying at Willesden are fleeing domestic violence.

The task group met four residents of Willesden Hostel to discuss their experience of transition services. There was one male, aged 20 and three females, aged 17, 17 and 18.

The male had been living at the Willesden Hostel for around 18 months. He had become homeless aged 15 after falling out with his mother. He sofa surfed for a couple of years, staying with friends. At this time he was out of the system and not relying on any support from his local council (Westminster). He was referred to the Depaul hostel from St Martin's, having gone there because he wanted to sort his life out, and make something of himself. He also wanted to move out of Westminster borough. Depaul has given him stability, something that he hadn't had before moving there.

He had been in college since moving into the hostel, achieving a level 1 plumbing qualification. He was currently looking for an apprenticeship in order to complete his plumbing qualifications and start working as a plumber. He did have an apprenticeship but had to leave because he was having some personal problems. In the future he hopes to have a career in plumbing, but finding a good apprenticeship is difficult.

The first female was aged 17 and was originally from Somalia. She had lived with her sister when she first moved to the UK, but had moved out after falling out with her. She lived in emergency hostel accommodation for five months before being referred to Depaul by Start Plus. She had been living in the hostel for around a month.

She was pleased to be living in the hostel because it had given her the opportunity to study. She was learning English in college. She was also positive about the support that the council had given her via the referral process. She wasn't sure where she would be in one year's time, but she did have ambitions to go to university once she felt she had learnt English. She was not sure what she wanted to study. She also hoped to have her own place to live by the time she was 25. She was concerned about the future and whether she would be able to stay in Britain.

The second female was 17 and was from Brent. She had been attending John Kelly School and was studying A Levels. She had ambitions to go to university in September 2010. She had left home and moved to college because she was fleeing domestic violence. Her brother was said to be the perpetrator. She was referred to Depaul by Connexions and was extremely positive about her key worker there. She was still in touch with her mum and visited when she could but had to take steps to avoid seeing her brother. She had been living in the hostel for around one month.

The third female was 18 years old and was living in the hostel because she was fleeing domestic violence. She had been moved out of her home borough and into Brent and no longer had contact with her family. She had been in the hostel since June 2009, but expected to be moved on soon because she was 18. She was in college in Barnet and expected to move there. She thought that Depaul would be in touch with her for around 6 months after she'd moved on to ensure she settled in the private rented sector, where she was likely to be housed. Her relationship with her key worker was good and she wanted this to continue.

The young people raised the following issues about transition services and services they receive in general:

- It was difficult to get an apprenticeship that was needed in order to finish a plumbing qualification. Despite having sorted out other aspects of his life, this was a concern to the man that the group met.
- Each of the participants had different views of the criminal justice system – some found the police difficult (the male) others found them very helpful (one of the females fleeing domestic violence).
- Social workers had not been that helpful. This was the view of the female originally from Somalia and the one of the females fleeing domestic violence. Despite being relatively new to the UK, the young female from Somalia was not in touch with any Somali groups or clubs. When she left her sisters there was little help from the local authority, other than to place her in hostel accommodation before she was referred to Depaul.
- One of the females who left home because of domestic violence appreciated the freedom she had living in the hostel.
- All of the young people referred to the stability that their lives had now that they were living in the hostel rather than at home.

Appendix 2

Eligibility Criteria for Social Care Services

1. Central government defines the criteria for eligibility for social care. They are defined in terms of four bands:

- Critical
- Substantial
- Moderate
- Low

2. Each local authority decides at what level to set its eligibility criteria. Brent Council's Executive decided on *substantial and critical*. Should the council wish to change its eligibility criteria it is good practice to consult users, and to take into account the views expressed when coming to a decision. Criteria should not indirectly discriminate.

Critical Needs	Substantial Needs
<ul style="list-style-type: none"> • Life is, or will be, threatened; and / or • Significant health problems have developed or will develop; and / or • There is, or will be, little or no choice and control over vital aspects of the immediate environment; and / or • Serious abuse or neglect has occurred or will occur; and / or • There is, or will be, an inability to carry out our vital personal care or domestic routines; and / or • Vital involvement in work, education or learning cannot or will not be sustained; and / or • Vital social support systems and relationships cannot or will not be sustained; and / or • Vital family and other social roles and responsibilities cannot or will not be undertaken. 	<ul style="list-style-type: none"> • There is, or will be, only partial choice and control over the immediate environment; and / or • Abuse or neglect has occurred or will occur; and / or • There is, or will be, an inability to carry out the majority or personal care or domestic routines; and / or • Involvement in many aspects of work, education or learning cannot or will not be sustained; and / or • The majority of social support systems and relationships cannot or will not be sustained; and / or • The majority of family and other social roles and responsibilities cannot or will not be undertaken.
Moderate Needs	Low Needs
<ul style="list-style-type: none"> • There is, or will be, an inability to carry out several personal care or domestic routines, and / or • Involvement in several aspects of work, education, or learning cannot or will not be sustained; and / or • Several social support systems and relationships cannot or will not be sustained; and / or • Several family and other social roles and responsibilities cannot or will not be undertaken. 	<ul style="list-style-type: none"> • There is, or will be, an inability to carry out one or two personal care or domestic routines; and / or • Involvement in one or two aspects or work, education or learning cannot or will not be sustained; and / or • One or two social support systems and relationships cannot or will not be sustained; and / or • One or two family and other social roles and responsibilities cannot or will not be undertaken.

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Source: "Fair Access to Care Services: Guidance on Eligibility Criteria for Adult Social Care".
Published by Department of Health: to be implemented by April 2003.

Paragraph 19 of the Department of Health guidance states: "Councils should review their eligibility criteria in line with their usual budget cycles. Such reviews may be brought forward if there are major or unexpected changes, including those with significant resource consequences."

BEST

Brent Engagement Strategy

The Strategy for Community and Stakeholder Information, Consultation and Engagement

2010-2014

DRAFT

Partners for Brent

Version	0.8
Status	Draft
Author/Lead	Owen Thomson, Head of Consultation (Brent Council) Marco Inzani, Assistant Director: Community Engagement & Equalities (NHS Brent)
Directorate Responsible	Communication & Diversity (Brent Council) Strategic Commissioning (NHS Brent)
Ratified By and Date	TBC
Target Audience	Public, Service Users, Staff, Partners, Providers, Opinion Formers in Brent

Brent Engagement Strategy

The Strategy for Community and Stakeholder Information, Consultation and Engagement

Foreword from Partners from Brent

Forward from Partners for Brent

Welcome to the Brent Engagement Strategy 2010 – 2014. This is a partnership framework document which sets out our priorities and ambitions for how we will inform, consult and engage with our community and stakeholders in all aspects of the services we provide, from design through to delivery. The strategy also sets out our minimum quality standards for consultation and engagement activity and outlines our commitment to making consultation and engagement a partnership endeavour for Brent.

Chair of the Brent Local Strategic Partnership

What is Partners for Brent?

Partners for Brent is the Local Strategic Partnership (LSP) for Brent that brings together a range of organisations within the public, private, community and voluntary sectors responsible for delivering services at a local level.

The key values of Partners for Brent are:

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

The effective engagement of all our stakeholders (people who can affect or are affected by the services that we deliver) is a key factor in ensuring that Partners for Brent is able to meet the needs and aspirations of Brent's residents and service users.

The partnership membership consists of:

- Brent Council
- NHS Brent
- Metropolitan Police
- London Fire Brigade
- Central and North West London Mental Health NHS Trust
- North West London Hospitals NHS Trust
- Brent Association Voluntary Agencies (BrAVA)
- College of North West London
- The Employer Partnership
- Brent HAG
- Learning and Skills Council
- Brent schools
- Job Centre Plus
- London Development Agency
- Brent elected community members

What is community engagement?

Community engagement is a term covering a spectrum of activity carried out with people who make up our communities. It's about making sure that people can influence the strategies and policies as they engage in lots of different ways to make Brent a better place.

In recent years various engagement models have been developed and refined which attempt to describe a range of opportunities for stakeholders, from passive recipient of information to active participant in the delivery of public services. Conventionally these can be summed up as informing, consulting and engaging.

1. **Informing** – Giving people information

Information is the basic building block of community engagement. People need information to know how, why, when and where to access services; to understand the quality of services and what to do to change services. Good public service organisations will strive to communicate effectively and continuously with their stakeholders. Information can include written, verbal, visual, pictorial or digital

2. **Consulting** – Seeking information and opinions from people

Consultation is the process by which public services seek advice, information and opinions about strategies, policies and services, to inform decision making and design good services which reflect the aspirations of stakeholders. Consultation can include surveys, focus groups and public meetings.

3. **Engaging** – Working in partnership with people

Engagement is the process of partnership working between public services and stakeholders to influence the strategies and policies to design, shape and improve the delivery of local services. Engagement can include strategy groups, workshops and service assessments.

Policy context

Community engagement has become increasingly important for all organisations. It is at the heart of central government policy to improve and modernise local services. Some of the government's key policy initiatives which drive community engagement include:

- ***Legal duties to inform, consult, engage and respond including the Local Government and Public Involvement in Health Act Sustainable Communities Act; Sections 242/244 NHS Act 2006; NHS Constitution***

- **Legal duties towards equalities** including Equality Act 2010; Sex Discrimination Act; Race Relations (Amendment) Act 2000; Disability Discrimination Act 1995
- **Performance frameworks** including the National Indicator set; local performance indicators; partner policies and strategies; World Class Commissioning
- **Empowerment tools** including participatory budgeting; the councillor call for action; community ownership;

The rise of community engagement is also driven by its potential opportunities to shape the place that people live, study and work in, increase well-being and benefit the services they use.

Research shows that effective communications is a key driver of resident satisfaction. Brent residents are increasingly interested in being more involved in the decisions made at local level (Brent Council's 2009 Residents' Attitude: 39% of people agree with this). By engaging these residents we hope to both improve our local services and improve people's satisfaction with them.

Vision

We share a common public; community empowerment, citizen satisfaction and service accountability are shared themes across all public services. Citizens and communities have knowledge about the wider concerns of an area, the different causes of and solutions to local problems and ideas about what would be a better use of available resources. With this in mind, we will put our community and stakeholder priorities at the centre of service planning and provision. We will do this in a coordinated way, adhering to shared principles and standards and in such a way as to avoid duplication and enhance the citizen experience with local public services.

Aim

We aim to improve the lives of local people through effective engagement and communication with our stakeholders including the public, service users, patients, staff, other partners, providers, voluntary and community groups, opinion formers and seldom heard and under-represented groups to better understand each other's needs and priorities.

Strategic Objectives

1. We will empower local people

We will develop and put in place regular and effective processes which enable local people to work in partnership with local services to ensure local voices are heard and valued. We will take action to ensure the needs of local people are met and the satisfaction with our services is improved.

2. We will include under-represented groups

We will seek to understand who our multi cultural and multi racial communities including 'under-represented' or 'seldom heard' groups, are by using comprehensive monitoring data. We will strive to better engage these groups,

using the most appropriate communication methods available. No community or group, however big or small, will be disadvantaged by the way that we engage.

3. We will improve satisfaction with our services

We will use existing internal and external processes to measure resident and service user satisfaction with public services in Brent. We will work in partnership with local people to make improvements in our services.

4. We will communicate clearly and simply

We will ensure that communication and information materials are written clearly and simply to get the right message across and can be accessed at home, at work, at school and on the move. We will use plain English and provide access to translations. We will use different forms of communication for different communities and groups as appropriate including written, verbal, visual, pictorial and digital.

5. We will use the best tools and techniques

We will encourage the use of different and innovative tools and techniques when planning to engage local people. We will look to improve our use of new technologies. We are committed to community outreach and working with community leaders. We will share intelligence and best practice with each other in practitioner forums.

6. We will work in partnership

We will work together to make best use of information, consultation, engagement and empowerment opportunities. We will share resources and not waste them. We will ensure that consultation and engagement protocols, procedures and quality standards are routinely applied across the partnership ensuring efficiency, value for money and consistency of approach. We will publish a calendar of future consultations.

7. We will engage elected members

Elected members, (local councillors and members of parliament), will use their role as community leaders to engage local people, using established consultation and engagement methods such as the area forums and neighbourhood working. A constructive relationship between elected members' and their constituents provides useful information for the partners and helps enhance democratic engagement and participation in the borough. We will explore ways that all partners can improve their links with elected members.

8. We will share results

When consultations are complete they will have a feedback report and an outcome report. The feedback report will detail what the consultation was on, who was consulted and a summary of the views expressed. The outcome report will detail what has/hasn't changed as a result of the consultation and why. We will aim to get a feedback report to participants within one month from the closing date of the consultation. If this is not possible then a letter explaining what is happening will be issued to participants. Where possible the outcome report will also be sent within this timescale but due to the complexity of some consultations this may be harder to achieve. As well as personal correspondence results from consultation and engagement will be published on the internet and where appropriate in local media and via community meetings across the partnership so everyone can make use of the information available for service planning and strategy development and avoid unnecessary duplication.

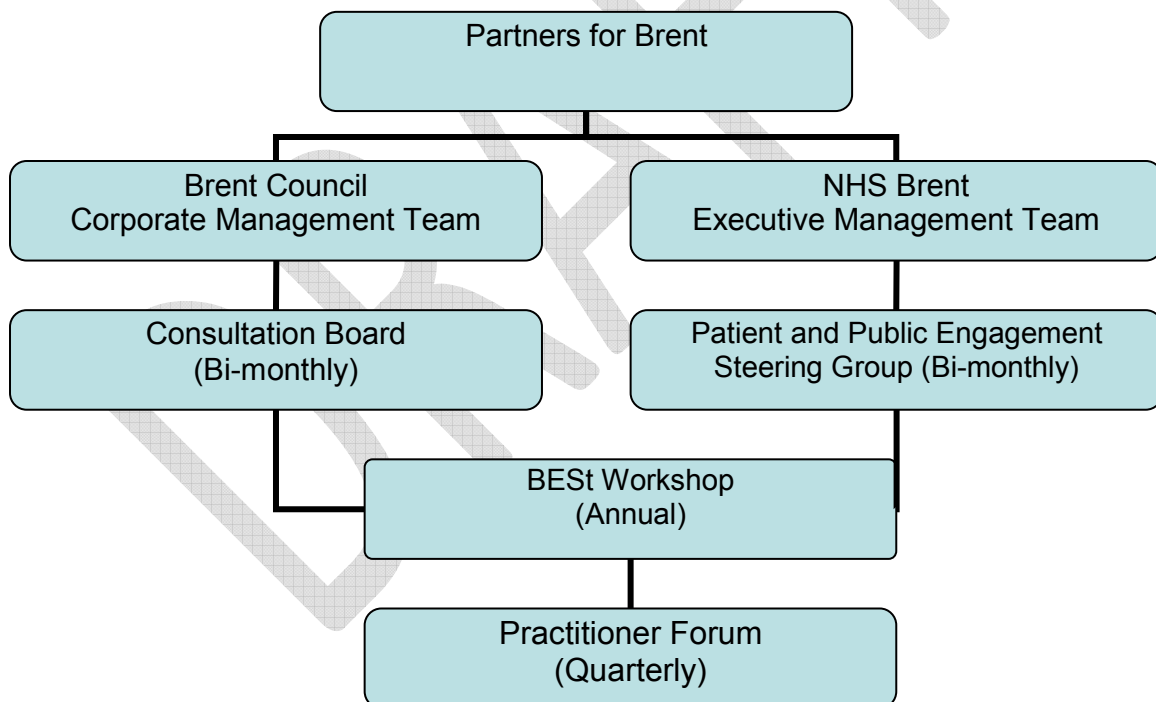
Measures of success / evaluation

We will evaluate individual engagement activities using a variety of tools including action logs, training logs, workshop evaluations, survey trends, feedback reports, web hits, meeting minutes, etc.

The effectiveness of the strategy will be monitored and our principal measures of success will be:

- *The Place Survey – specifically the measurement of National Indicator (NI) 4 – ‘Opportunities to influence local decision making’ (Brent Council);*
- *Brent Residents’ Attitude Survey – a face to face survey measuring, liveability, service satisfaction, health, policing, community safety and service satisfaction (Brent Council);*
- *Consultation annual report (NHS Brent);*
- *Patient survey (NHS Brent);*
- *Staff surveys;*
- *Ad-hoc research using the Brent Citizens’ Panel;*
- *Media monitoring.*

Governance and partnership working



Communication and engagement is governed in Brent Council by the Consultation Board and in NHS Brent by the Patient and Public Engagement (PPE) Steering Group. Both the Consultation Board and the PPE steering group report directly to their respective executive management teams, as shown in the diagram above. Both Brent Council and NHS Brent are represented in the membership of Partners for Brent and we will look to have

an overall steering group for this strategy. We will establish a Quarterly Practitioner Forum open to all partners to share good practice and local intelligence on community engagement. We will also commit to hold an annual Brent Engagement Strategy Workshop so that we can review our progress and plan for the year ahead.

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Appendix 1

Engagement standards

Principles and quality standards will bring about improved coordination and consistency between consultation and engagement activity undertaken in Brent. Revised standards, (below) are the minimum quality standards with which all consultation and engagement activity should comply. The revised standards have been arranged around the key headings of:

- **Clarity**
- **Inclusiveness**
- **Valuing people**
- **Results**

The standards are

1. Clarity

Engagement will be deemed clear if it has:

- *A clear lead with contact details*
- *A clear purpose that states why the engagement is happening and what change is possible*
- *A clear list of stakeholders that are affected by or can affect the outcomes of the engagement*
- *Clear boundaries on what can be consulted on and what cannot*
- *A clear plan on what is happening, with who and the timescales*
- *Clear information that is concise, uses plain English and no jargon*

2. Inclusiveness

Engagement will be deemed inclusive if it:

- *Includes a wide spectrum of people that match the community as much as possible*
- *Includes under-represented, marginalised and seldom heard people*

- *Includes community outreach to where people are in existing places, groups and networks*
- *Includes times and places that are convenient and accessible to people*
- *Includes partners and works with them to engage communities*
- *Includes service users; past, present and future*
- *Includes actions to identify and remove potential barriers for people to get involved based on existing or new data*
- *Includes communication that is accessible to all whether written, verbal, visual, pictorial or digital*
- *Includes a range of methods, techniques and technologies for people to engage*
- *Includes enough time for people to respond*
- *Includes access to translations where appropriate*

3. Valuing people

Engagement will be deemed to value people if it:

- *Values peoples needs and responds to them*
- *Values peoples input from the outset and throughout the whole process*
- *Values peoples knowledge about their own communities and neighbourhoods*
- *Values peoples skills and areas of interest*
- *Values peoples feedback and helps them to feel comfortable to give it*
- *Values peoples time and input with incentives for involvement*
- *Values peoples commitment by making processes enjoyable and interesting*
- *Values peoples confidentiality and privacy*

4. Results

Engagement will be deemed to show results if it:

- *Results in a Feedback Report, which details what the consultation was, who was consulted and a summary of the views expressed, one month from the deadline of the consultation*

- *Results in an Outcome Report, which details what has or hasn't changed as a result of the consultation and why within a specified deadline*
- *Results in recommendations that will improve services, programmes and quality of life for residents and service users*
- *Results in more people getting involved in making changes to local services*
- *Results in an evaluation of how effective the engagement was*
- *Results in partners and stakeholders knowing about the engagement and its outcomes*

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Appendix 2

Consultation Framework – listed below are some of Brent’s standing forums and user groups that partnership members might want to engage in the process of community consultation.

Consultation Opportunity	Frequency	How to access
Five area consultative forums	Quarterly meetings	Brent Council
Service user consultative forums covering: <ul style="list-style-type: none"> ○ Pensioners ○ Disabled users ○ Voluntary sector ○ Private sector housing ○ Black & minority ethnic 	Quarterly meetings	Brent Council
Multi faith forum	Ad-hoc	Brent Council
Brent Citizens’ Panel	Ad-hoc	Brent Council
Brent LINk	Ad-hoc	Hestia
Safer Neighbourhoods’ Panels	Ad-hoc	Police SN Teams
Neighbourhood working	Ad-hoc	Brent Council
Brent Youth Parliament	Ad-hoc	Brent Council Children & Families
4 Area Housing Boards	Quarterly meetings	Brent Housing Partnership
Community Safety Board	Ad-hoc	Brent Council Community Safety Team
Brent Health and Social Care Forum	Bi-monthly	NHS Brent

Appendix 3

Techniques for Engagement

The following table states the main techniques that will be used by Partners for Brent for engaging, consulting and informing. There is often overlap between the techniques:

Level	Technique	Brief Definition
ENGAGING	Meetings	Small or Large Events to examine issues, reflect on evidence and decide on options e.g. strategy groups, workshops, forums
	Community Outreach	Going to where the community are to explore relevant issues e.g. drop ins, community groups
	Service Assessments	Working together to audit services e.g. mystery shopper, enter and view, shadowing
CONSULTING	Road-shows	Informal stalls and activities e.g. health fairs, festivals
	Surveys (Quantitative)	Measuring opinion e.g. questionnaires, (paper and on-line), structured interviews.
	Focus Groups (Qualitative)	Focus, discussion and workshop groups, other deliberative engagement activity with small groups.
INFORMING	Publications	Printed information e.g. posters, leaflets, reports
	Technology	Use of technology to communicate e.g. Internet, Email, Texting
	Media	Advertisements or editorial e.g. press, radio, TV

Partners for Brent are:



OTHER LOGOS TO BE ADDED

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Brent Engagement Strategy (BEST) Action Plan 2010

Action	Task	Lead	Start date	End date	Strategic Objective	Rag status
To implement and oversee BEST	To develop shared tool-kit/procedures to implement strategy	MI/OT	-	Sept 10	6	Red
	Regularly review BEST		Annual	By Sept 2011	6	Red
	Develop an annual BEST Community Workshop	MI/OT	Annual	Due April 2011	1,2,6	Amber
To increase community membership of public services and reflect borough profile	Develop a protocol for sharing information amongst different agencies databases				8	Red
	Improve equality monitoring of databases	OT/MI	May 2010	ongoing	2	Amber
	Recruit more community members onto databases	OT/MI	May 2010	ongoing	1,2,6,7	Amber
	Establish single stakeholder database	OT	May 2010	ongoing	5	Amber
	Target recruitment according to identified gaps in membership				1,2	Red
	Develop and deliver programme to develop community members				1,2	Red
To increase knowledge of consultation and engagement events	Co-ordinate consultation and engagement in own agency and with other public organisations in Brent	OT/MI	-	ongoing	3,6	Amber
	Develop a joint calendar of events (consultation and engagement)	MI	-	ongoing	4	Green
	Publicise calendar of events	MI	-	done	4	Green
To increase use of improved technologies	Develop web presence on all agencies web-sites				5	Red

Action	Task	Lead	Start date	End date	Strategic Objective	Rag status
	Make use of social networking				5	Red
	Develop email and text alerts for consultations	OT			5	Red
To increase use of community outreach	Improve knowledge of agencies who undertake community outreach				6	Amber
	Develop regular Practitioners Group	OT	-	By Sept 2010	6	Red
To increase effectiveness of meetings	Develop proposal to link area forums to neighbourhoods, partners and elected members. A 'hub' for community issues	OT	July 2010	ongoing	1,2,6	Green
To increase the knowledge of results of consultations	Collate the Feedback Reports within each agency				4	Red
	Collate the Outcome Reports within each agency				4	Red
	Communicate Feedback and Outcomes to other agencies	OT/MI			4	Red
	Communicate Feedback and Outcomes to public	OT/MI	-	ongoing	4	Amber

Rag rating:

Red Not started
Amber On going
Green Completed