



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

## **2015-2018**

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## Foreword

“Ambitious for Redbridge,” summarises our vision for the Borough and this is especially poignant where it comes to our children and young people, whose ambition will drive the future success of the borough.

With our partners on the Children’s Trust Partnership Board, we aim to support our children and young people, their ambition and their success. We are also here to support children, young people and their families when things go wrong, so that problems in families do not harm life chances, and all young people have a fair chance to succeed.

This is challenging. Our budgets are reducing at the same time as our population is growing and we are facing further unprecedented cuts to budgets over the next few years. This means that we have to work harder and smarter and employ the resources we have as effectively as possible.

As part of our strategy to work harder and smarter, we know that listening to, engaging with and responding to our children, young people and their families is central to our ability to deliver services that people want and need. We also know that intervening early in problems helps address them more effectively and is also cheaper in the long run so this work is paramount. Likewise, working in partnership with other public services such as health and police as well as voluntary sector agencies allows us to pool resources and knowledge to address our greatest problems.

This Children and Young Peoples Plan, has been produced with significant involvement from a range of partners and reflects priorities identified through our consultation exercises. It sets out our priorities for improving outcomes for children and young people over the next three years. The actions aim to support our children and young people to develop a sense of responsibility and fairness and justice, becoming positive and informed members of their communities as well as fulfilling their own dreams and potential. It also supports the Councils Priorities to:

- Increase FAIRNESS and respond to the aspirations of the Borough
- EMPOWER communities to help shape our Borough and the services we deliver
- IMPROVE quality of life and civic pride among our communities
- TRANSFORM our Council in tough times to be dynamic and responsive to the challenges of the future

**Councillor Elaine Norman**  
**Cabinet Member for Children and Young People**

**Pat Reynolds**  
**Director of Children’s Services**

# 1. Summary

## 1.1 Introduction

The Children's Trust Partnership Board (CTPB) exists to improve outcomes for children and young people in Redbridge. It is the overarching partnership for all services for children and young people in Redbridge and includes the key service delivery agencies and representatives of service users including members of the Youth Council. Further information and membership of the CTPB can be found at Appendix 1.

Since 2005, a strategic Children and Young People's Plan (CYPP) has been produced identifying key priorities for action. The government has now removed the statutory requirement for local authorities to publish a CYPP. Nevertheless the Children's Trust Partnership in Redbridge remains committed to working jointly and we are pleased to launch the new 2015- 2018 CYPP here.

This CYPP sets out Children's Trust Partnership Board priorities for improving outcomes for children and young people between 2015 and 2018.

The Plan covers:

- all children and young people aged 0-19;
- family members over 19 receiving services, including leaving care; and
- those over 19 and under 25 with learning difficulties.

This Plan has been produced with significant involvement of a range of partners from the earliest stages of development to ensure there has been a high level of engagement in producing the 2015-2018 CYPP.

## 1.2 Vision

By working together we envisage the CYPP will make a key contribution to ensuring that Redbridge is a better and fairer place to live for our children and young people and their families.

Our vision is that:

- Children and young people can fulfill their dreams and achieve their full potential. They will be aspiring, independent and confident, enjoying family, school, play, learning and life. They will be proud of themselves and able to make informed life choices, while growing up in a safe and secure environment;
- Children and young people will develop a sense of responsibility and fairness and justice, becoming positive and informed members of their communities. They will continue to learn and develop throughout their lives, becoming healthy, creative, responsible and successful adults.

## 1.3 Developing the 2015/18 Plan

The priorities and actions in this plan have been developed through a consultative process with stakeholders and service deliverers. They have also been informed by analysis of prior performance, data and statistics and best practice.

Specifically we have:

- Evaluated and reviewed the 2011-14/15 CYPP Plan;
- Analysed national, regional and local policy and strategy;
- Identified issues highlighted in Ofsted inspections, local service evaluation, performance and audit reports;

- Held consultation sessions with stakeholder groups and service deliverers;
- Consulted children, young people and their families.

### 1.4 Priorities

From this work we have identified the following priorities for the 2015-2018 CYPP:

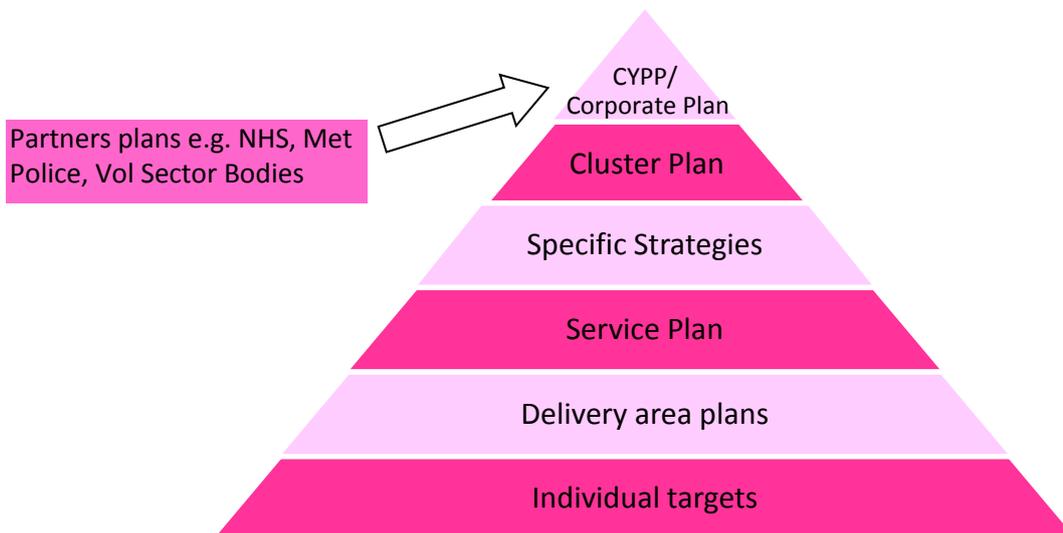
1. Enabling children and young people to be safe and promote their health and well being
2. Enabling children and young people to make good progress in education
3. Tackle problems early and focus interventions to ensure children have the best start in life and successful transitions to adulthood

This work will be underpinned by our continuing work to improve the quality of services and our monitoring, performance and commissioning work. In each year of the Plan the priorities will be translated into an Action Plan comprising of specific and measurable actions with targets and clear timelines to enable us to track and evaluate the impact of our work. The Action Plan will be reviewed and refreshed annually.

### 1.5 Delivering the priorities

Once the priorities have been developed, our plans to deliver them are developed through service planning processes of the Council and its partners.

Service planning in Redbridge Council follows the golden thread from strategic frameworks right down to individual work plans. In Children’s Services the keystones are the CYPP and the Corporate Plan. The CYPP is also informed by the actions of a number of our partners in the public and voluntary sectors.



The CYPP development process highlights the most pressing or new pieces of work that will deliver impact on improvements to outcomes for the boroughs children in 2015/18.

It is also informed by specific strategic documents such as the Early Intervention Strategy and the Children and Young People’s Workforce Strategy.

More routine service improvement and delivery work is detailed in planning documents at a service delivery level or similar in our partner bodies performance management processes. At an individual level it is monitored through supervisions and appraisals.

## 2. About Redbridge

### 2.1 Introduction

Redbridge is a medium sized outer London Borough in the North East of the capital. The population of around 290,000 is one of the most diverse in the UK and is changing rapidly. The BAME population has grown from 42.5% in 2001 to 65.5% in 2011 and the population has grown by approximately 40,000 people over that time. This pace of change is similar to having the population of a town the size of Great Yarmouth moving into the Borough. The average age has declined from 36.7 years in 2005 to 35.6 years in 2013. The Borough has also seen increasing deprivation levels with indicators such as unemployment, once the below the London average (6.8% for Oct 2004-Sept 2005, compared to 7.2% for London) now above the London average (7.6% for Oct 2013-Sept 2014, compared to 7.2% for London).

Redbridge Council is responding to this change with its Corporate Strategy. It has an aim of being 'Ambitious for Redbridge' and has four key priorities:

- Increase fairness and aspiration within the borough
- Empower communities to help shape our borough and inform how services are delivered
- Improve the quality of life and civic pride amongst our communities
- Create a modern council to be dynamic and responsive to the challenges of the future.

Actions within our CYPP support this. We aim to ensure all children, young people and families are ambitious for themselves and their communities and that fairness is central to our service delivery.

We have a rapidly increasing number of people in the borough at the same time that austerity is reducing the amount of funding available for service delivery. This means we have more people to support but fewer resources with which to do it. This is necessitating more creative and innovative approaches to service provision. To achieve this we are focussing great attention on early intervention to get additional, timely and effective support to children who need it and prevent costly, lasting and blighting consequences.

To ensure we are delivering the right services at the right time, our work is informed by a number of data sources, including the Joint Strategic Needs Assessment (JSNA) and the performance management work within Children's Services such as the quarterly monitoring data and the Understanding Redbridge Report.

### 2.2 Demographics

The London Borough of Redbridge is located in the northeast corner of London. The population has grown significantly since 2001 and is predicted to continue to grow at a faster rate than the average for London. However, whilst growing we have maintained our high levels of educational attainment.

Detailed data on the Redbridge population is found in the Joint Strategic Needs Assessment which can be found at [http://www2.redbridge.gov.uk/cms/care\\_and\\_health/health/joint\\_strategic\\_needs.aspx](http://www2.redbridge.gov.uk/cms/care_and_health/health/joint_strategic_needs.aspx). Below are some headline figures about the borough of relevance to the CYPP.

**Did you know?**

<p><b>288,300</b> 11<sup>th</sup> highest population in London</p> 			<p><b>10.9%</b> DWP benefit claimants – lower than London 12.2%</p> <p><b>BENEFITS</b></p>		
<p><b>65,500</b> 3<sup>rd</sup> highest proportion of under 16s in London</p> 	<p><b>187,700</b> 8<sup>th</sup> lowest proportion of people aged 16 to 64 in London</p> 	<p><b>35,000</b> 13<sup>th</sup> highest proportion of 65 plus in London</p> <p><b>65+</b></p>	<p><b>18.5%</b> have no qualifications – higher than London 17.6%</p> 	<p><b>£275,000</b> median house price – lower than London £321,000</p> 	<p><b>39.6%</b> of area that is open space – similar to London 39%</p> 
<p><b>65.5%</b> from BME groups – higher than London 55.1%</p> 	<p><b>36.9%</b> resident population born abroad – similar to London 36.7%</p> 	<p><b>India</b> country of birth of largest resident population born abroad – 7.6% - followed by Pakistan and Sri Lanka</p> 	<p><b>69.6</b> crime rate per 1,000 pop – lower than London 83.8</p> 	<p><b>70.2%</b> 5+ A* - C inc English + Maths at GCSE (or equiv) – higher than London 65.1%</p> 	<p><b>35.6</b> average age – slightly lower than London 35.7</p> <p><b>35</b></p>
<p><b>24.6%</b> People aged 3+ whose main language is not English – higher than London 22.1%</p> 	<p><b>67.3%</b> employment rate – lower than London 70.5%</p> 	<p><b>8.3%</b> unemployment rate – higher than London 8.2%</p> <p><b>jobcentreplus</b></p>	<p><b>80.3</b> ♂ male life expectancy – higher than London 79.7</p>	<p><b>84.0</b> ♀ female life expectancy – higher than London 83.8</p>	<p><b>75.5</b>  births per 1,000 women of childbearing age – higher than London 67.0</p>

Sources: ONS 2013 mid-year estimates; ONS 2011 Census; ONS Annual Population Survey Apr 13 – Mar 14

Sources: DWP Nov 2013; ONS 2011 Census; Land Registry 2013; Greenspace info for Greater London 2012; MET May 13 – Apr 14; DFE 2012/13; ONS 2013 mid-year estimates; ONS 2010-12; ONS 2012

(note – a later version of this will be available before the final is signed off)

**Housing and households**

The 2011 Census showed that:

- There were 99,100 households, an increase of 7% since 2001.
- On average, each household had 2.8 people living in it, the joint second highest in England and Wales.
- Some 64% of households owned their homes, a decrease from 75% in 2001.
- As home ownership decreased, private renting increased from 15% of households in 2001 to 23% in 2011.
- Redbridge had the second lowest proportion of households in London living in social rented accommodation at 11%.

**Population and growth**

- Redbridge’s population is estimated to be 288,300 people (June 2013).
- Over a quarter (28%) of the population is aged under 20 years old, higher than the average for both London (25%) and England and Wales (24%).
- Some 12% of the population are aged 65 years and older, higher than the London average.
- The average age of Redbridge residents is 35.6 years.
- The population grew by over 40,000 people (17%) between 2001 and 2011.
- A further 123,000 people (44%) are predicted to live in Redbridge by 2037.
- The population is predicted to be 401,600 in 2037.

## Age

The Redbridge population in 2013 was estimated to be 288,300. It is predicted to grow further with an increase of just over 44,200 residents by 2021 (Table 1).

**Table 1: Redbridge population estimates and projections**

	Yr 2013	Yr 2015	Yr 2017	Yr 2019	Yr 2021
Population	288,300	304,500	311,400	322,100	332,500

Source: ONS 2013 mid-year estimates and 2012-based ONS sub-national population projections

Compared to the national population, the population in Redbridge is younger with 22.7% under 16 years compared to the England and Wales figure of 18.9%. There were around 76,700 children and young people under the age of 19 living in the Borough, of whom approximately 54,100 were between 5 and 18.

**Table 2: Population in Redbridge by age group**

Age group	2013	
	Nos.	%
0-4	22,575	8%
5-11	28,117	10%
12-18	26,010	9%
19-24	21,200	7%
25-44	92,356	32%
45-64	62,998	22%
65-74	18,221	6%
75-84	11,660	4%
85+	5,135	2%
All ages	288,272	

## Pupils

Pupils on rolls of Redbridge Schools represent an increase of 6.9% since 2005. This demand for school places has necessitated the opening of 8,135 additional primary school places and 2,964 secondary school places since September 2005. Ensuring sufficiency of school places is a significant pressure and is primarily due to an increasing birth rate and younger population, with a 42% increase in live births in the borough between 2002 and 2013.

There were 52,578 pupils in Redbridge schools in January 2014. The number of primary pupils on the school roll has increased by 5,013 (21.0%) from 23,900 in January 2005 to 28,913 in January 2014. Secondary pupil numbers have increased by 2,824 (13.9%) from 20,300 in January 2005 to 23,124 in January 2014.

**Table 3: Number of Pupils in Redbridge Schools**

	Jan 09	Jan 10	Jan 12	Jan 13	Jan 14	% Change	
						Jan 13 - 14	Jan 09 - 14
Primary <sup>1</sup>	25,555	26,209	27,720	28,277	28,913	2.2%	13.1%
Secondary	21,476	21,649	22,308	22,634	23,124	2.2%	7.7%
Special	466	466	467	463	493	6.5%	5.8%
Pupil Referral Unit	76	73	53	61	48	-21.3%	-36.8%
<b>Total</b>	<b>47,573</b>	<b>48,397</b>	<b>50,548</b>	<b>51,435</b>	<b>52,578</b>	<b>2.2%</b>	<b>10.5%</b>

Source: Redbridge School Census (2009 - 2014)

<sup>1</sup> This includes full and part-time pupils in nursery classes, reception pupils and pupils in years 1-6.

By 2019 is it estimated that the population in the Borough will have increased to 322,100. The Borough's population of children and young people is also increasing, and it is estimated that there will be almost 86,900 children and young people below age 19 living in the Borough by 2019.

**Table 4: Redbridge U 19 population estimates and projections**

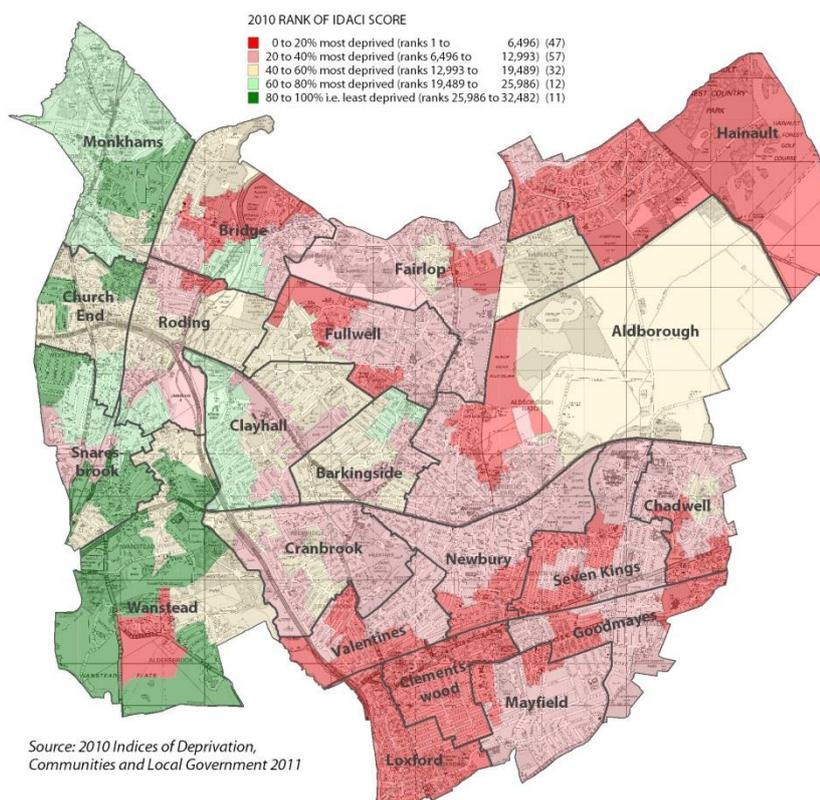
	Yr 2013	Yr 2015	Yr 2017	Yr 2019	Yr 2021
Under 19 Population	76,700	80,000	83,300	86,900	90,500

Source: ONS 2013 mid-year estimates and 2012-based ONS sub-national population projections

## Income

The Income Deprivation Affecting Children Index (IDACI) measures income deprivation amongst children. It captures the proportion of children aged 0-15 years living in income deprived households. Redbridge ranks 60<sup>th</sup> in England and 21<sup>st</sup> in London on the IDACI score. Within Redbridge the main levels of highest deprivation on the IDACI are in the southern wards and in Hainault, Fairlop and Fullwell. The map below shows the spatial spread of income deprivation in the borough.

**Figure 1 -: Income Deprivation Affecting Children Index 2010 <sup>2</sup>**



In 2010, there were 17,520 children living in poverty in Redbridge. This represents 25.3% of children in the Borough. In line with national and regional trends, child poverty in Redbridge has declined from 26.8% in 2008, mainly due to the fall in median income levels.

<sup>2</sup> Map from JSNA see [http://www2.redbridge.gov.uk/cms/care\\_and\\_health/health/joint\\_strategic\\_needs.aspx](http://www2.redbridge.gov.uk/cms/care_and_health/health/joint_strategic_needs.aspx)

**Table 5: Children in poverty**

	<b>No. of Children</b>	<b>% in poverty Under 16</b>	<b>% in poverty All Children</b>	<b>Year</b>
Redbridge	17,520	25.0%	25.3%	<b>2010</b>
London	512,185	27.8%	28.0%	<b>2010</b>
England	2,367,335	21.1%	20.6%	<b>2010</b>

Source: HMRC Child Poverty Statistics

## **Education and employment**

Educational achievement in Redbridge is above the national averages at Early years Foundation stage, at Key Stages 2, 3 and 4, and at A Level Redbridge pupils have a higher average point score. In 2014 the percentage of pupils achieving Level 4 and above at the end of Key Stage 2 in reading, Writing (TA) and maths increased by 8 percentage points to 86%, ranking Redbridge 5<sup>th</sup> out of 152 local authorities. Also in 2014, 68% of pupils achieved 5 or more GCSEs grades A\*-C (including English and Maths), making it nationally the 8<sup>th</sup> highest. 34% of the population aged 16 and over were qualified to degree level, compared to 27% in England & Wales (Census 2011).

Looked after children and children eligible for free school meals have significantly lower achievements, although they are better than national rates. Redbridge had a lower percentage (3.6%) in 2013 of young people who are Not in Education, employment or training (NEET) than the London (5%) or National (6%) averages.

Our employment rate of 69.2% is lower than the London average of 71.8%, while our unemployment rate of 7.6% is slightly above the London average (Sept 2014).

## **Health**

Low birth weight (LBW) is one of the main predictors of infant mortality. LBW is higher in Redbridge than in England or London and has been increasing since 2008. However the Infant Mortality rate in Redbridge is similar to the national and London rates, but the stillbirth rate in Redbridge is the highest in London and significantly higher than the national average.

Breastfeeding is known to benefit the health of mother and child. Redbridge has higher breast feeding rates (87% of women start breastfeeding) than the national average, but similar to London. Breastfeeding rates are highest in BAME women and lowest in poorer white women and teenage mothers.

The coverage rates for childhood vaccinations in Redbridge are below national targets.

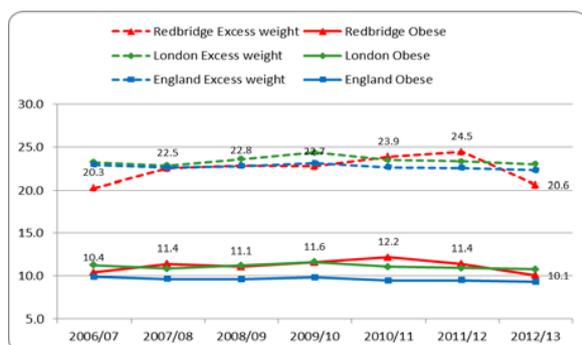
Within Redbridge it is estimated that there are 4,626 disabled children, of whom 1542 are likely to need support and 925 are likely to be severely disabled; 482 children are known to the Children with Disabilities Team (CWDT) in 2013. Children with autism comprise the largest group (44%). The numbers of children with Special Educational Needs is increasing and more are being accommodated in mainstream schools. This means that the profile of children in Special Schools is getting more complex and they cater for the more disabled children.

There are an estimated 5896 children with a mental disorder, of which the most common is

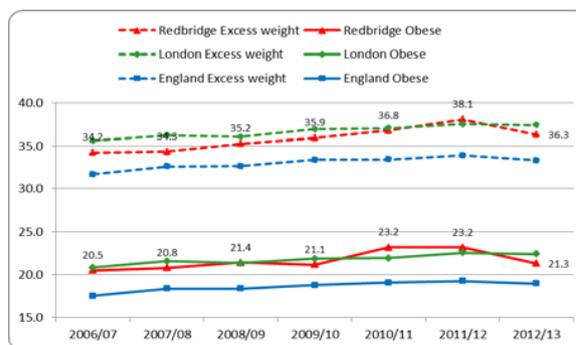
conduct disorder (47%). 43% of mental health admissions are due to the use of alcohol or to depression, both are increasing.

A fifth of children aged 4-5 years and 36% of children aged 10-11 years in 2012/13 were overweight or obese, with 10% of 4-5 year olds and 21% of 10-11 year olds obese. These rates were increasing year on year but have just started to decline.

**Trends in excess weight in children 4-5 yrs**



**Trends in excess weight in children 10-11 yrs**



There are an estimated 650 young carers in Redbridge. Sixty six young carers are being supported by Indigo, a partnership between Barnados and LB Redbridge, with a range of support opportunities.

## Offending

The numbers of first time youth offenders has reduced by 28% between 2011 and 2012 and rates of offending are lower than London and England rates. Of the 474 young offenders known to the Youth Offending Service 79% were aged 14-18 years, 82% were male and they were disproportionately white or black. There has also been a reduction in repeat offending and an increase in the numbers of young people getting housing and employment from 73% to 80%.

## Diversity

Redbridge has a very diverse population which has changed significantly from the 2001 census. In 2011 43% of the population were white and 41% were South Asian.

The group 'white other' has increased with mainly people from Eastern Europe. The number of Asian people is projected to grow by 10% from 2013 to 2016.

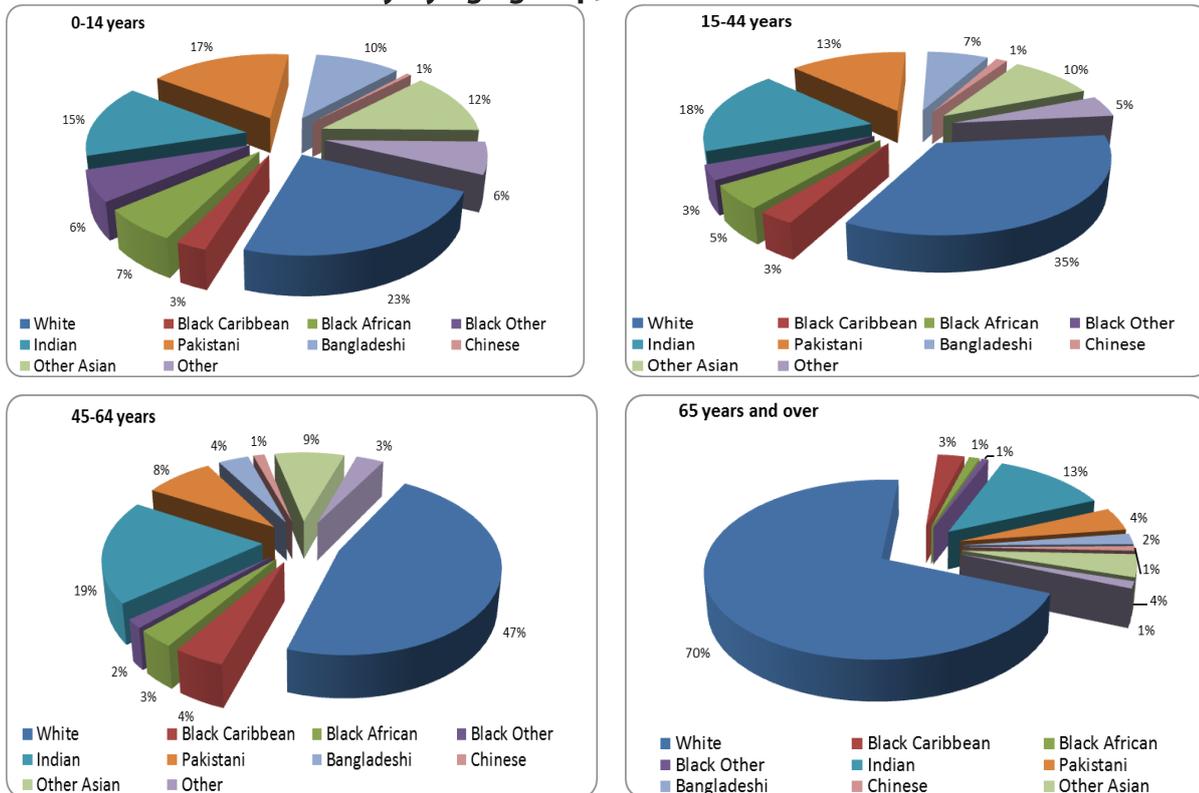
Within Redbridge, ethnic composition differs widely across age groups with the greatest degree of diversity in the 0-14 years category in which 77% of the population are estimated to have black or minority ethnic backgrounds compared to 30% of people aged 65+ years.

The 2011 Census showed that:

- Redbridge was the 4th most diverse community in England and Wales: 65.5% of the population were from black and minority ethnic communities, an increase from 42.5% in 2001.
- Nearly 37% of the population were Christian, the fourth lowest proportion in England and Wales.

- Just over 23% of the population were Muslim, nearly double the London average and the sixth highest in England and Wales.

### Distribution of ethnicity by age group, 2013



Source: GLA 2012 round ethnic group projections

Diversity varies across the borough. Wards in the south and south east of the borough have a higher proportion of South Asian people, whilst those in the north east and north west have a high proportion of white population.

According to the 2014 Schools Census<sup>3</sup> 82.6% of children on school roll in Redbridge are from ethnic minorities (i.e. non-White British). These pupils are mainly concentrated in the south and east of the Borough. Primary schools in the South of the borough have 20% more BAME pupils than those in the north of the borough. There are very high proportions of Indian and Pakistani children in Redbridge schools.

In 2014, a total of 136 languages (other than English) were recorded as spoken by pupils in primary, secondary and special schools.

In primary schools, the proportion of ethnic minority pupils has increased each successive year from 69.2% in 2006 to 78.6% in 2010 to 83.9% in 2014. In secondary schools the proportion of ethnic minority pupils has risen from 65.2% in 2006 to 74.5% in 2010 and 81.3% in 2014.

<sup>3</sup> \*Schools Census 2014, Research and Data Team

### **3. Developing the CYPP**

As outlined above, to ensure that we are delivering the right services at the right time, our work is informed by a number of information and data sources. Together with demographic data outlined above, and national and regional policy trends outlined below, evaluations of current plans, performance management data and the results of audits, inspections and consultations all feed into the development of the strategy.

#### **3.1 National and Regional Issues and Pressures**

National and regional issues effecting services for children and young people in Redbridge are replicated across the capital. These include:

- Ensuring adequate school places are available for the growing pupil population, (this is particularly acute in Redbridge).
- Managing the impact of significant cuts in funding and planning for further reductions to come.
- Developing and sustaining early help through joint working, localities approaches and children's centres.
- Responding to reforms in SEND and youth justice systems with reduced resourcing.
- Ensuring that services that can intervene and prevent child sexual exploitation are co-ordinated across agencies.
- Integrating newly transferred public health services and establishing effective ways to support children and young people in the new health commissioning landscape.
- Responding to schools needs for support in improving educational success (in London contributing to London Challenge).
- Supporting families who have increased pressures on them (homeless, troubled families, those impacted by benefits changes etc).
- Preparing for potential new policy and legislation changes following the election in May 2015.

All of these issues are addressed in the CYPP or supporting strategies.

#### **3.2 CYPP review findings**

Bi-annual review of the CYPP takes place in October/November and April/May each year. From this process we have identified where our work has been strong and the actions we set ourselves have been completed and also where we need further improvement.

Evaluation of the 13/14 plan in April CYPP in May 14 and of the 14/15 plan in November 14 highlighted

Notable successes in 13/15 include:

- Rapid development of the work with Troubled Families has assisted early intervention work. 500 out of 550 identified troubled families have already engaged with the programme.
- Review and refocus of Special Education Needs and Disability (SEND) services and commissioning to meet new requirements in the Children and Families Act (2014). Services are on track to provide a new SEND Local Offer to parents by September 2014.
- Continued and significant reduction in teenage conception rates. From 34.7 conceptions per 1000 young women in 2009 to 16.2 in 2012.
- Further development and embedding of the Common Assessment Framework (CAF) processes across a widening range of partner agencies is delivering a shared approach to assessment, planning, intervention and review to children and young people. (36% increase in use of CAF's from 2012-2013)

- Attendance at school of Redbridge looked after children has risen from 37% in 2009 to 96% in 2012 (2012 is the last national reported / verified data set).
- In the academic year 2013/14, the authority provided 630 additional permanent primary places and 600 additional permanent secondary places.
- Consultation in summer 2014 showed that over 65% of young people consulted think we are doing well in relation to the priority for making it possible for children to make good progress in education.
- Launch of the Breastfeeding Welcome Scheme with 46 businesses signed up so far.
- Rapid implementation of the new SEND service. With the first version of the local offer published on the 1<sup>st</sup> September.
- The rate of first time entrants to the Youth Justice System continues to fall.
- 88% of early years providers have achieved a good or outstanding Ofsted outcome.
- Three schools have been removed from Ofsted categories.
- Four Young People Core Planning Groups were set up in April 2014. They have regular meetings to develop the Priorities Fund projects, supported by professionals in the relevant fields.

Areas that were less successful include:

- An increase in Custody Rates.
- A new category for young carers has not yet been added to the Fair Access protocols.
- The number of looked after children achieving 5 A\*-C's at GCSE including English and maths.
- Only 34% of young people consulted thought we were doing well on work to tackle drug taking.
- Work on Viewpoint has ceased due to a lack of responses from children and young people and instead new questionnaires using FLUID have been introduced.
- Care leavers are yet to be appointed to the Fostering and Adoption Panel.

This information has fed into this CYPP and the action plan for 2015/16.

### 3.3 Performance information

A number of reports are produced within Children's Services, to monitor performance and help drive improvement across the service.

These include the following major reports:

Report	Frequency	Who to
<i>The Children's Safeguarding Performance Information Framework.</i> This includes the key nationally collected data set for those involved in child protection and is used to increase accountability and transparency, providing benchmarks of national performance against which local performance can be judged.	Quarterly	LSCB CTPB
<i>Understanding Redbridge: Performance Monitoring for Improvement and Evaluation,</i> This performance information is produced for team managers in Children's Services to support their effective monitoring and service improvement.	Quarterly	Managers in Children's Services
<i>Performance Management Report for Cluster Management Team.</i>	Monthly	Chief Officers in Children's Services
<i>PI Reports</i>	Fortnightly	CS Performance Board

Deep dives on specific indicators are also carried out to investigate issues further because of concerns, inconsistencies or as part of a schedule of checks.

Through our performance data we can identify areas where we are doing well and areas where we need to improve our work and our outcomes. This information feeds into the prioritisation of our immediate actions as well as those for the following year and into the development of our CYPP.

A list of the data set collected and reported to CTPB is attached at appx 3.

### **3.4 Inspections and audits**

Inspection reports are also important indicators of where the services are producing good outcomes for children and young people.

Redbridge keeps a log of all inspection findings and develops actions to address these in service and cluster planning.

The October 2012 Ofsted inspection of local authority arrangements for the protection of children in Redbridge judged arrangements to be good but found a few areas for improvement all of which have now been addressed. Ofsted inspection findings are also reflected in the JSNA.

### **3.5 Partner involvement**

Between October and December 2014 a few workshops took place with partners and service managers to identify the major challenges to be faced over the 2015- 18 period and the 3 to 5 key things we need to deliver over the same period. The ideas that came out of these workshops informed the consultation exercises that took place in January and February 2015 that are written up in section 4.0 below.

## 4. Consultation

### 4.1 History of Consultation

The development of strategy and all service evaluations must be informed by the views of our stakeholders especially children and young people. Vital to achieving this is our ability to collect and use feedback from children, young people and those that care for them to inform and improve the services that they receive as individuals and to aid organisational learning about service design and development.

The *Munro Review of Child Protection: final report, a child-centred system (2011)* highlighted the importance of hearing the voice of the child. What we know is that engaging children and young people in consultation provides us with:

- Both an *overall* and a *differentiated* view of the priority concerns of children and young people in Redbridge;
- A range of measures about how our services and initiatives are currently perceived to be meeting those priorities;
- An opportunity to compare results for these measures against the results of previous years, to indicate any trends showing improvement or where performance may be deteriorating;
- An insight into what children and young people see as priorities, going forward, which in turn informs our Children and Young People's Plan (CYPP) action plan.

To ensure that this is delivered in Redbridge, consultation is built into practice right across Children's Services. To this end we have developed a, "Children and Young People's Consultation and Participation Strategy." This aims to ensure that users, children, young people and, where appropriate, their parents or carers have:-

- Their voices listened to and understood, and their views are acted upon by those that deliver services on their behalf.
- Support to enable direct involvement in the design, improvement and delivery of services.

The Consultation and Participation Strategy embraces the involvement of children and young people, from their earliest years up to age 21; and for those with additional needs, up to the age of 25. It is expected that, all staff and commissioned services within Children's Services will be involved in consulting and ensuring the participation of their service users.

To co-ordinate this work we have established the Voice of the Child (VoC) Group. This group has responsibility for:-

- developing, embedding and strengthening systems to improve feedback from children and young people to support the delivery of Evidence Informed Practice (EIP)
- progressing recommendations of Munro and Ofsted including "child's journey" as part of the activities of a learning organisation.

To deliver this, Children's Services undertakes a great number of regular consultations with Children and Young People both with regards to the services that they have received and with their priorities going forward. These consultation exercises are used to inform both strategy development and service provision. Over 30 regular consultation exercises take place and feed into service development and improvement. These are listed in Appx 2b

### 4.2 Bespoke Consultation

Together with this consultation framework feeding into service planning and delivery we have undertaken a specific consultation exercise to feed into the development of the 2015-18 CYPP.

This has ensured that the development of this strategy has been informed by the views of our partners and stakeholders especially children and young people. Over the course of developing this strategy we have held customised consultation and development sessions with many stakeholders including:-

- The Children’s Trust Partnership Board
- Children’s Services staff and managers
- The Children and Young People’s Network
- The Disability Employment Network
- The Children in Care Council
- Redbridge College
- Young people accessing Children and Mental Health Services (CAMHS)
- Sixth formers at Little Heath Special School
- Refugees and Asylum Seekers

In addition we organised an on-line consultation exercise with a video introduction by members of the Youth Council. This generated 474 responses, primarily from students in Redbridge schools and colleges (310) but also from parent/carers (35) students in other schools and colleges (17)<sup>4</sup>.

Questions had been framed under three headings identified by the Children’s Trust Partnership Board, namely:

- Enable children and young people to be safe and promote their health and well-being.
- Enable children and young people to make good progress in education.
- Tackle problems early and focus actions to ensure that children have the best start in life and a successful transition into adult life.

Additional questions on fairness and unfairness were added to the discussion with the focus groups.

The consultation asked that people identify the top three to five things they think are the most important under each of the headings. For the consultation, the headings were slightly altered to ensure they were understood by as wide a group as possible. This wording is provided in grey underneath the pink of each heading.

The five areas receiving the highest overall scores under each of the three headings are given below. Total votes for the action are given in the right hand column.

<b>Enable children and young people to be safe and promoting their health and well-being.</b>	
Health, wellbeing and safety issues that are important to all families, children and young people.	
<i>Encourage people from all backgrounds to get along, preventing them from getting involved in violence and extremist organisations</i>	220
<i>Supports children and young people to lose weight and stay healthy through exercising and eating healthy foods.</i>	207
<i>Works to keep children safe and protected from being sexually exploited</i>	171
<i>Supports children and young people with mental health concerns and problems</i>	146
<i>Provides fun, challenging activities for children and young people to do outside school, giving them something safe and positive to do</i>	128

<sup>4</sup> Only 391 respondees answered the question as to whether they were a Redbridge Student, other student or Parent/Carer

**Enable children and young people to make good progress in education.**

Education and related issues that are important to all families, children and young people

<i>Give good advice and support so all young people can make the best choices about their future in work, education or training</i>	240
<i>Increase the percentage of pupils with a high standard of education e.g. 5 G.C.S.E's at A*-C</i>	231
<i>Have enough affordable, good quality childcare places that meet different needs</i>	203
<i>Celebrate and value our diversity and differences such as culture, disability, sexuality or religion in our schools and the community</i>	174
<i>Have enough school places for every child that needs one</i>	155

**Tackle problems early and focus actions to ensure that children have the best start in life and a successful transition into adult life.**

Some families, children and young people have problems or needs that others do not have. This means they need more help and support.

<i>Work with families to address problems when they first happen to stop them becoming bigger</i>	228
<i>Support children and young people that experience violence at home</i>	190
<i>Work with pupils who have difficulties in school so that they are not excluded and can stay in school</i>	179
<i>Supports children who have extra responsibilities such as helping to take care of a parent or relative so they can still do well at school</i>	150
<i>Helps those groups that aren't doing as well as others at school to do better</i>	122

A full report on the consultation is attached at appendix 2a.

The consultation work has directly fed into the strategy development and influenced the prioritisation of actions within the plan.

## **5. Monitoring and Evaluation**

### **5.1 Annual review**

An annual review process of the CYPP has been conducted each year since 2006 enabling us to monitor progress with the implementation and effectiveness of the annual plan. Each year the annual review is considered by the Council's Children's Services Scrutiny Committee and the Children's Trust Partnership Board. A review of progress after the first six months is also undertaken and reported to the CTPB.

The cycle for monitoring, reviewing and evaluation of this CYPP will therefore be as follows:

- a six month monitoring report on the progress of the 2015-2018 CYPP Action Plan will be prepared in October and reported in November to the Children's Trust Partnership Board;
- a full review and evaluation of the CYPP Action Plan will be carried out in the Spring of 2016 to assess progress overall and to help prepare for the new CYPP Action Plan for 2016-2017. In preparing this we will review local benchmark data and key performance indicators;
- the full review and evaluation of the CYPP Action Plan will be presented to the Children's Services Scrutiny Committee and the Children's Trust Partnership Board.

This cycle will be repeated in the following two years.

### **5.2 Equalities**

The CYPP's aim is to improve outcomes for children and reduce inequalities. As such the impact on all children will be positive. This is particularly the case for children at greater risk of experiencing problems who may be from a protected characteristic. Having priorities linked to early intervention and to addressing the needs of certain groups such as those with mental health problems will help redress inequalities as will actions around celebrating diversity.

Equality considerations were taken on board when developing the survey with the structure and format being simplified and a glossary being available to help explain jargon or complex words. Respondents were also asked to provide demographic data which has been used to identify any trends in how people responded. Some key findings of the survey are:

- those from a black ethnic background were the only group who identified celebrating diversity as their biggest priority
- the biggest priority for females was having enough good quality affordable childcare places, although this was not a top priority for males
- 75% of those completing the survey were female
- Those of Hindu and No religion were overrepresented compared to the school population
- Students and parents both thought acting early to prevent problems getting bigger was important but parents prioritised having school and childcare places whereas students prioritised educational outcomes.

Targeted consultation was carried out with groups whose feedback was considered important but who were less likely to complete the survey. Feedback was similar to the survey showing that disabled children or looked after children have the same desires for the future as any other young

person. Feedback regarding children and young people's issues identified through the Fairness Commission will also be fed into the CYPF review.

It is important that data analysis (including demographic data – age, disability, ethnicity, religion, Gender and socio-economic status) and service user feedback is used to inform actions that become part of the plan. This should be made clear to those responsible for the actions. Given the current economic climate this is particularly important.

An initial equality impact assessment has been conducted and this will be followed by a more in depth assessment. The actions detailed in the equality impact assessment and progress against these actions will be monitored.

## **6. Priorities**

### **6.1 Introduction**

This section of the Plan describes our priorities and explains the importance in improving outcomes for children and young people to enable them to achieve their full potential.

The Children's Trust Partnership Board works to ensure that high quality services are commissioned for our children and young people. Where services are directly provided we ensure that robust quality assurance processes are in place and will secure continuous service improvement. We support partners to work together, sharing best practice, to achieve improved outcomes for children and young people and developing the children's workforce across the Partnership. We will work to further develop our integrated commissioning strategy by sharing needs assessment across the partnership, strengthening our use of the views of children and their parents to inform commissioning decisions and developing the market for service providers, especially the voluntary and community sector.

In sections two, three and four above we have identified the demographic, policy and performance issues that fed into our new CYPP and also shown the results of our partnership and consultative work. Through this work we have developed our shared understanding of the key actions we need to deliver between 2015 and 2018.

In March 2015 these were written up and shared with our partners and senior managers and delivery agents for further comment and amendment. Through this process we have refined our actions and developed a shared narrative on the key actions we need to take.

### **6.2 Prioritisation**

In reviewing the five priorities of the 2014/15 CYPP with our partners it was agreed to focus these down to three. These are:

1. Enabling children and young people to be safe and promote their health and well-being.
2. Enabling children and young people to make good progress in education.
3. Tackle problems early and focus interventions to ensure children have the best start in life and successful transitions to adulthood.

These three largely cover the issues contained in four of our five 2014/15 priorities. They do not cover the priority that addressed quality - "Ensuring the children and young people of Redbridge receive high quality services." The reason for this is that it is now felt that quality should be implicit in all work and embedded into the other three priorities. It should not therefore require a separate heading but it should be noted that we will continue to:

- Develop our learning culture across Children's Services and our partners to learn from and contribute to best practice and enhance the skills of the Redbridge children's workforce
- Improve the quality and efficiency of commissioned services by increasing the use of collaborative commissioning and joint procurement with neighbouring authorities to achieve better value for money;
- Review the performance management framework to secure continuous improvement of service quality and outcomes for children and young people.

### **6.3 Priority one - Enable children and young people to be safe and promote their health and well-being**

It is important that all children have the best possible start in life, live in a stable and supportive setting, in a safe environment with access to excellent universal services to ensure that they are safe from harm and able to lead fulfilling and rewarding lives. This is especially important for children at risk of multiple disadvantage.

We will work together to focus on those children and young people whose needs are not being adequately met and enable good access to services to prevent their problems from escalating.

We will ensure that our services work closely together in order to provide comprehensive and accessible safeguarding provision as well as services which facilitate and nurture the development of the lives of children and young people.

We have developed thirteen key actions to deliver this. These are:

- i. Children and young people achieve healthy weights and stay healthy through exercising and eating healthy foods. (Consultation top three)
- ii. The health of pre-school children (0-5yr olds) is improved.
- iii. Children and young people living in poverty reach their potential through improved inter agency support.
- iv. Children and young people feel safe when they travel to and from school
- v. Children and young people have fun, challenging activities to do outside school that contribute to their health, safety and wellbeing.
- vi. Young people are supported to have healthy relationships and avoid being drawn into abusive relationships and situations.
- vii. Children and young people with emotional or mental health concerns and problems are supported.
- viii. Children and young people that experience violence at home are helped to be safe.
- ix. Young people feel safe in the streets and levels of violent and acquisitive crime committed by young people is reduced.
- x. Children and young people who going missing from home and care are supported and helped to stay safe.
- xi. Children are protected from being sexually exploited. (Consultation top three)
- xii. Children and young people from all backgrounds get along and are dissuaded from getting involved in violence or extremism. (Consultation top three)
- xiii. Young people have a strong voice in shaping services that promote their safety and well-being through the Youth Council and service user mechanisms developed by each service area.

### **6.4 Priority two - Enable children and young people to make good progress in education.**

Children and young people are entitled to high quality education and to be given the opportunity to achieve their full potential academically, socially, physically and emotionally. Where it is needed children and young people should receive additional support to help them to do this.

We have developed six key actions to deliver our second priority. These are

- i. All families can access affordable, good quality childcare places that meet their range of needs. (Consultation top three)
- ii. Every child that needs one has a suitable school place.

- iii. Children and young people are supported to achieve a high standard of education at all key stages. (Consultation top three)
- iv. Groups of children and young people that aren't doing as well as others at school are helped to do better.
- v. Diversity and differences such as culture, disability, sexuality or religion is celebrated and valued in our schools and our communities.
- vi. Young people receive good advice and support to make the best choices about their future in work, education or training. (Consultation top three)

### **6.5 Priority three - Tackle problems early and focus actions to ensure that children have the best start in life and a successful transition into adult life.**

It is important that all children have the best possible start in life, support through the intervening years and a smooth transition into adult life, especially children at risk of multiple disadvantage. We will work together to focus on those children and young people whose needs are not being adequately met and enable good access to targeted provision to prevent their problems from escalating, and enable them to achieve gainful employment and make a positive contribution to society.

We have developed seven key actions to deliver our third priority. These are

- i. Parents receive support to develop the skills they need to cope with family problems and make them more resilient to any problems in the future.
- ii. Families and young people are supported when problems first happen to stop them becoming bigger. (Consultation top three)
- iii. Children and young people with difficulties in school are supported so that they are not excluded and can stay in school. (Consultation top three)
- iv. Children and young people who have extra responsibilities such as helping to take care of a parent or relative receive extra help so they can still do well at school.
- v. Looked After Children are happy, healthy and doing well in education.
- vi. Children and young people with SEND are well supported through the Local Offer.
- vii. All children and young people with SEND are achieving positive outcomes.

These actions are translated into a detailed and deliverable plan in section 7 of this report.

## 7. CYPP ACTION PLAN 2015/18

Areas for Development	Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation	
<b>PRIORITY 1 – ENABLE CHILDREN AND YOUNG PEOPLE TO BE SAFE AND PROMOTE THEIR HEALTH AND WELL-BEING</b>							
1.1.	Children and young people achieve healthy weights and stay healthy through exercising and eating healthy foods. <i>(Consultation top three)</i>	Increased breastfeeding rate  Reduction in numbers of children and young people who are obese or overweight	Encourage mothers to breastfeed and initiate healthy weaning practices	Sultana Choudhury	1 <sup>st</sup> April 15 – 31 <sup>st</sup> March 18	Breastfeeding Steering Group	Toyin Oremakinde
			Pro-active follow up of children identified as overweight or very overweight from the National Child Measurement Programme (NCMP)	Sultana Choudhury	1 <sup>st</sup> April 15 – 31 <sup>st</sup> March 18	Obesity Steering Group	Toyin Oremakinde
			Continue to contribute to Healthier Children Healthier Places Project co-ordinated by the Growth Borough unit	Sultana Choudhury	In 2015/16	Obesity Steering Group	Toyin Oremakinde
			Monitor the various ongoing healthy eating projects (carried out by Healthy Weight team)	Sultana Choudhury	1 <sup>st</sup> April 15 – 31 <sup>st</sup> March 18	Obesity Steering Group	Toyin Oremakinde
			School meal service tendered to improved specification of school meals to meet new national health standards and local policy to improve health outcomes for children and families.	Tony Parker	Specification - Aug 15; Tender process –Mar 16 Contract starts Aug 16	Fortnightly Operational Group .	Ronke Martins Taylor/John O'Keefe
1.2	The health of pre-school children (0-5yr olds) is improved.  Commissioned services meet or exceed specifications	Transfer of a comprehensive Health Visitor Service (HCP 0-5) to Local Authority including receiving adequate funding for service delivery	Continue working on the transfer of the Health visiting service and ensure a smooth transition by 1 <sup>st</sup> October 2015.	Mumtaz Meeran	September 2015	0-19 HCP Strategy Group	Dudu Sher-Arami
			Joint monitoring arrangements in place for the Health Visiting Service with NHS England	Mumtaz Meeran	August 2015	Health Visiting Contract monitoring meeting	Dudu Sher-Arami
			Establish the healthy child programme 0-19 strategy group	Mumtaz Meeran	June 2015	Not Applicable	Dudu Sher-Arami
			Develop a comprehensive strategy and action plan for the health and wellbeing of 0-19 year olds - starting with a workshop with all relevant key professionals in the borough	Mumtaz Meeran	July 2015	0-19 HCP Strategy Group	Dudu Sher-Arami
			Carry out a children's centre needs assessment	Mumtaz Meeran	Finished – May 2015	N/A	Dudu Sher-Arami
			Children's centres to work in partnership with key health service providers and contribute to the delivery of the 0-19 Healthy Child Programme.	Hasneen Choudhury	From April 2016	Early Years Report Cards	Dianne Borien
1.3	Children and young people living in poverty reach their potential through improved inter agency support.	Child Poverty strategy approved by Cabinet and launched	Refresh child poverty strategy taking into account Fairness Commission recommendations	Sue Parkinson	Nov 2015 – Mar 2016	CTPB	Pat Reynolds
		Uptake of : free school meals pupil premium two year old places	Families are supported in schools so that they know how to access services (and register for FSM so schools receive pupil premium) through different methods e.g. Redbridge; FIND.	Sue Garner	April 15 – Mar 16	Admissions and Awards Team	John O'Keefe
1.4	Children and young people feel safe when they travel to and from school	Reduction in accidents on way to and from school	Design of school building schemes involves working with Highways and schools to develop and implement Green Travel Plans. Complying with highway requirements contribute to supporting safe drop off and pick up points.	Rupinder Sandhu/ Scott Wilding	From April 15	Planning Condition compliance	John O'Keefe

Areas for Development		Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation
		youth Increase in % of schools who reviewed their travel plan. (In June 2014 was 80% - 77 out of 96 schools)	Schools supported to develop effective school travel plans that encourage pupils (and staff and parents) to travel sustainably (e.g. walk, cycle, scoot, use public transport). As part of the travel plan, which is reviewed annually, schools develop an action plan to help increase active travel, as well as increasing road safety awareness and personal safety.	Julie Smith	1 <sup>st</sup> April 2015 to 31 <sup>st</sup> March 2016	Annual Travel Survey Accident statistics	
		Increase in number of young people who go to special schools who can travel independently	Maintain independent travel scheme	Jilul Hoque	1 <sup>st</sup> April 2015 to 31 <sup>st</sup> March 2016	SEN Performance Data Report	Paul McCarthy
1.5	Children and young people have fun, challenging activities to do outside school that contribute to their health, safety and wellbeing.	Services are well publicised in all council's communication methods and network.  Maintain high levels of young people participation	Update positive activities information published on Redbridge i every six weeks, providing accurate and updated information for young people and produce publicity leaflet of LBR Youth Centres. Circulate the "Do More" guide, produced by Vision, to young people attending the youth centres and youth bus. Publicise youth involvement related activities through the Youth Council Facebook page.	Chris Ma	From April 15  By May each year	Branch Management Meeting (BMT)	Ronke Martins-Taylor
			Launch the Young People Microsite. This is a project led by young people to create a website, designed by young people especially for young people.	Chris Ma	December 15	Branch Management Meeting (BMT)	Ronke Martins-Taylor
			To produce monthly report to Children's Services Performance Management Board on the level of young people's engagement with the Youth Service, including the total number of contacts, participants, recorded outcomes and accredited outcomes.	Chris Ma	At the end of each month.	Branch Management Meeting (BMT)	Ronke Martins-Taylor
1.6	Young people are supported to have healthy relationships and avoid being drawn into abusive relationships and situations.	Young people feel their voice is heard and have an opportunity to debate and understand different lifestyles so improve emotional well-being.  Children and young people develop: – Self-worth and resilience – A sense of right and wrong and make good choices.	School provision through PHSE and SMSC standards raise aspirations for healthy relationships and appropriate behaviour for all pupils	Chris Curtis	From September 15	Annual report to CTPB	Stuart Powell
			Promoting training in school for Peer counsellors.	Chris Curtis	From September 15	Annual report to CTPB	Stuart Powell
			Training and standards developed for conversations with young people on healthy and unhealthy relationships for relevant staff, based on training on the adolescent brain. (Sarah Jane Blakemore)	Amanda Jones	1 <sup>st</sup> April 2015 – 31 <sup>st</sup> March 2016	Supervision	Chris Ma
1.7	Children and young people with emotional or mental health concerns and problems are supported.	Children and young people develop a sense of self-worth and resilience  Increase in appropriate referral timescales to CAMHS	Work in schools and commissioned by the Youth Council promotes emotional resilience for all young people and provides information on referral pathways for those having difficulties	Chris Curtis  Youth Council	From September 15	Annual report to CTPB	Stuart Powell  Chris Ma
			Monitor and evaluate CAMHS provision to review access and ensure effective access for identified groups within agreed pathways, e.g. Children Looked After.	Harriet Jannetta Tony Parker Vicky Mason	Improved data monitoring July 15	CAMHS Operational Group	Caroline Cutts

Areas for Development		Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation
		Increase in numbers of LAC and other vulnerable groups who receive an appropriate agreed service from CAMHS	Develop CAMHS needs analysis to develop the future strategy for CAMHS service in partnership with CCG	Dudu Sher-Arami	Needs assessment Aug 15	CAMHS monthly monitoring meetings	
1.8	Children and young people that experience violence at home are helped to be safe.	Bespoke interventions are embedded in the service specification for the new Violence against Women and Girls (VAWG) Service.	The VAWG/ DCLG Working group develops a service specification which captures interventions specific for children and young people.	John Anthony	May- July 2015	Community Safety Partnership Board	Kathy Nixon/ Mark Benbow
		A new Violence against women and girls integrated service commissioned	VAWG/DCLG working group commissions new service	John Antony	Nov 15- Mar 17	Community Safety Partnership Board	Kathy Nixon/ Mark Benbow
1.9	Young people feel safe in the streets and levels of violent and acquisitive crime committed by young people is reduced.	Reduction in 1st time entrants into youth justice system Reduction in young people in custody % reduction in the reoffending rate	Focus efforts on the most vulnerable and chaotic children and their families, through Triage +; Troubled Families and Parenting input;	Ronke/Ruth	01.04.15	Performance indicators overseen by joint YOTPS Governance Boards, Business Support Group) and CTPB.	Head of Youth Offending & Targeted Prevention
			Provide the court with effective alternatives to custodial sentences to keep custodial bed nights to a minimum;	Ruth Holmes	31.03.16		
			Develop methods and interventions to engage young people in constructive activity to keep offending and reoffending to a minimum	Ruth Holmes	1 <sup>st</sup> April 15 – 31 <sup>st</sup> March 2016		
1.10	Children and young people who going missing from home and care are supported and helped to stay safe.	Reduction in number of children going missing.  Set base line data	Implement a referral process to ensure that every Redbridge child or young person who is reported to the police as being missing from home or care will receive a return from missing interview carried out by a worker in the Early Intervention Service.	Cathy Worboyes	April 15 – Mar 18	CFMT/Performance Board	Caroline Cutts
			Produce bi-annual reports to analyse missing children data and identify any emerging trends and themes in order to take preventative action as necessary.	Cathy Worboyes	April 15 – Mar 18	Performance Board	Caroline Cutts
			Implement training for all staff in Redbridge care homes and all Redbridge foster carers on preventing and managing missing episodes. A leaflet <i>Preventing and managing missing and absent incidents</i> has been developed and will be distributed to care homes, semi-independent units & foster carers.	Cathy Worboyes	April 15 – Mar 18	CFMT/Performance Board	Caroline Cutts
1.11	Children are protected from being sexually exploited.  (Consultation top three)	Increase in contacts/ referrals to MAP/ therapeutic services.  Increase in disruption activities  Commissioned services meet or exceed specifications	Update and implement Child Sexual Exploitation Prevention and Intervention Strategy, (CSEPI) in light of changes to London CSE Operating Protocol.	Cathy Worboyes	May 2015 then ongoing	LSCB	Caroline Cutts
			Operation Makesafe rolled out and supported by activities of Community Safety Enforcement Team	John Anthony	April 15 – March 16	LSCB	John Goldup
			Ensure that commissioned services are effectively supported and monitored to implement the CSEPI protocols and procedures.	Tony Parker	Training April onwards. Specs/ letters signed by April 16; Annual visits April- July	Annual visits General monitoring throughout the year.	Caroline Cutts/ John O'Keefe

Areas for Development		Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation
		Increase in CSE section 47's	Through the LSCB, ensure the effectiveness of multi-agency work to prevent and disrupt CSE, and to protect and support young people suffering it	John Goldup	April 2015 – March 2016	LSCB	John Goldup
		Increase in prosecutions	Increase the number of prosecutions for CSE related offences -	DCI Neil Lemmon	Ongoing	LSCB	
		Staff well-informed on correct action to take	Training rolled out to all relevant staff: – Meta-Compliance Exercise with all Council staff. – ELearning Module for all Children's Services staff and Foster Carers. – CSE Training Courses commissioned as part of the LSCB Training Programme and CSE Resource Pack to Children's Centres and CSE learning and development materials to CSE Champions.	Lesley Perry	April 2015 – March 2016	LSCB Learning and Improvement Sub Group	Workforce Development Manager
1.12	Children and young people from all backgrounds get along and are dissuaded from getting involved in violence or extremism. <i>(Consultation top three)</i>	Reduction in 1st time entrants into youth justice system Reduction in young people in custody % reduction in the reoffending rate	Deliver the Borough's Prevent Strategy to: a) Divert young people and their peers from all forms of extremism and refer those most vulnerable to Channel; b) Provide a safe educational environment to refute extremist propaganda, c) Equip young people with an awareness of online extremist propaganda and the skills to protect themselves from it. <i>(Link to Strategy once ratified).</i>	John Anthony	TBA when strategy signed off	TBA when strategy signed off	TBA when strategy signed off
			Ensure that schools and community groups and youth services are appropriately linked in to ensure relevant interventions are in place to enable easy access by teachers, parents etc to effective referral channels	Ronke Martins Taylor/Melanie Roulston	1 <sup>st</sup> April 2015 – 31 <sup>st</sup> March 2016 and on-going on an annual cycle	As above	As above
1.13	Young people have a strong voice in shaping services that promote their safety and well-being through the Youth Council and service user mechanisms developed by each service area.	Youth Council designated members are represented at different Strategic Forums	Youth Council designated members are supported by staff members to attend a range of meetings including: <ul style="list-style-type: none"> <li>Fairness Commission</li> <li>Children's Trust Partnership Board</li> <li>CCG Patient Engagement Forum</li> </ul>	Chris Ma	April 2015 – March 2016	Branch Management Meeting (BMT) Reports to Lead Member and DCS Supervision	Ronke Martins-Taylor
		The Youth Council maintains regular dialogue with the Cabinet Member for Children and Young People and the DCS	The Youth Council holds termly meeting with the Cabinet Member for Children and Young People and the Director of Children's Services	Chris Ma	April 2015 – March 2016	BMT Reports to Lead Member and DCS Supervision	Ronke Martins-Taylor
		Members of Youth Parliament and Young Cabinet Members being elected annually	To conduct the: Annual Youth Election in winter term each year. Annual Young Cabinet election in spring term each year. British Youth Council "Make Your Mark" voting in autumn term each year.	Chris Ma	April 2015 – March 2016	(BMT Reports to Lead Member and DCS Supervision	Ronke Martins-Taylor
		Services improved through effective use of service user input	Effective service user mechanisms are in place for each area e.g. LSCB Youth Forum, Children in Care Council.	All Chief Officers	From April 15 – March 18	CMT	Pat

Recommended Areas for Development	Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation	
<b>PRIORITY 2 ENABLE CHILDREN AND YOUNG PEOPLE TO MAKE GOOD PROGRESS IN EDUCATION.</b>							
2.1	All families can access affordable, good quality childcare places that meet their range of needs. <i>(Consultation top three)</i>	Childcare sufficiency audit identifies sufficient places for children birth to 5 for families that request places.	Childcare liaison officer consults with the early years and childcare sector to identify where there is a shortfall or a surplus of provisions to target support for new places in areas of need or for specialised provision.	Ruth Newell	Completed October 2015	1-1 meetings Early Years Management Meetings	Dianne Borien
		Settings offering funded places to be Ofsted judged Good or Better. To maintain % of 88% and move towards 90%.	Early Years and Childcare Improvement Team to provide support, challenge and training proportionate to need. A focus on leadership skills at leader's and manager's forums.	Dianne Borien	Ongoing	Early Years Management Meetings	Martin Baker
2.2	Every child that needs one has a suitable school place.	Increase in number of 1 <sup>st</sup> preferences met.	Accurately forecast Plan in a timely manner Deliver places on time	Rupinder Sandhu	April 2015 – March 2016	Validation of projections against actual. Reported to Cabinet and Audit Committee.	John O'Keefe
		Reduce waiting time for newly arrived children waiting for a school place	Offer places for children arriving during the year within 4 weeks maximum	Sue Garner	April 2015 – March 2016	John O'Keefe	John O'Keefe
2.3	Children and young people are supported to achieve a high standard of education at all key stages. <i>(Consultation top three)</i>	Maintain a top ten position as an LEA in UK for key stage 2 and 4 results.	Link advisers will provide routine challenge and support for schools to maintain or improve standards and outcomes.	Stuart Powell	September 2015 – July 2018	Schools causing concern meetings are regularly held to discuss progress made by schools	Martin Baker
		Improve ranking position for post 16 education results.	Rigorous analysis of ALPS data sets. Secondary schools to make a separate statement of sixth form provision in their self-evaluation.	Stuart Powell	September 2015 – September 2018	Central analysis of outcomes reported to schools	Martin Baker
		All schools are rated as good or outstanding by July 2017 and this position be maintained going forward.	Ensuring improved facilities to optimise curriculum delivery	Rupinder Sandhu	Ongoing	Project brief evaluated against contractors proposals	John O'Keefe
			Implement school improvement strategies to meet Ofsted recommendations.	Stuart Powell	April 15 – July 2018	Termly review of Ofsted outcomes	Martin Baker
			Design solutions for expansions that ensure the building environment is conducive to improved teaching and learning	Rupinder Sandhu	April 2015 – March 2016	Post occupancy feedback from Schools, governors and pupils	John O'Keefe
			All Governors across the Borough have been accredited All schools rated Good or Outstanding under Leadership and Governance.	Annual Training programme in place Individual School Profiles of training shared with Governing Bodies(GB) Accreditation system of levels 1-5 to be introduced Develop a system and upgrading and monitoring progress through GB Training Link Governors All GB have a training profile and action plan in place.	Patrick Cummings	April 2015- March 2016	Through School Improvement SEF

Areas for Development		Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation
2.4	Groups of children and young people that aren't doing as well as others at school are helped to do better.	Reduce the attainment gap between the most disadvantaged pupils and the attainment of other pupils in each school.	Engage in targeted intervention in specific schools to improve outcomes for pupils in receipt of free school meals and children looked after.	Stuart Powell	April 15 – July 2018	Termly review of interventions	Martin Baker
2.5	Diversity and differences such as culture, disability, sexuality or religion is celebrated and valued in our schools and our communities.	Incidents of bullying attributable to these factors and recorded by schools decline year on year.	Link advisers challenge and support schools to ensure that appropriate actions are taken	Stuart Powell	September 15 – July 18	Termly review of incidents recorded	Martin Baker
		Increase in the number of events which celebrate the range of cultural experiences contributing to British Values.	Support provided for school based arts events; support for SACRE; support for events such as the Holocaust Memorial Day.	Stuart Powell	September 15 – July 18	Review annual activities across schools	Martin Baker
2.6	Young people receive good advice and support to make the best choices about their future in work, education or training. <i>(Consultation top three)</i>	Target support to vulnerable young people and sustain those who are not in education, employment or training (NEET) below 4.4% of the cohort	Ensure LBR Connexions Personal Advisers provide Information, Advice, Guidance to vulnerable young people; and to provide support to those who are vulnerable and at risk of NEET.	Chris Ma	1 <sup>st</sup> April 2015 to 31 <sup>st</sup> March 2016	Education Scrutiny	Ronke Martins-Taylor
		Track all young people to determine the cohort identifying those who are vulnerable..	Ensure tracking of the cohort is carried out, by external contractor, in accordance with DfE guidelines. Work with schools and other partners to identify those who are vulnerable.	Chris Ma	September 2015 to 31 <sup>st</sup> March 2016	Contract Monitoring BMT	Ronke Martins-Taylor
		Career guidance available for all year 9 and 11 pupils	School based information advice and guidance for all pupils in Y9 and Y11 will be available in addition to targeted action with pupils deemed vulnerable to becoming NEET.	Stuart Powell	June 2015 – July 2018	Advisers, linked to individual schools will enquire about provision in termly visits.	Martin Baker
		Work experience placements and apprenticeship numbers increase from partners, contractors and commissioned services	Construction companies procured via national frameworks (and other commissioners and contractors) are actively engaged and offering pupils work experience placements	Rupinder Sandhu	Ongoing	Contract tender evaluation	John O'Keefe

Recommended Areas for Development		Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation
<b>PRIORITY 3 – TACKLE PROBLEMS EARLY AND FOCUS ACTIONS TO ENSURE THAT CHILDREN HAVE THE BEST START IN LIFE AND A SUCCESSFUL TRANSITION INTO ADULT LIFE.</b>							
3.1	Parents receive support to develop the skills they need to cope with family problems and make them more resilient to any problems in the future.	Registration of children living in the reach area is at least 65% in all Centres. Children's Centres register and engage with at least 65% of children from each target group.	Children's Centres to continue to deliver a range of formal and informal learning opportunities that are linked to improving skills and knowledge.	Hasneen Choudhury	April 2015 – March 2018	Early Years Report Cards	Dianne Borien
			Children's Centres to continue provide early help support through its targeted family support provision.	Hasneen Choudhury	April 2015 – March 2018	Early Years Report Cards	Dianne Borien
3.2	Families and young people are supported when problems first happen to stop them becoming bigger. <i>(Consultation top three)</i>	Increase numbers of children and families diverted/stepped down from statutory measures to early intervention Troubled Families are turned around	Implement the Early Intervention Strategy	Cathy Worboyes	April 2015 – March 2018	LSCB	Caroline Cutts
			Ensure that 382 families are turned around as part of the second phase of the Troubled families programme and that they meet the 6 national criteria: –	Gita Hargun	1 <sup>st</sup> April 2015 – 31 <sup>st</sup> March 2016	CTPB, LSCB Troubled Families Executive Steering Group	Ronke Martins-Taylor
3.3	Children and young people with difficulties in school are supported so that they are not excluded and can stay in school. <i>(Consultation top three)</i>	Reduction in the number of permanent exclusions from school	Continue to hold the Redbridge Inclusion Panel so pupils at risk of exclusion can be provided with respite provision to address their behavioural issues.	Miriam Hill	1/4/15 – 31/3/16	Services to Young People MTM	Ronke Martins-Taylor
			Liaise with individual schools early to provide support, and signposting to appropriate agencies, for pupils at risk of permanent exclusion	Miriam Hill	1/4/15 – 31/3/16	Services to Young People MTM	Ronke Martins-Taylor
			Provide support and advice to head teachers and Governors on exclusion processes so that exclusions are used as a last resort.	Miriam Hill	1/4/15 – 31/3/16	Services to Young People MTM	Ronke Martins-Taylor
3.4	Children and young people who have extra responsibilities such as helping to take care of a parent or relative receive extra help so they can still do well at school.	Increase the numbers of young carers accessing Barnardos peer support group for young carers  10 young carers supported into volunteering opportunities.	To maximise the role of Barnardos Young Carers Group and look at developing friendship networks for peer support	Paul McCarthy	1/4/15 – 31/3/16	Services to Young People Management Team Meetings	Ronke Martins-Taylor
			Develop volunteering befriending schemes exist to give young people who are carers some respite in order that they have space to study	Paul McCarthy	1/4/15 – 31/3/16	Services to Young People MTM	Ronke Martins-Taylor
3.5	Looked After Children are happy, healthy and doing well in education.	Children placed with Friends and Family either under an SGO or as Connected Persons - 9% in 2013-2014, 19% in 2014-2015, Target 2015-16 – 25%.	Improve data analysis and understanding of placement stability factors and decrease in the number of children who experience three moves or more from 9.3%	Harriet Jannetta	Bi annual reports. Sept 15 & March 16	CFMT/ Corp Parenting Board	Caroline Cutts
			Increase the number of children being placed with Friends and Family either under an SGO or as Connected Persons	Harriet Jannetta	April 15-March 16	CFMT	Caroline Cutts
			Align the assessment and decision making process for children returning home from care under section 20 with the process of those children who return under a full care order.	Harriet Jannetta	September 2015	CFMT	Caroline Cutts
			Maintain existing education provision when a child becomes Looked After - if this is not possible then we will ensure that any new identified provision has an Ofsted rating of good or outstanding.	Harriet Jannetta	April 15-March 16	CFMT	Caroline Cutts

Recommended Areas for Development		Success Criteria/ Outcome	Actions	Lead Officer	Start and Finish Dates	Monitoring	Lead on Evaluation
		100% of PEPs completed within statutory and local timescales, with progress, achievement and needs clearly recorded on all documents.	Virtual School assuming responsibility for the creation/updates of all PEPs and for the distribution of completed PEP documents to schools, carers and professionals within seven days of the PEP meeting. PEPs taking place three times a year during the first half of each term and PEPs for all children new to care to be completed within ten school days.	Claire McCarthy	Start March 2015 then ongoing	Performance Board	David Morris
3.6	Children and young people with SEND are well supported through the Local Offer.	Services set out in the Local Offer meet the needs of young people with SEND in Redbridge.	Regular evaluation of the Redbridge Local Offer, Informed families, undertaken jointly with CCG and parent carers	Jilul Hoque/Vicky Mason	1 <sup>st</sup> Sept 5 - 28 <sup>th</sup> Feb 16	SEND Board/JCOG	Paul McCarthy
		That identified areas of need within the Local Offer inform the Joint Commissioning Plan.	The annual evaluation of the Local Offer, Informed Families, is considered by the Joint Commissioning Operational Group	Vicky Mason	Mar 16	SEND Board	Paul McCarthy
		High levels of satisfaction amongst families of children with SEND	Local Offer user survey to be collected each January	Jilul Hoque	1 Jan 16 – 1 Mar 16	SEND Board	Paul McCarthy
		High levels of satisfaction amongst young people with SEND moving into adulthood.	User survey on transition to be collected each January	Francesca Pozzoli	Jan 16, 17 and 18	Transition Steering Group	Paul McCarthy
			Review Transition Protocol to take account of SEND reforms	Francesca Pozzoli	July 2015	Transition Steering Group	Paul McCarthy
3.7	All children and young people with SEND are achieving positive outcomes.	Outcome focused planning for all children and young people with SEND is in place	Redbridge SEND Outcomes Framework is in place to inform SEND planning and evaluation	Amanda Ridgewell	1 <sup>st</sup> Sept 2015- 28 <sup>th</sup> Feb 2016	SEND Board	Paul McCarthy
		All appropriate staff trained to implement SEND Reforms focusing upon achieving appropriate outcomes for all children with SEND	Implementation of the SEND workforce development programme to ensure that staff, including teachers, working with children and young people who have special education needs and disabilities develop and implement effective outcome focused Education, Health and Care plans	Kodjo Ayebi-Kwakye	1st April 2015- 31st March 2016	SEND Board	Paul McCarthy
		% 19-25 year olds with SEND living independently and /or in paid or voluntary work increases each year.	Agree benchmarking data and tracking process on independence and employment for young people with SEND within Disability Employment Network and	Jo Baty	1 Aug 15 – 30 Nov 15	Transition steering Group	Paul McCarthy
		5 young people each year to be moving into employment.	Produce 16+ Strategy to focus on independence and employment	Jo Baty	1 Aug 15 – 30 Nov 15	Disability Employment Network	Paul McCarthy

### The Children's Trust Partnership Board

The CTPB is one of five partnership boards that work together to safeguard and promote the health and wellbeing of children, young people and adults. These boards do not sit in a strictly hierarchical structure but in a set of interdependencies where the safeguarding boards can hold the other partnerships to account on safeguarding issues. This is represented diagrammatically below.



### Membership of the CTPB

Cabinet Member for Children and Young People, London Borough of Redbridge

Director Children's Services, London Borough of Redbridge

Director/Deputy Director of Public Health, Redbridge (also providing a conduit to the HWB)

Director of Children's Services North East London NHS Foundation Trust (NELFT)

Chair of the Local Safeguarding Children's Board (providing the conduit to the LSCB)

Borough Commander, Metropolitan Police (providing a conduit to the Community Safety Partnership)

Redbridge Youth Council (x2 -3 accompanied if necessary by a support officer.)

Probation Service Representative

Job Centre Plus Representative

Chief Children and Families Officer – LBR

Assistant Director Youth Services LBR

Assistant Director School Improvement, LBR

Principal Redbridge College

Headteacher representatives. (x 2 - 3)

Voluntary and Community Service representatives (x2)

Early years/ PVI representative

### 1. Introduction

The development of this strategy was carried out in consultation with a number of groups and bodies. This was supplemented with an online consultation with an introduction from the Redbridge Youth Council and targeted young people in secondary schools and those accessing Services throughout the borough.

The online questionnaire included a glossary to ensure as many young people were able to access the online consultation and focus groups were sought to gain the views of young people who might benefit from a more person-centred approach.

The consultation, which was undertaken in January and February 2015 and we reached over 500 young people, their parent/carers and the services which support them. We received four hundred and seventy four responses through the on line consultation and a further forty responses from young people via focus groups. More than forty adults were also involved in consultative meetings or events. The focus groups and meetings included;

- The Children's Trust Partnership Board
- Children's Services staff and managers
- The Children and Young People's Network
- The Disability Employment Network
- The Children in Care Council
- Redbridge College
- Young people accessing Children and Mental Health Services (CAMHS)
- Sixth formers at Little Heath Special School
- Refugees and Asylum Seekers

The result of the online consultation and feedback from young people, their parent/carers and from local services gives us:

- Both an overall and differentiated view of the priorities for young people, their parent/carers and the professionals supporting them in Redbridge;
- A range of qualitative feedback capturing their views and experience of local services now and how they feel that they can be improved.
- An insight into what young people, their parent/carers and professionals supporting them see as priorities going forward, which in turn informs our CYPP Action Plan 2015-2018.

### 2. Consultation Questions

Young people, parent/carers and local services were asked to:

- Indicate their top three priorities against 3 thematic areas;
  - Health, wellbeing and safety
  - Education and associated issues
  - Support for families with additional needs and problems
- Add any views as to what should be a priority in the Children and Young People's Plan 2015-2018.

All the feedback from the consultation is analysed in sections 3 and 4 of this report.

### 3. Consultation Responses

Respondents were asked to identify their 1st, 2nd and 3rd priority issue which would ensure that children and young people in Redbridge grow up happy, healthy, safe and achieve their potential.

The three tables below (A, B and C) shows priority issues in ascending order of those selected by most of the 474 respondents (percentages shown are of total respondents although it is possible that some respondents may have selected fewer than 3 priorities). The overall highest 1st 2nd and 3rd choices are also highlighted in the tables.

**Table A. 'Health, wellbeing and safety issues'**

	<b>1<sup>st</sup> priority</b>	<b>2<sup>nd</sup> priority</b>	<b>3<sup>rd</sup> priority</b>	<b>Total Responses (&amp; % overall responses)</b>
Encourages people from all backgrounds to get along, preventing them from getting involved in violence and extremist organisations.	78	<b>81</b>	<b>61</b>	<b>220 (46%)</b>
Supports children and young people to lose weight and stay healthy through exercising and eating healthy foods	<b>101</b>	72	34	207 (43%)
Works to make children feel safe and protected from being sexually exploited	46	46	79	171 (36%)
Supports children and young people with mental health concerns and problems	39	50	57	146 (31%)
Provides fun, challenging activities for children and young people to do outside school, giving them something safe and positive to do	38	36	54	128 (27%)
Ensures different services work together to support children in poverty reach their potential	39	38	40	117 (25%)
Works to make children feel safe when they travel to and from school	31	46	36	113 (24%)
Improves healthcare for pre-school children (0-5 yr olds)	42	27	16	85 (18%)
Supports the Youth Council to understand the different issues children and young people face so they can speak for everyone	21	27	30	85 (18%)

**Table B. 'Education and associated issues'**

	<b>1<sup>st</sup> priority</b>	<b>2<sup>nd</sup> priority</b>	<b>3<sup>rd</sup> priority</b>	<b>Total Responses (&amp; % overall responses)</b>
Gives good advice and support so all young people can make the best choices about their future in work, education and training	83	71	<b>86</b>	<b>240 (51%)</b>
Increase the percentage of pupils with a high standard of education e.g. 5 GCSE's at A*-C	74	<b>103</b>	54	231 (49%)
Has enough affordable childcare places that meet different needs, e.g. children with different disabilities, different age groups, all day places, just after school places, school holidays etc.	<b>97</b>	56	50	203 (43%)
Celebrates and values our diversity and differences such as culture, disability, sexuality or religion in our schools and the community	43	59	72	174 (37%)
Has enough school places for every child that needs one	61	49	45	155 (41%)
Improves the quality of teaching and leadership in	35	34	47	116 (24%)

schools				
Supports all schools to be related as 'good' or 'outstanding'	23	36	50	99 (21%)
Makes sure that school governors have the skills they need to make their school a place where pupils do well	8	16	30	54 (11%)

**Table C. 'Support for families with additional needs and problems'**

	1 <sup>st</sup> priority	2 <sup>nd</sup> priority	3 <sup>rd</sup> priority	Total Responses (& % overall responses)
Works with families to address problems when they first happen to stop them becoming bigger e.g. acting when a young person first starts misbehaving, rather than waiting until they get in trouble with the police	78	<b>78</b>	<b>72</b>	<b>228 (48%)</b>
Supports children and young people that experience violence at home	63	60	67	190 (40%)
Works with pupils who have difficulties in schools so that they are not excluded and can stay in school	<b>103</b>	34	42	179 (38%)
Supports children who have extra responsibilities such as helping to take care of a parent or relative so that they can still do well at school	28	59	63	150 (32%)
Helps those groups that aren't doing as well as others at school to do better	40	48	34	122 (26%)
Makes sure looked after children are happy, healthy and doing well at school	26	32	31	89 (19%)
Helps parents with the skills they need to cope with family problems	16	32	27	75 (16%)
Takes action to prevent children going missing from home, supporting them to stay safe	24	22	28	74 (15%)
Increase the percentage of 19-25 year olds with special educational needs and/or a disability to live independently, to get paid work or to undertake voluntary work	20	16	24	60 (13%)
Makes sure young people moving from Children's Services to Adult's Services for their education and care have a good experience	9	27	11	47 (10%)

#### **4. Individual comments from young people, their parent/carers and from local services;**

All respondents were invited to add any comments that they thought important. To date a total xx written comments were received. A list of the comments around other priorities in the Children and Young People's Plan are grouped under the headings below.

In some cases it is not clear whether these comments are positive, negative or suggestions as to priorities going forward.

#### **Health and wellbeing**

- More opportunities for young people with disabilities to do the things they want to do rather than being given a service over which they have no choice
- To have a fun and enjoyable life so that people can have positive memories

- Every child should understand how to protect themselves in public if they are alone after school and it is getting dark
- Eating disorders and depression – how to overcome things like this with lots of support
- Helping the kids and families that need help, shelter/homes, money and food comes first.
- Focus should be given on educating families and children about healthy eating, providing more opportunities for physical activity and extracurricular activities such as music, arts and drama
- Activities that are free and opportunities to do sport for free
- Teenagers have very little in the way of places to go – e.g. Youth Centres
- It is important for children to understand diversity, many children excel at school, however when they are in their home life from a young age they are taught not to mix with others and that any one that is not in their culture is not their friend
- More focus on realising young people who are Asian are not Muslim fundamentalists!
- More advice about drugs in school
- No one wants to have poor mental health – some adults need to recognise that and be more supportive
- Young people need to understand more about how the internet can be used to exploit them
- Sometimes the unhealthy relationship is with someone you are caring for and it affects your mental health but you have to care for them as they are a parent – some befriending groups with young people would be good

### **Education and associated issues**

- Compulsory training for school staff and governors on DDA to prevent the exclusion of children with disabilities
- More information written in ways children and families can understand
- Include children who are capable of having a great education, but cannot afford to have one
- The schools should help students to learn more about others cultures and religions and respect whoever they are
- Redbridge needs to open more schools as there aren't enough places
- All schools should be good but they should support young people to do their best and not just offer 'A' levels. If schools offered more vocational education, it would give us more chances of getting a job
- The turnover of teachers at school and in college is a real problems and we have to look at why people don't want to stay in teaching
- Homework clubs are a good idea as some young people do not have the space at home to study
- Proper careers advice from trained advisers, not just a teacher in school with a bit of extra responsibility

### **Support for families with additional needs and issues**

- Those with insecure immigration status have a specific set of needs that are not well catered for within the borough by public services. There is a latent level of prejudice and discrimination within services that acts as a barrier to inclusion and helping families and young people to achieve their full potential.
- More confidential services for families with problems when they are worried social services will take their children away because they are poor, or the children are truanting etc
- It is important that help is offered swiftly to those in need, due to disability, poverty of family circumstance.
- That when contracting services it is done for a period of about 5 years to support the development and progression of services outcomes. This also enables the parent to feel

comfortable with the service and to build relationship with the providers and other parent/carers who may use the service

- If you are looking after a family member, it is hard to do well at school

### **Focus Group comments**

#### **CAMHS You Can**

- It is important to raise awareness of mental health
- The Youth Council should be used more to raise awareness
- It is important to feel supported

#### **Disability Employment Network**

- Autism remains something which young people, adults and businesses are scared of – we need to tackle this
- It's difficult to know if having a Statement or an EHC Plan is better than not having one – you get a label and some support or no label and virtually no support
- I would like more social activities for young people like me, who don't have many friends
- We need more College courses that aren't boring
- If you have a learning difficulty people don't know you are disabled
- More training for teachers in schools about disability
- Don't want to feel different – want to feel the same
- Need long term support to find a job not short term

#### **Young people involved in When I Grow Up Project (SEN) – Redbridge College**

- Listen to young people to see what they want to do when they grow up and help them do it!
- Get young people in jobs with disabilities talking to other young people to give them hope
- Job centres do not work
- Young people acting out because not working on worthwhile things
- Don't say you can help if you can't
- Professionals can be negative they need more training
- I don't like people making me do courses that waste my time leading nowhere!
- Saying well done is important
- Need better information on jobs

#### **Little Heath Special School Sixth Form**

- People looking at me like I am an idiot – they should be trained
- Mum is worried about me using transport but I want to – I am old enough
- Doctors are sometimes ok but don't have time
- Staff at Little Heath 'get us' but not sure others do
- I want an ordinary life, a house and a car and a good job
- Of course I want a job – I need money
- I like doing things outside school, Lambourne End – it's brilliant
- I have lots of energy, it needs using up – I get bored
- Redbridge is ok – I like my school and it's safe

- It's good we are all mixed up here, all disabilities – I have Downs Syndrome, my friends don't
- Some young people do look at me strangely – they should know that I'm just ordinary

#### **Refugees and Asylum Seekers**

- Hard being new and different
- Would be good to have support to fit in as soon as possible
- School really good and made to feel welcome and safe
- A struggle to get better at language and a struggle for this to feel like home
- Mum is isolated and I want to look after her but I have to come to school – she needs help
- Mum doesn't speak English – I am better at school – she needs help
- Too many people contact us all the time and would be good to have one main person

#### **Children's Network**

- Early Help to support young people is a good idea as things get worse – I am a carer and didn't tell anyone for a year and then it took a long time to get some support
- No idea what's available – need more information on services
- There is a lack of understanding of refugees and asylum seekers and RAMFEL do a great job but more needs to be done
- It is still difficult to be a young Muslim at a time when many people think we are all fundamentalist – we just want a quiet life and the same support everyone else gets
- More consultation to really understand what young people are about in 2015 – adults believe the Media too much

#### **Leaving Care Services**

- Make sure young people have smooth transition from Children's Services to Leaving Care Team
- We should not be made to choose priorities – they are all important

### **Analysis**

#### **The results of tables A-C show:**

##### Table A – Health, wellbeing and safety issues

- 'Encourages people from all backgrounds to get along, preventing them from getting involved in violence and extremist organisations' was the most popular selection overall and was the most popular selection as second and third priority
- 'Supports children and young people to lose weight and stay healthy through exercising and eating healthy foods' was the second most popular selection overall and was the most popular selection as a first priority
- 'Works to make children feel safe and protected from being sexually exploited' was the third most popular selection overall

## Table B – Education and associated issues

- ‘Gives good advice and support so all young people can make the best choices about their future in work, education and training’ was the most popular selection overall and was the most popular selection as a third priority
- ‘Increase the percentage of pupils with a high standard of education e.g. 5 GCSE’s at A\*-C’ was the second most popular selection overall and was the most popular selection as a second priority
- ‘Has enough affordable childcare places that meet different needs, e.g. children with different disabilities, different age groups, all day places, just after school places, school holidays etc.’ was the third most popular selection overall and the most popular selection as a first priority

## Table C - Support for families with additional needs and issues

- ‘Works with families to address problems when they first happen to stop them becoming bigger e.g. acting when a young person first starts misbehaving, rather than waiting until they get in trouble with the police’ was the first most popular selection overall and the most popular selection as a second and third priority
- ‘Supports children and young people that experience violence at home’ was the second most popular selection overall
- ‘Works with pupils who have difficulties in schools so that they are not excluded and can stay in school’ was the third most popular selection overall and the most popular selection as a first priority

## **6. Next steps**

## **8. Conclusion**

From this consultation we have learned that:

- a) Young people and the local services and staff supporting them have identified three key areas as priorities;
  - Encouraging people from all backgrounds to get along, preventing them from getting involved in violence and extremist organisations
  - Giving good advice and support so all young people can make the best choices about their future in work, education and training and
  - Working with families to address problems when they first happen to stop them becoming bigger e.g. acting when a young person first starts misbehaving, rather than waiting until they get in trouble with the police
- b) The qualitative comments received suggest we need to build on support for children and young people to maintain healthy lifestyles and in developing a wider understanding of issues around culture, religion and disability.

**Regular consultation exercises within Children’s Services**

1	Education, employment and training for young people	<b>Reducing Teenage Pregnancy</b> To explore young people's knowledge about sex and relationships and sexual health services; and the 'Young People Friendly' annual audit of accredited sexual health.
2	Consultation to enable children and young people to be safe and also promoting their well being	<b>VIEWPOINT:</b> Consultation with Young Offenders and those at risk of offending and anti-social behaviour to discover how young people feel about YOS service quality and collect young people's opinions on service quality and gather information about their needs to inform service planning and delivery.
3	Consultation with young people on safety issues affecting them	Consultation with over 70 victims about their views in terms of sentencing and supervision.
4	Consultation with Young Offenders on IAPs	Consultation with <b>Young Offenders</b> whilst undertaking assessments and their views and that of their parents whilst undertaking their Intervention Action Plan (IAP) with every statutory order for young people.
5	Consultation with young people on safety issues affecting them	<b>Local Safeguarding Children's Board (LSCB) Youth Forum</b> survey for young people in schools and youth centres to identify what young people feel safe and unsafe about in their everyday lives in Redbridge
6	Local Democracy Week - for young people to speak directly to and have 1:1s with Councillors from the three main political parties	<b>Local Democracy Week:</b> Young people planned event and in groups of two or three questioned each councillor on particular topics. Speed Debating Event also takes place. Young people will be consulted by their priorities.
7	Consultation to support young people into education, employment or training	Annual consultation which takes place with young people aged 13 to 19 to determine their views on the service they have received from Redbridge Connexions Service.
8	Consultation with young people on their choice of young people representing them in Redbridge	<b>Youth Elections:</b> Survey of young people aged 11-18 who attend secondary schools in Redbridge on their choice of young people representing them in Redbridge Youth Council.
9	Consultation with local families across LBR Children's Centres around supporting their parenting	<b>Annual Satisfaction Survey:</b> Annual survey across all LBR Children's Centres (CC) to consult with local families about the needs they identify which would support their parenting, this feeds into planning of service delivery. The survey also assesses how satisfied service users are with their local Children's Centres.
10	Meetings with local parent / carers about service provided by Children's Centres	<b>Parent Forums:</b> Informal face to face meetings with local parent/carers and Children's Centre staff to provide opportunity to gain views, opinions and suggestions to inform the way we run our service. This feeds into our advisory board as the parent’s voice.
11	Forums with parents about activities for child learning	<b>Voice of the Child:</b> Children's views are sourced when choosing activities to provide child lead learning and impact of children’s views is often sourced through parents due to the young age of 0-4yrs
12	Interviews with parents to evaluate the services they access	<b>Parent evaluation of sessions / support:</b> Regular evaluation of impact/outcomes of services accessed by local families to evidence effectiveness and quality of service delivery and informed planning of future sessions/support.
13	Questionnaire for parents around physical activity	<b>Physical Activity Questionnaire:</b> Children's Centres are preparing to put in a bid for some funding to provide more physical activity and exercise opportunities from the Children’s Centres in Redbridge. We are undertaking a consultation so that the programme fits as closely as possible with our parents’ requirements.
14	Consultation with fathers	<b>Fathers Groups:</b> Consultation with registered fathers who attend the Children's Centre fathers group, to assess needs and plan services.
15	Consultation with parents of Snaresbrook Primary school attendees	<b>Primary School Consultation:</b> Consultation with parents of children attending Snaresbrook Primary school to assess needs and plan services.

16	Annual telephone consultation of young people in care and Care Leavers	<b>Annual telephone consultation:</b> Trained Care Leavers consult with young people in care and Care Leavers on a range of issues
17	Annual Youth Survey	Annual Youth Service consultation with users and non-users of youth services.
18	Monthly consultation with Children in Care Councils - ( <b>Junior Children in Care Council (JCICC) and Don't Whisper</b> ).	Each month the Participation Officer consults young people from both groups on a specific theme. Some months will involve consultation with a wider group of young people who are Care Leavers or in care.
19	Spirit Celebration Event (Event held twice a year)	<b>The Spirit Event</b> is held twice a year to celebrate and recognise young people's achievements and awards across the Borough. Young people are involved in the planning stages and host the event.
20	SEND Reforms - Local Offer	Consultation with parents and carers of children and young people with Special Educational Needs and Disabilities around what the Local Offer in Redbridge should look like, how it will work for families, what information it must contain and what information it should contain.
21	SEND Reforms - Local Offer	Consultation with children and young people with Special Educational Needs and Disabilities around what information they feel needs to be in the Local Offer and the design of the Local Offer.
22	SEND Reforms - EHC Plans	Consultation with parents of children and young people with Special Educational Needs and Disabilities around what information they feel needs to be in an Education, Health and Care Plan, the design of the Plan and how the process should work, including person centred planning and key working.
23	SEND Reforms - EHC Plans	Consultation with children and young people with Special Educational Needs and Disabilities around what information they feel needs to be in an Education, Health and Care Plan and the design of the Plan.
24	Short Break Services	Consultation with disabled children and young people in regards to short break services, including whether they enjoy the services that they access and whether there are any gaps in provision
25	Safeguarding for disabled children	Consultation with disabled children and young people on the new Safeguarding for Disabled Children Protocol
26	Consultation with young people	Consultation with Young People on £100k <b>Young Cabinet Priority Fund</b>
27	Consultation with young people	Consultation with young people on the Make Your Mark issues debated in the House of Commons Youth Debate
28	Consultation with young people	The Youth Service will be supporting young people to participate in the Children's Services Vision Group consultation on Health in Redbridge
29	Consultation with young people	Consultation with young people in care and Care Leavers on Welcome Pack
30	Consultation with young people	Consultation with young people in care and Care Leavers on the Corporate Parenting Pledge
31	Consultation with children and young people	Consultation with young people in care and Care Leavers on how the Looked After Children's Service is meeting the needs of BAME young people

## Performance data sets

## Appx 3

### Data set reported to CTPB

<b>Early Intervention</b>
NELFT - Immunisations, HPV Vaccinations, Breastfeeding
Trend in prevalence of child obesity in Reception Year, 2006/07 - 2012/13
Trend in prevalence of child obesity in Year 6, 2006/07 - 2012/13
Trend in under 18 conception data, 2008-2012 by Quarters
Trend in under 18 conception data, 2008-2012
<b>Safety &amp; Well-Being</b>
N10 Referrals to children's social care and the percentage that result in no further action
NI 68 - The percentage of referrals to children's social care going on to initial assessment
N7 Rate of assessments per 10,000 population
N14 Distribution of working days taken from referral to assessment completion
N11 Potential Child and Parent/Carer Risk Factors Identified at Assessment
N9 Percentage of referrals leading to the provision of a social care service (as defined by the child becoming a child in need)
N16 Length of time child is considered to be a child in need
N8 Rate of section 47 enquiries per 10,000 population
N13 Rate of ICPCs per 10,000 population
N15 Distribution of working days from Child Protection strategy meeting to Initial Child Protection Conference (ICPC)
N19 Number of children who are the subject of a Child Protection Plan (rate per 10,000 population)
Children who are the subject of a Child Protection Plan - Ethnicity
Children who are the subject of a Child Protection Plan - Gender
Children who are the subject of a Child Protection Plan - Age
NI 67 - The percentage of children with a Child Protection Plan who had had a Plan continuously for at least the previous three months, whose case was reviewed within the required timescales
N18 Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time (within two years of the previous plans end date)
N12 Children becoming the subject of a CPP for physical, emotional, and sexual abuse or neglect (rate per 10,000 population)
N17 Percentage of Child Protection Plans lasting two years or more for Child Protection Plans which have ended during the year
NI 61 - The percentage of looked after children adopted during the year who were placed for adoption within 12 months of the decision that they should be placed for adoption
NI 62 - The percentage of children looked after with three or more placements during the year
NI 63 - The percentage of looked after children aged under 16 who have been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years or are placed for adoption and their adoptive placement together with their previous placement last for at least 2 years
NI 66 - The percentage of children looked after cases which should have been reviewed during the year that were reviewed on time
<b>Progress in Education</b>
NI 89 - The reduction of the number of schools judged as requiring special measures and improvement in time taken to come out of the category
NI 114 - The number of permanent exclusions from school
<b>Transition to Adult Life</b>
YOT 1 - Rate of Proven Re-offending by Young People in the Youth Justice System - Frequency
YOT 2 - Rate of Proven Re-offending by Young People in the Youth Justice System - Binary

YOT 3 - Young People Receiving a Conviction in Court Who Are Sentenced to Custody
YOT 4 - First Time Entrants to the Youth Justice System Aged 10–17
Persons Accused (1-17) and Victims (1-17) of Gun & Knife Crime
Serious Youth Violence Incidents with a Gang Related Flag Code
Physical Child Abuse Offences
Sexual Child Abuse Offences
Neglect Child Abuse Offences

## Acronyms used in this document

## Appx 4

BAME	Black and Minority Ethnic
BMT	Branch Management Team
CAF	Common Assessment Framework
CAMHS	Children and Mental Health Services
CC	Children's Centres
CPC	Child Protection Conference
CSEPIIS	Child Sexual Exploitation Prevention and Intervention Strategy
CSP	Community Safety Partnership
CTPB	Children's Trust Partnership Board
CWDT	Children with disabilities team
CYPP	Children and Young Peoples Plan
DCLG	Department for Communities and Local Government
EIP	Evidence Informed Practice
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
HCP	Healthy Child programme
HWB	Health and Wellbeing Board
IAP	Intervention Action Plan
ICPC	Initial Child Protection Conference
IDACI	Income Deprivation Affecting Children Index
JCICC	Junior Children in Care Council
JSNA	Joint Strategic Needs Assessment
LBR	London Borough of Redbridge
LBW	Low Birth Weight
LSCB	Local Safeguarding Children's Board
MAP	Multi Agency Protocol
NCMP	National Child Measurement Programme
NEET	Not in Employment Education or Training
NELFT	North East London Foundation Trust
Ofsted	Office for Standards in Education
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
TA	Teacher Assessment
VAWG	Violence Against Women and Girls
VoC	Voice of the Child