

**Canterbury City
and Country
Local Children's
Service
Partnership
Development Day**

14th September 2009

The day had four targeted outcomes:

- To get to know and understand each other as professionals and work colleagues
- To gain an appreciation of how we can work together in partnership
- To become more familiar - on a practical level - with the content and priorities in the local Children and Young Peoples Plan (CYPP)
- To make some progress on specific challenges facing the partnership that can be further built upon after the event

Attendees

Board members

Jane Robinson	Secondary Rep/ chair
Stephen Fitzgerald	District Manager Children Services
Anne Furminger	Connexions
Susan Gough	East Coast Kent NHS
Jonathan Sexton	Assistant Director of Public Health East Coast Kent NHS
Suzi Wakeham	Head of Community Development – Canterbury District Council
Jim Winter	Youth Service
Graham Bissett	Headteacher – Barham rural Primary School representative
Ruth White	Early Years and Urban Primary School representative
Steve Charman	Extended School Manager
Ros Eastwood	Special School representative
Ruth Herron	LCSP Manager

Schools

Michelle Anderson	Headteacher – Kingsmead Primary School
Frances Bannister	Headteacher – Adisham Primary School
Ruth White	Headteacher – Pilgrims Way Primary School
Angela Scully	Deputy Headteacher – Simon Langton Grammar School for Boys
Jane Robinson	Headteacher – Simon Langton Girls Grammar School
Graham Bissett	Headteacher – Barham Primary School
Ann Campling	Headteacher- Wickhambreaux Primary School
Renuka Chinnadurai	Headteacher – Bridge and Patribourne School
Clive Close	Headteacher – Wincheap Primary School
Helen Foster	Headteacher – Spires Academy
Nicki Martin	Assistant Head - Canterbury High School
Daniel Lewis	Headteacher – St. Nicholas School
Gill Mansfield	Headteacher – St Stephens Infant School
Judith Martyn	Headteacher – Chartham primary School

Dominic McBride	Headteacher – St Thomas' Primary School
Alec Murrell	Headteacher – Blean Primary School
Simon Murphy	Headteacher – Chaucer Technology
Simon O'keefe	Executive Head – Hersden/Sturry
Jill Betts	Headteacher – Hersden Community Primary School
Jenny Reece	Headteacher – Sturry Primary School
Stuart Pywell	Headteacher – St Stephens Junior School
Fiona Quilty	Headteacher – St Anselms Catholic School
Carol Wakelin	Headteacher – Diocesan & Payne CE Primary School
Catherine Taylor	Acting Headteacher – Petham Primary School
Carol Townsend	Headteacher – St Peters Primary School
Jacqueline Reed	Headteacher – Littlebourne CE Primary School

Partnership Staff

Claire Benfield	STS Bi-Lingual & Ethnic Minorities
Victoria Bailey	Early Years Advisory Teacher
Alison Bounds	CC – Manager, Chartham/Littlebourne
Ruth Clements	Speech Therapist
Amy Kirk	Speech Therapist
Geraldine Cox	CAF Coordinator
Jill Cutting	STS Behaviour
Pete Findley	STS Communication and Interaction
Joanna Ginnaw	Education Welfare Officer
Annette Haigh	Extended Schools Coordinator
Julie Harling	PA City and Country Partnership
Stephanie Harvey	Development Officer
Vaughan Hawthorne-Nelson	CC – Network Manager Hersden/Wincheap
Ingrid Hillier	Early Years SENCO
Barbara Hourigan	STS Behaviour
Charlotte Jones	Extended Schools Coordinator
Lee Kennedy	Education Welfare Officer
Sarah Kilvington	Education Welfare Officer
Adam Mapp	PA City and County Partnership
Janet Maudsley	Locality AEN Officer
Patti Mullan	Parent Support Adviser
Keith Oliver	PEP Head
Sally Richardson	Educational Psychologist
Jo Robinson	Education Welfare Officer
Rob Slight	ICT Project Officer
Nick Smith	Extended School Project Officer
Jan Steele	Educational Psychologist
Diana Strauss	Early Years SENCO
Juliet Wright	CAF Administrator
Margaret Young	STS Cognition and Learning

Adrian Harrison	Trainee Educational Psychologist
Janine Hodges	CC Manager Riverside

The day was facilitated by Carl Taylor.

Working groups

Participants worked in 9 small groups facilitated by a Local Children's Service Partnership (LCSP) Board member and composing of at least 2 x partnership staff and at least 2 x school heads. The focus for the exercises was drawn from the Local Children's Services Partnership Plan using the tools as follows:

- Putting experiences to date into the context of the change and transition curve
- Problem solving and team building
- Turning the Curve

Overall ratings for the success of the day were as follows (60% return on evaluations)

- 79% enjoyed the networking
- 67% thought they had an opportunity to influence the Children and Young Peoples Plan
- 69% thought the venue was good or better
- 69% thought the food was good or better

Outcomes of the day to take forward

The below information details the 9 different areas that were the focus of the working groups, these have been progressed to various stages. Some of the groups found their identified subject and subsequent task more complex than others and so work was progressed to various stages.

Areas

1. Workforce development
2. Increase the number of children able to have their say in their local community
3. Increase the number of children reaching the benchmark 78 points at Foundation Stage
4. Alternative Curriculum
5. Implementation of CAF
6. Improving relationships with GP's
7. Reduce School absence and exclusion
8. How do we start to engage the most difficult hard to reach parents being involved in their children's learning?
9. How do I rapidly access support for young people who are displaying mental health issues who are potentially at risk to themselves and others?

Actions arising from the above will now be allocated to the most appropriate person to take forward for action.

1. Workforce development

Story behind the baseline:

- The current status is 'poor'
- There is currently no multi agency training available within the Partnership.
- A need to target managers for identifying the take up of staff and be linked to personal development plans.

Partners with a role to play:

- Education
- Health
- Youth Service

What works:

<i>Ideas</i>	<i>Effort V Impact</i>
7 C's and C cards provided by health promotion driven by performance targets.	Medium - Medium
Developing a common language	High – Low
Develop a local training database	Low - High
Training audit and identify gaps	Low – High
Training calendar	High – Medium
Working group – sub group of LCSP	High – High
Identify training/workforce developed against targets on the plan	Medium – High
Email s to communicate to all members.	Low - High

Timescale:

- Overall priority to be delivered in a year

Champion:

- Youth Service Manager

Action Plan and Budget:

- Item to be raised at both LCSP Boards
- Nomination of Reps
- First meeting-identify training needs against priorities in plan.
- Identify a person to collate present training
- Identify funding and commission training
- Complete calendar
- Offer training

Taking this forward:

1. Agenda item for next LCSP Board meeting
2. Propose to set up a small working group focusing on workforce development

2. Increase the number of children able to have their say in their local community

Story behind the baseline:

The need to improve participation of young people to ensure they fully contribute and support.

Partners with a role to play: None identified

What works:

Ideas	Effort V Impact	Organisational Values:	Progress
Motivating young people to give their views	High –High	Low	Good + getting better
How to record the views of young people	Medium – High	Medium	Good + getting better+ fast
How we act on the views of the young people	High - High	Low	Bad+ staying the same + slow
Using Technology known to young people			

Timescale: None identified

Champion: None identified

Action Plan and Budget:

- Pulling agencies together
- Capture ideas and bring together
- Need to find different ways to ask children (Because we heard this, this is what happened?)
- Re-evaluating ways that the young peoples input has helped/improved matters.
- Use of Technology and media – Radio stations/TV/Internet/Podcasts/social networking
- Collating and evaluating how agencies use the information.
- Find funding
- Accountability

Taking this forward:

1. Mechanisms to increase the voice of young people are being finalised between Kent County Council and Kent Youth Service
2. At present mechanisms in place are School Councils, School Parliaments, Say What, Hot Topixs events, Youth Advisory Group, Feedback for Youth and Children’s Centre consultations.

3. Increase the number of children reaching the benchmark 78 points at Foundation Stage

Story behind the baseline:

- Issues with CAF being completed at early year's level
- Raise parental engagement. District

Partners with a role to play:

- Parent
- Community – Voluntary Sector
- ASK

What works:

<i>Ideas</i>	<i>Effort V Impact</i>
1 -1 tuition	High – High
Daily writing appointments	Low – High
Real Activities	Medium – Medium
Motivate children to raise expectations	High - Low
IT support	High – High
Targeted marketing opportunities	Low - High
Use language write/speed link to assess all children when start school	
Increase the number of managers of early years settings, who sign up to and complete leadership and management training provided by specialist service	
Increase number of families engaging in children centres over a period of 2 years	
Support early year's settings to improve quality e.g. Kent Quality Mark for early years setting.	
Improving parental engagement. E.g. more project around child development.	

Timescale:

- Over 2 year period

Champion: None identified

Action Plan and Budget:

- Train Pre school staff/health workers in CAF
- Promote CAF within organisation
- Raise issue of parents not taking up appointments
- PEER support – Networks for parents
- District Training Agenda

Taking this forward:

1. There are various initiatives and projects in place to raise attainment in early years (see C+YPP)
2. Each Early Years Setting now has a Setting Improvement Partner
3. There is now a Coordinator and Administrator in place to take forward and implement the Common Assessment Framework
4. Parenting work is a priority for the Partnership

4. Alternative Curriculum

Story behind the baseline:

- The need to target population, 5 -19 yrs.
- To train and re-skill all pupils to take responsibility for his/her own learning/development behaviour/impact on others.

Partners with a role to play: None identified

What works:

<i>Ideas</i>	<i>Effort V Impact</i>	<i>Organisational Values:</i>
Early intervention –through children centres	Medium – Medium	Medium
Early identification of particular behaviour problems (primary and early learning centres)	Medium – Medium	
Parental involvement as early as possible	Medium – High	
Multi-agency communication between them improved. (Partnership Based Review)	Medium – High	
Earlier school visits for yr 6 students for integration purpose.	Low – Medium	
Transition meetings between primary and secondary regarding behavioural challenging children	Medium – High	
P4C – philosophy for children using emotional intelligent	High - Medium	
More Practical approach to engaging student		

Timescale:

- 1 Year

Champion:

- Extended Schools – Developing links between schools and early years settings
- Specialist Schools – Develop outreach work

Action Plan and Budget: None identified

Taking this forward:

1. All Children's Centre (CC) managers are now employed; core business is early intervention with parents and under 5's. Numerous initiatives in place or in planning stages
2. A full Extended School Team is in place and is working with CC managers
3. Parent support advisors and MACS working with parents of vulnerable pupils
4. LCSP has various Transition initiatives in place and targets vulnerable pupils with support
5. LCSPs will continue the implementing phase one of the Alternative Curriculum Plan which includes outreach from Specialist Schools

6. Improving relationships with GP's

Story behind the baseline:

- GP's don't attend multi-agency case conferences.
- It has been identified that not all children have the involvement of a GP
- Unable to get GP's to sign up the information sharing protocols.
- Behaviour – Schools are not asked to monitor a child' behaviour.
- Perception is that some follow up medication is too readily prescribed.

Partners with a role to play: Health

What works:

Ideas	Effort V Impact	Organisational Values:
Referrals into Riverside Children's Centre Post Natal Depression group from GP's	Medium – High	High
CAF Co-ordinator to attend GP meetings to discuss implementation of the	Medium – Medium	High
CAF form from a GP perspective.	Low – High	High
Explore protocol to ensure primary care practitioners can discharge their duties under safeguarding	Low – Medium	High

Timescale: This Quarter / 6 -12 months

Champion:

- CAF Coordinator
- Director of Public Health

Action Plan and Budget: None identified

Taking this forward:

1. Partnership Manager to pass contact details of Canterbury GP Practice Based Commissioning Group to CAF Coordinator
2. With reference to the above points CAF Coordinator to meet with Director of Public Health to plan how to take forward
3. Director of Public Health to feed back to the LCSP Board

6. Implementation of CAF

Story behind the baseline

- The right support – CAF – Pre CAF assessment.

Partners with a role to play:

- FLO
- PBR

What works:

<i>Ideas</i>	<i>Effort V Impact</i>	<i>Organisational Values:</i>
Improved attendance at school	High – High	Good + getting worse
Improved achievement at school	High – High	Good + staying same
Improved use of social/leisure facilities	Medium – High	Good + staying same
Improved attendance at support groups	High – High	Good
Improved identification	Medium – High	Good + staying same
Young carers feel supported	High - High	Good + getting worse

Timescale: None identified

Champion: None identified

Action Plan and Budget:

- CAF Coordinator contacting everyone involved to identify concerns
- Promoting process benefits
- Promoting understanding
- Promote use of Pre –CAF checklist
- Simplify it!
- Schools to identify person accountable within school for CAF completion
- Dispel mystery for all staff
- CAF Coordinator to pilot full implementation in a couple of schools
- Plan for time for staff to do the forms
- Run a pilot in one school – get embedded in one school and then share the learning
- Make sure all schools are involved
- Greater use of ICT digi pens
- LCSP – Promotional campaigns for parents, so they understand
- Learn how statementing was embedded
- School/heads – look at providing cover for school holidays to maintain joint working and consistency throughout the year, particularly where the school has pupils with CAF in place.
- LCSP – lobby for the CAF form to be reviewed, amended and simplified.

CAF Coordinator

- Deliver training for practitioners completing the forms. So they can overcome resistance.

- Raise awareness of family group conference service

Schools

- All heads agree to be explicit in publicity about the CAF.

Children Centres

- To do the above

Digi Pens -Provided to all who complete a CAF

Additional Ideas:

- Increase access to time out placement
- Use the PBR to problem solve and keep support staff on board
- Find out what works in similar situations in other schools.

Taking this forward:

1. Plans passed to CAF Coordinator to take forward including exploring the use of Digi Pens

7. Reduce School absence and exclusion

Story behind the baseline:

- To increase attendance
- Ability to read, increase attainment and self confidence.
- Better social skills
- Inclusive and flexible approach by school

Partners with a role to play: None identified

What works:

<i>Ideas</i>	<i>Effort V Impact</i>
Creating universal policy for all schools	Bad+ getting better + slow
Penalty Notices	Bad + staying same
Prosecutions	Bad + staying same
Persistent absentees	Good+ staying same+ slow
Unauthorised absences	Bad + staying same
No. children rewarded for good attendance	Good + staying same
Referrals to EWO	Bad + getting worse + slow
Take up of additional services from EWO's	Bad + getting better + slow

Timescale: None identified

Champion: None identified

Action Plan and Budget:

- Engaging Parents in attendance
- Primary – Animals on site as an animal centre (Early kids to feed the animals)
- School trips for high attendees
- High tea or other incentive for good attendees
- Awareness rising of consequences
- Early intervention with parents and children when threshold reached on attendance

Additional Ideas:

- Stop Parents playing schools off against each other
- Support the HT in enforcing the policy. (Fixed penalty notices across the partnership)
- Phone parents to make them aware that their child has not turned up to school
- Use of Extended Schools i.e. Breakfast club, after school activities
- Find out the real reason behind the absence
- Start to educate parents pre-school in developing positive perceptions of school attendance.
- Text messaging for secondary school pupils
- Adjusted term dates

Taking this forward:

1. Education Welfare Officers to consider in the development of their action plan

8. How do we start to engage the most difficult hard to reach parents being involved in their children’s learning?

Story behind the baseline: The development of cohesive approach.

Partners with a role to play: None identified

What works:

Ideas	Effort V Impact	Organisational Values:
Off site activities/engaging opportunities for parents.		
Put together a resources this includes a handbook of agencies.		
Recognise their achievement in form they value		
Focus on early years and keep investment in early years services		
Holding fun events – breaking down the barrier.		
Buddy system for parents		

Additional Ideas:

- Self-worth of parents
- Building self esteem
- Access to learning venue away from school

Taking this forward:

1. Ideas above passed to Extended Schools team
2. Core business of the Children’s Centre teams

9. How do I rapidly access support for young people who are displaying mental health issues who are potentially at risk to themselves and others?

Story behind the baseline:

- Partnership to appoint a specialist for mental health to link in with schools and to liaise with CAMHs

What Works:

- Instant access to one to one mentor/tutor in school situation
- Able to work in school/home setting
- Prevent exclusion
- Preserve other children's learning
- Maintain routine for a child
- Emergency 'surgery' like Dr/Dentist.
- Support worker on call
- Advice and support plans written within 48hrs after a critical incident
- Emergency consultation - plan of action and review.
- Parents to always be included
- Pastoral support meetings

Action Plan

- Look at existing models
- Protocol
- Got to be acknowledged in plans
- Outreach support officer – model
- Increase awareness – mental health issues
- Support and guidance to schools
- Closer working between CAMHS and schools
- Analyse/audit using the ECM framework
- Appoint personnel

Taking this forward:

1. Profile how to access CAMHs support
2. Monitor progress of bid to PCT