

# Learners & Young People's Service Plan 2007-10

## Foreword

The Learners & Young People's Service exists to meet the needs of all learners in the Borough. We believe that opportunities to take part in learning activities – in the widest possible context – are essential to the well-being of the community, both in personal terms and in terms of economic prosperity. These aims fit well with the Community and Council visions set out in *Pride of Place* and *Aiming High* and accord wholly with 'Excellence for Everyone'. They are also integral to the development of the Rochdale Borough Children's Trust and the outcomes identified nationally through the 'Every Child Matters' agenda, that is that all children should stay safe, be healthy, enjoy and achieve, achieve economic well-being and make a positive contribution. The overarching framework for services within the Borough is the Children and Young People's Plan; this plan makes the links between the high level outcomes expressed there and the specific work undertaken by staff within this Service.

We also share a commitment to improve our services and to use the planning process to do so. Our work is supported by a series of detailed operational plans, each with targets and monitoring processes so that we can know where we are successful and where we need to look for further improvement. But we need a framework in which to do this and the whole-service plan meets this need. This plan is, explicitly, not a collection of targets drawn from its constituent team plans. Instead it sets out the aspirations for service delivery – and the teams' operational plans work within its overall aims. To make this work within the Council level planning framework we will continue to use the planning model of:

- the Service Improvement Plan which is summarised through three broad headings :
  - what do we want to achieve – the objective and the target for improvement;
  - how can we achieve it – the activity;
  - details in these plans – where the performance measures, timescales, responsibilities and priorities are set out .
- Business Environment Analysis, Risk Assessment and Risk Management are identified at team level within the Team Plans – the diversity of the Learners & Young People's Service means that there is no one description that would cover all these services adequately – and there is little value in copying large amounts of detail from these plans to another one at service level.
- Strategic actions and improvement which are set out at Head of Service level – these are the key elements of work that drive service development and could not reasonably be included in any of the other plans.

The Learners & Young People's Service Plan is about putting into words the long-term aims that we have and it is supported by the Team Plans that make it work in the short and medium term.

Ann Tipton  
Head of Service: March 2007

# Learners & Young People's Service

## Service Plan 2007-10

**This Service Plan consists of :** Service Summary Statement  
Key Performance Indicator Targets  
Strategic Statement 2007-10  
The Planning Framework: outcomes  
Definition of Success  
Head of Service Workplan 2006-07 : Review  
Head of Service Workplan 2007-08

### Service Summary Statement

The Learners and Young People's Service has five main areas of work :

#### 1. Sure Start Services

**Children's Centres** : leading the development and management of children's centres which provide multi-agency support to families with babies and pre-school children

**Play and Childcare** : meeting the statutory duty to ensure sufficient childcare provision within the Borough and supporting access to play facilities and provision

**Quality Support and Training** : providing specialist support to early years and foundation stage providers in line with Ofsted requirements

**Children and Family Empowerment** : developing consultation and work with children and their parents

#### 2. Special Educational Needs

**Statutory Assessment** : carrying out the statutory assessment of Special Educational Needs (SEN) on behalf of the Council and providing advice to schools on support needs for children and young people

**Educational Psychology Service** : supporting and enabling educational settings to meet the needs of children and young people in their care through the application of psychology

**Rochdale Additional Needs Service** : managing the provision of specialist advice to educational settings for and young people with low incidence SEN, for example for children with a visual, hearing or communication disorder

**Early Years Individual Needs Team** : support for pre-school children with special educational needs, working closely with their families

## 1. Pupil Welfare and Inclusion

**Pupil Admissions, Transfers and Home to School Transport** : meeting the statutory duty to ensure that every child of statutory school age has access to a school place

**Exclusions** : supporting schools in managing exclusions procedures and to children and young people and their families through an exclusion and in accessing a new education place

**Education Welfare Service** : supporting school attendance and supporting schools in child protection procedures

**Pupil Referral Service** : making alternative education provision for children and young people who are unable to attend school

**Behaviour Management and Development Team** : providing support and advice to schools in the management of children and young people with challenging behaviour

**Behaviour Improvement Programme** : managing the grant funded programme to support schools in improving behaviour and attendance

## 2. Youth Service

**Youth Services** : providing support to young people including activities through youth bases, detached work and specialist projects, including access to accredited programmes

**Connexions Services** : commissioning Connexions services for young people, including careers advice and support from personal advisers

**Positive Activities for Young People** : providing targeted support and activities for young people who are at risk of disaffection

**Teenage Pregnancy Strategy** : managing a programme to reduce the number of pregnancies in teenagers and improve their sexual health

### **3. Work Based and Community Learning**

**Adult and Community Learning** : providing of day and evening classes for adults, including Skills for Life programmes

**Work Based Learning** : providing work-based programmes for young people including modern apprenticeships and Entry to Employment courses

**Family Learning** : providing learning opportunities to parents to enhance their children's learning and to enable them to access employment

**Student Finance** : processing applications for student loans; this work is due to transfer to the Student Loans Company. And will be managed by Revenues and Benefits from April 2007.

As well as the main areas of work listed, all teams manage specific grant funded activity, in line with their area of focus.

## **Key Improvement Activities**

Across the Service as a whole, the development of integrated working through the Children, Schools and Families Project is a priority. This will mean much more joint working within the Service and with other Services and agencies so as to provide more co-ordinated provision for children and young people and their families.

Specific developments include :

- establishment of Phase 1 Children's Centres and development of Phase 2 Children's Centres;
- implementation of the national pathfinder to offer 15 hours/week flexible childcare provision; for 3 and 4 yr olds;
- opening of the new special schools and support to children and young people through the transition;
- development of the systems to identify and track children missing education;
- development of a continuum of provision to meet the needs of children and young people with severe emotional and behavioural difficulties
- responding to initiatives within the 'Youth Matters' Green Paper;
- commissioning of Connexions Services following the transfer of this responsibility to the Local Authority;

- developing a whole-Borough strategy to reduce the number of young people who are not in employment, education or training;
- managing the transfer of the Family Learning Service to Work Based and Community Learning Team;
- responding to the Leitch Review of Skills;
- development of links between the activities of the 14-19 Consortium and the Skills Driver Group.

In addition, existing strategies such as support for parenting and the play strategy will be reviewed in the context of new national guidance.

Developments and on-going service delivery must demonstrate value for money (vfm) and vfm reviews will be undertaken at team level throughout the year. Depending on the outcomes of these reviews, there may be service specific changes so as to make better use of the Service's resources.

The strategic development of the Service will take place in the context of a highly grant-dependent funding regime. Over half of the resources available are either short term grants or contract based funding. Whilst the opportunities for development arising from additional grant income are welcome, inevitably this brings a degree of uncertainty to planning in the longer term.

## **Key Stakeholders**

Each team has its own operational plans, supporting a series of statutory published plans. These set out the particular stakeholders whose concerns they cover and, in many cases, the involvement of those stakeholders has been instrumental in drawing up the plans.

In general terms, stakeholders are :

- children and young people and their families/carers
- adult learners
- schools and early years providers
- support agencies including Child Care (Social Services) and Healthcare Trusts
- Learning and Skills Council
- voluntary and community sector organisations
- employers

As well as these stakeholders, the Service is actively involved in partnerships including:

- Local Strategic Partnership
- Rochdale Borough Children's Trust
- 14-19 Consortium
- Children's Participation Partnership
- Safer Communities Partnership
- Health Partnership
- Rochdale Safeguarding Children Board
- Economic Partnership
- Rochdale Education Partnership

and the various groups which report to these partnerships.

Each Team within the Learners & Young People's Service has particular 'customers and stakeholders' and all team plans include details of :

- consultation carried out and how it has influenced service development;
- how issues raised by users of the service have supported review and development of services;
- how services judge whether the users of their services are satisfied with the provision that is made.

## **External Drivers or Challenges**

At whole-Borough level, both Pride of Place and Aiming High identify services for children and young people within their priorities and the Children and Young People's Plan provides the overarching framework for services development and delivery. Within the Learners & Young People's Service, each Team Leader has a whole-team level plan and there are also plans for specific areas within each team. As well as this, there are links to other plans such as the Youth Offending Team Plan where teams work with other services and in specific project plans. Team-level plans also set out how the teams respond to whole-Council initiatives including the Equality Standard, community safety and the development of the e-government agenda.

All team plans are based on support for safeguarding children and young people and a commitment to equality and diversity.

Listening to children and young people – and providing feedback – underpins service development. The range of services means that there is no single consultation process that covers Learners & Young People’s Services and therefore each Team Plan will indicate how it identifies needs and evaluates that quality of the Service it delivers. The active involvement and empowerment of children and young people is supported, in particular, through the Youth Service and through the Child & Family Empowerment Team within Learners & Young People’s Service.

## Financial Management

Set out below is the medium term revenue and capital budget plan for the period 2007/08 to 2009/10:

<b>Medium Term Revenue Plan</b>	<b>2007/08 £000</b>	<b>2008/09 £000</b>	<b>2009/10 £000</b>
Base Budget	19755	19749	20081
Variation	-191	82	81
Growth & Inflation	185	250	276
Efficiencies & Reductions	0	0	0
Estimate	19749	20081	20438
Increased/Decreased Requirements	-6	332	357

<b>2006/07</b>	<b>Learners &amp; Young People Capital Plan</b>	<b>Budget 2007/08 £000</b>	<b>Budget 2008/09 £000</b>	<b>Budget 2009/10 £000</b>	<b>Total Budget £000</b>
5640		821	821	821	2501

## Budgetary Issues for the Service over the period 2007/08 – 2009/10

The key budgetary issues facing the Learners & Young People’s Service is its reliance on specific grant funding, approximately 40% of the gross budget (£14m), much of which is short-term and/or subject to the Government’s Comprehensive Spending Review from 2008. This inhibits long-term strategic planning and such is the scale that mainstreaming is not a realistic option. In addition, the Work-Based & Community Learning Service is funded by contract with the Learning & Skills Council.

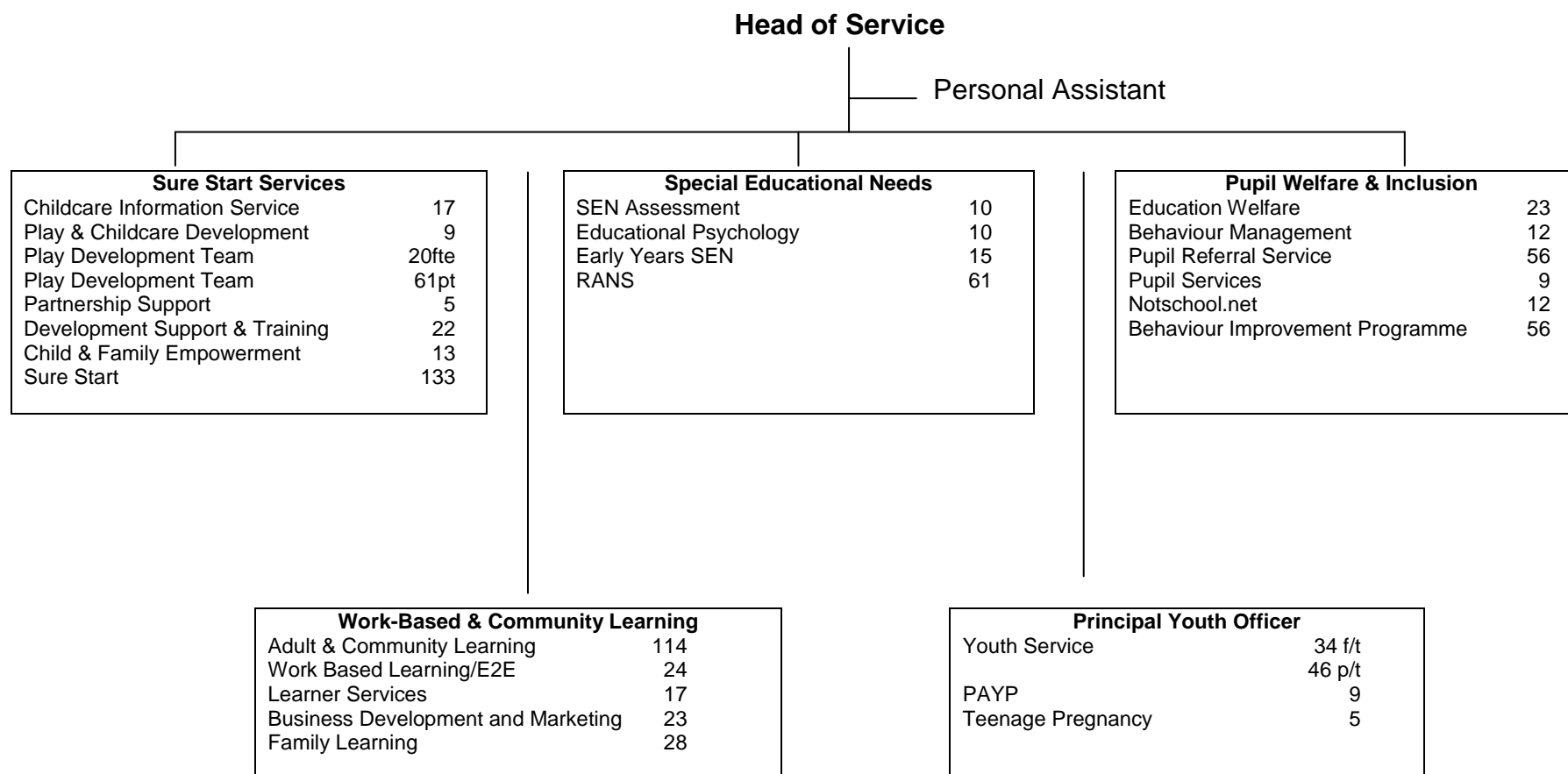
Specific budget issues include :

- increased eligibility for free home to school transport arising from the Education & Inspection Act 2006;
- transfer of student loans responsibilities to the Student Loans Company, progressively through to 2011; funding will be removed and may be greater than that currently committed by the Local Authority to this work;
- potential changes in contracts from the Learning & Skills Council;
- accommodation costs to achieve relocations;
- changes in Standards Fund grants, for example to Family Learning;
- any changes arising from LAA decisions;
- costs of providing full-time education for fixed-term exclusions over 6 days and costs of alternative education where grants have been withdrawn.

## **Township Status**

Learners & Young People's Service is an influenced service.

# LEARNERS & YOUNG PEOPLE'S SERVICE



Staff numbers include part-time staff but exclude some sessional staff.

## Service Improvement Plan : Key Performance Indicators

### Sickness

PI	Description	Target 06/07	Actual 06/07	Target 07/08	Target 08/09	Target 09/10	Upper Quartile National Target	Linked Aiming High Target
ST3	Number of days lost to sickness absence per FTE	10.00 days		8.5	8.0	8.0		Rank as a high performing Council
	% of Learners & Young People staff from ethnic minority population	14.50%		13.0	12.5	12.5		Equality and diversity are fundamental to service delivery.
	% of Learners & Young People staff who are disabled	2.0%		3.8	4.0	4.0		
	Percentage of leaders of integrated early education and childcare settings funded or part-funded by the LA at Level 4 or above (BV222a)	63%	66.7%	88.0%	100%	100%		Early years provision supports long-term educational achievement and enables parents to work and to reduce poverty. Quality assurance is essential if this is to be good for children and families. Currently 16% of families chose not to Access pre-school provision so there is, in practice, provision for all who want to use it.
	Percentage of leaders of integrated early education and childcare settings funded or part-funded by the LA which have input from staff with graduate or post-graduate training in teaching or child development (BV222b)	100%	100%	100%	100%	100%		

PI	Description	Target 06/07	Actual 06/07	Target 07/08	Target 08/09	Target 09/10	Upper Quartile National Target	Linked Aiming High Target
	Numbers of Learners on Skills for Life provision	990		To be determined with LSC in April 2007				Increased levels of skills are essential for the regeneration of the borough.  Increased prosperity arising from better access to job opportunities supports the life chances of children and young people
	Number of learners achieving Level 2	489		To be determined with LSC in April 2007				
	Number of learners achieving qualifications	1060		To be determined with LSC in April 2007				
	Number of learners participating on non-qualification courses	2200		To be determined with LSC in April 2007				
	Number of apprenticeships	209		To be determined with LSC in April 2007				
	Number of E2E learners	78		To be determined with LSC in April 2007				
	% of student finance applications processed within national timescales	100% response by 12 August 2006 for applications made by 27 May 2006. 100% response within 6 weeks for late applications	Revs & Bens from April 2007					Access to finance is essential to enable students to continue and complete their courses of study

PI	Description	Target 06/07	Actual 06/07	Target 07/08	Target 08/09	Target 09/10	Upper Quartile National Target	Linked Aiming High Target
	Annual number of young people contacted within resident 13-19 population (25%)	5,228	Data available end April	5,320	5,320	Based on population figs available in 08/09		The targets are new national performance targets based on percentages of the youth population in the 13-19 age range. Positive involvement in Youth Service activities can divert young people from crime and support their social and emotional development.
	Participation rate in Youth Work of the resident 13-19 population (15%)	3,136	Data available end April	3,192	3,192	Based on population figs available in 08/09		
	Participants in youth work gaining a recorded outcome (BVPI 22/a)	1,725	Data available end April	1,819	1,882	Based on population figs available in 08/09		
	Participants in youth work gaining an accredited outcome (BVPI 22/b)	627	Data available end April	784	941	Based on population figs available in 08/09		
	Number of conceptions per 1,000 young women aged 15-17 (expressed as a % reduction on the 1998 baseline ) BVPI 197`	-20%	-18.3%	-27%	-34%	-41%	n/a	
	Proportion of 16-18 year olds not in education, employment or training	Nov 06 7.5% *Nov06 - Jan 07 Average 9.7%	Nov 06 7.5% *Nov 06 – Jan 07 Average 9.3%	Nov 07 – Jan 08 Average 9.0%	Nov 08 – Jan 09 Average 8.4%	Nov 09 – Jan 10 Average 7.7%		Involvement in employment, education or training post-16 is an important part of regeneration.
	% of statements of SEN without exceptions prepared within 18 weeks (BVPI 43a)	100%	100%	100%	100%	100%		Access to appropriate education and timely support is needed to increase educational attainment and to support children and families.
	% of statements of SEN prepared within 18 weeks with exceptions (BVPI 43b)	95%	99.4% (to end of 3 <sup>rd</sup> quarter)	98%	98%	98%	90.2%	
	% of statements of SEN finalised within 26 weeks (SEN Code of Practice recommended timescale)	n/a new indicator	91.95% (to end of 3 <sup>rd</sup> quarter)	94%	95%	96%	N/A	

LG4 LG5 LG6	<b>Local</b> Number of pupils permanently excluded from schools maintained by the Authority during the previous academic year per 1,000 pupils a) primary b) secondary c) special	a) 0.45 b) 3.18 c) 0	a) 0.41 b) 2.97 c) 0	a) 0.36 b) 3.0 c) 0	a) 0.26 b) 2.7 c) 0	a) 0.26 b) 2.7 c) 0		By reducing levels of exclusion and increasing provision for those who are excluded, the educational attainment and, consequently job opportunities and life chances for vulnerable young people can be improved. Less disaffection can lead to a reduction in crime. From 2006/07 this indicator will reflect the previous academic year i.e. 2005/06 to bring it in line with annual reporting to O&S Committee.
BV45 BV46	% of half-days missed due to total absence: a) secondary b) primary	a) 8.50% b) 5.50%	a) 8.63% b) 6.03%	a) 8.35% b) 5.25%	a) 8.15% b) 5.00%	a) 8.15% b) 5.00%		Regular attendance at school is needed if children and young people are to achieve their potential and improve their life chances.

Performance Indicators should :

- show that there is a clear strategy behind what we are doing;
- show that the provision is cost effective, providing value for money
- show that provision is of good quality;
- show that there is fair access to provision and that vulnerable groups receive targeted provision

and

- identify the service delivery outcomes.

Progress against performance indicators is monitored on a quarterly basis or, where measures are annual, on either an academic or a financial year basis.

# LEARNERS AND YOUNG PEOPLE'S SERVICES

## STRATEGIC STATEMENT 2007-10

Learners and Young People's Services have a particular focus on the individual learner and a belief that everyone, throughout their lives, should be encouraged to have an interest in and access to learning. The general aim of all Learners and Young People's Service activities is to support the development of a learning community across the Borough.

Learners and Young People's Services recognise the different levels of learning needs in the community and the barriers that some face in accessing learning. Such difficulties could range from the special educational needs of a child at school to the problems of an adult whose family circumstances have led to social exclusion, low attainment leading to lack of self esteem and no employment. This is linked closely to the whole-Council priority for neighbourhood renewal and services therefore have to address these difficulties so that they can be overcome.

We measure success by the changes we can help to bring about in people's life chances, both in terms such as achieving formal qualifications and in the less quantifiable areas linked to quality of life and relationships. These are detailed in the performance indicators but at the same time we have to ensure that our services are delivered as efficiently as possible and that we achieve value for money in the provision that we make.

Plans are a way of setting out what a service wants to achieve, saying how it will know if it has achieved it and what the timescale is. Each plan has to reflect what its local community wants but, at the same time, challenge it to move forward and think about the wider context and the scope to extend its horizons and its achievements. We also have to make sure that the service itself develops; we have to plan for staff development both as a whole organisation and through supporting individual staff.

This document identifies how the different teams within the Learners & Young People's Service contribute to the Council's priorities described in 'Aiming High' and identifies the various plans in which more detailed information can be found. The Key Performance Indicators listed above give the 'headline' targets which monitor progress. However these, in turn, need to be seen in the wider context of the Council's services as a whole, the development of the Rochdale Borough Children's Trust, the services provided by the Health Community, by voluntary agencies and, of course, the development and economic regeneration of the Borough. The following section describes how the Service works to support its targets led by other services and indicates where the detail of that work can be found.

# The Strategic Development of Services

The successful development of services is based on four broad principles:

- **the establishment of a co-ordinated strategy and agreed development and delivery protocols**  
which means establishment of interdisciplinary steering groups for programme areas  
effective collaboration and cohesion between all learning providers within the Borough  
co-operative working with other agencies to support, for example, regeneration, community capacity building  
support for neighbourhood renewal to overcome gaps in outcomes between areas
- **the maintenance of performance management systems across all services**  
which means all plans have targets which are used to support the performance management processes  
there is regular internal and external performance review  
staff have annual self-assessment and development plans
- **the use of quality assurance systems supported by training programmes for all staff**  
which means plans contain specific quality targets or have an integral evaluation process  
there are documented quality assurance systems underpinned by accreditation as appropriate
- **there is a clear focus on the needs and wishes of learners, young people, families and communities**  
which means services are focused on people, not delivery systems or provider requirements  
opportunities should be available to all, supporting inclusion and facilitating access  
systematically seeking the views of children and young people and their families  
routinely incorporating the views of service users into planning processes, recognising that, at times, there will be a need to challenge the accepted ways of working, always with a clear intention to improve the outcomes for learners and young people and to promote their well-being.

## Strategic Development

### **Local Strategic Partnership**

Aims to encourage more effective, co-ordinated work between the many agencies, organisations and the other partnerships in Borough. It intends to build on existing work to develop more long-term joint policies and strategies.

### **Aiming High and Pride of Place**

The whole-Borough plans for the Council and the Community.

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

This provides the framework for the coherent development of all services and helps to add value through the co-ordination of provision. It identifies gaps in provision and sets clear targets for services through to 2010.

### **The Children's Trust**

The Trust works through Services to commission provision based on knowing priorities for improvement and influencing allocation of resources. It sets targets, monitors outcomes and ensures the commissioning of activity to make up for any shortfall.

Within this planning structure, the Learners & Young People's Service believes that to achieve quality services, they must be provided in the Borough of Rochdale for children and young people and their families within a co-ordinated framework. Services will be changed and adapted based upon a developing understanding of the needs of children and evidence of good practice within Rochdale and from elsewhere. All services will be subject to a continuous process of monitoring, evaluation and measurement against an agreed set of criteria and will reflect the needs and wishes of local communities, established through consultation and the development of shared priorities.

Increasingly, joint working through the Children Schools & Families project means that planning is not a separate service-based activity. From the level of individual service delivery to a child through to the overall strategic planning and budget setting, decisions are informed by and shared with other services, in particular with Schools Service and Children's Social Care within the Council and with the Heywood Middleton and Rochdale Primary Care Trust.

## Driving Development

Much of the focus of the team plans is on the detail of the service delivery – what is actually being provided for children and young people and their families. The Service Plan has the additional responsibility of ensuring that the enablers or drivers of service improvement are in place. These tend to be described as process issues; what they have to do is make sure that the pre-conditions for improvement are in place so that teams can plan their improvements.

<b>What do we want to achieve?</b>	<b>How do we achieve it?</b>	<b>Details in these plans</b>
Establishment of a co-ordinated framework and agreed development and delivery protocols.	Mechanisms for joint working in place at strategic and operational levels.	Learners & Young People's Service Plan. Team Leaders Plans.
Establishment of performance management systems across all services.	Agreed structures implemented and monitored.	Learners & Young People's Service Plan. Team Leaders Plans.
Establishment of quality systems supported by training programmes for all staff.	Maintenance of Service and Team meeting structures	Learners & Young People's Service Plan. Team Leaders Plans.
Integration of services across the Borough	Consistent use of the Family Support Model and the Common Assessment Framework support for the development of area-based working	Learners & Young People's Service Plan. Team Leaders Plans. Children & Young People's Plan.
Development of a listening culture so that the needs and wishes of children and young people and their families inform service delivery	Support for consultation processes working with children and young people and their families	Learners & Young People's Service Plan. Team Leaders Plans

## LEARNERS & YOUNG PEOPLE'S SERVICE : OUTCOMES SUMMARY

<i>Excellence for Everyone</i>	<b>Be Healthy</b>	<b>Stay Safe</b>	<b>Enjoy &amp; Achieve</b>	<b>Make a Positive Contribution</b>	<b>Achieve Economic Well Being</b>
<b>Improvement</b>	<ul style="list-style-type: none"> <li>• support for teenage parents</li> <li>• use of Early Support Programmes</li> </ul>	<ul style="list-style-type: none"> <li>• family learning link to community safety</li> <li>• link parenting support to community safety</li> </ul>	<ul style="list-style-type: none"> <li>• access to accreditation for excluded pupils</li> <li>• family learning</li> <li>• interrogation of statistical data from Rochdale Early Foundation stage profile and the Foundation Stage profile to aid child development</li> </ul>	<ul style="list-style-type: none"> <li>• Sure Start &amp; Foundation profile identify needs</li> </ul>	<ul style="list-style-type: none"> <li>• increase training and work opportunities</li> <li>• support informal provision with vulnerable groups</li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>• access to sports &amp; activities for children with disabilities</li> <li>• Sure Start activities</li> </ul>	<ul style="list-style-type: none"> <li>• anti bullying policy &amp; strategies for children and young people 3-19 years</li> <li>• support school attendance</li> <li>• develop multi-agency Children Missing Education Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring of progress of pupils with SEN</li> <li>• early identification strategies</li> <li>• exploit co-location of new special schools</li> <li>• reduce exclusions</li> <li>• support behaviour management</li> <li>• increase childcare play places</li> </ul>	<ul style="list-style-type: none"> <li>• 'Positive Activities for Young People' programme</li> <li>• targeted youth work programmes</li> </ul>	<ul style="list-style-type: none"> <li>• target on 'hard to reach for training courses</li> <li>• E2E and Pre E2E programmes</li> <li>• ensure that there are 'sufficient' childcare places</li> <li>• ensure sufficient childcare places for low income families and disabled children</li> </ul>
<b>Investment</b>	<ul style="list-style-type: none"> <li>• life skills programmes for at risk groups</li> <li>• summer activity programmes for at risk/young offenders</li> <li>• use of early intervention programmes to promote emotional well-being of children and families</li> </ul>	<ul style="list-style-type: none"> <li>• develop safe play provision</li> <li>• school staff training and support for child protection</li> <li>• provide early interventionary activities for children and families</li> </ul>	<ul style="list-style-type: none"> <li>• develop fully integrated Children's Centres</li> <li>• implement borough Play Strategy</li> <li>• accessible schools initiative</li> </ul>	<ul style="list-style-type: none"> <li>• support for parenting</li> <li>• build capacity of parents to support peer mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• support employer training links</li> <li>• ensure childcare places are sustainable</li> <li>• development of the Children's Workforce</li> </ul>

<b><i>Excellence for Everyone</i></b>	<b>Be Healthy</b>	<b>Stay Safe</b>	<b>Enjoy &amp; Achieve</b>	<b>Make a Positive Contribution</b>	<b>Achieve Economic Well Being</b>
<b>Innovation</b>	<ul style="list-style-type: none"> <li>youth work programmes on diet and lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>children &amp; young people's empowerment</li> <li>Test Bed Learning Communities/ Neighbourhood Learning in Deprived Communities</li> </ul>	<ul style="list-style-type: none"> <li>youth work linked to community cohesion</li> <li>develop comprehensive information services for 0-20 year olds and their families</li> </ul>	<ul style="list-style-type: none"> <li>Children and Youth Forums and Youth Parliament which are representative of the diversity of young people across the Borough</li> <li>use of Children's Empowerment toolkit to embed consistent approach</li> </ul>	<ul style="list-style-type: none"> <li>Neighbourhood Nursery initiative</li> <li>Implement flexible entitlement for 3 &amp; 4 year olds.</li> </ul>

**- Outcomes-**  
**1. Be Healthy**

**Local Strategic Partnership**

By 2021 the Borough will be a place where we enjoy good health and well being in all our neighbourhood and communities, and have reduced health inequalities.

By 2010 the Borough will be a place where we all enjoy warm, safe and secure houses.

**Aiming High**

Look after people and improve their surroundings.

**Children and Young People's Plan**

To enjoy good physical and mental health and to live a healthy lifestyle.

<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
All children have a healthy start in life	<ul style="list-style-type: none"> <li>• Promote social, emotional and behavioural skills curriculum in primary schools and link with Healthy Schools programmes.</li> <li>• Roll out of Early Support Programmes linked to development of lead professional role</li> <li>• Children's Centres will develop the national turbotots cheme and the baby-friendly UNICEF award.</li> <li>• All Children's Centres will achieve the golden grin award.</li> <li>• Promote PSED within the birth to five curriculum across all years settings</li> </ul>	Behaviour Management & Development Team  Early Years Individual Needs Team Plan  Children' Centre Team Plan Development Support & Training Plan
All children and young people have equal opportunities to be healthy	<ul style="list-style-type: none"> <li>• Additional multi-agency support provided to pupils at risk of exclusion and disaffection and those with additional needs.</li> </ul>	Behaviour Improvement Programme and Pupil Referral Service plans SEN Team Plans.

	<ul style="list-style-type: none"><li>• Youth Service offers opportunities for young people to engage in outdoor and physical activities.</li></ul>	Youth Service Plans
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<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
All children and young people have access to good mental health services	<ul style="list-style-type: none"> <li>• CAMHS support to schools and families.</li> <li>• Extend counselling and therapeutic interventions and services in schools.</li> </ul>	Behaviour Improvement Programme, CAMHS Strategy. Behaviour Management & Development Team Children's Fund
Children and young people have access to information and services around alcohol and drug issues	<ul style="list-style-type: none"> <li>• Maximise effectiveness of multi-agency work, Specialist Health Practitioner and Early Break, to support children &amp; young people at risk.</li> <li>• Information available to all school leavers via "Where It's At" booklet.</li> <li>• Accredited training in drug awareness offered to young people in schools and youth centres.</li> </ul>	Pupil Referral Service Plan Behaviour Improvement Programme Sure Start Service Plan  Youth Service Plan  Youth Service Plan
Children and young people have opportunities and appropriate support to develop emotional health and social skills.	<ul style="list-style-type: none"> <li>• All primary schools and early years settings supported to deliver the social and emotional aspects of the learning curriculum with secondary school curriculum to be introduced 2007.</li> <li>• Promote family relationships and emotional well-being.</li> <li>• Actively involve children in decision-making processes to boost confidence and self-esteem.</li> </ul>	Behaviour Management & Development Team Plan  Parenting Strategy linked to: Family Support Team Plan  Children's Empowerment Team Plan

**- Outcomes -**  
**1. Stay Safe**

**Local Strategic Partnership**

By 2010 the Borough will be a place where our people feel safe, because we have reduced the level of crime, drugs misuse and neighbourhood problems in our towns and villages.

**Aiming High**

Make people feel safer, especially by helping to cut crime and disorder.

**Children & Young People**

To be protected from harm and neglect, to feel safe in their communities and grow up able to look after themselves.

<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
Children and young people are protected from harm	<ul style="list-style-type: none"> <li>• Safeguarding Children – all staff working with children trained and supported in child protection procedures and working together.</li> <li>• Children are not lost from education system.</li> </ul>	Safeguarding Children Plan  Children Missing Education Multi-Agency Plan
Children and young people are valued and respected and their needs recognised	<ul style="list-style-type: none"> <li>• Children and young people at risk are consulted and listened to.</li> <li>• Use of Children Empowerment Toolkit across all agencies.</li> </ul>	Pupil Referral Service Plan SEN Team Plans Youth Service Plan Children Empowerment Team Plan

<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
All children and young people feel safe within their communities	<ul style="list-style-type: none"> <li>• Strong anti-bullying procedures in schools and childcare settings.</li> <li>• Community Cohesion projects developed across the Borough</li> </ul>	Anti-Bullying Policy and Plan Children's Society Plan Youth Service Plan Sure Start Service Plan Children Centre Team Plan
Children promote strong anti-bullying policies and methods – increase peer mentoring schemes e.g. Playground Pals	<ul style="list-style-type: none"> <li>• Police officers based in schools.</li> <li>• Safer Schools Partnerships between police, schools, Local Authority.</li> <li>• Integrated support in Children's Centres and childcare and early years settings.</li> </ul>	Crime Prevention Strategy Extended Schools plans  Children Centre Team Plans Development Support and Training Team Plan Play Development Team Plan

**- Outcomes -**  
**1. Enjoy and Achieve**

**Local Strategic Partnership**

By 2021 the Borough will be a place where we have better life long learning and training for all ages, so that people are confident in learning new skills and gaining knowledge, so that they can achieve their full potential and aspirations.

**Aiming High**

Increase young people's educational and training achievement and support their involvement in leisure activities.

**Children and Young People**

To get the most out of life, achieve at school and develop a broad range of skills that help prepare them for adulthood.

<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
<p>All children and young people have the opportunity to do well personally and academically in school and in other learning environments</p>	<ul style="list-style-type: none"> <li>• Ensure all excluded pupils and children in public care have opportunities for achievement and accreditation.</li> <li>• Development of support strategies in non-maintained settings to promote early intervention for children with additional needs.</li> <li>• Effective monitoring of individual pupil progress for those whose rate of learning does not meet national expectations.</li> <li>• Young people are offered opportunities to achieve recorded and accredited outcomes in youth work and training settings.</li> <li>• Promoting and developing the new Early Years Foundation Stage across all early years settings.</li> <li>• Support for all play and childcare providers in offering inclusive service.</li> <li>• Advising and supporting practitioners</li> </ul>	<p>Pupil Referral Service            Children in Public Care            Notschool.net</p> <p>SEN Team Plans</p> <p>SEN Team Plans</p> <p>Youth Service Plan</p> <p>Work Based &amp; Community Learning 3 Year Development Plan            Development Support &amp; Training Team Plan</p>

	delivering Early Years Foundation Stage	
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<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
<p>All children, young people and other learners have access to high quality learning environments both indoor and outdoor</p>	<ul style="list-style-type: none"> <li>• Maintaining safe attractive buildings : contribute to Building Schools for the Future design plans to ensure educational, social and behavioural aspects are represented. Establish replacement centre for Rochdale Borough Training Service</li> <li>• Continue to provide strategic and practical support in the development of our co-located special schools.</li> <li>• Ensure that the wide ranging/ special needs of children in Rochdale are accurately reflected in the provision being developed in Children’s Centres, Extended Schools and Early Years settings.</li> <li>• Continue to increase the number of schools which are fully accessible for children with disabilities.</li> <li>• Ensure appropriate high quality indoor and outdoor learning environments are in place to delivery Early Years Foundation Stage effectively</li> <li>• Identify funding to improve existing youth centres and build new ones.</li> <li>• Ensure targets identified within the Play Strategy are closely monitored to ensure successful outcomes.</li> </ul>	<p>Pupil Referral Service Work-Based &amp; Community Learning Strategic Plan</p> <p>SEN Team Plan</p> <p>SEN Team Plan Play Development Team Plan Children’s Centre Team Plan</p> <p>SEN Team Plan</p> <p>Development Support &amp; Training Team Plan</p> <p>Youth Service Team Plan</p> <p>Play Development Team Plan</p>

<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
Children and young people regularly attend schools and out of school activities e.g. after school, youth and leisure provision	<ul style="list-style-type: none"> <li>• School attendance remains high priority, initiatives and additional support targeted.</li> <li>• Ensure Youth Service target for contacts and participants is met.</li> <li>• Ensure equal access for all children to a diverse range of play and childcare opportunities.</li> </ul>	Education Welfare Service Behaviour Improvement Programme  Youth Service Plan  Play Development Team Plan
Children and young people have opportunities and appropriate support to develop emotional health and social skills	<ul style="list-style-type: none"> <li>• Provision of learning opportunities targeted at vulnerable groups.</li> <li>• Schools, colleges, training providers and settings increase their strategies to support children and young people.</li> </ul>	Entry to Employment Work Based & Community Learning 3 Year Development Plan Social Inclusion Business Unit Plan Behaviour Management & Development Team Plan

**- Outcomes –  
4. Make a Positive Contribution**

**Local Strategic Partnership**

By 2010 the Borough will be a place where local people are active citizens and shape their future. We are seen as a national model for partnership between local people and organisations.

**Aiming High**

Always keep the things that matter most to local people as our priorities.

**Children and Young People**

to be recognised for the active and useful part they play in the community and in society as a whole and to be involved in decision making

<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
Children and young people are engaged in decision making processes	<ul style="list-style-type: none"> <li>• Ensure that our Children &amp; Parents and Youth Forums are representative of the diversity of young people across the Borough.</li> <li>• Explore ways in which children and young people with significant communication difficulties can have access to the appropriate aids to enable them to participate and contribute to their views.</li> <li>• Support and develop the role of:               <ul style="list-style-type: none"> <li>○ Member of Youth Parliament</li> <li>○ Rochdale Youth Council</li> <li>○ Township Forums</li> <li>○ Youth Banks</li> </ul> </li> <li>• Ensure young people are actively engaged in the development and distribution of the Youth Opportunity Fund.</li> </ul>	<p>Youth Service Plan Children &amp; Family Empowerment Team Plan</p> <p>SEN Team Plan</p> <p>Youth Service Plan</p> <p>Youth Service Plan</p>

	<ul style="list-style-type: none"><li>• Ensure children and young people have appropriate training and guidance to engage in the democratic process.</li></ul>	Children's Empowerment Team Plan
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What do we want to achieve?	How can we achieve it?	Details in these plans
	<ul style="list-style-type: none"> <li>• Develop links with learner forums across the learning network.</li> <li>• Celebrate the contribution of young people's feedback in the continuous improvement of services.</li> <li>• Encourage young people to become ambassadors within their peer group</li> </ul>	<p>WBCLS Strategic Plan</p> <p>WBCLS Strategic Plan</p> <p>WBCLS Strategic Plan</p>
Parents are engaged in decision-making process.	<ul style="list-style-type: none"> <li>• Establish and develop further Parenting Forums.</li> </ul>	<p>Parenting Support Team Plan</p> <p>Children's Centre Team Plan.</p>
Children and young people have appropriate opportunities for play, leisure and sport	<ul style="list-style-type: none"> <li>• Ensure access to before and after school clubs and play schemes for children with disabilities.</li> <li>• Promote participation in wider activities offered through E2E.</li> </ul>	<p>Play &amp; Inclusion Plan</p> <p>WBCLS Strategic Plan</p>
Children and young people commit fewer offences	<ul style="list-style-type: none"> <li>• Reduce non-attendance and exclusion from school.</li> <li>• Support and extend Parenting Support classes and Parenting Orders</li> <li>• Offer 1:1 support via Key Workers to young people most at risk of offending and re-offending via Positive Activities for Young People</li> <li>• Offer diversionary activities during holiday periods in crime 'hot spot' areas via Positive Activities for Children &amp; Young People</li> <li>• Collaborative work with the Community</li> </ul>	<p>Education Welfare Service</p> <p>Pupil Welfare &amp; Inclusion</p> <p>Parenting Support Team Plan</p> <p>Education Welfare Service</p> <p>Pupil Welfare &amp; Inclusion</p> <p>Youth Service Plan</p> <p>Youth Service Plan</p> <p>Children's Fund Plan</p> <p>WBCLS Strategic Plan</p>

	<p>Punishment Team</p> <ul style="list-style-type: none"> <li>• Engage multi-agency support within E2E and pre-E2E to promote citizenship</li> <li>• Provision of Early Intervention Services to children and young people at risk of social exclusion focusing on reducing identified risk and boosting protective factors.</li> <li>• Offer support to families during difficult transitional periods.</li> </ul>	<p>WBCLS Strategic Plan</p> <p>Children's Fund Plan</p> <p>Children's Fund Plan</p>
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**- Outcomes -**  
**5. Achieve Economic Well-Being**

**Local Strategic Partnership**

By 2021 the Borough will be a place where there are more jobs – and better paid ones – throughout the Borough so that local people have more money, and poverty and deprivation are falling.

**Aiming High**

Support the creation of more and better jobs to reduce poverty and offer all local people a better chance in life.

**Children and Young People**

to achieve their full potential, to be able to access training and jobs and to have a decent standard of living

<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
All children and young people are supported as they move into adulthood	<ul style="list-style-type: none"> <li>• Excluded young people are encouraged to achieve accreditation and experience of work.</li> <li>• Young people are offered support via Youth Service projects and 1:1 interventions.</li> </ul>	<p>Connexions 3 Year Plan</p> <p>Youth Service Plan</p>
Young people choose to access post-16 provision in Rochdale	<ul style="list-style-type: none"> <li>• Work with providers of post-16 education in Rochdale to ensure that there are appropriate opportunities for those with a range of learning needs/ disabilities.</li> <li>• Extend existing multi-agency working in transition issues for those with learning difficulties and disabilities.</li> <li>• Effective partnerships with stakeholders in the post-16 sector.</li> <li>• Effective collaborative delivery models to meet individual and community needs.</li> </ul>	<p>SEN Team Plan</p> <p>SEN Team Plan</p> <p>WBCLS Strategic Plan</p> <p>WBCLS Strategic Plan</p>

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<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
	<ul style="list-style-type: none"> <li>• Strong employer engagement strategies that link skill needs with provision planning and delivery.</li> </ul>	WBCLS Strategic Plan
Young people actively participate at 16-19 years in education, employment and training	<ul style="list-style-type: none"> <li>• Undertake a piece of action research to assess both qualitative and quantitative outcomes for a cohort of pupils across the ability range.</li> <li>• Provide a co-ordinated approach to provision planning across the provider network.</li> <li>• Provide effective links with referral agencies to communicate a clear provision map with the borough.</li> <li>• Promote and share best practice delivery techniques across the sector.</li> </ul>	SEN Team Plan  WBCLS Strategic Plan  WBCLS Strategic Plan  WBCLS Strategic Plan
Young people are prepared for work and aspirations are raised	<ul style="list-style-type: none"> <li>• Ensure vocational guidance and opportunities to young people at risk</li> <li>• Develop collaborative support programmes at 14-16 to aid young people and their parents in making informed choices post-16.</li> <li>• Strengthen the post-16 E2E and pre-E2E provision across the Borough.</li> </ul>	14-19 Inclusion Group Plan Pupil Referral Service Connexions Business Plan WBCLS Strategic Plan  WBCLS Strategic Plan
Children and young people benefit from regeneration strategies	<ul style="list-style-type: none"> <li>• Contribute to Neighbourhood Renewal Strategy</li> <li>• Encourage young people to engage in, and influence, regeneration strategies e.g. NDC.</li> <li>• Develop projects within regeneration areas which specifically address the needs of young people.</li> </ul>	NRF project plans Neighbourhood Action Plans Youth Service Plan  Youth Service Plan  Neighbourhood Learning in Deprived

	<ul style="list-style-type: none"><li>• Learning for Active Citizenship.</li></ul>	Communities Fund Plan
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<b>What do we want to achieve?</b>	<b>How can we achieve it?</b>	<b>Details in these plans</b>
	<ul style="list-style-type: none"> <li>• Use evidence from Neighbourhood Action Plans to inform strategic development.</li> <li>• Consider the success and learning from the Care to Learn programme.</li> <li>• Provide co-ordinated approach for teenage mums between Sure Start Plans and the Care to Learn programme.</li> <li>• Targeted Skills for Employment.</li> <li>• Strong employer engagement strategies that link skill needs with provision planning and delivery.</li> </ul>	<p>Sure Start Service Plan</p> <p>Childcare Team Plan</p> <p>Childcare Team Plan</p> <p>WBCLS Strategic Plan</p> <p>WBCLS Strategic Plan</p>
Families are supported to prosper	<ul style="list-style-type: none"> <li>• Parenting support available as appropriate to meet universal needs and more targeted needs as identified.</li> <li>• Access to childcare to support access to employment.</li> <li>• Charter Mark status for Childcare Information Service.</li> <li>• Tax Credit information widely available to parents.</li> </ul>	<p>Parenting Support Team Plan</p> <p>Sure Start Service Plan</p> <p>Children Centre Team Plan</p> <p>Childcare Team Plan</p> <p>Childcare Team Plan</p>

## Definitions of Success

The plans set out above describe what we want to achieve and how we will achieve it for each of the specific areas. Each of the team plans that are listed will include some success criteria that apply to that specific plan. However, if Learners and Young People's Services have a common direction, that of building a learning community, they can also have common definitions of success, namely

- **attendance at provision increases over time**  
at school, college, training, pre school, out of school activities; youth provision; attendance is regular and sustained;
- **more people are involved in more activities**  
which reflects ownership, valuing provision; more demand arising from previous good learning experiences;
- **there is a range of opportunities available**  
which is not just about content but about the location, the timing and the level of provision that is offered;
- **there is consistently high quality of provision**  
supported by consistent quality assurance processes;
- **accessible, appropriate support is available when needed**  
recognising that there can be many support needs ranging from wheelchair access to childcare provision;
- **provision is equally available and accessed across all neighbourhoods**  
indicating that all communities are taking up learning opportunities, irrespective of social, economic or ethnic differences;
- **there are no barriers to learning**  
which means looking at costs of provision as well as peoples' perceptions of their role as learners;
- **use of resources is maximised**  
so that equipment and resources are used outside normal boundaries such as school terms;
- **there are ladders of opportunity**  
so that local people in local jobs can see how they can progress and develop their skills;
- **services are provided coherently**  
with a focus on the learner's needs, rather than those of separate or even competing providers;
  - **the views of learners, young people and communities are sought**  
so that services respond to changing needs and levels of demand;
- **services meet the aspirations and needs of all local people**  
through a clear commitment to measures supporting equality and diversity;

and each team plan will have specific, quantified targets in line with these criteria which tell us how successful we have been and what impact we have had on the five key outcomes for children and young people.

# ROCHDALE METROPOLITAN BOROUGH COUNCIL HEAD OF SERVICE : WORK PLAN 2006/07 : REVIEW

**To support the development of an area focus for work within the Children Schools & Families framework of the Rochdale Borough Children's Trust**

TARGET	SPECIFIC ACTION TO BE TAKEN	PERSONNEL	TIME SCALE	OUTCOME
to obtain cross-agency agreement to a shared approach to area based working and implement agreed processes	<p>develop and consult on position paper setting out expectations of area working</p> <p>develop agreed project plan to manage process</p> <p>establish Joint Support Panel processes, including review and monitoring arrangements</p>	Head of Service	<p>by June 2006</p> <p>by September 2006</p> <p>by October 2006</p>	<p>Approaches agreed and Project Plan confirmed : Audit Commission review JSPs : re-scheduled – delay in ISLO appointments</p>

to develop a multi-agency training and development programme to support area-based working	identify national good practice and develop a Rochdale-focused programme	Head of Service/REAL Trust Director	by July 2006	Steering Group in place; joint programme piloted and full programme to be in place in 2007
	consult and obtain support on a cross-agency basis		by December 2006	
	develop coherent training strategy to reflect on-going single-agency requirements		by September 2006	
	develop shared monitoring processes that look at outcomes and joint working across all agencies	Head of Service/CSF Executive	by December 2006	Reporting processes established through CSF Exec and Children's Trust

<b>SUCCESS CRITERIA</b>
<ul style="list-style-type: none"> <li>• there is a commitment from all staff to the concept of area based working</li> <li>• 'virtual' teams are operating across the Borough and staff report improved local knowledge</li> <li>• children and young people, their parents and schools report that there is a clearer understanding of inter-agency linkages and consequent improvements in service delivery and outcomes</li> </ul>

<b>MONITORING</b>	<b>EVALUATION</b>
<ul style="list-style-type: none"> <li>• multi-agency monitoring structures to be developed</li> </ul>	<ul style="list-style-type: none"> <li>• reports to Rochdale Borough Children's Trust</li> </ul>

## ROCHDALE METROPOLITAN BOROUGH COUNCIL HEAD OF SERVICE : WORK PLAN 2006/07 : REVIEW

**To respond to the Green Paper 'Youth Matters' and the subsequent consultation outcomes**

TARGET	SPECIFIC ACTION TO BE TAKEN	PERSONNEL	TIME SCALE	OUTCOME
to ensure a continued good quality service delivery of careers advice and personal support for young people	manage the 2006/07 contract for Connexions Services	Head of Service	April 2006	06/07 contract in place and monitored. Commissioning process underway
	establish in-LA accountability including monitoring and evaluation processes	Head of Service	May 2006	
	develop and consult on long-term commissioning arrangements for services under the Connexions banner	Head of Service	September 2006	
to review the current delivery of youth services, including budget, in the light of the Green Paper and subsequent consultation outcomes	<p><i>specific actions to be identified once consultation outcomes available : likely to include</i></p> <ul style="list-style-type: none"> <li>• <i>review of priorities</i></li> <li>• <i>use of current budget and any shortfall</i></li> <li>• <i>consultation and involvement of young people</i></li> </ul>	Head of Service/ Principal Youth Officer	to be determined	guidance available late 2006; project plan to be developed for 2007/08. Budget reports prepared.

**SUCCESS CRITERIA**

- all young people have access to a personal adviser, depending on their individual needs
- delivery of Connexions services means that young people have access to impartial and good quality careers advice
- youth service provision reflects needs within the Borough
- the youth offer is coherent following a 'one-stop' approach
- good links with other providers, including health professionals, lead to improved service delivery for young people
- young people are able to contribute to service delivery planning

**MONITORING**

- Connexions monitoring via the Local Authority to GONW and DfES
- Youth Service monitoring via the Learners & Young People's Service performance management structures

**EVALUATION**

- reports to the Youth Council
- reports to the Rochdale Borough Children's Trust

# ROCHDALE METROPOLITAN BOROUGH COUNCIL

## HEAD OF SERVICE : WORK PLAN 2006/07 : REVIEW

**To promote a whole-Borough approach to inclusion for children and young people**

TARGET	SPECIFIC ACTION TO BE TAKEN	PERSONNEL	TIME SCALE	OUTCOMES
to identify and support opportunities to promote inclusion	to develop a series of strategic events to strengthen the inclusion profile	Head of Service	review Summer 2006	whole-Borough event held. Inclusion explicit at team level planning
	to monitor Service and multi-agency activity as means of promoting inclusion	Head of Service	review six monthly	
to support the Private Finance Initiative for the re-building of co-located special schools	to manage co-ordination meetings  to lead on consultation events for staff  to support the development of linked strategic work, in consultation with Manchester University	Head of Service/PFI Manager/SEN Team Leader/Schools Service Personnel	as required	developments on schedule. Work with Manchester University has continued – seminar for new schools – Oct 06
to oversee the development of a continuum of provision for behaviour support	to lead the workshop activities and achieve an agreed structure of provision to support behaviour management	Head of Service/PWI Team Leader	initial report summer 2006	model developed and further work on detail of protocols etc. underway
	to extend the capacity to support children and young people with significant behavioural needs within the Borough	Head of Service/Head of Child Care	September 2006	

<b>SUCCESS CRITERIA</b>
<ul style="list-style-type: none"> <li>• exclusions from schools and settings is reduced in line with targets</li> <li>• fewer children and young people have to be placed out of borough in order for their needs to be met</li> <li>• staff in special schools are actively engaged with the development of the new schools</li> <li>• parents and their children are involved in the development of the new schools</li> </ul>

<b>MONITORING</b>	<b>EVALUATION</b>
<ul style="list-style-type: none"> <li>• performance management within Learners &amp; Young People's Service</li> <li>• regular reports to headteachers designate of new special schools</li> </ul>	<ul style="list-style-type: none"> <li>• reports to the PFI Board</li> <li>• reports to the Rochdale Borough Children's Trust</li> </ul>

## ROCHDALE METROPOLITAN BOROUGH COUNCIL HEAD OF SERVICE : WORK PLAN 2006/07 : REVIEW

**To ensure that the regeneration activities within the Borough are reflective of the needs of children and young people**

TARGET	SPECIFIC ACTION TO BE TAKEN	PERSONNEL	TIME SCALE	COST/ RESOURCE
to establish and monitor a programme of work within the Neighbourhood Renewal Fund activities	co-ordinate the development of a programme for NRF funding linked to CSF Floor Targets	Head of Service	April 2006	NRF Programme in place
	develop a process to monitor and challenge providers of commissioned services		May 2006 + subsequent reports	subsumed by pilot commissioning
to develop strong multi-agency operational links to support actions related to children and young people	establish a multi-agency approach to play provision	Head of Service	April 2006	in place
	review Service involvement in Neighbourhood Action Plans		September 2006	some links developing
	complete the community centre review		December 2006	completed

<b>SUCCESS CRITERIA</b>
<ul style="list-style-type: none"> <li>• NRF targets to reduce gaps in outcomes are achieved</li> <li>• all regeneration activity reflects the specific needs of children and young people</li> <li>• provision at community centres meets the needs of local children and young people</li> <li>• specific developments such as the Big Lottery play areas grant are developed in consultation with all agencies and children and young people</li> </ul>

<b>MONITORING</b>	<b>EVALUATION</b>
<ul style="list-style-type: none"> <li>• project monitoring as required by specific project plans</li> <li>• Learners &amp; Young People's service performance management framework</li> </ul>	<ul style="list-style-type: none"> <li>• reports to Rochdale Borough Children's Trust</li> <li>• reports to the Local Strategic Partnership</li> </ul>

## ROCHDALE METROPOLITAN BOROUGH COUNCIL HEAD OF SERVICE : WORK PLAN 2007/08

Aim : to develop strategies that support children and young people and their families

TARGET	SPECIFIC ACTION TO BE TAKEN	PERSONNEL	TIME SCALE	COST/ RESOURCE
1. To develop the parenting strategy, including the strategic commissioning of parent support	1.1 review the current parenting strategy in the light of new national guidance 1.2 agree a shared commissioning strategy across all agencies in the Borough 1.3 develop structures to baseline current provision and provide accredited training	With Parenting Strategy Co-ordinator	Details in Project Plan	From Specific Grant £30k
2. Develop and Implement the multi-agency Play Strategy	2.1 confirm agreed criteria for play provision development 2.2 develop and implement a shared commissioning process based on aligned budgets for play provision	With Play Strategy Group	April 2007 April 2008	Existing Resources
3. Review and develop family learning strategies	3.1 review existing provision against agreed outcomes 3.2 identify links with strategies for access to employment 3.3 develop processes to track and monitor long term impact of family learning inputs	With Work-Based & Community Learning Service + Steering Group	March 2008	Existing Resources
4. Support the development of flexible 15 hour provision for child care	4.1 oversee the implementation of the National Pathfinder 15 hour Project 4.2 review budget and personnel implications 4.3 co-ordinate responses to school-based issues	With Sure Start Team	From 2007 Sept 2007 Oct 2007	DfES Grant

**SUCCESS CRITERIA**

- All parents who wish to do so can access good quality parenting support.
- Parents taking part in parenting support courses report improved relationships with their children.
- Township-level discussion lead to well-distributed play resources.
- Children and young people are satisfied with their local play resources.
- Multi-agency agreement leads to better use of resources for play and therefore greater reports of satisfactory or good provision.
- Family learning opportunities increase progression in learning and employment opportunities.
- All 3 and 4 year old children experience 15 hours free pre-school provision for 38 weeks a year.

**MONITORING**

Reviews with working groups.

**EVALUATION**

Reports via Lead Groups to Rochdale Borough Children's Trust

# ROCHDALE METROPOLITAN BOROUGH COUNCIL

## HEAD OF SERVICE : WORK PLAN 2007/08

Aim : to support the development of integrated services for children and young people through the Children Schools and Families project and associated work

TARGET	SPECIFIC ACTION TO BE TAKEN	PERSONNEL	TIME SCALE	COST/ RESOURCE
1. Co-ordinate the implementation of the targets as given in the CSF Project Plan and the associated action plans	See Project Plan and Action Plans	With 2 ISLOs	As in Project Plan	
2. Support the development of children's centres and associated joint provision	2.1 oversee the project plan work for phase 1 and 2 children's centres 2.2 identify processes for joint commissioning of services through children's centres 2.3 manage the wider children's services accommodation strategy group	With Children's Centre Manager and PCT staff	Centre timescales in individual plans.  March 2008	
3. Implement measures arising from the Youth Matters Green Paper	3.1 Prepare a project plan in response to national guidance (still emerging)	With Principal Youth Officer	To be confirmed	

### SUCCESS CRITERIA

- Young people receive targeted youth support in line with their needs.
- All staff working with children in the Borough understand and support joint working.
- All parents of children up to 5 years can access a children's centre.

### MONITORING

- Children's centre reports to GONW
- CSF updates to CSF Executive
- Youth Matters issues reported to CSF Executive

### EVALUATION

- Reports to Rochdale Borough Children's Trust via Lead Groups
- Reports to Youth Council on Youth Matters issues

# ROCHDALE METROPOLITAN BOROUGH COUNCIL

## HEAD OF SERVICE : WORK PLAN 2007/08

Aim : to support the inclusive delivery of services for children and young people
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TARGET	SPECIFIC ACTION TO BE TAKEN	PERSONNEL	TIME SCALE	COST/ RESOURCE
1. Ensure all new school development is based on inclusive principles	1.1 support the staff development leading to the opening of the new co-located special and mainstream schools 1.2 contribute to the development of plans for the Building Schools for the Future project 1.3 develop the continuum of provision for children and young people with severe emotional and behavioural difficulties	With Schools Service staff	By Sept 07  In BSF Project Plan PRS/Brownhill phase by Sept 07	Existing Resources
2. Reduce the school days lost by children and young people	2.1 implement improved procedures for tracking children missing education 2.2 develop provision for all children missing more than 6 days through exclusion			

### SUCCESS CRITERIA

- Children and staff settle quickly in new schools in September 2007.
- Children with EBD can have their needs met locally.
- All children have access to alternative provision when excluded.

### MONITORING

- Project Plan reviews
- 1:1 staff supervision

### EVALUATION

- Reports to BSF Project Board
- Reports to Rochdale Borough Children's Trust