

READING BOROUGH COUNCIL SERVICE PLAN 2011 - 2014

For Directorate of Education and Children’s Services

SECTION 1- guidance notes

WHERE ARE WE NOW? - 1A: Strategic Framework & Service Context.

- Use this section to describe the vision, aims and context of your service and how you support equalities and environmental sustainability

The Directorate’s vision and priorities for 2011 - 12 are:

Our vision

We will create a positive and ambitions environment for Reading children and young people

So that they are

- Happy health safe and coping with change and challenge
- Enthusiastic and skilled learners
- Value themselves and others

Our priorities

Keeping Children safe	<ul style="list-style-type: none"> • Protect and look after children and young people that need our care • Reduce domestic abuse and substance misuse and support families with these issues
Intervening early	<ul style="list-style-type: none"> • Work with families in greatest need as early as possible to build emotional well-being and improved health • Help young people to have high aspirations and be healthy, active citizens, making positive life choices

<p>Learning and ambition</p>	<ul style="list-style-type: none"> • Make sure every child and young person has a fair chance of achieving, whatever their ethnicity, disability or family income • Help young people to improve their employment prospects • Help families from poverty realise their ambitions for their children and themselves
<p>The Directorate continues to respond to the increasing diversity in Reading ensuring appropriate equality impact assessment on the impact of reductions and continuing to prioritise the narrowing gap in outcomes for BME and other vulnerable groups.</p>	
<p>Head of Service Statement: Key issues/ what has changed overview/ principal challenges- what are the priorities and what will no longer be delivered</p>	
<p>The Directorate of Education and Children’s Services has continued to work proactively with partners to improve outcomes for children and young people in what has been a challenging year.</p>	
<p>In December 2010 the council received a rating from Ofsted of “Performing Well” pointing to an improvement in many outcomes including many that have resulted from committed and focused partnership working such as the reductions in teenage conceptions, reduced NEET young people, reduced young offenders, and reduced school exclusions. At the same time the quality of provision in schools, settings and children’s homes improved.</p>	
<p>During this year the UK experienced a change of Government and resulting changes of policy on relation to accountability for schools a changed role for council’s reductions in funding for public services.</p>	
<p>There have also been local challenges notably the rise in referrals into Children’s Social Care and consequent increases in children subject to protection plans and children in care.</p>	
<p>There have also been great strides forward, including more robust processes to support children in need through our children’s actions teams and evidence that the CAF is fully embedded through the scale of its use in comparison to other LAs. The Directorate has strengthened its commissioning function, commissioned a new domestic violence service and delivering savings in a range of areas. We have undertaken a range of detailed needs analysis in preparation for transformational commissioning for early intervention and for reducing care proceedings in 11 - 12. We have reduced teenage conceptions by 28% since 1998 through strong partnership working with schools and the PCT. Work with the Innovations Unit is developing a new approach to service delivery based on co-production principles. Finally Reading has substantially increased the number of good and outstanding schools and has been approved for its first free school and plans are in place to facilitate a new free secondary school.</p>	
<p>The directorate has developed proposals to reduce its expenditure by £4M. It has sought to minimise impact on front line staff through making savings through and selling services to schools. However, there will be impacts on users through increasing the cost of services to users (eg schools meals, childcare costs), the reduction in some universal provision in the youth service and children’s centres and some reductions in targeted support which does involve some risks to preventive work.</p>	

Looking back and looking forward:

The Directorate recently undertook a review with all senior managers reviewing the events, improvement themes and partnerships forged over the past three years and projecting forward the same themes for the next three years. This indicated that within the three overall priorities of customer service, people and value for money, our focus on the following needed to be enhanced:

Customer focus

- Helping schools to take more responsibility for commissioning services for vulnerable children and for supporting each other to raise standards
- Sharpening our focus on early intervention to ensure impact on families at risk
- Increasing our focus on user engagement and coproduction

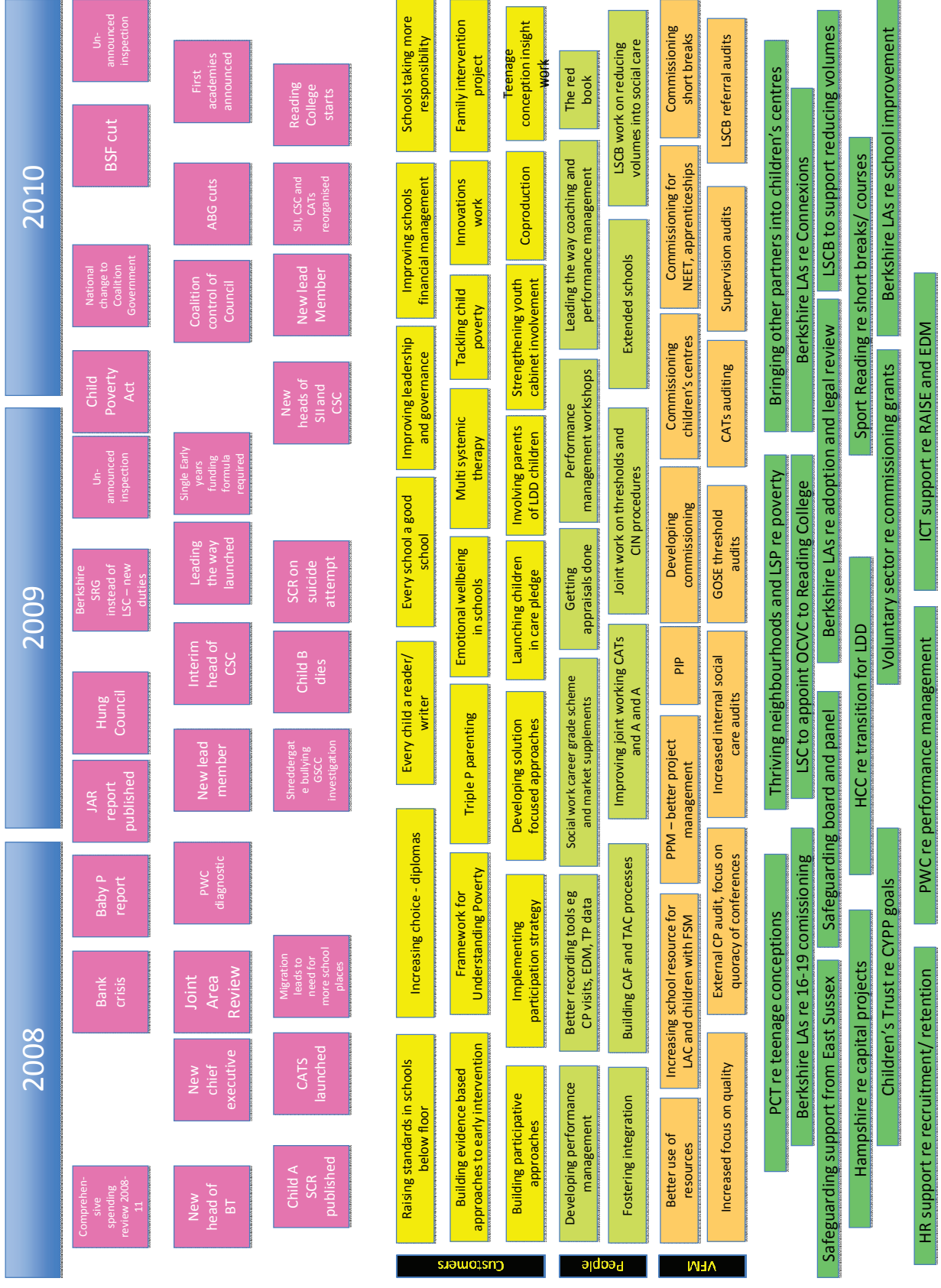
People

- Developing coaching and solution focused approaches to value and support staff to sustain and improve our performance during change
- Foster further service integration with police, health and adult services to ensure more of a family focus and prepare for new public health duties

Value for money

- Strengthening commissioning
- Implementation of cost reduction strategies and the performance improvement programme

Key partners include schools, the PCT as we move towards transition, other local authorities and the voluntary and private sector.



2011

2012

2013

Wolf Report	SEN Green Paper	School capital review	Munro / Family Justice review	New Ofsted framework	Reform of adult learning	All age careers service	Reform of school curriculum	New legislation SEN	? more Pressure to use voluntary sector	Public health moves to LAs	? launch of 11-19 UTC	Raising participation for 17 year olds
Setting services to schools event	Loss of EMA for students	Local elections	Year 2 budget savings	New legislation admissions	SCR publication	New SLA for schools	Local elections/ elected police commissioner	National changes in school funding announced	GP commissioning/ PCT ceases	No local elections	? launch of free special school	? further Council restructure
Early intervention reports	Education Bill	More academies	Shared services with other LAs (SI)	Corporate restructure	One front door in place	? more academies	? related pay	PIP services centralised	? family based services	More academies	Single funding formula for schools	

Announced Ofsted inspection at some point

Raising standards in schools below floor	Increase our customer focus so schools buy back more services for vulnerable children	Encourage greater school to school support										
Sharpening approaches to early intervention	Service for families with repeat removals into care	Family nurse partnership?	Schools fund KidsCo?	A service to improve mother infant interaction?	More innovations work/blueprinting and prototyping							
Increasing participative approaches	Implementing participation strategy	Developing solution focused approaches with users	Increasing coproduction	More personalisation for LDD	Employing users to support families							
Developing performance management	Valuing and supporting staff to sustain improvement	Embedding solution focused approaches with staff	Increase engagement and participation of staff	Increase use of coaching								
Fostering integration	Building Family CAF and TAC processes	Holistic single one front door reducing volumes in CSC	More joint working with HCC eg lifelong LDD services	Join public health and early intervention								
Better use of resources	Increasing recruitment of in-house foster carers	Increased joint commissioning with other LAs eg IFAs, SEN	Increase in services commissioned overall	Commissioning for Raising Participation Age								
Better prioritisation	More technological solutions to reduce cost	Ensure capacity and ambitions are aligned	Improved financial skills for managers	More PIP								

Engage business re apprenticeships	Work with free school UTC providers	16-19 providers re raising participation
Work with police on DV	Assist schools to improve commissioning	Develop school - school links beyond Reading
	LSCB re reducing volumes in CSC	Work with new ICT provider for social care
	Berkshire LAs commissioning together eg SEN, IFAs	Berkshire LAs sharing services
Adult services re closer working re LDD	Adult services re closer working re families	Voluntary sector re bidding for new grants
Berkshire Healthcare Trust re Health visitors	PCT/ GPs public health re transition	Work with GP commissioners

WHERE ARE WE NOW? - 1B: Performance Review / Current Performance

- Use this section to give evidence of your service's indicators and achievements in the current financial year (2010/ 2011)
- List key: **Top Ten indicators and any exception indicators and customer charter measures include benchmarking- have objectives and targets been met- include any plans and explanations if targets have not been met and issues for next year.**

PI ref	Description	08/09 Result	09/10 Top Quartile	09/10 Result	10/11 Target	Comments
BS 12	% of Children in Care placed with Reading Foster Carers at end of each month	44.33	NA	40.80	50.0	Challenge continues to be pressure related to numbers of care proceedings and requests for placements for babies and young children, and the level of recruitment of carers keeping pace with this.
	The number of school days lost due to Fixed Term exclusions in Primary schools. (Academic year)	292.50	Ask Susan	374	360	This target continues to be green against set targets. However, compared with QTR 3 in op-10 there has been an increase of 16.5 days in days lost to education in the primary phase
	Number of school days lost due to Fixed Term exclusions from Secondary schools .(Academic year)	1112	Ask Susan	1029.50	1140	This target continues to be green against set targets. Compared with QTR 3 09-10 there has been a reduction of 76 days (a reduction of 26.7%) in days lost to exclusion in the secondary phase.
NI 59	Percentage of initial assessments for children's social care carried out within 7 working days of referral	67.4	63.7	62.7	70.0	Although the target has not been met the trend is upwards. The volume of referrals and initial assessments is still very high but there is ongoing work to try to reduce this, via the LSCB 'Task & Finish' Referral Group and within Access & Assessment
NI 67	Percentage of child protection cases which were reviewed within required timescales	100%	98.5%	100%	100%	During 2010-11 2 children did not have their reviews on time-giving a Q3 % figure of 98.2%. These cases were both being transferred out of the local authority and there were delays in the transfer process. Procedures have now been changed to remind frontline staff and to ensure that this does not happen again.
NI 111	First time entrants to the Youth Justice System aged 10 – 17	241		135	231	Cumulative figure at end Q2 = 53 Progress made in 2009-10 through Police/YOS/PASS triage continues to impact, with a Q2 cumulative figure for FTE of 29. We are currently on target to improve on the 2009-10

						<p>performance. During the first two quarters of 2010-11, 114 Youth Restorative Disposals were delivered in the first half of 2010-11.</p> <p>The work of the Prevention and Support Service (PASS) is key to continued achievement in this area. YOS continues to work with PASS to support the development of skills and resource. Members of the intervention team have readily engaged in the quality assurance programme and there is evidence from case files of significant improvement in the quality of work. The Youth Justice Board's assessment of the prevention service when validating the Capacity and Capability Assessment scored the planning and delivery of prevention services, as well as their alignment to universal and targeted services as level 3, excellent. Analysis of first time entrants is also assessed as excellent.</p> <p>NB Q3 results available end Jan (unverified) and end Feb (verified)</p>
NI 117	16 to 18 year olds who are not in education, employment or training (NEET)	Ask peter		6.5 avg	6.2	<p>The November figure was 7.1% slightly higher compared to 7.0% in 2009, the December figure was 6.8 and January 7.5. A rise in NEET percentage was caused by a significant number of students dropping out of Reading College during November and becoming NEET. The reasons for this are currently being investigated to see what lessons can be learnt from this and action taken to address the issue</p>
	number of children and young people that have had a Short-Break defined by the 'Aiming high for disabled children project'	222	NA	330	593	<p>The team has achieved its short breaks target for 09 / 10 by successful application of the commissioning cycle ie the tendering of short breaks provision, and negotiation of SLAs with outcomes and monitoring procedures. This has been monitored by the National Strategies who have confirmed that we are now independent of their support.</p>
	% of objectives reached for children with Multi Agency CAFs	NA	NA	69%	70%	<p>This was red at end of quarter 2. We will run the report for end of Q3, where we are expecting an uplift in performance as been discussed at team and one to ones, we have reviewed plans on file and completed case reviews on cases over 6 month to focus in on new objectives for workers</p>
	% of schools categorised as Good by Ofsted	50%	NA	60.4	70.0	<p>The percentage of good schools has improved from 56 to 63% as at 14 March. There remains one school deemed inadequate overall.</p>

	Rate of Children subject to Child Protection Plans per 10,000 population under 18	35.4	NA	52.77	38.00	The numbers subject to CPP remains much higher than we would wish. It continues to be volatile from the July high of 201, to 168 at the end of November 2010 rising again to 179 in December. We are working hard to reduce this number by scrutinizing all individual case decisions.
	Customer Charter Measures					
CC1	To respond to MP letters within 5 working days of receipt	100%	NA	100%	80%	
CC2a	Telephone calls responded to within 20 Seconds - Early years/Play Development	92%	NA	94.5%	80%	
CC2c	Telephone calls responded to within 20 Seconds - Youth & Community	94%	NA	95%	80%	
CC2d	Telephone calls responded to within 20 Seconds – School Transport	82%	NA	82%	80%	
CC2e	Telephone calls responded to within 20 Seconds – School Admissions	91%		89%	80%	
CC2f	Telephone calls responded to within 20 Seconds – Student Support	78%		97%	80%	
SCS Theme Ref	09/10 objectives	Complete / On track	Slippage?	Revised Milestone	Issues	Lead Officer
Children & Young People	Anna not sure what to put here? Dot					

Please note this completed table will be used as the basis of the Corporate Plan review to commence in October

WHERE ARE WE NOW? - 1C: Responding to Customer Feedback and key areas of focus for 2011/12

- Use this section to describe and explain, what are you doing to improve resident and customer focus and engagement, as we prepare for achieving the Customer Service Excellence standard (CSE)¹?

The CSE criteria are: 1.customer insight, 2 improve customer culture, 3 information and access, 4 Service Delivery, 5.Improve timeliness and quality of service

The Directorate has continued to prioritise user engagement, customer service and participation and during the year young people assisted us to revise our Voice Influence and Participation Strategy, disseminate it and set a gold standard of coproduction for our work. In 2011-12 identified services will be working with young people to assess themselves against this standard.

Strategic engagement from young people has continued during the year with young people as standing members of the Children's Trust, and contributing to the leadership of some Trust meetings. In addition young people presented to, and facilitated, a session at the LSCB to help it understand young people's concerns about safeguarding before setting its priorities for 11-12.

The Youth Cabinet has attended and presented to Cabinet their concerns about the budget proposals and we assisted the Youth Cabinet to host a national conference on Connexions in September. In addition the Youth Cabinet President now has a seat at Education and Children's Services Scrutiny Committee and are about to be given a seat on the Local Strategic Partnership.

There was extensive consultation on the Reading Children and Young People's plan, including sessions in Reading High Street speaking directly to families and young people, and this led to changes in the wording of the priorities for the plan. In addition there was radio publicity and engagement of the wider public via a web-survey and leaflets.

There was a sustained engagement this year with some harder to reach groups which included parents of children on protection plans, parents who have experienced multiple removals into care, a speak out for looked after children, an engagement with BME parents and 40 families living in two streets in the highest area of poverty in Reading (the latter as part of work with the Innovations Unit)

¹ As part of the Councils focus on the priority area of residents and customers, the aim is for the whole Council to achieve CSE standard by 2014 as part of a 3 year programme and implementation of the Performance Improvement Programme (PIP).

SECTION 2

WHERE DO WE NEED TO BE? : (At directorate level these are ‘strategic’ objectives), whereas at service level ‘key or service objectives’ may be more appropriate

- Use this section to describe your service strategy to deliver the outcomes the council has agreed within budget 2011/12 and your service strategy to deliver your medium term (3 year) objectives

GUIDANCE

Include theme² / transformational change priority³ and strategic objective State whether the Objective is:

EXAMPLE

Theme: A Fairer Reading for All

Strategic objective	New / Continuing 11/12 / complete	Key Activities	Measure/Milestone	Timescale	Lead Directorate/ Officer
Theme / Priority: Children and Young people					
Keeping children safe	Continuing	Protect children and reduce the number that need to be looked after by the Local Authority	<ul style="list-style-type: none"> Reduce number of LAC Number of LAC in in-house foster placements (BS12) % of core assessment on time (NI 60) Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time (NI 65) Reduction in average cost of residential SEN placements 	March 2012	Karen Reeve
Keeping children safe	New	Reduce domestic abuse and substance misuse and support families with these issues	<ul style="list-style-type: none"> Reduce number of repeat referrals into Social Care due to domestic abuse % CIN targets achieved % referrals to social care without previous CAF 	March 2012	Karen Reeve

² As identified by the Sustainable Communities strategy

³ The Transformational Change and Improvement Programme has the following priorities: **STAFF, RESIDENTS and CUSTOMERS and VALUE FOR MONEY.**

			<ul style="list-style-type: none"> Reduce the number of babies who have to be taken into care as a result of substance misuse 			
Intervening early	Continuing	Work with families in greatest need as early as possible to build emotional strength and improved health	<ul style="list-style-type: none"> Increase number of vulnerable families actively engaged in Children's Centres Increase number attending parenting courses 	March 2012	Steve Green/ CAT managers CAT managers	
Intervening early	Continuing	Help young people to have high aspirations and be healthy, active citizens, making positive life choices	<ul style="list-style-type: none"> % of young people engaged in youth work and receiving accredited outcomes Reduction in the number of first time entrants to youth justice system Reduce teenage conceptions % of objectives reached for children with Multi Agency CAF's 	March 2012	Kirsten Carr Andy Fitton	
Learning to work	Continuing	Make sure every young person has a fair chance of achieving well whatever their ethnicity, disability or family income	<ul style="list-style-type: none"> NI 104, 107, 108 (SEN/Non SEN gap, Ethnic minority gap KS2 & 4), Gap at foundation stage, KS1, KS2 & KS4 for children on free school meals Increase % of schools rated as good Increase primary and secondary school places Permanent exclusions secondary and fixed term exclusions from primary schools 	March 2012	Kim Bergamasco	
Learning to work	Continuing	Improve the employment prospects of our young people through education, training or volunteering opportunities	<ul style="list-style-type: none"> Reduce % of young people who are NEET 	March 2012	Peter Shotts	
Learning to work	Continuing	Help parents without jobs realise their ambitions for their children and themselves	<ul style="list-style-type: none"> Countable discrete learners on ALR courses 	March 2012	Lesley Reilly	

TOP TEN PI'S

Reference No	Indicator title	Forecast 10/11	Target 11/12	Target 12/13	Target 13/14
<u>N165</u>	Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time				
<u>BS12</u>	Number of LAC placed in house foster placements				
<u>NI 60</u>	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement.				
<u>SI</u>	Number of Permanent Exclusions - secondary schools				
<u>SI</u>	Number of days lost - fixed term exclusions primary				
<u>NI 117</u>	% of young people who are NEET (Not in Education, Employment or Training)				
<u>SI</u>	% of schools categorised as good by Ofsted (monthly)				
<u>CAI</u>	% of objectives reached for children with Multi Agency CAF's				
<u>NI 111</u>	Reduction in FTE (First Time Entrants) to Youth Justice System Base Line 1980 per 100 000 (07/08)				
	Reduction in average cost of residential SEN placements				

SECTION 3:

HOW DO WE GET THERE? - 3A: BUDGETARY & FINANCIAL ISSUES FOR THE IMMEDIATE AND MEDIUM TERM

Please contact your service Finance Manager to generate a Hyperion report to produce the revenue estimates requested in the table below

Revenue Estimates					
	2010/11		2011/12	2012/13	2013/14
	Estimate £000	Probable £000	Estimate £000	Estimate £000	Estimate £000
Direct Expenditure					
Employees	29,227	25,545	26,168	26,000	25,500
Running Expenses	37,403	39,402	30,684	28,000	26,000
Income	(38,818)	(39,958)	(24,820)	(26,000)	(27,000)
Net Expenditure	<u>27,812</u>	<u>27,989</u>	<u>32,032</u>	<u>28,000</u>	<u>24,500</u>

Use this section to identify how service changes are driven through the budget planning / service planning process

Monitoring and achieving the plan objectives:

Each priority within the plan has specified performance management measures to establish if the Council is achieving these goals. Monthly performance management reports will be presented to the Directorate management Team, along with quarterly reports to the Corporate Management Team. Safeguarding performance is also reported to the Safeguarding Improvement Board and Safeguarding Panel quarterly and Scrutiny Committee. There are separate groups monitoring other specific aspects of the plan. The plan also feeds into the Sustainable Community Strategy, it is also underpinned by numerous local authority and partner agency plans and strategies for each area of work. The local authority strategies should all have completed equality impact assessments.

Workforce development to achieve the plan

The DECS WFD teams have been amalgamated in order to both improve efficiency and to make cost saving reductions by reducing duplication in order to support the directorate in developing a highly skilled work force that delivers support to families so that children and young people achieve the best outcomes possible. The team will conduct an annual Training Needs Analysis to identify training and development needs in the directorate and by pooling experiences within the WFD team they will prepare a training plan suitable to those needs which they will commission and deliver within budgets allocated.

In addition they will work to ensure service level competencies are defined and supported by training and development in order to produce a competent and confident workforce. They will lead on change within the directorate by embedding Solution Focus and Co-production as a way of working.

HOW DO WE GET THERE? - 3B: Risk Management

Use this section to details key risks to the delivery of your service

guidance on IRIS <http://inside.reading.gov.uk/areas/corporateresources/riskmanagement/>

RISK REGISTER										
Risk ref no	Risk	Inherent risk <i>risks are assessed on the basis that there are no measures in place or on the basis that any existing measures are not operating effectively - the worst case scenario if the risk were to occur</i>			Residual risk <i>Measures in place should already be helping to minimise the likelihood or impact of the identified risks. Therefore, the identified risks are then re-assessed in light of the existing and proposed measures.</i>			Review frequency / by whom	Risk owner	
		Impact	Likelihood	Score (impact x likelihood)	Impact	Likelihood	Score (impact x likelihood)			
1	Budget pressures, income recovery (SLAs) & achievability of savings	3	4	12	3	3	9	3 Monthly - risk owner	Russell Dyer	
2	Inspection requirements not being met due to capacity constraints	3	4	12	3	2	6	3 Monthly - risk owner	Anna Wright	
3	Availability and funding for additional required school places to meet demand	4	3	12	3	3	9	3 Monthly - risk owner	Kevin McDaniel	
4	Unavailability of internal	4	4	16	3	3	9	3 Monthly - risk owner	Karen Reeve	

5	placements for looked after children	4	4	16	3	3	3	9	3 Monthly - risk owner	Kim Bergamasco
6	SEN/ LLD demand pressures continue unabated by action plan.	3	5	15	3	3	4	12	3 Monthly - risk owner	Kim Bergamasco
7	NEET increases significantly due to reductions in Connexions and/or changes to EMA	4	3	12	3	3	3	9	3 Monthly - risk owner	Karen Reeve
8	Death or injury as a result of poor practice	3	4	12	3	3	3	9	3 Monthly - risk owner	Anna Wright
9	Reduced management & support service (including RAISE) capacity slows the pace of change	3	4	12	3	3	3	9	3 Monthly - risk owner	Kim Bergamasco
10	Narrowing the gap in attainment does not occur	4	3	12	3	3	3	9	3 Monthly - risk owner	Melani Oliver
	Imposed reductions to ELG leads to increases in demand for high cost specialist	4	3	12	3	3	3	9	3 Monthly - risk owner	Melani Oliver

11	services	3	4	12	3	2	6	3 Monthly - risk owner	Kim Bergamasco
	Further academy conversions reduce LA capacity to deliver change with central schools budget								
12	Lack appropriately skilled and trained staff available to children's services	4	3	12	3	2	6	3 Monthly - risk owner	Karen Reeve

Action plans for each risk must also be generated.

RISK ACTION PLAN

Risk ref no	Planned/ existing action to minimise risk	Measure of success	Progress against action plan	Review Frequency / by whom	Action Owner
1	Monthly monitoring of budget	Budget on track		Monthly	RD

Others to be added by Risk owners

Risk Scoring Matrix

Almost Certain (Above 95% Likelihood)	5	10	15	20	25
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Action Plan updates

Red = Monthly updates
Amber = 3 Monthly updates
Green = 6 Monthly updates

The updates, along with the risk scores are added to the QPR system for Corporate and Directorate risk registers

Highly Likely (Above 75%)	4	8	12	16	20
Likely (Above 40%)	3	6	9	12	15
Possible (above 10%)	2	4	6	8	10
Rare (Less than 10%)	1	2	3	4	5
	Negligible	Slight	Moderate	Critical	Catastrophic
Impact					

Equality Impact Assessment

Section 1 Initial assessment			
Directorate: DECS	Section: Extended Services	Person responsible for the assessment: Esther Blake	Date of Assessment 15.06.11
Name of the function/policy to be assessed: Deirectorate of Education and Children's Services Plan		Is this a new or existing function/policy? Existing, although this is an updated/re-written version	Who implements the function/policy and who is responsible for it? Director of Education and Children's Services
<p>1. Briefly describe the aims, objectives and purpose of the function/policy</p> <p>Reading's vision (and that of the CYPP) is to create a positive and ambitious environment for Reading's children and young people so that they are happy, healthy, safe and coping with change and challenge, are enthusiastic and skilled learners and value themselves and others.</p>			
<p>3. Who is intended to benefit from the function/policy and in what way</p> <p>All children and young people in Reading, plus their families, parents and carers should benefit if the vision and priorities (below) are achieved.</p>			

4. What outcomes are wanted from this function/policy?

To achieve the goals and priorities set within the plan which match the goals in the Children and Young People's Plan. The seven key priorities are to:

Keeping children safe

- Protect and look after children and young people that need our care
- Reduce domestic abuse and substance misuse and support families with these issues

Intervening early

- Work with families in greatest need as early as possible to build emotional well-being and improved health
- Help young people to have high aspirations and be healthy, active citizens, making positive life choices

Learning and ambition

- Make sure every child and young person has a fair chance of achieving, whatever their ethnicity, disability or family income
- Help young people improve their employment prospects
- Help families from poverty realise their ambitions for their children and themselves

For each of these priorities there are specified performance management measures to establish if the Directorate is achieving these goals as set out in this plan.

5. Who are the main stakeholders in relation to the function/policy)

- Councillors and staff for RBC and partners
- Children and young people
- Families, parents/carers
- Voluntary, community and faith sector

6. Are there concerns that the function/policy does or could have a differential impact on racial groups?

Y

N

7. What existing evidence (either presumed or otherwise) do you have for this?

Our data analysis has shown that there are gaps in performance for certain ethnic groups who are currently underachieving/disproportionately represented in exclusions, looked after children, LDD, NEET and persistent absence - in particular Pakistani, Black Caribbean, mixed Black Caribbean/White and Gypsy Roma and Traveller. BME groups are also over represented in areas such as youth offending, unemployment and coming to the attention of Children's Social Care. The CYPP has been written to ensure a positive differential impact on racial groups and aims to redress the current inequalities.

For details on the development, consultation and monitoring of the plan, see section 18 below.

8. Are there concerns that the function/policy does or could have a differential impact due to gender

Y

N

9. What existing evidence (either presumed or otherwise) do you have for this?

75% of children living in poverty live in single parent households, the majority of which are women. Child poverty is one of the priorities within the plan and by differentiating services to meet the need of vulnerable families we are expecting a continuing positive impact on women. Data also shows that boys are over represented in exclusions, NEET, the lowest 20% at the Early Years Foundation Stage and first time entrants into the criminal justice system. The priorities and policies within the plan aim to redress this.

For details on the development, consultation and monitoring of the plan, see section 18 below.

10. Are there concerns that the function/policy does or could have a differential impact due to disability

Y

N

11. What existing evidence (either presumed or otherwise) do you have for this?

Learners with LDD/SEN are currently over represented in lower achieving groups, more likely to be bullied, more at risk of exclusion than other learners and are also more likely to become NEET. Priorities and policies within the CYPP aim to redress this.

For details on the development, consultation and monitoring of the plan, see section 18 below.

12. Are there concerns that the function/policy does or could have a differential impact on people due to sexual orientation?

Y

N

13. What existing evidence (either presumed or otherwise) do you have for this?

Services are required to take account of a young person's, or their parents, sexual orientation, to respect this and enable the appropriate support to be in place to develop a positive identity. The plan aims to ensure that there is no negative impact on people due to their sexual orientation.

For details on the development, consultation and monitoring of the plan, see section 18 below.

14. Are there concerns that the function/policy does or could have a differential impact on people due to their age

Y

N

15. What existing evidence (either presumed or otherwise) do you have for this?

Data shows that more young people are becoming NEET and are over represented in poverty figures. Priorities and policies within the CYPP aim to redress this.

For details on the development, consultation and monitoring of the plan, see section 18 below.

16. Are there concerns that the function/policy does or could have a differential impact on people due to their religious belief?

Y

N

17. What existing evidence (either presumed or otherwise) do you have for this?

Although religious background data is not collected, links between ethnicity and religious belief suggest that our services and the plans need to have a positive differential impact on specific ethnic groups who are underachieving. The CYPP aims to achieve this.

For details on the development, consultation and monitoring of the plan, see section 18 below.

18. What existing evidence (either presumed or otherwise) do you have for the above?

Development of the 2011-12 plan:

This plan is rooted in the work done to develop the Children and Young People's Plan which was developed with the aid of a comprehensive needs analysis (Joint Strategic Needs Assessment) that covered all aspects of equality. Workshops with a wide range of colleagues from across the Trust partnership plus local business, faith groups, young people and parents, aided by the needs analysis data, established the priority areas with due recognition of equality issues. Most of the priorities are specifically aimed at tackling inequality, for example; raising attainment in vulnerable groups, protecting and looking after children and young people that need our care and helping young people improve their employment prospects.

Consultation of the plan:

During the consultation period, a number of opportunities were taken to ensure a wide consultation occurred to gain the views of staff, young people, parents and the wider community. There were two strands which included targeted face-to-face discussions and a web survey.

The consultation asked the following questions:

- Do we have the right priorities? Have we missed something that's important to you?
- Have we worded the priorities well? Are they clear and easy to understand?
- What are your top three priorities?

The web survey was set up on the RBC website and asked the questions above. The survey was linked from the Reading Children's Trust web pages on Reading2020.org.uk. This web link was circulated to the Trust Board for onward circulation and was sent to all RBC employees. It was also forwarded to the Reading 2020 forum, reaching a much broader audience. The Development Worker for Reading Children's and Voluntary Youth Services ensured that all the voluntary, community and faith groups that are members of this organisation were aware of the consultation and asked to provide comments. A press release was also sent out.

For the face-to-face events a flyer was produced that included the draft priorities and asked the questions above. Events included a day in Broad Street speaking to

members of the public, especially young people, Reading Children's and Voluntary Youth Services members meeting, a parents consultation meeting, RBC DECS Directorate meetings and a Get Involved Reading event in South Reading. The Youth Engagement Service carried out discussions with the Youth Cabinet and various youth groups (some targeted at specific vulnerable groups) to ensure they had also been consulted. At each event further refinements were made to the priorities to ensure they reflected the feedback and were understandable.

Feedback from the consultation showed that in general the priorities selected are the right ones. No-one felt that any of the priorities should be removed, and only a few additional suggestions were made. The wording of many the priorities at the end of the consultation were quite different to how they started, but all changes improved the understanding of the aim of the priority.

Monitoring and achieving the plan objectives:

Each priority within the plan has specified performance management measures to establish if the Council is achieving these goals. Monthly performance management reports will be presented to the Directorate management Team, along with quarterly reports to the Corporate Management Team. Safeguarding performance is also reported to the Safeguarding Improvement Board and Safeguarding Panel quarterly and Scrutiny Committee. There are separate groups monitoring other specific aspects of the plan. The plan also feeds into the Sustainable Community Strategy, it is also underpinned by numerous local authority and partner agency plans and strategies for each area of work. The local authority strategies should all have completed equality impact assessments.

<p>19. Based on the answers given in 6-17 is there potential for adverse impact in this function/policy</p>	<p>YES</p>	<p>NO</p>	<p>Please explain See section 18 above</p>
<p>19. Can this adverse impact be justified</p>	<p>YES</p>	<p>NO</p>	<p>Please explain N/A</p>
<p>If you have not identified adverse impact or you can justify the adverse impact you can stop here. If you have identified adverse impact that cannot be justified you need to continue the impact assessment</p>			