



**Notice of a public meeting of
Learning & Culture Policy and Scrutiny Committee**

- To:** Councillors Craghill (Chair), Fenton (Vice-Chair),
S Barnes, Brooks, Dew, Jackson and Wells
Dr Dickinson (Co-opted Statutory Member) and
Mr A Hagon (Co-opted Statutory Member)
- Date:** Wednesday, 11 January 2017
- Time:** 5.30 pm
- Venue:** The Auden Room - Ground Floor, West Offices (G047)

AGENDA

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda

2. Minutes (Pages 1 - 8)

To approve and sign the minutes of the meeting held on 9 November 2016.

3. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. The deadline for registering is **5.00pm on Tuesday 10 January 2017**. Members of the public can speak on agenda items or matters within the remit of the committee.

To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

Filming, Recording or Webcasting Meetings

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The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at http://www.york.gov.uk/download/downloads/id/11406/protocol_f_or_webcasting_filming_and_recording_of_council_meetings_20160809.pdf

- 4. York Museums Trust - Core Partnership Objectives Update - 2016-17 Half Year Report** (Pages 9 - 20)
This report updates members on the current activities of the York Museums Trust (YMT) against the agreed core partnership objectives.
- 5. 2016-17 Second Quarter Finance & Performance Monitoring Report - Learning and Culture** (Pages 21 - 30)
This report analyses the latest performance for 2016/17 and forecasts the financial outturn position by reference to the service plans and budgets for all of the services falling under the responsibility of the Corporate Director Children, Education & Communities.
- 6. School Meals Scrutiny Review - Update** (Pages 31 - 36)
This final report presents an update on the impact on schools in York of the introduction of universal infant free school meals.
- 7. Bi-Annual Safeguarding Update** (Pages 37 - 50)
This report updates the Committee on key local and national safeguarding developments since July 2016.

8. Update on 30 Hours Childcare for Working Families (Pages 51 - 64)

This report provides an update on progress with early implementation of a new statutory entitlement for 30 Hours Free Childcare for Working Families.

9. Play Opportunities Scrutiny Review - Draft Final Report (Pages 65 - 104)

This draft final report presents the findings from the Play Opportunities Scrutiny Review and proposes a number of review recommendations for the Committee's consideration.

10. Work Plan 2016-17 (Pages 105 - 106)

Members are asked to consider the Committee's work plan for the 2016-17 municipal year.

11. Urgent Business

Any other business which the Chair considers urgent under the Local Government Act 1972.

Democracy Officers

Catherine Clarke and Louise Cook (job share)

Contact details:

- Telephone – (01904) 551031
- Email catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

(If contacting by email, please send to both Democracy officers named above).

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

**Ta informacja może być dostarczona w twoim (Polish)
własnym języku.**

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 (01904) 551550

City of York Council

Committee Minutes

Meeting	Learning & Culture Policy and Scrutiny Committee
Date	9 November 2016
Present	Councillors Craghill (Chair), Fenton (Vice-Chair), S Barnes, Brooks, Wells and Reid (as a Substitute for Cllr Jackson) Mr A Hagon (Co-opted Statutory Member)
Apologies	Councillors Dew and Jackson Dr J Dickinson (Co-opted Statutory Member)

22. Declarations of Interest

Members were asked to declare any personal, prejudicial or disclosable pecuniary interests which they might have in respect of business on the agenda. Councillor Reid declared a personal non prejudicial interest in agenda item 4 (York Theatre Royal: 2016-17 Half Year Performance Update) as she was a City of York Council representative (with observer status) on the York Theatre Royal Board.

23. Minutes

Resolved: That the minutes of the meeting held on 14 September 2016 be approved and then signed by the chair as a correct record.

24. Public Participation

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

25. York Theatre Royal: 2016/17 Half Year Performance Update

Members considered a report which informed them of the progress and performance of the York Theatre Royal under the current service level agreement (SLA).

The Chief Executive of York Citizens Theatre Trust reminded Members that the theatre had only re-opened on 22 April after being closed for a year for a major refurbishment. She advised that it had been a great reopening with a mixed programme of work which included their own productions, including three world premieres, and a combination of productions by other companies and special events and she provided an update on the theatre's participatory programme and community projects.

With regard to funding, the Chief Executive confirmed that the revenue funding from City of York Council had ended on 31 March 2016. She confirmed that this loss was already being felt and had affected many aspects of what they did requiring them to scrutinise everything to reduce costs and ensure they did not overreach themselves in the opening year in terms of expenditure. For that reason she explained that they had decided not to target for growth in terms of audiences during the opening year. As a result of the loss of City of York Council revenue funding, and the loss of 3-4 weeks trading income (having reopened towards the end of April), they had to budget in their first year of operation to produce a deficit at the year end and therefore would have to draw on reserves to balance the budget.

She advised Members that they were currently working on both the 2017 - 2018 budget and the 2018 - 2022 business plan. At the same time, they were also in the middle of the application process to the Arts Council for the 2018- 22 period.

Members expressed the view that it would be useful if future reports could include some financial data and trends. Members noted that it had already been agreed that the City of York Council, in consultation with the theatre, would need to produce a new service level agreement (SLA) and acknowledged that, as part of that process, the request to provide some financial data could be looked at.

Resolved: That the report be noted.

Reason: To fulfil the Council's role under the service level agreement.

26. Explore Libraries and Archives Mutual: Performance Update, 2016/17 half year report

Members considered a report which updated them on the performance of Explore York Libraries and Archives Mutual Ltd (Explore) during the first six months of 2016-17.

The report updated Members on the achievements and developments which had taken place during the previous six months as detailed in the report.

The Chief Executive of York Explore responded to and provided further information on particular aspects of the report raised by Members during discussion. Members welcomed the update on the toy library which they agreed was a good resource but one which some Members might have forgotten about. They suggested that all Members be provided with details of the toy library (either by email or by way of the Members newsletter) so that they could pass details onto interested residents.¹

Following a request from the Chair, the Chief Executive agreed to provide some financial data in Explore's future bi-annual updates.

Resolved: That the report be noted and Members comments on the performance of Explore be taken into account.

Reason: To help monitor the service received under the contract.

Action Required

1. Provide Councillors with up to date information on the toy library

CC

27. York Learning - Strategic Plan Update & Progress Report 2016/17

Members considered a report which presented performance data for York Learning and provided an update on progress against the service's strategic plan. The report focused on the initial performance since August 2016 and also presented the service's initial findings for its annual self assessment report, prior to it being presented to the Executive Member in December 2016.

The Head of York Learning acknowledged that as it was an academic year plan and they were only a few months into it, Members may find it difficult to make any valid judgments at this stage. He provided additional information to Members on a number of particular issues raised and drew Members' attention to annex C which provided information on income streams, which they had previously requested. The Chair confirmed that the inclusion of that information was useful but asked that in the future it be broken down further to show both income and expenditure.

The Head of York Learning confirmed that there were between 50 and 55 volunteers, including former teachers, who mainly supported individuals in classrooms alongside paid support roles and agreed to provide more information on their range of duties in a future report to the committee.

Resolved: That the report be noted and Members comments on the performance of York Learning and the initial findings of the service's self assessment report be taken into account.

Reason: To help monitor the service and ensure robust governance arrangements.

28. Draft Skills Strategy

Officers provided an update on the draft York Skills Plan 2017-20 "Developing and Retaining Talent – Making Sure 'No-one' is left Behind".

The Corporate Director, Children, Education and Communities and the Assistant Director, Education and Skills explained that the plan had intentionally been kept at a strategic level with five essential "To-Dos", covering four different areas, all impacting on the fifth, as follows:

- Great Education connected to Business
- Better Connect People to Jobs and Progression
- Growing Apprenticeships in York
- Grow the Graduate/Higher Learning Offer for local employees & residents

- Harness the employment and career opportunities for the benefit of all people across all sectors with a focus on addressing existing skills gaps and shortages

They advised that the format of the York Skills Plan mirrored York's Economic Strategy and that it was very much a partnership plan with its headline priorities aligning well with the local enterprise partnerships which York was part of.

Members welcomed the reference to young people eligible for free school meals and noted that that it would reference One Planet York and other links. It was acknowledged that there were skills shortages in other areas in addition to those shown under point 5 and that there were also high level skills jobs which were difficult to recruit to in those areas.

Resolved: That the update be noted and Members comments be taken into account when progressing the plan.

Reason: To keep Members up to date on progress towards the development of York's Skills Plan 2017-20.

29. School Improvement and Ofsted Update on Schools Performance

Members considered a report which provided them with information on school performance during the academic year 2015-16 and about the position of schools according to Ofsted inspection judgements as of 1 November 2016.

The Assistant Director, Education and Skills, advised Members that the data provided in the report was unvalidated data and currently provisional and subject to change prior to publication of the Department for Education Performance tables in January 2017. She provided an update on performance across all key stages confirming that York had maintained a healthy position compared to the national picture. She explained that changes to the curriculum and new performance indicators at Key Stage 1, 2 and 4 had presented challenges, and meant there were no comparable benchmarks for the 2016 data except in the early years foundation stage. Early Years foundation stage results showed an increase in performance in headline indicators and York maintained a position above national average but with the adverse effect of widening the pupil premium gap in York after successfully seeing it start to narrow in previous

years. She explained the priorities and work being undertaken to address areas of concern in individual key stage areas including work towards narrowing the gap and provided further information in relation to other areas raised by Members.

Resolved: That the report be noted.

Reason: To provide the committee with an update on school performance in the academic year 2015-16.

30. Update on Schools Response to the Government's White Paper: Educational Excellence Everywhere

Members received a report which provided them with an update on the Government's White Paper and proposed Education Bill: 'Education for All' and the implications for the school system in York. Officers provided information to Members and discussion took place around the following issues.

- The Technical and Further Education Bill would be brought forward in this parliament instead of the Education Bill.
- The new Secretary of State had confirmed that it was the government's intention that schools would take up academy status, but that there would be no compulsion to do so.
- The Education and Adoption Act had come in force making provision about schools in England that were causing concern, including provision about their conversion into academies and about intervention powers. It also included a new category of schools known as "coasting" schools, which were not subject to a mandated route towards academisation but who would be required to work with local authorities around making improvements.
- Open consultation "Schools that work for everyone" (ends 12 Dec) - consulting on proposals to create more good school places.
- York schools were disadvantaged financially by national funding formula – schools were looking at whether they could get more assistance by coming together in formal, collaborative groups as part of multi academy trusts in order to be able to maintain high performance.
- Free schools in York – there had been delays with the creation of a Creative Arts Academy in York due to constraints around

available land in York. There was a recognised need for additional school places in York in future years and the need to open free schools in line with government provision. There was a need to work with existing providers to increase provision and ensure that new places were added at right time so as not to destabilise good existing provision.

- 3 Multi Academy Trusts (MATs) had already been established in York including 3 mixed MATs with both faith and non faith schools.
- With regard to potential removal of 50% cap on admission of faith pupils to faith schools and potential effect on demand, initial discussions with York Church of England secondary school leaders suggested they were not particularly in favour of it.
- As academisation progressed, the local authority was actively talking to school leaders, as they formed groups, to ensure they thought about the longevity of structures to ensure that no child or school was left behind.

It was agreed that officers would provide information at future meetings on planning for additional school places and an update on academisation progress.

Resolved: (i) That the report be noted and Members comments/concerns be taking into account.

(ii) That further updates be provided to the committee at future meetings with regard to planning for additional school places (place planning) and academisation progress.

Reason: To update the committee on changes to national education policy and the implications for schools in York.

31. Work Plan 2016-17

Members considered the committee's work plan for the remainder of the 2016-17 municipal year. They noted that:

- The SACRE (Standing Advisory Committee on Religious Education) Annual report and Review of York Schools Agreed Syllabus item would be moved from the January to March

meeting as the Chair of SACRE was unable to attend the January meeting.

- The committee would receive reports on place planning and academisation at future meetings – the Corporate Director, Children, Education and Communities advised that he would liaise with colleagues about the most suitable timing of these reports.
- The Tour de France Scrutiny Review Task Group and Play Opportunities Scrutiny Review Task Group were progressing work on their respective reviews.

Resolved: That the work plan be agreed subject to the amendments detailed above.

Reason: To keep the committee's work plan updated.

Councillor D Craghill, Chair

[The meeting started at 5.30 pm and finished at 7.55 pm].



Learning and Culture Policy & Scrutiny Committee

11 January 2017

Report of the Assistant Director (Communities, Culture & Public Realm)

York Museums Trust: Core Partnership Objectives Update - 2016/17 half year report**Summary**

1. This report updates members on the current activities of the York Museums Trust (YMT) against the agreed core partnership objectives.

Background

2. YMT was set up as an independent trust in order to achieve a business turnaround of the museums and art gallery and to enhance the cultural provision within the city. It successfully addressed its initial targets which were concerned principally with: stabilising visitor numbers, delivering new income streams, creating new exhibitions and interpretative services, creating an education strategy, increasing use and involvement by residents, and cataloguing of the collection.
3. New objectives were agreed by the Executive on 28 April 2016 on the recommendation of this scrutiny committee, to be the long-term shared objectives of the partnership between the Council and YMT:
 - Creation of museum and gallery provision capable of contributing to positioning York as a world class cultural centre
 - Provision that is a source of inspiration and enjoyment for all and a stimulus for learning and skills development
 - The protection and conservation of the collections, gardens and buildings for future generations including improved storage
 - Promotion of the city's museums and collections through a varied range of activities which could include exhibitions, displays, community projects, volunteering opportunities, formal learning for schools, informal activities for families, and adult learning

- Increased access to the city's collections, gardens and buildings and increasing visitor numbers, especially young people
 - Recognition of the special significance of the museums and gallery for York residents through the maintenance of pricing incentives for York residents and opportunities for free access
 - The facilitation of access for those most likely to be excluded through a range of outreach activities and pricing mechanisms
 - Excellent customer service and visitor experience
 - Improved public realm through capital investment and imaginative interpretation schemes
 - Active international partnerships to enhance public programmes, to increase YMT's, and the city's, reputation and to raise funds
 - Retention of registered museum status and development of the designated collections to ensure maximum public benefit
 - The maintenance of the Museum Gardens on the Register of Parks and Gardens of Special Historic Interest and the register of botanical gardens
 - Public access to the Museum Gardens daily (except relevant Christmas / New Year holidays) unless closure is necessary for reasons of public safety
 - Effective, open and transparent governance including effective access and equalities policies covering trustees and staff recruitment practices
4. The Executive agreed that twice -yearly reports be made to this committee, covering the activities of both YMT and the Council, and highlighting developments and challenges against:
- The Core Partnership Objectives set out above
 - YMT's Long-Term Financial Plan
 - YMT's Capital Development Plan
5. The report from YMT is attached at the Annex.
6. On the Council's side, legal advice has been commissioned, in consultation with YMT, to address this committee's recommendation that a consistent charitable framework be implemented for all museum assets and collections, to replace the various, current legal agreements. Our legal advisor will

shortly be producing a work plan to schedule the necessary work. A report will then be taken to the Executive with appropriate recommendations.

7. With regard to agreeing the Council's future financial support to YMT this committee recommended that:
- An annual discussion take place between YMT and the Council during August-September each year
 - In support of that discussion YMT will provide their refreshed 5 year financial plan and an updated capital development plan

The appropriate arrangements are being put into place to implement this.

Options

8. This report is for information and there are no options to consider.

Corporate Objectives

9. YMT contributes to a number of corporate objectives including developing opportunities for residents and visitors to experience York as a vibrant and eventful city, improving opportunities for learning, and in strengthening York's economy through investment in the tourism infrastructure.

Implications

10. Finance: The Council makes an annual grant to YMT. In 2016/17 the grant is £607k.
11. The report has no implications relating to: Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property.

Risk Management

12. This report is for information and there are no risks to consider.

Recommendations

13. That Members comment upon the activities of the York Museums Trust.
Reason: To fulfil the Council's role under the agreed partnership arrangements.

Contact Details

Authors:	Chief Officer Responsible for the report:		
Charlie Croft Assistant Director (Communities, Culture and Public Realm) Ext. 3371 Mike Woodward Chief Operating Officer York Museums Trust	Charlie Croft Assistant Director (Communities, Culture and Public Realm)		
	Report Approved	✓	Date 3 Jan 2017
Wards Affected:	All		✓
For further information please contact the author of the report			

Annex 1: York Museums Trust report for the first six months of 2016/17

York Museums Trust

Report Against Core Partnership Objectives April - December 2016

Creation of museum and gallery provision capable of contributing to positioning York as a world class cultural centre

Work has begun against YMT's ambitious Forward Plan 2016-21. The plan's Headline Priorities include that York Castle Museum should be subject to a major capital project and developing the Castle area as a cultural quarter

Thinking and planning for the development of the Castle Museum is being carried out in close co-operation with colleagues from CYC in order to take a strategic approach to the entire Castle Area.

The quality of the current provision has recently been evidenced by winning the national award for Family Friendly museum and appearing for the first time in Trip advisor top ten museums (see below).

Provision that is a source of inspiration and enjoyment for all and a stimulus for learning and skills development

Another Headline Priority in the Forward Plan is excellent, high profile programming, including strategic YMT-led events to attract visitors to York and high quality exhibitions at York Art Gallery.

Following on from its major renovation and redisplay in 2015-16, the Gallery's programme of major exhibitions has now begun.

Meanwhile at York Castle Museum the new 'Shaping the Body' exhibition is proving extremely popular with visitors. The exhibition explores 400 years of fashion, food and lifestyles to show the impact of all three on our bodies. It covers some difficult subjects but with a light touch. Amongst others, the exhibition has been a stimulus for learning and engagement with LGBT individuals and groups. It won a York Cultural Awards Highly Commended for the work with Howe Hill Hostel.

In 2016 York Castle Museum was designated one of the top ten museums in the UK according Trip advisor's Travellers' Choice awards, which are based on the ratings submitted by the general public. It was the only non-National museum in England on the list.

Following on from the impact of flooding last year, YMT have worked in partnership with YAT to put on 'Jorvik: Home and Abroad' at York St Mary's – a chance 'to discover the hustle and bustle of Viking York in this special exhibition devoted to the lifeblood of the city of Jorvik; international trade'.

Planning is also well underway for a major Viking exhibition at Yorkshire Museum in 2017, an exhibition produced in partnership with the British Museum which will tour Britain after its spell in York. On its tour it will be jointly branded as BM and YMT.

The protection and conservation of the collections, gardens and buildings for future generations including improved storage

Storage is another priority area identified in the Forward Plan. The aim is to dovetail the Castle Museum project with work to address most of the remaining collections storage and management issues. The social history collection alone has c.350,000 objects, the designated collection is one of the best social history resources in the UK. The process of properly documenting the collection and making it accessible to staff, volunteers and researchers is ongoing. A new storage project involving relocation, documentation and digitisation of the collection will be a major plank of a project to make use of facilities at Birch Park. The project will also improve the storage conditions of other sensitive collections.

Promotion of the city's museums and collections through a varied range of activities which could include exhibitions, displays, community projects, volunteering opportunities, formal learning for schools, informal activities for families, and adult learning

'Truth and Memory' ran March to September 2016, and the gallery was the only venue outside London to display this collection of more than 60 artworks produced during WW1 and in its immediate aftermath. The exhibition was originated by Imperial War Museums for the First World War Centenary and was first shown at IWM London. It was been specially reworked in partnership with York Art Gallery and featured key works from York's own collections.

Following that a major loan exhibition 'Flesh', including works by Rubens, Degas, Jean-Baptiste Siméon Chardin, Circle of Rembrandt and Francis Bacon, is currently running. The theme of the show is how the body and flesh, human and animal, have long been subject to intense scrutiny by artists in a wide variety of methods and forms.

YMT's Volunteer Programme continues to be very popular, with around 350 active volunteers. We continue to pursue partnerships with organisations which

support adults with learning difficulties, and we are also looking to increase access to our volunteer programme for people with sensory issues.

A key element of our work in the future will be to identify and target groups who are experiencing social exclusion and develop meaningful volunteer roles which will encourage them to get involved in the work that we do.

We see strong potential to embed our volunteering programme into a broader strategy of community engagement which increases its effectiveness through partnership, signposting and progression.

Other examples of local partnerships currently important for the development our public programme are:

- University of York, Digital Creativity Labs: a pilot project to create a 3d Viking settlement for the Viking Exhibition
- York College: an established series of project work with students with public display opportunities
- Cultural Leaders Group: audience development partnership
- Cultural Education Partnership: promoting this newly formed organisation
- Media Arts Guild and the 2018 Mediale festival – as identified in CYC Economic Development Strategy 2016-20
- Aesthetica Art Prize: host of this major contemporary art award
- York Archaeological Trust: joint exhibition with Jorvik with potential for future developments, especially in 2017
- Eboracum Roman Festival: lead partner in this new annual event, with with CYC, York Explore, Roman Society, Roman Bath House pub
- Yorkshire Philosophical Society: ongoing source of information, ideas, funding and time from the body that founded the Yorkshire Museum and Gardens
- Friends of York Art Gallery: independent charity which provides funding, advice and public talks
- York Theatre Royal: youth theatre project in Kirkgate Victorian Street

Young people from schools across the city participated in the Griffin's Nest challenge in partnership with NYBEP. Schools were sent a creative brief to design an evening event to attract visitors into York City Centre in a project designed to develop enterprise skills.

YMT has an ongoing partnership with York College to provide opportunities for fashion and design students to use our collections for creative inspiration. In 2015 students worked with York Art Gallery to create fashion designs that incorporate ceramics, which were then displayed in the Centre of Ceramic Art. In 2016 the focus moved to the Shaping the Body exhibition, costumes were created by students on the theme of self-image and displayed alongside the historic costume collection.

Increased access to the city's collections, gardens and buildings and increasing visitor numbers, especially young people

It continues to be an unpredictable time in terms of visitor numbers, however they generally picked up in the last quarter of 2016 and the figures for the 9 months April to December 2016 are very positive when compared with what was a difficult 2015:

	Actual	Last year	% Change
York Castle Museum	214,359	189,313	+13%
Yorkshire Museum	65,809	68,690	-4%
York St Mary's *	40,643	6,119	+564%
York Art Gallery *	64,379	37,898	+70%
Total	385,190	302,020	+28%

** York St Mary's and York Art Gallery were only open part-year in 2015.*

The 'YMT Card' scheme, introduced in summer 2015, has been remarkably popular:

- 30,000 'YMT Cards' have been issued in 18 months.
- currently 22,000 active card holders, and
- approximately half are York residents, meaning one in every fifteen adult residents are members.

The number of active members is still increasing every week. In the coming years we plan to increase engagement of members with YMT, growing the commitment on both sides, thus increasing the retention rates of members and their support for YMT.

The increasing overall visits disguises a drop in school visitors in the year to date – 26,821 compared with 30,948 last year. We are investigating the reasons. One

question is whether the increasing number of academies may be having an impact in terms of curriculum links and budget priorities.

We are exploring the many ways that technology can enable YMT to work with our members and our broader audiences and supporters. We have invested in developing a customer relationship system that is linked to our point-of-sale systems and will shortly have an online public interface.

Recognition of the special significance of the museums and gallery for York residents through the maintenance of pricing incentives for York residents and opportunities for free access

The offer to York residents has been improved in partnership with York Explore. York Card holders can still use their cards as evidence of residence to purchase YMT Cards at half price and they are now also entitled to 20% off day tickets. Alternatively, residents without York Cards can use their Council Tax bill as evidence to gain the discount on YMT Cards.

Admission for children is free of charge at all YMT sites and, thanks to a contribution from CYC, residents aged 17-24 and those entitled to most forms of income related benefit can get a YMT Card free of charge. Out of an initial allocation of 4,000 cards around 3,500 have been taken up to date.

The YMT residents open days proved popular on 25 and 26 June 2016, with nearly 3,000 additional visitors across all the sites over the weekend. We look forward to participating in the Residents Festival again this month.

The facilitation of outreach activities and pricing mechanisms designed to encourage visits by those who do not traditionally use the museums or gallery

YMT's public programme of talks, workshops and events for adults continues to include regular sensory tours, particularly suitable those with a sight impairment, and monthly practical, inclusive Arts for Well-being sessions. Dementia, autism and deaf awareness training has been introduced for staff and 'relaxed openings' have been introduced for people with sensory impairments. YMT now also has an interdepartmental 'Access Group' whose brief is to identify and remove barriers to engagement facing different groups within our audiences

The community spaces at York Castle Museum and York Art Gallery, which are curated in partnership with local community groups, continue to be fully booked. As part of our review of community engagement we are committed to focusing this work more on traditionally excluded groups, including those with protected characteristics and lower incomes.

Excellent customer service and visitor experience

“Ensuring a Quality and 21st century Visitor Experience, pro-actively engaging visitors and sharing narratives” is another headline priority in YMT’s Forward Plan and so a new senior post of ‘Visitor Experience Manager’ has been created.

As well as the Tripadvisor award, York Castle Museum won York’s Little Vikings award for most kid friendly museum in York. York Art Gallery won York’s Visitor Attraction of the Year and also the national UK “Family Friendly Museum of the Year” award.

In future we intend to make more use of digital media to within the on-site programmes to enhance or form the basis of the visitor experience. A current example is our work with the University of York to create a historically accurate Viking settlement in virtual reality which will feature in 2017’s Viking exhibition at the Yorkshire Museum. This is part of an ongoing partnership with the Digital Creativity Labs at York University to research and publish on potential applications of digital technology in heritage environments.

Active international partnerships to enhance public programmes, to increase YMT’s and the city’s reputation, and to raise funds

The partnership exhibition of the works of York artist Albert Moore is currently on show in the Museum De Buitenplaats in the Netherlands. The show is scheduled for 2017 in York Art Gallery.

We are currently working with CYC, Make It York and British Council to build links with Chinese museums.

Retention of registered museum status and development of the designated collections to ensure maximum public benefit

Continues. YMT now formally provides expert support and advice to other museums in the region which are seeking to renew or gain accredited museum status.

The maintenance of the Museum Gardens on the Register of Parks and Gardens of Special Historic Interest maintained and the register of botanical gardens

Continues. York Museum Gardens won another Yorkshire In Bloom Gold Award in 2016.

Public access to the Museum Gardens daily (except relevant Christmas / New Year holidays) unless closure is necessary for reasons of public safety

Continues.

Effective, open and transparent governance including effective access and equalities policies covering trustees and staff recruitment practices

As part of our Equality Action Plan, we monitor local demographics via census both for York and wider Yorkshire area and compare them with information submitted by both existing staff and new applicants.

We run fair and transparent selection processes for both Trustees and staff. Trustee vacancies are advertised and board diversity is an important consideration in recruitment. For staff posts, HR representatives are present on each interview panel, questions are submitted to HR in advance and all candidates receive the same information and are asked the same questions. The system of Personal Development Reviews means that routes to training are also open and fair. We opened all vacancies to volunteers in 2016 to widen the pool of potential candidates for jobs advertised internally.

Report of:

**Michael Woodward
Chief Operating Officer
York Museums Trust**

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Learning and Culture Policy & Scrutiny Committee

11 January 2017

Report of the Corporate Director Children, Education & Communities

2016/17 Second Quarter Finance and Performance Monitoring Report – Learning & Culture

Summary

- 1 This report analyses the latest performance for 2016/17 and forecasts the financial outturn position by reference to the service plans and budgets for all of the services falling under the responsibility of the Corporate Director of Children, Education & Communities.

Financial Analysis

- 2 A summary of the service plan variations is shown at table 1 below, with the following sections providing more details of the significant potential outturn variations and any mitigating actions that are proposed.

Table 1: Learning & Culture Financial Summary 2016/17 – Quarter (September)

2016/17 Quarter One Variation £000		2016/17 Latest Approved Budget			2016/17 Projected Outturn Variation	
		Gross Spend £000	Income £000	Net Spend £000	£000	%
+95	Children's Specialist Services	23,019	1,566	21,453	-554	-2.6%
0	Communities & Equalities	9,617	4,297	5,319	0	0%
-195	Education & Skills	16,311	7,486	8,825	-100	-1.1%
0	School Funding & Assets	117,565	124,495	-6,930	+579	+8.4%
+42	Director of CEC & Central Budgets	2,300	5,895	-3,596	-22	-0.6%
-58	Total CEC Directorate	168,812	143,740	25,072	-97	-0.4%

+ indicates increased expenditure or reduced income / - indicates reduced expenditure or increased income

- 3 The first quarter report for 2016/17 showed a projected net underspend of £58k. The latest position at table 1 is now showing a net projected underspend of £97k across all Children, Education & Communities budgets, a small increase of £38k. The following sections provide more details of the significant projected outturn variations, and any mitigating actions that are proposed.

Children's Specialist Services (-£554k / 2.6%)

- 4 Following the allocation of £1,930k of growth funding for 2016/17 to deal with a number of historic expenditure pressures, there are no significant variations to report within Children's Social Care budgets. Within Special Educational Needs there is a projected underspend of £548k on out of city education placements due to the on-going efforts to support as many young people as possible in York. A number of other more minor variations make up the remaining net underspend of £6k.

Communities & Equalities (£nil / 0%)

- 5 At this stage of the year there are no significant variations to report.

Education & Skills (-£100k / 1.1%)

- 6 There is a net underspend on staffing of £175k, due to posts being kept vacant while the services that they provide are being reviewed as part of the directorate's transformation programme. There is a projected net overspend of £59k on home to school transport as there have been delays in implementing the proposed savings in denominational and SEN transport. A number of other more minor variations make up the remaining net overspend of £16k.

Director of CEC and Central Budgets (-£22k / 0.6%)

- 7 There are some additional redundancy and implementation costs in respect of the significant staffing restructures that are underway across the directorate totalling c£250k. These additional costs will be funded from the two year reduction in the directorate's savings target included in the 2016/17 budget. A number of other more minor variations make up the remaining net underspend of £22k.

Schools Funding & Assets (+£579 / 8.4%)

- 8 The net variation is made up of the following:
- a higher than budgeted for carry forward of surplus Dedicated Schools Grant (DSG) from 2015/16 (-£215k), but offset by the Schools Forum's agreement to use £43k of this to fund two behaviour support pilots;
 - a £71k projected net overspend on high needs place and top up funding, mainly in due to additional provision required in local special schools;

- a projected saving of £350k on prudential borrowing repayments as the provision set aside following the closure of Burnholme Community College has not yet been committed.
- a revised projected surplus carry forward of DSG into 2017/18 of £1,030k.

Performance Analysis

- 9 The number of children looked after remained in line with previous trends at 190. This is within the safe and expected range, which has been stable for a significant amount of time. Placement stability continues to be an important area of focus.
- 10 The number of children subject to a Child Protection Plan at the end of September was 143, returning to similar levels seen in 2014/15. The increase may represent increased demand, as has been noted nationally, as well as an appropriate consequence of reducing the number of children in care through robust management of 'edge of care' cases. This area continues to be monitored by the extended management team.
- 11 School performance remained strong against national and regional averages. Improvements in attainment were seen in Early Years Foundation Stage, Year 1 Phonics, Key Stage 4 and Key Stage 5. Progress has improved to being in line with national in Key Stage 1 and Key Stage 2.
- 12 The proportion of 16-18 year olds who are not in education, employment or training (NEET) remains stable at around 5%. This indicator is changing nationally to focus on 16-17 year olds. More information will be available in the coming months about how the definition change affects this area.
- 13 In York, the percentage point gap between free school meals (FSM) and non-FSM pupils at 15, who attain a Level 3 qualification by the age of 19 has been an issue for the last five years with York consistently in the bottom decile compared to other LAs. On the latest measure from 2014/15 the size of the Non-FSM cohort was 1,580 and the FSM 145 students. The increase in the gap was for two reasons; firstly the percentage of the Non-FSM cohort attaining L3 increased from 64% to 68% whereas for the FSM cohort there was reduction from 29% to 26% - hence the gap moved from 35% to 42%. To be in line with the national gap we would have needed an estimated 25 students from the FSM cohort to have attained L3. It may also be that fewer students from the FSM cohort at age 15 progressed to start L3 study Post 16 – this will need further investigation.
- 14 To address the gap, the LA has consistently highlighted the FSM gap at both L2 and L3 at age 19 as a key priority in the annual 14-19 Local Area Statement of Need. All York state funded school sixth forms and York College now actively track their FSM cohort as a defined vulnerable group and seek to provide additional support where possible for these students. The latest

published measures are for the Year 13 cohort leaving in summer 2014. York College, where student volumes are greatest, report improvements in attainment of their FSM cohort in academic years 14/15 and 15/16 which, when validated, should lead to a closing of the gap in figures published in April 2017 and 2018. Career Ready and the Social Mobility Foundation have recently been signposted and will work with the L3 FSM cohort in York schools and York College. The issue will be raised again through the next meeting of the Post 16 Leads Group where good practice will be shared between partners.

- 15 Following on from the York 300 analysis, a project has commenced to identify a group of schools who will work together to improve the outcomes of disadvantaged pupils. Millthorpe School, who received an award from the Department for Education for their work to support the progress of disadvantaged pupils, are leading the project in partnership with CYC. Initially, the project will recruit three primary Head Teachers with a good record of narrowing the gap. They will each work with two Head Teachers from schools wishing to narrow the gap at Key Stage 2. The six schools will be selected because their current gap is wide and because there are large numbers of disadvantaged pupils. In this way, the impact of improvements should have a significant effect on York as a whole.
- 16 The continued development of children and young people's voice can be clearly seen through two recent events.
- A peer review of children and young people's safeguarding board arrangements highlighted the strength of this work and the commitment of the local authority and partners to it.
 - The Aspire to More campaign recently won a national award for its work. The Aspire to More project, created in partnership with Inspired Youth and launched in September 2016, aims to raise aspirations for young people in care and care leavers; it is designed to inspire care-experienced young people by sharing care leavers stories and presenting positive and inspirational role models who have similar life experiences. The campaign won Best Local Authority Pitch and Poster at the National Leaving Care Benchmarking Forum.
 - York Youth Council recently supported the Make Your Mark project. Make your mark is a ballot of young people, supported by Local Authorities, UK Parliament, and the Cabinet Office, giving young people across the country a say on what is to be debated to be a priority campaign by their Members of Youth Parliament (MYPs) in their annual House of Commons debate. York Youth Council coordinated the project locally and a record breaking total of 5,570 votes were cast in York schools this autumn. The British Youth Council and UK Youth Parliament but run superbly by York Youth Council, has seen an increase on last years 3,600 votes setting a new record for the biggest

youth consultation of its kind in York, with 50% of all young people aged 11-18, taking part in York.

- 17 In 2015-16, all 227 allocated Troubled Families were identified and engaged. Since the beginning of the 2016-17 financial year, 98 of the 259 allocated families have been identified and engaged. The context of these families remains consistent: 21% come from the most deprived areas, 54% live in social housing and the most frequent reasons for identification are receipt of out of work benefits, involvement with Early Help and Children's Social Care services, and poor school attendance and behaviour. Successful significant and sustained family outcomes, as measured by the Troubled Families Outcomes plan, remain low but are expected to pick up during Q3 and Q4. Early preparation for a spot check by the Department for Communities and Local Government has helped create resilience before the introduction of the Local Area Team model.

Council Plan

- 18 This report is directly linked to the three key priorities of the Council Plan for 2015-19: A Prosperous City for All; A Focus on Frontline Services; and A Council that Listens to Residents.

Implications

- 19 The financial implications are covered within the main body of the report. There are no other direct implications arising from this report.

Recommendations

- 20 As this report is for information only there are no specific recommendations.

Reason: To update the committee on the latest financial and performance position for 2016/17.

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Report Date 3 January
Approved 2017

Specialist Implications Officer(s)

None

Wards Affected: *List wards or tick box to indicate all* All

For further information please contact the authors of the report

Background Papers

2016/17 Finance and Performance Monitor 2 Report - Executive 24 November 2016

Annexes

Annex A: 2016/17 Quarter 2 Performance Scorecard

Abbreviations

CYC – City of York Council

DSG – Dedicated School Grant

FSM – Free School Meals

L2/3 – Level 2/3

LA – Local Authority

MYP – Member of Youth Parliament

NEET – Not in education, employment or training

Q3/4 – Quarter 3/4

SEN – Special Educational Needs

			Previous Years			2016/2017						
			Collection Frequency	2013/14	2014/15	2015/16	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Target	Polarity
Children's Social Care - Looked After	<u>148</u>	% of care leavers in employment, education or training aged 17-21 (19-21 until 2016/2017)	Quarterly	64%	57.50%	70.50%	68.80%	59.00%	-	-	-	Up is Good
		Benchmark - National Data	Quarterly	45.00%	48.00%	49.00%	-	-	-	-	-	
		Benchmark - Regional Data	Quarterly	47.00%	53.00%	-	-	-	-	-	-	
		Benchmark - Comparator Data	Quarterly	46.00%	49.20%	-	-	-	-	-	-	
	<u>EFL1</u>	Children Looked After per 10k (Snapshot)	Quarterly	61	55	53	51.8	51.8	-	-	-	Neutral
		Benchmark - National Data	Annual	60	60	60	-	-	-	-	-	
		Benchmark - Regional Data	Annual	65	64	63	-	-	-	-	-	
		Benchmark - Comparator Data	Monthly	50	53	-	-	-	-	-	-	
	Number of Children Looked After (Snapshot)	Quarterly	221	193	191	190	190	-	-	-	Neutral	
Children's Social Care - Safeguarding	<u>64</u>	% of children ceasing to be the subject of a Child Protection Plan who had been the subject of a CPP continuously for two years or longer - (YTD)	Quarterly	5.70%	9.50%	2.80%	2.30%	5.70%	-	-	-	Up is Bad
		Benchmark - National Data	Annual	-	3.7%	3.8%	-	-	-	-	-	
	<u>65</u>	% of children becoming the subject of a Child Protection Plan for a second or subsequent time - (YTD)	Quarterly	10.90%	12.20%	27.30%	22.40%	25.30%	-	-	-	Up is Bad
		Benchmark - Comparator Data	Quarterly	15.31%	17.39%	19.30%	-	-	-	-	-	
	<u>EFL2</u>	Children with a Child Protection Plan per 10k (Snapshot)	Quarterly	35	34	38	33.2	39	-	-	-	Neutral
		Benchmark - National Data	Annual	42	42.9	54.2	-	-	-	-	-	
		Benchmark - Regional Data	Annual	45	41.8	52.1	-	-	-	-	-	
		Number of Children with a Child Protection Plan (Snapshot)	Quarterly	125	124	135	122	143	-	-	-	Neutral
Deprivation and Poverty	<u>PHOF13</u>	% of children in poverty (under 16s)	Annual	11.2%	-	-	-	-	-	-	-	Up is Bad
		Benchmark - National Data	Annual	18.6%	-	-	-	-	-	-	-	
		Benchmark - Regional Data	Annual	20.6%	-	-	-	-	-	-	-	
		Regional Rank (Rank out of 15)	Annual	2	-	-	-	-	-	-	-	
Education	<u>CJGE17</u>	% of working age population qualified - No qualifications	Annual	6.90%	4.80%	4.60%	-	-	-	-	-	Up is Bad
		Benchmark - National Data	Annual	9.40%	8.80%	8.60%	-	-	-	-	-	
		Benchmark - Regional Data	Annual	10.60%	9.80%	9.80%	-	-	-	-	-	
		Regional Rank (Rank out of 15)	Annual	1	2	2	-	-	-	-	-	
	<u>CJGE18</u>	% of working age population qualified - to at least L2 and above*	Annual	80.30%	82.60%	81.10%	-	-	-	-	-	Up is Good
		Benchmark - National Data	Annual	72.40%	73.30%	73.60%	-	-	-	-	-	
		Benchmark - Regional Data	Annual	69.30%	70.00%	70.10%	-	-	-	-	-	
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-	

n (Adult)	<u>CJGE19</u>	% of working age population qualified - to at least L3 and above*	Annual	65.80%	68.40%	68.00%	-	-	-	-	Annex A	Up is Good
		Benchmark - National Data	Annual	55.70%	56.70%	57.40%	-	-	-	-		
		Benchmark - Regional Data	Annual	51.50%	52.10%	53.50%	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-		
	<u>CJGE20</u>	% of working age population qualified - to at least L4 and above*	Annual	40.20%	40.30%	40.60%	-	-	-	-	Up is Good	
		Benchmark - National Data	Annual	35.10%	36.00%	37.10%	-	-	-	-		
		Benchmark - Regional Data	Annual	29.80%	29.70%	30.50%	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-		
	Education (Young)	<u>ES8</u>	% of After School Clubs achieving 'good' or 'outstanding' - (Snapshot)	Annual	84%	84%	83%	-	-	-	-	Up is Good
		<u>ES9</u>	% Take up of early education places by eligible two year olds - (Snapshot)	Annual	239 (78%)	350 (70%)	392 (72%)	-	-	-	-	
	Educational Attainment	<u>81</u>	%pt gap between FSM and non-FSM pupils at 15, who attain a Level 3 qualification by the age of 19 - (Snapshot)	Annual	35.00%	42.00%	(Avail 2017)	-	-	-	-	Up is Bad
			Benchmark - National Data	Annual	25%	25%	-	-	-	-	-	
Benchmark - Regional Data			Annual	28%	27%	-	-	-	-	-		
Regional Rank (Rank out of 15)			Annual	15	15	-	-	-	-	-		
<u>82</u>		% gap between young people who were in receipt of FSM at 15 who attain a Level 2 qualification by the age of 19 and their peers - (Snapshot)	Annual	17%	19%	(Avail 2017)	-	-	-	-	Up is Bad	
		Benchmark - National Data	Annual	17%	17%	-	-	-	-	-		
		Benchmark - Regional Data	Annual	21%	20%	-	-	-	-	-		
		Regional Rank (Rank out of 15)	Annual	2	9	-	-	-	-	-		
Homeless	<u>HOU102</u>	Number of homeless households with dependent children in temporary accommodation - (Snapshot)	Quarterly	45	41	30	27	36	-	-	40	Up is Bad
		Number of children in temporary accommodation (snapshot)	Quarterly	68	69	46	48	63	-	-	-	Up is Bad
Libraries	<u>LIB01</u>	Library Visits - All Libraries	Monthly	1,043,285	799,083	997,606	80,379	305,296	-	-	-	Up is Good
	<u>LIB02</u>	Books Borrowed - All Libraries	Monthly	-	778,615	819,179	202,287	213,783	-	-	-	Up is Good
NEET	<u>117c</u>	% of Year 12-13 (academic age 16-17) young people who are not in education, employment or training (NEET) - (Snapshot)	Monthly	-	-	-	-	2.50%	-	-	-	Up is Bad
	<u>NEET02c</u>	% of Year 12-13 (academic age 16-17) NEET who possess less than a L2 qualification - (Snapshot)	Monthly	-	-	-	-	92.00%	-	-	-	Up is Bad
Obesity	<u>NCMP01</u>	% of reception year children recorded as being obese (single year)	Annual	7.82%	7.03%	8.59%	-	-	-	-	-	Up is Bad
		Benchmark - National Data	Annual	9.48%	9.08%	9.31%	-	-	-	-	-	
		Benchmark - Regional Data	Annual	9.20%	8.83%	9.42%	-	-	-	-	-	
	Regional Rank (Rank out of 15)	Annual	1	1	2	-	-	-	-	-		
	<u>NCMP02</u>	% of children in Year 6 recorded as being obese (single year)	Annual	15.35%	14.97%	15.14%	-	-	-	-	-	Up is Bad
		Benchmark - National Data	Annual	19.09%	19.08%	19.82%	-	-	-	-	-	
Benchmark - Regional Data		Annual	19.22%	19.19%	20.29%	-	-	-	-	-		
Regional Rank (Rank out of 15)	Annual	1	1	1	-	-	-	-	-			

Physical Activity	PHOF01	% of physically active and inactive adults - active adults	Annual	66.16%	62.18%	69.83%	-	-	-	-	Annex A	Up is Good	
		Benchmark - National Data	Annual	56.03%	57.04%	57.05%	-	-	-	-		-	
		Benchmark - Regional Data	Annual	55.28%	56.08%	56.35%	-	-	-	-		-	
		Regional Rank (Rank out of 15)	Annual	1	2	1	-	-	-	-		-	
Public Health and	CHP30	Hospital admissions for asthma (0-18 years), per 100,000 population	Annual	146.62	124.94	-	-	-	-	-	-	Up is Bad	
		Benchmark - National Data	Annual	197.13	216.12	-	-	-	-	-	-	-	
		Benchmark - Regional Data	Annual	197.73	209.44	-	-	-	-	-	-	-	
Safer and	PHOF06	Under 18 conceptions (per 1,000 females aged 15-17) (Calendar Year)	Quarterly	21.59	15.71	-	-	-	-	-	-	Up is Bad	
		Regional Rank (Rank out of 15)	Annual	3	1	-	-	-	-	-	-	-	
School Strategy and Planning	PriFSM	% of children who are eligible for a free school meal in the primary sector (excluding Danesgate)	Annual	10.3%	8.4%	8.60%	-	-	-	-	-	Neutral	
		Benchmark - National Data	Annual	17.0%	15.6%	14.5%	-	-	-	-	-	-	
		Benchmark - Regional Data	Annual	18.1%	16.6%	15.7%	-	-	-	-	-	-	
		% of eligible children taking a free school meal in the primary sector (excluding Danesgate) - (Snapshot)	Annual	76.8%	83.7%	78.3%	-	-	-	-	-	-	Neutral
	SecFSM	% of children who are eligible for a free school meal in the secondary sector (excluding Danesgate)	Annual	8.6%	6.7%	6.3%	-	-	-	-	-	-	Neutral
		Benchmark - National Data	Annual	14.6%	13.9%	13.2%	-	-	-	-	-	-	
		Benchmark - Regional Data	Annual	15.6%	15.0%	14.5%	-	-	-	-	-	-	
		% of eligible children taking a free school meal in the secondary sector (excluding Danesgate) - (Snapshot)	Annual	76.3%	78.0%	78.2%	-	-	-	-	-	-	Neutral
Tourism	TOU01	Room Occupancy	Monthly	80.90%	74.76%	66.50%	79%	88%	-	-	-	Up is Good	
	TOU04	Average Room Rate	Monthly	£73.38	£69.66	£74.18	£94.94	£102.93	-	-	-	Neutral	
	TOU08	Visits to Attractions: Big Attractions	Monthly	2,975,912	2,866,401	2,597,009	631,995	784,272	-	-	-	Up is Good	
	TOU09	Visits to Attractions: Small Attractions	Monthly	259,973	276,399	247,538	67,109	76,002	-	-	-	Up is Good	
	TOU14	Parliament Street Footfall	Monthly	7,844,253	9,616,941	8,356,697	1,935,838	2,294,159	-	-	-	Up is Good	
	TOU15	Visitor Information Centre Footfall	Monthly	481,019	488,643	431,346	105,506	125,064	-	-	-	Up is Good	
Youth Offending	45	% of young people ending their YOT supervised court order who are NEET (NEW definition 2016/17 - cumulative) - (YTD)	Quarterly	-	32.4%	35.6%	20%	14% (Apr 16 - Sep 16)	-	-	33%	Up is Bad	
		% of 10-16 year olds ending their YOT supervised court order who are NEET - (NEW definition 2016/17 - cumulative) - (YTD)	Quarterly	-	11.5%	0%	0%	0%	-	-	-	Up is Bad	
		% of 16+ year olds ending their YOT supervised court order who are NEET (NEW definition 2016/17 - cumulative) - (YTD)	Quarterly	-	43.8%	45.7%	27%	19% (Apr 16 - Sep 16)	-	-	-	Up is Bad	

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Learning & Culture Policy & Scrutiny Committee**11 January 2017**

Report of the Assistant Director, Education and Skills

School Meals Scrutiny Review - Update**Purpose of Report**

1. This final report presents an update on the impact on schools in York of the introduction of universal infant free school meals.

Background

2. In June 2013, the Committee began its review of school meals; their agreed remit was to consider the take up of both school meals and free school meals across York schools. In March 2016 a final report was presented to the Committee providing an update on the implementation of the recommendations that they had highlighted during their investigation.
3. During the period of the Committee's review of school meal take-up, the then coalition government introduced in September 2014 universal infant free school meals across the country. Although the committee signed off their final report in March 2016, they asked for one final report to be brought back to them in January 2017. This report would enable them to consider the impact on schools of the introduction of universal infant free school meals in key stage 1 (5 – 7 year olds).

Position Prior to September 2014

4. Prior to September 2014 statistics were not collected either locally or nationally on school meal take up in primary schools on a regular basis. However in the City of York, because we managed a central catering contract used by 40 primary schools we have been able to provide some comparisons of school meal take up both prior and post September 2014.

5. During the 2013/14 school year 36% of pupils across those 40 were on average taking a school meal each day. That equates to an estimated 3500 meals being served per day. These figures include both key stage 1 and key stage 2 pupils, as separate figures for each of the two key stages were not collected.

Introduction of Universal Infant Free School Meals

6. Prior to the commencement of the introduction of free school meals in September 2014 each Local Authority received financial assistance from central government to support schools through the changes required. The City of York Council received £325k. This grant allowed the Local Authority to where required, to improve kitchen facilities, provide additional equipment and improve and modernise dining area facilities. All this was required in anticipation of the estimated increase in school meal take up particularly in key stage 1.
7. Because of the anticipated increase in school meal take up it also allowed for the potential for schools and Local Authorities to re-negotiate existing school meal catering contracts. The impact in York was that for those schools in the central contract the cost of key stage 2 meals were reduced from £2.25 to £2.00 per day.

Take-up of Universal Infant Free School Meals (UIFSM)

8. Prior to the commencement of UIFSM working with the School meals catering provider the Local Authority had set a target of 85% take up across key stage 1. This 85% target has been met across a number of schools particularly the smaller primary schools.
9. During the 2014/15 school year, the first year of UIFSM 79% of pupils on average in key stage 1 had a school meal each day. In key stage during the same period 43% of key stage 2 pupils took a school meal each day. Across those primary schools in the central contract that meant on average each day across both key stage 1 and 2, 59% of pupils were taking a meal, equating to 5420 each day.
10. In the 2015/16 school year that figure went up to 60% (5451 meals). Key stage 1 take up dropped by 1% to 78% whilst key stage rose by 2% to 45%.

Overall Conclusions

11. The introduction of universal infant free school meals in key stage 1 has inevitably seen an increase in the number of pupils eating a school meal each day. All City of York primary schools are able to provide the number of paid and free meals they currently require following a £325k grant and an additional £175k of capital funding to upgrade equipment and premises where feasible.
12. Schools have had to adapt to accommodate increased school meal numbers. Although we are not aware of any school staggering their lunch breaks, some schools have increased numbers of midday supervisors to manage queues and flow through the dining room.
13. Take-up across the city's primary schools of UIFSM has remained consistent at around 78%-79% since its introduction in 2014. Whilst in key stage 2 there has been a small increase in pupil take-up. It was anticipated that growth in take-up across key stage 2 may occur because of free meals in key stage 1. There are some positive signs across some York schools that this may be happening.
14. Meal price will inevitably impact on school meal take-up. Meal prices across York schools remain competitive compared to other Local Authority areas in Yorkshire and Humberside. Like York many Local Authorities are moving away from central school meal catering contracts, as schools move from local authority control to join Multi-Academy Trusts (MAT's). The current central catering contract in York expires in July 2017 and it will not be re-procured. As MAT's and schools begin to consider future school meal catering options it will lead to an increase in the number of school meal catering providers and variation in school meals prices across key stage 2. As they procure and negotiate their own arrangements or bring their school meals service in-house, they will continue to review what best meets their requirements and those of their pupils and families.
15. UIFSM had been piloted in two local authority areas prior to its introduction nationally in September 2014. From those early pilots research had indicated that there maybe some positive impacts of children eating a well balanced, good nutritional meal each day on both health and educational achievement. The following two paragraphs

provide some statistical evidence on primary school performance around attainment/progress and attendance which may be linked to increase in school meal take-up

16. In York key Stage 1 performance data showed an improvement in both attainment and progression from 2013/14 to 2014/15. However changes to the assessment process do not allow comparisons to be made between 14/15 and 15/16 data. School attendance data showed a 0.2% deduction in primary school absence between the 13/14 and 14/15 school year and a further 0.1 reduction between 14/15 and 15/16.

Implications

17. Financial – Paragraph 11 provides details of expenditure to support UIFSM introduction in York.
18. There are no Human Resources, Equalities, Legal or other implications associated with the introduction of UIFSM in York.

Recommendations

19. The Committee is recommended to note the contents of this report.

Reason: To provide an update on the introduction of universal infant free school meals across York Primary schools.

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Report Approved **Date** 12 December 2016

Specialist Implications Officer(s) N/A

Wards Affected:

All

For further information please contact the author of the report

Background Papers: None

Annexes: None

Abbreviations:

MAT - Multi-Academy Trust

UIFSM - Universal Infant Free School Meals

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**Learning & Culture Policy & Scrutiny
Committee****11 January 2017**

Report of the Assistant Director for Children's Specialist Services

Bi-Annual Safeguarding Update**Summary**

1. At a meeting of the Committee in June 2012, Members agreed to receive a six monthly update on childrens safeguarding issues. This report updates the Committee on key local and national safeguarding developments since July 2016.

Background**City of York - Childrens Safeguarding Developments**Brief Overview

2. The review period has been characterised by significant service development, policy change and scrutiny of safeguarding services for children in York.
 - a) In September 2016, following extensive review and consultation, York Childrens Social Care services implemented a new service structure.
 - b) This new structure is supported by the introduction, in March 2016, of a new case management system (MOSAIC).
 - c) This review period has also seen some important regional service developments with York playing a key role in shaping and leading some of this work. Specifically:
 - York has been at the heart of developing a regional response to the National Transfer Scheme for Unaccompanied Asylum Seeking Children.

- This Local Authority is also playing a key role in the development of a regional response to the adoption reforms set out in the Education and Adoption Act 2016.

- d) In July 2016 a new school wellbeing worker service, developed in partnership with the Vale of York Clinical Commissioning Group and the local CAMHS provider Tees Esk and Weir Valley Mental Health Trust [TEWV] was launched.
- e) The review period has also included the most comprehensive Ofsted inspection of childrens services since 2012.
- f) This period saw the formal launch of the new Children and Young People in Care Strategy 2016 – 2020 with its presentation to full Council on 21 July 2016
- g) In every area of our work children and young people’s voices continue to shape, help review and challenge the services we deliver. The review period has been no exception with considerable input from the Show Me that I Matter group (young people in Care Council) the wider voice groups across the City.
- h) Safe workforce checks (snapshot) in review period.
- i) Some operational challenges and pressures in the review period.

a) Childrens Social Care Service Restructure

- 3. A comprehensive review of Childrens Social Care structure was completed in 2015/16. This review was not prompted by any failings in the existing service structure but in recognition of new national policy changes, emerging best practice findings and feedback from children young people and their families. Fully launched in September 2016 the new structure and underlying rationale is described in detail in [Annex 1].

b) Introduction of a New Client Management System

- 4. To support the practice changes and developments associated with the new service structure, Children’s Social Care successfully went live with ‘Mosaic’, a state-of-the-art Case Management System. This development was the culmination of a two year intensive, complex and multi partner project. Mosaic directly captures and supports the work across Childrens Social Care.

5. This particular system was chosen, following a comprehensive and rigorous procurement process in which a number of systems were demonstrated to stakeholders, including front-line staff.
6. Mosaic offers range of functions not available on previous systems with an emphasis on reducing the screen time required by social workers. Mosaic was designed to reflect the need identified by Professor Eileen Munro in her national review of child protection to move away from overly bureaucratic processes and focus on outcomes for children and their families.
7. This new system enables, for the first time, the child's journey with York Council to be in one place, in an instantly accessible and joined up way, with Early Help, SEND, Family Focus (Troubled Families) and Children's Social Care all on one system. Mosaic also integrates financial spending (resulting from the replacement of a separate two decade old payment system), providing accurate and timely payments to York's Foster Carers.
8. Crucially this system also supports social workers to respond to safeguarding concerns, for example, Child Sexual Exploitation and areas of current national priority, such as Adoption and outcomes for Children and Young People in Care.
9. MOSAIC also enables a clear focus on the local priorities of high quality and timely assessments and the involvement and participation – 'the Voice' - of the child in all that is done to help them fulfil their potential.
10. This new case management system represents a very significant contribution to the delivery of York's continuous improvement journey. Mosaic was implemented successfully as part of a strong commitment to ensure that systems and processes support effective practice and help achieve the best possible outcome for vulnerable children and young people and their families in the City.

c) Regional Developments

Responding to the National Transfer Scheme for Unaccompanied Asylum Seeking Children [UASC]

11. This scheme, announced in a letter to All Council Leaders from Rt Hon James Brokenshire in June 2016, was implemented to respond to the growing number of UASC in Calais and those arriving in Kent.

12. A cross departmental¹ briefing note dated 7th June 2016 set out the principles and details of the National Transfer scheme arrangements. This document committed to have the scheme operating from July 2016 and set out the following principles;
 - Be fair, equitable and transparent
 - Be voluntary and locally-led
 - Have distribution based on a proportion of the total child population (up to 0.07% of the child population)
 - Build on existing structures and regional models with a phased introduction
 - Pool knowledge and resources; joining up with, and recognising existing commitments.
13. Tasked by the Yorkshire and Humber ADCS, the regional Assistant Directors [Safeguarding] group² in partnership with Migration Yorkshire met on 24th June to consider how the region could best engage with the Transfer Scheme to ensure the safe and effective reception of UASC to the area.
14. This meeting concluded with some proposed delivery principles for the region which while largely reflecting those included in the national Briefing Paper are intended to steer the delivery of a regional approach which puts the UASC first. These included;
 - a consistent warm and safe welcome across the region
 - health, care and education support tailored to the unique needs of this group
 - a system that minimises further separation and loss³
 - equitable access to legal advice and support
 - a safe reliable point of contact throughout the journey from pre arrival to safe settlement
 - a system that is owned by the region including risks, pressures and costs
 - a system overseen and sponsored by the Yorkshire & Humber Assoc. Directors of Childrens Services
15. Working with colleagues across the region York has developed a model which reflects the above principles and supports the safe and planned

¹ DfE / HO / DCLG / DfID briefing note 7th June 2016

² comprising representatives from all 15 LAs in Y&H

³ under a conventional approach and given the current pressures on LAs' Looked After Children systems many UASC could find themselves in a secondary dispersal system as they are placed at some distance from the responsible LAs

arrival of UASC into the region. This shared approach has helped to mitigate some of the risks and pressures that may otherwise emerge.

16. However, it is right to report that to date; those young people who have been received through these arrangements have been well supported and are making good progress.
17. A further update on this regional work and York's response will be included in the July 2017 report to this Committee.

Developing a Regional Adoption Agency

18. With the implementation of the Education and Adoption Act 2016 the Government requires that all local authority adoption functions should be delivered as part of a Regional Adoption Agency [RAA] or be delegated to an RAA by 2020.
19. York has been working in collaboration with other local authorities and the Voluntary sector throughout the Yorkshire and Humber region to create a new model of service delivery for adoption services, in line with the government's agenda. The intention is to improve services for children and adoptive families and deliver a more effective and cost efficient service, utilising government transitional funding to manage the change.
20. There will be three RAAs, West Yorkshire, South Yorkshire and North and Humber, in the Yorkshire and Humber region. The North and Humber RAA will consist of the adoption services of York, East Riding, North Yorkshire, North Lincolnshire, North East Lincolnshire and Hull Councils. The RAA will deliver adopter recruitment; timely linking of children with a suitable adoptive family and adoption support to the child and family. Some services will be jointly commissioned via a shared regional 'hub'. The local authorities will retain responsibility for the plan for adoption for a child and agreeing a match with an adoptive family.
21. The final model for the North and Humber RAA has yet to be agreed, however, York has led the early development of this work and expects to play a key role in the future delivery of these arrangements.
22. A more detailed briefing on the developments will be presented to the July 2017 meeting of this committee.

d) Supporting the Emotional and Mental Health of Children and Young People

23. Responding to the emotional and mental health needs of children and young people in the City has been a key priority throughout the review period.
24. In October 2014, the Department of Health published Future in Mind an ambitious five year programme to improve the emotional and mental health of children and young people. This programme required local Clinical Commissioning Group [CCG] areas to develop Transformation Plans that focused on:
 - Promoting resilience, prevention and early intervention
 - Improving access to effective support – a system without tiers
 - Care for the most vulnerable
 - Accountability and transparency
 - Developing the workforce
25. In York, the Local Authority and schools have worked in partnership with the Vale of York CCG colleagues to develop a local transformation plan.
26. A key development in the first year of this plan has focussed on the need to further develop prevention and early intervention arrangements based on the principle that children and young people's mental health is *everybody's business*.
27. In fact, work to strengthen a preventative service offer to children and young people was already well underway with an emotional wellbeing school cluster pilot underway. This work was extensively evaluated in August 2016 [Annex 2] and led to the development of York's School Wellbeing Service.
28. Launched in July 2016 this service includes the deployment of specially trained emotional and mental health workers across the school community in York. A full service overview is set out at [Annex 3].
29. Early ongoing evaluation of this new service demonstrates some very positive outcomes with school staff reporting greater confidence in their ability to support and where needed refer onwards children and young people with emerging emotional and mental health concerns.
30. Further development of this service is planned as part of the wider Future in Mind Transformation Plan for York.

e) Ofsted Inspection of services for children in need of help and protection, children looked after and care leavers

31. On 14th November a four week 'no notice' inspection commenced. Conducted by eleven of Her Majesty's Inspectors [HMI] this was the most comprehensive inspection of services for children since 2011. The inspection scrutinised every aspect of the Local Authority's arrangements for children in need of help and protection, children looked after and care leavers and included a review of the effectiveness of the Local Safeguarding Children Board.
32. This inspection process involved very detailed scrutiny of over a quarter of children social care cases, direct and often very challenging interviews by inspectors with over a third of the CSC workforce, inspector meetings and interviews with elected members, the chief executive, local authority partners and many of the children, families and young people and families who receive services.
33. The formal outcome of this process is subject to a moderation process and in these circumstances it is not yet possible to publish here the final judgements. However, it is fair to report that the overall outcome was very positive. Most importantly Ofsted found that our local arrangements leave no children or young people unprotected, only those who need to be looked after are in our care, our commitment to keep children in their families, where that is safe to do so, is very evident and our care for those who are looked after or leaving care helps them and improves their outcomes.
34. In feedback, the inspection team described how they struck by the Local Authority's honest, transparent and open culture. They described the workforce as open to challenge and scrutiny and one that heeds any lessons to be learned. There was a clear message about how well social workers know the children and young people they support and an equally powerful message about how the voice of the child/young person comes through in every intervention.
35. As with any inspection the process identified some areas for improvement and further development. Encouragingly, the inspectors reported that these were issues already known to the local authority and where development work is already underway.
36. It is noteworthy that this unannounced inspection came just weeks after the implementation of the new CSC service structure and just months

after the implementation of the new case management system. Although beyond the scope of the inspection, in feedback the lead inspector commented positively on the sense and solid foundations these changes provide for the continued overall effectiveness of the local authority's services to children and young people.

37. The final inspection outcome and report will be published on 7 February. Once published the local authority is required to develop an action plan to address those areas identified for further development.
38. The full report and accompanying action plan will be presented to the July 2017 meeting of this committee.
39. Other inspection activity in this period included:
 - Ofsted inspection of The Glen residential Short Breaks centre July 2016 which confirmed:
 - i. The overall experiences and progress of children and young people living in the home: **Good**
 - ii. The children's home provides effective services that meet the requirements for **Good**
 - iii. How well children and young people are helped and protected: **Good**
 - iv. The impact and effectiveness of leaders and managers: **Good**
 - A Care Quality Commission inspection of childrens community short breaks service which found that:
 - i. Overall rating for the service: **Good**
 - ii. Is the service safe? **Good**
 - iii. Is the service effective? **Good**
 - iv. Is the service caring? **Good**
 - v. Is the service responsive? **Good**
 - vi. Is the service well-led? **Good**

f) Children Looked After

40. Continuing to improve the outcomes for our looked after children has remained a key priority over the past year.
41. A new Children and Young People in Care Strategy 2016 – 2020 was formally launched and presented to full Council on 21 July 2016.

42. The review period has continued to see progress against the Keeping Families Together strategy (previously presented to this Committee) with a continued overall reduction in the number of Looked After Children.
43. On 1 January 2014 there were 215 children looked after by the local authority. On 1 January 2017 there were 196 children and young people in care.
44. The year has seen real and sustained stability of the population of children and young people in care. The population has been approximately 195 with a variance of $\pm 5\%$. It is anticipated that this will continue in 2017.
45. A brief analysis of this cohort of children and young people highlights:
 - 94 children and young people have come into the care of the Council during the year and 83 children have left care during the year, including 9 achieving permanent care by way of adoption, 6 by way of Special Guardianship and 7 supported to live independently.
 - the number of children placed in external independent foster agency placements [IFA] (with an average annual cost of £48k) has decreased from 24 at the start of the year to just 13 at the end.
 - This welcome reduction in the use of placements can be attributed, in part, to the Make York Home Project which seeks to build the resilience of the York foster care community to care for children and young people previously cared for by other providers, often at some distance from York.
 - the number of young people placed in external residential placements (with an average annual cost of £166k) rose marginally from 16 at 1 January 2016 to 18 on 1 January 2017.
 - The largest cohort of children and young people in care are young people aged 14-15 with 86 young people (44%).
 - The ethnicity and gender of children and young people in care reflects the demography of the City.
 - Of the 58 children and young people in care placed 'out' of the City, 32 were placed within Local Authorities bordering the City, often within a few miles and 26 in more distant placements.

46. The overall progress of our Looked after Children continues to be routinely reported to the Corporate Parenting Board.

g) Voice of Children and Young People

47. The views of children and young people have helped to shape and improve services throughout the review period. The recent Ofsted inspection commented very positively on the inclusion and active participation of children and young people in every aspect of services design and development.
48. This can largely be attributed to young people's willingness to volunteer their time to co-design services and meet with Senior Officers to influence policy, strategy and practice.
49. An example of this engagement is a recent consultation event about the design of a new young people's service. Young people met with architects and project leads to shape the design and use of Sycamore House.
50. Other projects such as aspire to more is promoting positive role models for care leavers <http://www.aspiretomore.wordpress.com/>.
51. The Youth Council recently coordinated record breaking participation across secondary schools in the National Make Your Mark campaign lead by the UK Youth Parliament with 5750 York young people voting.

h) Disclosure and Barring Service [DBS] Checks – Children's Social Care

52. As part of a safe recruitment and retention processes we continue to ensure that every member of childrens social care has an up to date Disclosure and Barring Service Check.
53. CSC operates a process of regular review and scrutiny, ensuring safe recruitment and retention of staff. This process includes prompts to individual staff and robust management oversight to ensure every member of Children's Social Care staff provides evidence that they have an up-to-date DBS clearance check on a three year cycle.

54. An audit undertaken in December 2016 has confirmed that as at 1 December 2016 every member of Children's Social Care staff has an up to date DBS clearance check.

55. These six monthly briefings will continue to include an update on this activity.

i) Operational challenges and pressures in the review period

56. The review period has seen an increasing number of children becoming the subject of a child protection plan. Early analysis suggests that this increase, while not fully understood, is in line with national trends and still within tolerance of our statistical neighbours. Some further analysis of this activity is underway; however this increase in very complex work is placing significant additional pressures on the social work teams both at the Referral and Assessment stage and in the subsequent safeguarding planning stage. The impact of this pressure is under constant review and reported to CEC Directorate Management Team on a fortnightly basis.

57. There are increasing difficulties in recruiting to safeguarding children social work posts and particularly to roles within the Referral and Assessment service. Although York continues to sustain a very healthy rate of staff retention this failure to recruit suitable staff during the review period (in two rounds of recruitment) is placing a strain on the teams and inevitably generating an increased reliance on agency staff. Social worker shortages are a national issue. The recent very positive Ofsted inspection outcome will help however, further work is needed to consider how to ensure that York remains an attractive and competitive employer in this area of work.

Council Plan

58. Every aspect of this report is supportive of and in line with our support for the three key priorities:

- **prosperous city for all** - where local businesses can thrive and residents have good quality jobs, housing and opportunities.
- **a focus on frontline services** - to ensure all residents, particularly the least advantaged, can access reliable services and community facilities.
- **a council that listens to residents** - to ensure it delivers the services they want and works in partnership with local communities.

Implications

59. There are no financial, HR, Equalities, Legal, Crime and Disorder, IT or property implications.

Recommendations

60. The Committee is invited to:

- i. note the revised Children Social Care structure.
- ii. note the implementation of the new case management system.
- iii. receive a further update in July 2017 on York's response to the National Transfer Scheme for UASC.
- iv. receive a further update on York's role in the development of a Regional Adoption Agency (including the implications for York children awaiting adoption).
- v. note and comment on the work to support the emotional and mental health of children and young people in York.
- vi. receive a further briefing in July 2017 on the final outcome and judgements of the recent Ofsted inspection.
- vii. note the pressures identified at i) above and receive a further update in July 2017 on the work described.

Reason: To allow Members to be fully informed on key childrens safeguarding issues in York and to support Member challenge in this area.

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**Chief Officer Responsible for the
report:**

Jon Stonehouse, Corporate Director,
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Report Approved



06/01/17

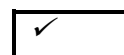
Report Approved



06/01/17

Wards Affected: List wards or tick box to indicate all

All



For further information please contact the author of the report

Background Papers: None

Annexes:

Annex 1: Children's Social Care - Targeted Help to Children and Families with Safeguarding and Complex Needs

Annex 2: CAMHS Cluster Pilot in Schools - Final Project Evaluation Report

Annex 3: School Wellbeing Service – Service Overview

Abbreviations:

ADCS – Assistant Directors, Children's Services

CAMHS – Children and Adolescent Mental Health Services

CCG – Clinical Commissioning Group

CEC – Children, Education and Communities

CSC – Children's Social Care

DBS – Disclosure and Barring Service

HMI – Her Majesty's Inspectors

RAA – Regional Adoption Agency

SEND – Special Educational Needs and Disability

TEWV – Tees, Esk, Weir Valley

UASC – Unaccompanied Asylum Seeking Children

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CHILDREN'S SOCIAL CARE

TARGETED HELP TO CHILDREN AND FAMILIES WITH SAFEGUARDING AND COMPLEX NEEDS

OUR VISION

Children's Social Care are committed to improving the life chances of the most vulnerable children in our City through delivering effective, targeted help, in a timely way or in other words providing 'the right help at the right time'.

In 2013 we set out our vision for Children's Social Care. The key elements of our vision are:

- We believe that children are best brought up in their own family;
- Where this is not safely possible, we will seek to ensure alternative and high quality care arrangements;
- For most, and when appropriate, this will be in a local family placement.

To achieve this we will:

- Spend more time working in partnership with families to effect positive change;
- Provide strong professional development and professional support for our social workers;
- Manage risk, understanding that uncertainty and risk is a feature of child protection work;
- Make a difference by working together.

We said that we would know we were succeeding when we had safely reduced our numbers of children in care and the number of children subject to child protection plans. Over the past three years we have gone some way towards achieving this, but we know that there is more to do, including:

- Further improve the quality, timeliness and proportionality of assessments across the service;
- Achieve the right sort of permanency, at the right time, for children and young people;
- Have sufficient local and appropriate placements for our looked after children;
- Continue to improve the professional support, development opportunities and tools available to our staff;
- Continuing to build a workforce that is knowledgeable, skilled and confident in using evidence based methods of working.

Relationship based practice, characterised by real, honest and respectful engagement with children and their families, lies at the heart of our vision.

OUR SERVICE STRUCTURE – DELIVERING THE VISION

The overarching aims of the structure are to make best use of our available resources in order to strengthen the quality of our decision-making and planning, to improve outcomes for children.

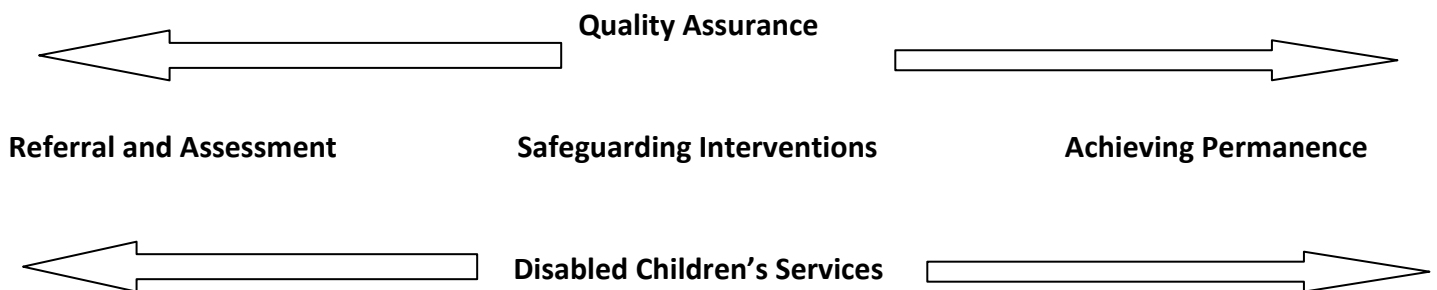
Our structure is designed to reinforce good social work, keeping relationship based practice at the heart of everything that we do, whilst building in the latest research, empirical tools and standardised measures to support timelier decision-making, permanency planning and evidence based professional judgements.

A recent internal review of assessment practice made a number of recommendations around use of specific assessment models and tools to support assessment of risk and assessment of children's relationships with their parents or carers. These recommendations are informing the ongoing development of practice models and assessment frameworks used.

SERVICE GROUPS

To achieve our vision, services are pulled together within Service Groups which, along with a Quality Assurance Group, follow the journey of a child. We have not built rigid boundaries around the Service Groups - where a service is needed it will be offered to a child whichever Service Group the child is 'held' by and whichever Service Group the particular service is provided by.

Children's Social Care Service Groups



We have consolidated and improved the **Independent Review** of work across the Service and we use this to continue to drive up standards.

Within our **Referral and Assessment Service** we focus on delivering child centered and outcome focused responses to children in need and at risk of significant harm. We also provide an immediate response service, designed to provide a crisis intervention service and prevent escalation of concerns.

We have expanded our capacity to offer Family Group Conferencing by training a number of additional staff who can deliver this service alongside their substantive roles. We use this offer to support families wherever possible to find their own solutions.

In our **Safeguarding Interventions Service** our staff are freed up to work with complex cases within the Family Courts to focus on the child, their parents and on assessment and care planning for them.

We have improved the support we provide to children and young people in care by creating a dedicated team within the **Achieving Permanence Service**. We aim to 'Make York Home' for most young people in care and better support permanence for them, including to those children who have been adopted. We have a specialist service identifying or commissioning placements and providing support to these placements, and a separate service specialising in assessment of carers including kinship or connected person carers.

Through our **Disabled Children's Service** we deliver a range of specialist services to children and young people with significant health and disability needs.

CAPACITY TO DELIVER

We have significant management capacity in the service under the direction of a Head of Social Work Services to support staff in the incredible work that they do. Each Service Group has overall management and strategic oversight from a Group Manager. In order to ensure continuity and consistency in service delivery across the whole service, the Head of Social Work Services and Group Managers work together to develop the Service Plan. This sets the strategic aims and priorities for the overall Service.

Each Service Group has an Advanced Practitioner, who works with the managers in their Service Group and also work closely with the Principal Social Worker across the whole Service leading on developing practice and services, and delivering support mentoring and training to staff.

We have a number of other roles supporting the delivery and ongoing development of our social work service. These include the Senior Social Work Practitioner role, offering practice education and advice and support to less experienced staff. We have a Social Care Assistant role, undertaking practical tasks in support of the Social Workers role, freeing up their time to use their skills in working directly with children and their parents and carers.

We also have Social Workers offering professional expertise within our Child in Need Teams and the Contact and Assessment Team.

DEVELOPING EXCELLENCE IN SOCIAL WORK PRACTICE

The Principal Social Worker leads on the development of practice in the service and works closely with the senior management team whilst also remaining closely involved in front line practice. This means that the experience of front line social work in York is understood at a senior level and fed into service development and planning.

The Principal Social Worker represents the service in our teaching partnership arrangements with the local universities and neighbouring Authorities, and through this ensures that the pre-qualifying and CPD training provided meets the specific and developing needs of our service. This ensures that we are able to recruit from a high quality cohort of locally trained and appropriately skilled and educated Newly Qualified Social Workers.

Working closely with Advanced Practitioners and the Workforce Development Unit the Principal Social Worker leads on the Assessed first Year in Employment program (ASYE) for Newly Qualified Social Workers, and on the delivery of good quality practice placements for Student Social Workers. This ensures that students training with us and Newly Qualified Social Workers have access to a consistent and

high quality learning environment and experience that ensures a great start to their professional career and a thorough induction into their roles and our practice methods and models.

The Principal Social Worker also works closely with the Advanced Practitioners in each Service Group and the Workforce Development Unit, in developing practice across the Service that is tailored to the operating models within each Service Group, and that is responsive to the changing practice and policy environment.

The overarching aim is develop excellence in social work practice in York in order to deliver the outcomes for children that we seek.

OUTCOMES

The outcomes we aim for in Children's Social Care are no different to those we aspire to for all the children and young people in our City, that is for children and young people to have the chance to be safe, resilient and achieving.

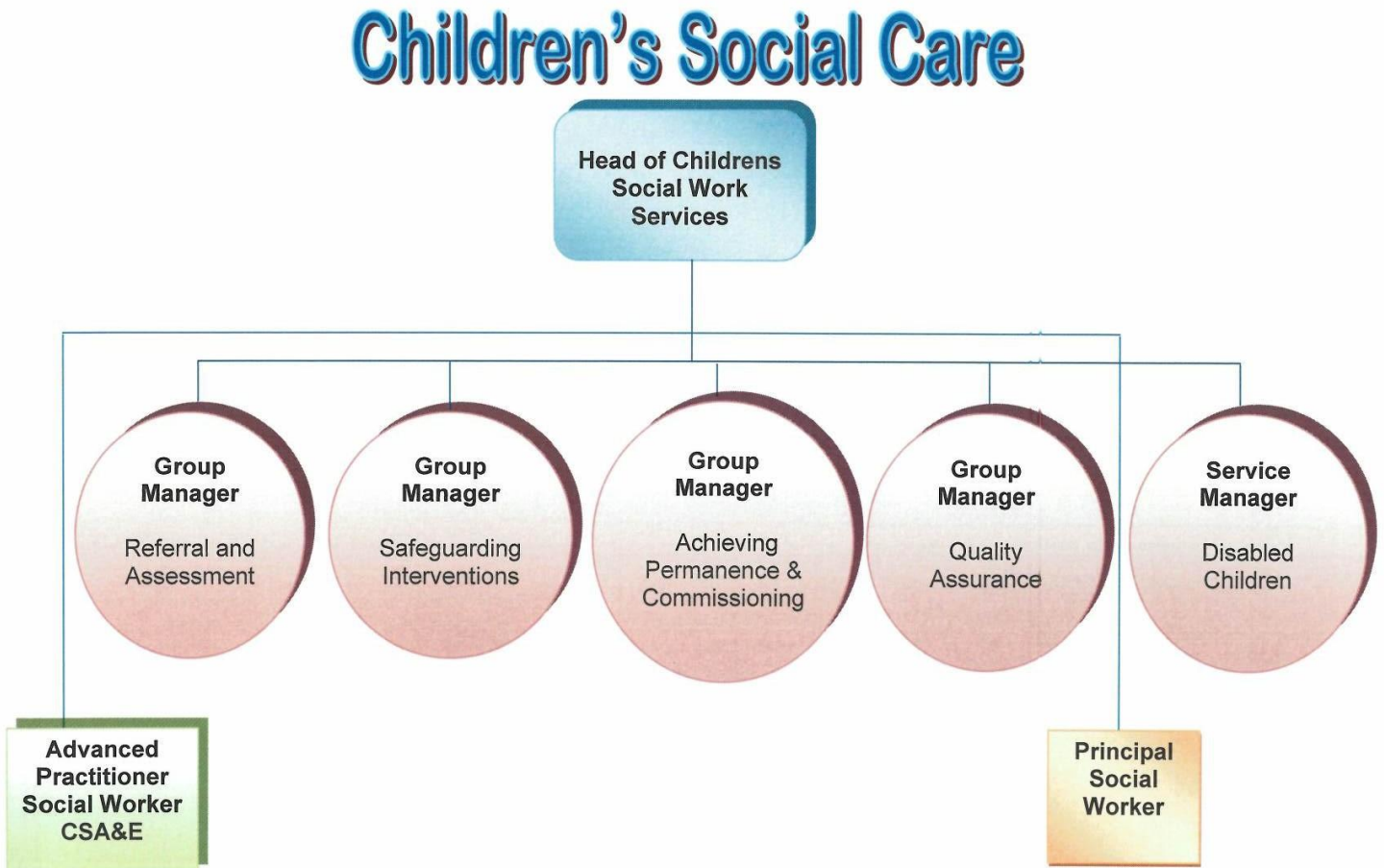
However where children and young people are supported by Children's Social Care it is because they have additional or complex needs, or because they are at risk of suffering, or have suffered significant harm. In order to achieve the same outcomes for these most vulnerable children and young people in the City we:

- **Place the Child or Young Person at the Centre** – working directly with children and young people to ensure that they are at the centre of everything that we do and their voice is heard and we understand their individual daily lived experience.
- **Use an Evidence Based Approach** – using a growing range of standardised measures and evidence based tools e.g. *Graded Care Profile*. We aim to use methods that are known to work.
- **Work in a Relational Model of Social Work** – Social work entails effecting change in people's lives. We know that change can not be imposed. Real change is effected through relationships; hence our model of practice is relational and emphasises a primary focus on the child's relationship with parents or carers as well as a focus on social workers as 'agents of change'.
- **Assess Risk and Need** – making evidence based determinations of level of need and risk within statutory timeframes.
- **Care Plan** – every child has an individual care plan (assessment plan, safety plan, child in need plan, child protection plan, child in care plan, education and health care plan) aimed at ensuring needs are met and risks reduced.
- **Provide Effective Interventions** – We offer evidence based interventions, either commissioned or through direct delivery, that are specific to the identified need or risk e.g. *Changing Lives* programme in relation to substance misuse, *Good Lives* programme in relation to harmful sexual behaviour.
- **Continue to Assess** – Assessment is not a one off exercise. We assess the impact of interventions, and where children are subject to Child Protection Plans, we assess parental capacity to change.

- **Achieve Permanence** – We know that to achieve their potential children and young people need stable and secure parenting and care. The earlier we can achieve this permanence for children the better their long term life chances. Wherever safely possible we aim to do that within their birth family or their extended family. Where that is not possible we aim to provide permanence through adoption, fostering or occasionally specialist residential care.
- **Make York Home** – Children and young people do best when they grow up near their family, friends and schools and are supported by those who know them best. We aim to ensure that wherever possible the care we provide to children and young people in the care of the Local Authority is provided in York.

CHILDREN'S SOCIAL CARE STRUCTURE

Children's Social Care is organised into five distinct Service Groups as illustrated below:

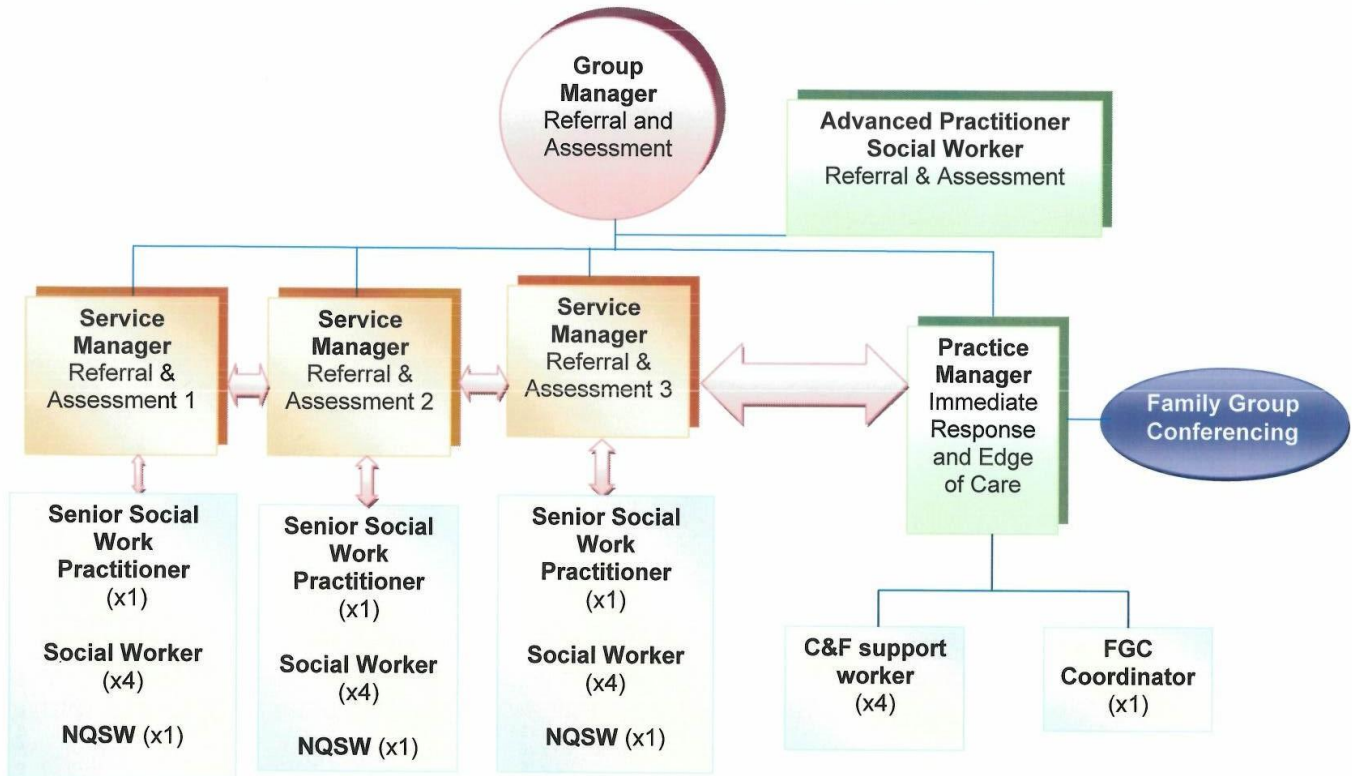


We offer expert advice, support and training across the service around Child Sexual Abuse and Exploitation through a dedicated Advanced Practitioner role. This role reports directly to the Head of Social Work Services and also works closely with the Principal Social Worker and the wider Advanced Practitioner Group.

REFERRAL AND ASSESSMENT

The Referral and Assessment Service is the 'front door' of Children's Social Care.

Referral and Assessment Service



The overarching emphasis of the service is to use standardised measures and evidence based assessment tools, such as the Graded Care Profile in cases of neglect, to assess risk, harm and need. Within this there is a focus on the child, their daily lived experience, and the quality of the care giving relationship between them and their parents or care givers.

Social Work Teams

There are three Referral and Assessment Social Work Teams. They offer expert social work advice at the point of contact as well as deal with new referrals, undertake S47 enquiries and complete Single Assessments in respect of children in need and children at risk of significant harm.

The teams work on a three weekly duty rota; each team has one week on duty responding to referrals and contacts and the following two weeks are spent completing S47 investigations and assessments.

The teams are co-located and work very closely with each other and also have a very close working relationship with a co-located police presence. A dedicated Public Health professional will join the service in the near future, further enhancing the screening and quality of health information.

As well as the overall management the service being provided by the Group Manager, each social work team is managed by an experienced Service Manager and each team also has a Senior Practitioner who is able to offer practice education to Student Social Workers as well as advice and support to less experienced colleagues.

Immediate Response and Edge of Care

This is service working within the Referral and Assessment Service combines the skills of four experienced Child and Family Support Workers and a Practice Manager.

The aim of the team is to intervene with the highest need children and families at the earliest opportunity; this will take place whilst their Social Work colleagues complete a Single Assessment.

The aim of the service is to:

- Reduce the number of children and young people coming into the care of the local authority;
- Provide an early response and work to achieve change and step down or case closure within the assessment period;
- To make progress towards change and know better what works well with those children and families who will require ongoing intervention and planning beyond the assessment period.

Family Group Conferencing

This sits within the Referral and Assessment structure but is a service offered across Children's Social Care to families in York with the aim of supporting and enabling wider families to meet together and identify their own solutions to their particular needs. Whilst the service will be offered widely across the service the aim is to target children with the greatest need and at greatest risk, particularly those on the edge of care or legal interventions.

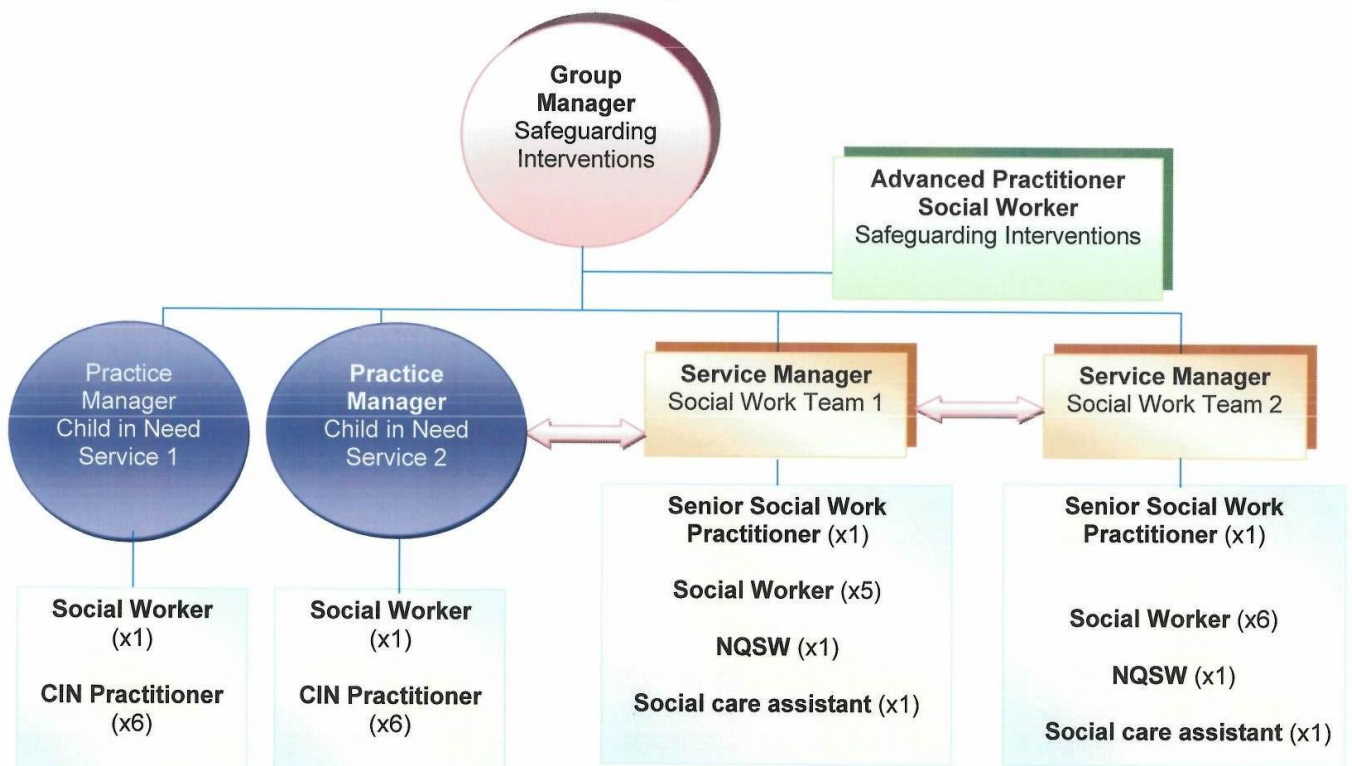
Service Development

Team meetings, service development days and lunchtime learning sessions are a regular feature of the service. The Advanced Practitioner is a practice lead for the service and works closely with the Group Manager and Service Managers in ensuring that staff are supported and have opportunities for learning and development.

SAFEGUARDING INTERVENTIONS

Safeguarding Interventions provide individually tailored packages of support to children who are the subject of either child in need plans or child protection plans. This service is also responsible for pre-proceedings work and public law applications.

Safeguarding Interventions



As in the Referral and Assessment service, there is an emphasis on assessing the quality of the relationships that children and young people have with their parents or carers. There is also a focus on ongoing assessment of need, risk and harm, and critically capacity to change.

Social Work Teams

There are two social work teams comprising of a Senior Social Work Practitioner, Social Workers, a Newly Qualified Social Worker and a Social Care Assistant. Each team is managed by an experienced Service Manager. All children who are subject to child protection plans, or public law proceedings and children who are in the care of the Local Authority where a permanence plan has not yet been achieved, have a social worker from within one of these two teams.

This service also uses a specific evidence based model for assessing parental capacity to change¹ using a range of standardised measures and assessment tools. Specific aims and goals are agreed with the family and professionals. Targeted and time limited interventions are provided either directly or commissioned from other service or agencies, and the impact of intervention is kept under review and informs on-going assessment. Assessments are updated at each review point in a child protection plan. If children can not be kept safe at home and change can not be achieved or sustained, then public law applications are made in order to secure alternative safe permanent care.

As in the Referral and Assessment Social Work Teams, the Senior Practitioners are responsible for practice education of Student Social Workers and for providing advice and support to less experienced colleagues.

The Social Care Assistant role undertakes some of the practical tasks of the team that do not require direct social work input. This can be very varied but may include for example, brief periods of child care to support attendance at a meeting, help to families with practical tasks in the home, delivering equipment to a family or help transporting parents and children to key appointments.

Child in Need Teams

There are two child in need teams each consisting of a social worker and a number of Child in Need Practitioners. The teams are managed by an experienced Practice Manager.

The service is 'case responsible' for cases where children are subject of child in need plans. They also undertake commissioned work in relation to children who are 'case held' by the social work teams.

All work is delivered in line with agreed plans, either child in need or child protection. The support provided includes direct work drawn from a range of different validated models of parenting support, including for example Mellow Parenting and Parenting Puzzle.

Service Development

As in the Referral and Assessment Service, team meetings, service development days and lunchtime learning sessions are a regular feature of the service.

The Advanced Practitioner is a practice lead for the service and works closely with the Group Manager, Service Managers and Practice Managers in ensuring that staff are supported and have opportunities for learning and development.

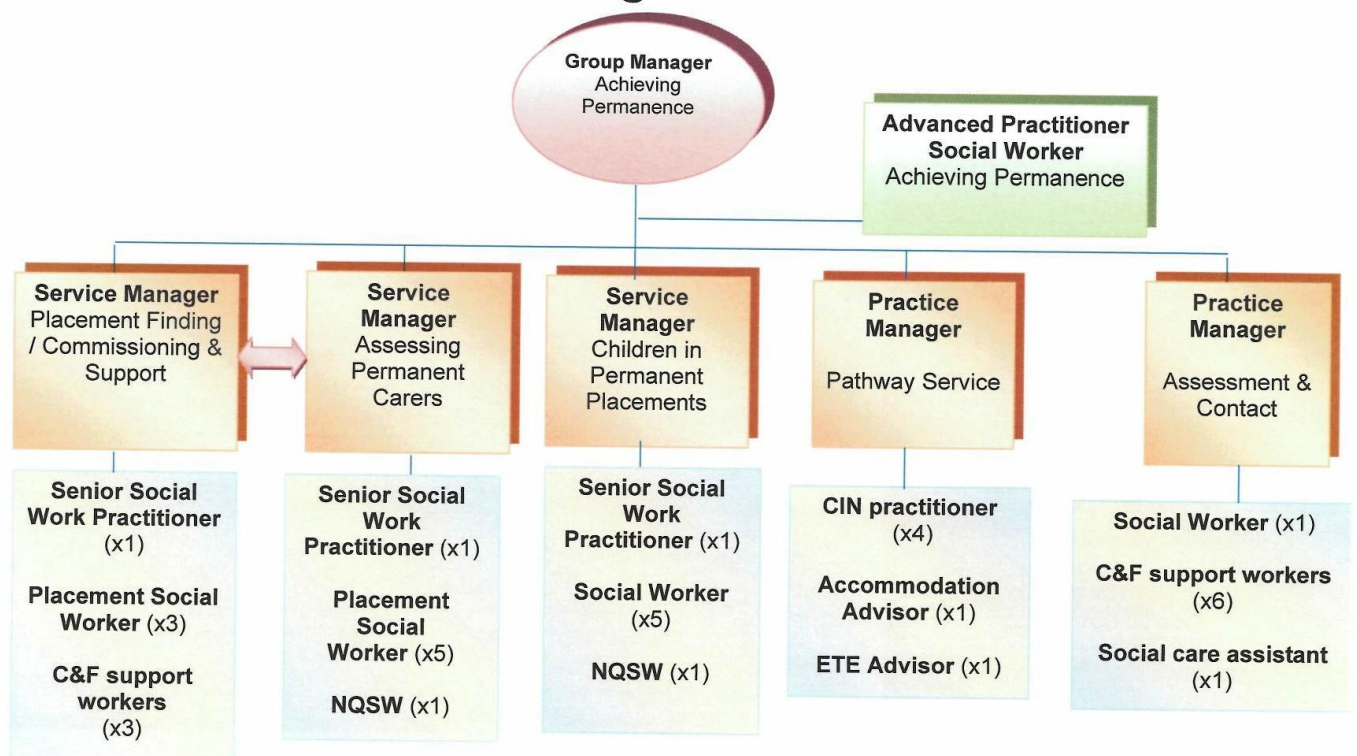
¹ Harnett, P.H. (2007) 'A procedure for assessing parents' capacity for change in child protection cases.' Children and Youth Services Review 29, 9, 1179-1188

ACHIEVING PERMANENCE

Permanence is the outcome we are working toward with all children and young people, achieving this starts at first contact when we are gathering information about the child and their wider family. Permanence can be within the child's birth family or with professional carers or through adoption.

As is common across the whole of Children's Social Care, the Achieving Permanence Group work to a relational model of practice, the primary focus is on the quality of the child or young person's relationship with their parents or carers. The service is responsible for providing care planning and social work and leaving care support to all children and young people in the care of the Local Authority who have a plan for permanence. Through the 'Make York Home' initiative and careful care planning, matching and support of carers, the aim is wherever possible to provide long term stable care in York.

Achieving Permanence



Placement Finding, Commissioning and Support

This team has a mix of staff including a Senior Practitioner, Placement Social Workers and Children and Families Support Workers. The service aims to identify suitable placements for children and young people and to provide individually tailored and creative packages of support to these carers and the placements.

Support is likely to consist of a range of professional advice and support (including bespoke training, therapeutic consultation advice and support, and development opportunities), practical support, peer support, and particularly with the most complex cases, regular planned stays over with other carers.

Assessing Permanent Carers

This team focus on assessment of permanent carers, including adopters, main stream foster carers and kinship carers, either as foster carers or special guardians. From March 2017, assessment of adoptive carers will be the responsibility of the Regional Adoption Agency.

The Assessing Permanent Carers Team works closely with the Safeguarding Interventions Service in assessing connected persons within Public Law Outline pre-proceedings and care proceedings. This team undertake viability assessments, and where appropriate Schedule 4 temporary foster carer assessments. Where full assessment follows a positive viability or Schedule 4 assessment this is also undertaken in this team. Depending on the care plan for the child developed by the Safeguarding Intervention Service, this assessment could be in the form of either a full fostering assessments or a Special Guardianship assessment.

Children in Permanent Placements Team

This is a social work team who provide on going assessment of children and young people's needs and care planning for children and young people in the care of the Local Authority who have a permanence plan.

In line with our relational model of practice the aim is to develop care plans that support young people's identity and long term relationships with their birth families where appropriate, with their carers and with their professional support network including their Social Worker.

The team aim to work with children and young people, their families and the wider professional network to support them in achieving good long term outcomes, including good health, education, employment, housing and relationship outcomes.

Pathway Service

This team provides continuing support to young people who have left the care of the Local Authority. They offer support and advice around general life skills, education, training and accommodation (including arrangements for young people to 'stay put' with their foster carers).

The service stays in touch with young people up to the age of 21 years or 24 if they are in education.

Assessment and Contact Team

This team provides support and supervise contact for children and young people in care with their birth families, including parents, siblings and other relatives.

They contribute to the assessment of this contact, such as assessment of a relative's ability to work with the birth parents in a Special Guardianship assessment, or assessment of specific parenting tasks in an assessment of parental capacity to change.

The team also undertakes direct work with young people on a commissioned basis from the social work teams.

Service Development

As in other Service Groups, team meetings, service development days and lunchtime learning sessions are a regular feature of the service.

The Advanced Practitioner is a practice lead for the service and works closely with the Group Manager, Service Managers and Practice Managers in ensuring that staff are supported and have opportunities for learning and development.

QUALITY ASSURANCE

The service provides a consistent and overarching review and quality assurance function across the whole of Children's Social Care.

Quality Assurance



The Quality Assurance Group delivers on the commitment contained within the Vision for Children's Social Care to 'strengthen independent challenge'.

The Group's Independent Review Service will provide systematic review of Child in Need Plans, Child Protection Plans and Care Plans for Children and Young People in Care. It also delivers independent reviews of carers and residential placements.

The Group's Local Authority Designated Officer (LADO) service ensures the appropriate management of allegations against staff and volunteers who work with children.

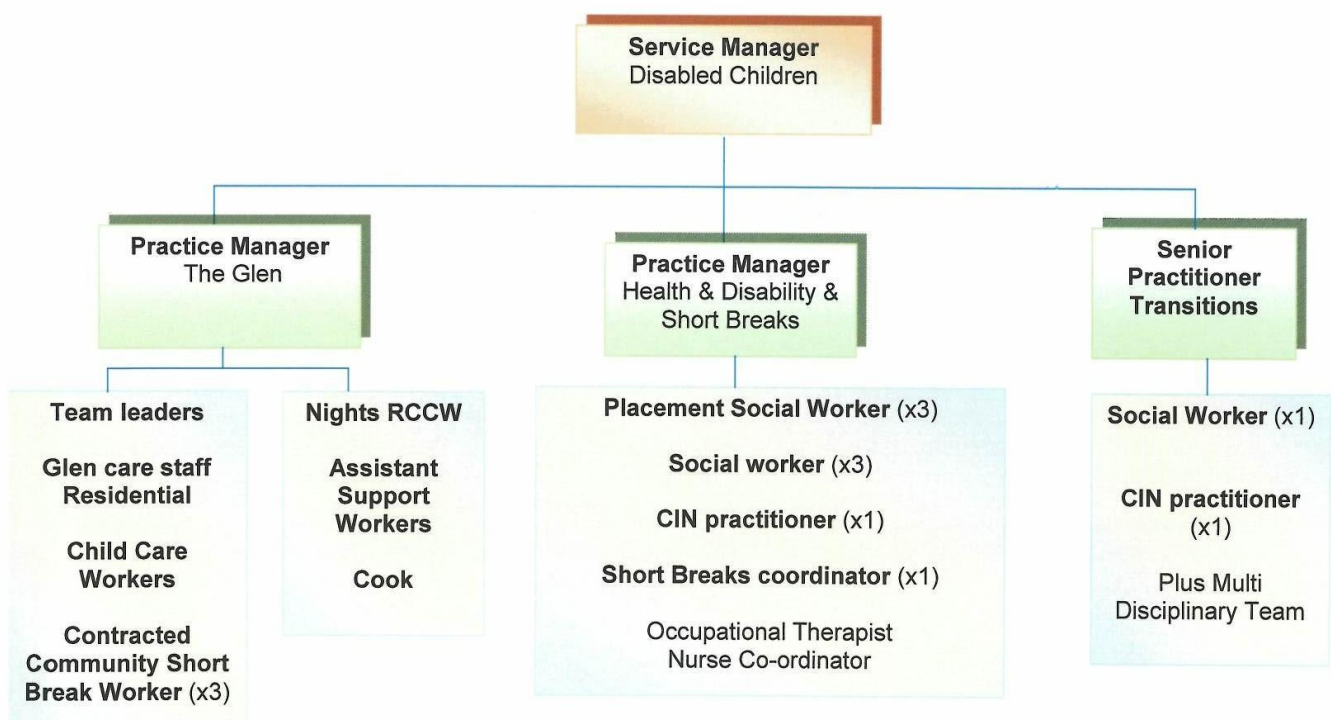
To ensure that quality assurance activity of the Group leads directly to service improvement and improved outcomes for children, the Group supports the wider Audit and Quality Assurance Framework activity of the Service.

Finally the Group has a Business Improvement Delivery Manager. The role builds on the successful implementation of the Mosaic Case Management System and is tasked with developing the system further and introducing a Children's Services portal and mobile working.

DISABLED CHILDREN'S SERVICE

The Disabled Children's Service works with children and young people who have a permanent and substantial impairment or illness which has a profound effect on their health, development and social functioning.

Disabled Children's Service



It is likely that the child or young person's additional needs impact on the families choices and their opportunities to enjoy ordinary life; and the degree of planning and support required to meet their needs is much greater than that usually required to meet the needs of most children of a similar age.

Children can be affected by one or more conditions or areas of impairment including, sensory impairment, physical impairment, intellectual impairment, consciousness impairment (eg epilepsy), a communication disorder (eg autism) or a chronic or life threatening physical illness.

Specific Services

The Disabled Children's Service works closely with colleagues from specialist health and education services.

The range of services includes Residential and Community Short Breaks provision, Assessment and Care Management by Disabled Children's Social Workers for children with the most complex levels of need, specific practical and parenting support from Child in Need Workers and support in moving from Children's Services provision to Adulthood through the Transitions Service.

The service has pioneered parent led assessment and care planning for children with less complex needs, and continues to innovate as it strengthens its relationships with key partner agencies.

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Forward

Our ambition in York is to secure good mental health and emotional wellbeing for all children and young people in the city in order to ensure they achieve their optimal potential.

The CAMHS Executive, which is a Partnership Board set up to drive forward this vision, has become increasingly aware of the need for early intervention support in schools for children and young people around their social, emotional, mental health and wellbeing. Direct feedback from our children and young people, teachers and specialist services has brought into clear focus that it is 'everyone responsibility' to find an effective response to this developing need.

Building on and linking in with national guidance and developments around 'Future in Mind'¹ York has been able to work with partners to develop, explore and pilot an early intervention service model for schools.

The CAMHS Cluster Pilot provided York with an opportunity to develop a partnership between the Local Authority, CAMHS and Schools to explore an effective service model. The aim of the pilot was to increase the capacity and expertise around mental health and emotional wellbeing within schools, in order to strengthen the support arrangements for children and young people.

The pilot helped us to learn together and gather evidence needed to inform discussions and decisions about the future commissioning of effective services, support and interventions for children and young people.

We are pleased to confirm that the evidence of impact developed in the pilot has been instrumental in securing long term funding from Health to roll out this pilot service across the whole of the city as part of the Transformation Plan.

Eoin Rush

Assistant Director – Children's Specialist Services

Chair of CAMHS Executive

¹ **Future in mind:** Promoting, protecting and improving our children and young people's mental health and wellbeing. NHS England 2015



Executive Summary

In March 2015 NHS England launched a Taskforce to develop a five-year strategy to improve mental health outcomes for people of all ages, with the shared goal to make mental health ‘everybody’s business’. One of York’s objectives has been the initiation of a CAMHS School Cluster Pilot. A key aim was to introduce a new form of partnership working to strengthen the emotional and mental health support arrangements for children and young people in universal school settings.

The CAMHS cluster pilot was created to devise, pilot and evaluate a multi-agency initiative overseen by the CAMHS Executive and delivered in partnership by Child and Adolescent Mental Health Services (CAMHS) City of York Council (CYC) and School Clusters, to strengthen the emotional and mental health support arrangements for children and young people in universal school settings. Through the project two new CAMHS band 5 roles were created. Children and young people expressly rejected ‘Mental Health’ as part of the job title, consequently the new role was named “Wellbeing Worker”.

The Wellbeing Workers were attached to two school clusters, where they negotiated the exact nature of their work in schools with pastoral leaders in each school. Clinical supervision was provided by the CAMHS service. In April 2016 an interim evaluation report showed that the model was beginning to deliver positive outcomes against the project aims. The interim evaluation enabled funding to be secured for the future roll out of Wellbeing Workers across all schools in the City of York.

The Pilot Project concluded at the end of the academic year in July 2016. The final evaluation of the entire project shows that the three project outcomes have been achieved:

Outcome 1: *“The capacity and confidence of front line services to respond to the emotional and mental health needs of children and young people in universal school settings is maximised and increased.”* On-line survey data, evaluations following training and feedback after consultations with the Wellbeing Workers, all show that the majority of school based staff involved with the project have a greater understanding of issues around emotional well being and mental health needs. Staff also reported increased confidence in responding to these needs.

Outcome 2: *“The number of children and young people receiving effective, evidence-based and timely emotional and mental health support is increased.”* Over the duration of the project a total of 404 children were involved directly in the project. Some of these children went on to receive intervention from CAMHS and many were supported through existing provision in school with the help of the Wellbeing Workers. Of the 404 children, some would have been provided with support irrespective of the pilot project, but in almost all cases there would have been a much longer wait for intervention via existing provision, and in many cases the staff in school did not feel confident to know how to respond to the presenting needs.

Outcome 3: *“Children and young people feel more able to cope with emotional and mental health issues and concerns in a school setting.”* Two measuring tools were used to record any changes in children and young people’s emotional wellbeing and mental health following involvement in group or individual work. In the majority of cases children and young people showed an improved score following intervention.

From September 2016 six Wellbeing Workers will be deployed across all school clusters in York. The Pilot Project has provided insights that have helped to shape the induction of the new School Wellbeing Workers. Over the first half of the autumn term 2016 new service documentation will be created including a Service Overview and Partner Memorandum of Understanding to manage the deployment of these new staff as effectively as possible.

Background and context

Nationally, nearly 10% of children aged 5-16 are estimated to suffer from a recognised mental health disorder, and up to 15% require some form of support for their emotional well-being and mental health. Many mental health problems start early in life; half of those with lifetime mental health problems first experience symptoms by the age of 14, and three-quarters by their mid-20s². Local evidence within York, including a research survey undertaken by Leeds University in July 2015³, with over 5700 children and young people, would suggest the issue of social and emotional mental health and wellbeing is becoming an increasing concern, particularly in schools where existing support and pastoral structures are struggling to respond.

In March 2015 NHS England launched a Taskforce to develop a five-year strategy to improve mental health outcomes for people of all ages, with the shared goal to make mental health 'everybody's business'. In response to this taskforce, the DfE and DoH produced a joint report 'Future in mind: Promoting, Protecting and improving our children and young people's mental health and wellbeing' (2015).⁴

York's vision, as stated in the Child and Adolescent Mental Health Service (CAMHS) Storyboard 2015, is to 'Secure good mental and emotional well-being for all children and young people across the city to ensure they achieve their optimal potential'. This vision is underpinned by the principles within Future in Mind and has a number of strategic objectives that are being driven forward by the multi agency partners within the Health and Wellbeing Board and in particular the Child Adolescent Mental Health Service (CAMHS) Executive Group.

One of York's objectives has been the initiation of a CAMHS School Cluster Pilot. This pilot project ran between September 2015 and July 2016 and was funded by the City of York Council. A key aim was to introduce a new form of partnership working to strengthen the emotional and mental health support arrangements for children and young people in universal school settings.

A detailed evaluation framework was developed to test and generate evidence against the intended project outcomes. Baseline data was collected through staff surveys and semi structured interviews with Head teachers. In all direct work with children and young people a locally developed questionnaire, the Social, Emotional and Behavioural Competencies (SEB) questionnaire, was completed. Questionnaires were completed in group work and training workshops and case studies have been developed to demonstrate 'what has worked'. The pages that follow provide a description of the project's aims, the model of working used and an evaluation of the project outcomes. This information has informed the design of the CAMHS Cluster Model which will be rolled out across the City of York from September 2016.

² Department of health. *No health without mental health: a cross-government mental health outcomes strategy for people of all ages*. Stationery office, 2011.

³ Health and Wellbeing Survey (2015)

Project Aims and Objectives

The CAMHS cluster pilot was created to devise, pilot and evaluate a multi-agency initiative overseen by the CAMHS Executive and delivered in partnership by Child and Adolescent Mental Health Services (CAMHS) City of York Council (CYC) and School Clusters, to strengthen the emotional and mental health support arrangements for children and young people in universal school settings.

Objectives

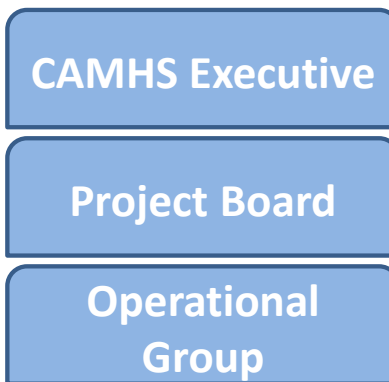
- To fund two new Band 5 mental health roles to be based in the East and Southbank school clusters, to be called 'Wellbeing Workers' in the schools
- To recruit qualified emotional resilience Wellbeing Workers, managed by CYC with clinical supervision from the CAMHS service
- To introduce a new role focusing on; a. training, b. consultation, c. facilitating pathways and d. direct work alongside pastoral staff
- To evaluate the pilot initiative to provide evidence of impact and added value, in order to inform decisions about the sustainability of the model / offer across York beyond July 2016

Intended Outcomes

- The capacity and confidence of front line services to respond to the emotional and mental health needs of children and young people in universal school settings is maximised and increased
- The number of children and young people receiving effective, evidence based and timely emotional and mental health support is increased
- Children and young people feel more able to cope with emotional and mental health issues and concerns in a school setting



Cluster Pilot Model



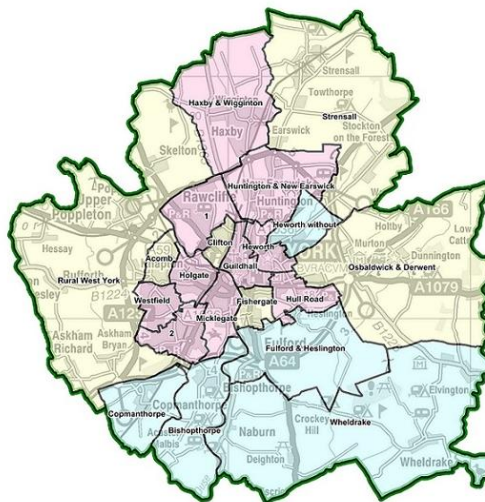
Amalgamated after 6 months to avoid duplication

Partnership Team
Wellbeing Worker
Educational Psychologist
Primary Mental Health Worker

School staff	Southbank
SENCO	AYJS
Pastoral Staff	Carr Infants
ELSAs	Bishopthorpe Inf
	Copmanthorpe
	Dringhouses
	Knavesmire
	Scarcroft
	St Mary's
	St Paul's Primary
	St Wilfrid's
	All Saints
	Millthorpe

Partnership Team
Wellbeing Worker
Educational Psychologist
Primary Mental Health Worker

East York	School staff
Badger Hill	SENCO
Hempland	Pastoral Staff
Heworth	ELSAs
Osbaldwick	
St Aelred's	
St Lawrence's	
Tang Hall	
Archbishop	
Holgate's	



Cluster Pilot Model

The Project Outline and Memorandum of Understanding (November 2015) stated:

Principles

- Children and young people’s social, emotional and mental health is everyone’s responsibility
- Capacity building, and the up-skilling of staff within existing school pastoral systems and structures, will enable more effective support and evidence based interventions to take place
- Support needs to be responsive, flexible and child-centred to provide the right help when children and young people need it.
- Different agencies, professionals and support staff will work as an integrated team around the child and their family, within the school setting in order to coordinate and maximise the care and support provided
- Early identification and support will secure, for many children and young people, the best future outcomes and reduce the likelihood of future emotional and mental health issues
- Where possible, support for children and young people will be provided by known and trusted adults
- Where possible, services will be delivered as close to the local community as possible, involving the school cluster model
- Health and social care pathways for children and young people are integrated and take account of each ‘child’s journey’ through services
- A confident, committed and knowledgeable children’s workforce ensures that only those children and young people who are in need of Tier 3 CAMHS progress to the specialist providers

Areas of work for Wellbeing Workers

The work of the Wellbeing workers will be focused on 4 areas; training, consultation, facilitating pathways and direct work. Their Input, interventions and direct work will be:

- Targeted at tier 2 level of Social, Emotional and Mental Health (SEMH) need
- Evidence based
- Informed by the following approaches; Dyadic Developmental Psychotherapy, Brief therapy, Family therapy and Solution focused work

1. Training and Continued Professional Development

The Wellbeing Workers will:

- a. Develop a training needs analysis informed by school profiles and staff questionnaire
- b. Work with schools to develop a SEMH training plan
- c. Contribute to the development, delivery and sourcing of awareness raising, specialist and locally defined bespoke SEMH training

2. Consultation, advice and support

The Wellbeing Workers will offer:

- a. Planned and structured *consultation, advice and support* conversations with senior leaders and pastoral staff
- b. Planned and structured *advice and support* conversations with parents
- c. Informal individual and / or group supervision with pastoral staff
- d. Networking and signposting to other sources of help and support – in school and external agencies

3. Facilitating pathways to different care and support - including specialist services

The Wellbeing Workers will:

- a. Attend school (termly) planning meeting with the Educational Psychologist (EP), Primary Mental Health Worker (PMHW), Emotional Literacy Support Assistant (ELSA), SENCO, School Nurse and relevant pastoral staff
- b. Attend existing regular pastoral meetings within schools
- c. Contribute to the development of care and support plans for children and young people

4. Working in partnership to deliver evidenced based direct work to children, young people and parents

The Wellbeing Workers will:

- a. Co-work with school staff to design, deliver and evaluate 1 to 1 work with children and young people
- b. Co-work with school staff to design, deliver and evaluate group work with children and young people
- c. Co-work with school staff to design, deliver and evaluate group work with parents
- d. Build capacity and develop expertise in schools to sustain and continue direct work

Baseline allocation of time per school

- One agreed half day session per school to take place on a regular basis (weekly or fortnightly)
- Some limited capacity to respond flexibly to emerging issues / need
- Delivery and activity against baseline allocation will be reviewed each term at a School, Cluster and Project Board level

Recording

- Information and recording about the support and intervention that the Wellbeing Workers are involved with directly, indirectly and in partnership with existing school support staff, will be recorded on the individual school filing and recording system.
- Head Teachers / Schools will be responsible for providing parents with information about the work of the pilot and specifically the role of the Wellbeing Worker as part of their existing pastoral support system
- Head Teachers / Schools will be responsible for making decisions when specific parental consent is required for the involvement of the Wellbeing Worker with either individual or groups of children and young people
- CYC will only hold and record non identifying evaluation information relating to the work of the pilot project
- CAMHS will only hold and record children and young people's information relating to the pilot project when a referral is made to specialist CAMHS services and provision

Reporting

- Information on activity, impact and outcomes will be collated each month by Wellbeing Workers
- Termly reports on performance and outcomes will be presented to Clusters and the Project Board. These reports will provide additional information on emerging issues, risks and proposed new developments to the pilot project delivery.

Expectations, Roles and Responsibilities

City of York Council agree to:

- Fund the pilot for the first year but, if successful, it is hoped that schools and Health will contribute to the project in future.
- Fund, appoint and manage a half-time project manager for the first year, starting from September 2015.
- Fund 2 x Band 5 CAMHS workers, to be called 'Wellbeing Workers' within schools.
- Provide IT and phone equipment for the Wellbeing Workers.
- Provide day to day direction of the Wellbeing Workers, including direction to working arrangements in individual schools.
- Commission the Education Psychology Service to lead on and deliver the evaluation framework.
- Chair the Project Board and Operational working group for the pilot project.
- Provide direction on the requirements of the CAMHS Cluster pilot project including models, approaches and pathways, evaluation requirements, and development of the pilot project.
- Collate monthly evaluation and performance data and produce termly management reports for Project board and Cluster meetings.
- Devise and implement a project communication plan.

CAMHS agree to:

- Recruit 2x band 5 Wellbeing Workers to be based within 2 school clusters.
- Provide monthly clinical supervision via Primary Mental Health Workers to the Wellbeing Workers in schools.
- Support and advise on the management of direct individual and group work.
- Provide access for the Wellbeing Workers to the CAMHS recording system where appropriate.
- Provide an office space and access to secure emails.
- Support the Cluster Project Manager in coordinating the projects, evidence-based additional input and leading on necessary decision making on individual cases.
- Ensure the work undertaken by Wellbeing Workers is therapeutically appropriate in line with the evidence base and clinical, professional judgement.
- Advise on specialist aspects of the project e.g. intervention spaces.
- Provide a pathway for Wellbeing Workers regarding referrals to specialist CAMHS.
- Liaise with Project Manager regarding service delivery of CAMHS input.
- Attend and provide the appropriate level of representation at operational and project board meetings.
- Provide appropriate and relevant training to Wellbeing Workers.
- Provide leave, sickness and expenses arrangements for Wellbeing Workers.

Schools agree to:

- Provide cluster representation on the operational group and project board.
- Provide a named contact to be the main communication link for the Wellbeing Workers and professionals within the pilot.
- Provide, where appropriate and needed, in school space for office base and direct work across the individual schools within the cluster.
- Identify children in line with the project aims, objectives and criteria.
- Hold and provide access for Wellbeing Workers to regular pastoral planning meetings that discuss the needs of staff, children and young people targeted by the pilot project.
- Plan in advance and prioritise the Wellbeing Workers weekly session in order to maximise the benefit of the agreed allocated time.
- Record information where appropriate about the support and interventions provided by the Wellbeing Worker to children and young people on the schools filing / recording system.

- Provide information to all parents about the pilot project and seek individual and specific consent from parents for their children’s involvement where appropriate and required.
- Provide evaluation data and case studies for the pilot project in line with the agreed evaluation framework.

All parties agree to:

- Deliver all group and individual work in accordance with the agreed evidence base models and approaches.
- Deliver services, support and interventions in line with the project aims, objectives and criteria.
- Maintain interpersonal relationships with all stakeholders in order to facilitate and ensure effective multi agency working.
- Deliver services and interventions to a high professional standard including time management, preparation and planning.
- Collate monthly information and data and report termly on project outputs and outcomes.

Issue resolution process

- Emerging issues or concerns about the roles and responsibilities of different parties including the practice and performance of Wellbeing Workers should be communicated to the CAMHS Cluster Pilot Project Manager in the first instance.
- These issues will be addressed, managed and resolved via communication and meetings where appropriate with all involved parties, schools and workers.
- Issues that are either unresolved or presenting a potential or actual risk to delivery or implementation of the project will be reported to the Operational Working Group and Project Board where appropriate.

Pilot Outcomes

There were three key evaluation measures which directly related to the anticipated outcomes of the pilot project:

1. Number of children and young people receiving emotional and mental health support and help
2. Number of staff who feel more aware of the issues relating to emotional and mental health and feel more confident to respond effectively
3. Number of children and young people who feel more able to cope with emotional and mental issues in a school setting

The project also measured and evaluated activity and outcomes under each of the 4 areas of work; a. consultation, advice and support b. training c. working in partnership to provide direct 1 to 1 and group work d. clearer pathways to different care and support including specialist services.

Number of children and young people receiving emotional and mental health support and help:

Across the two school clusters involved in the pilot project the school census records 7355 children on roll during the project. Of this number 404 children (5.49%) were directly involved in the project. In the East cluster 168 children (5.77%) were directly involved in the project, in the Southbank cluster 236 children (5.31%) were involved.

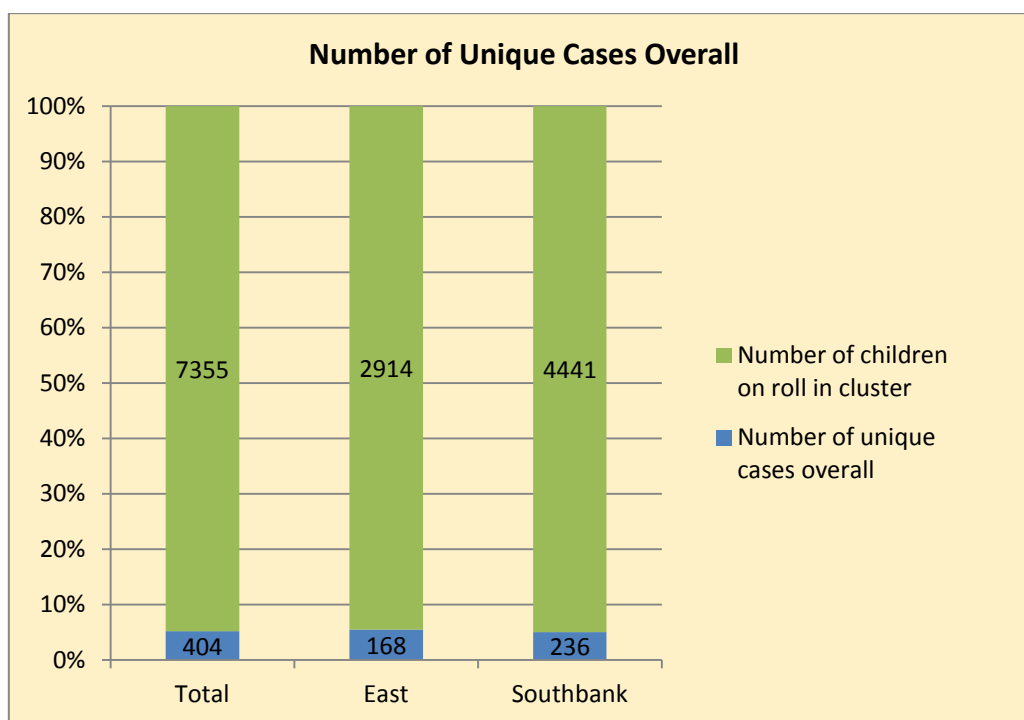


Figure 1 Number of unique cases involved in the cluster pilot project

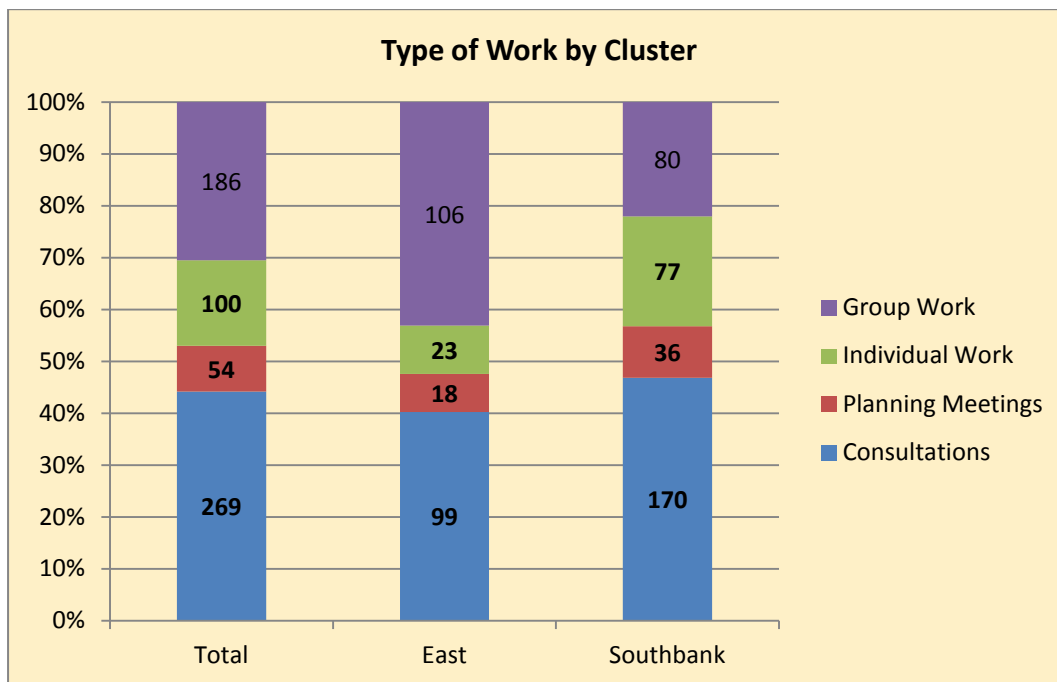


Figure 2 Type of work by school cluster

Figure 2 above shows the proportion of each type of work undertaken overall across the pilot and in each cluster. The totals in this chart do not equal the total number of unique cases as many of the children were supported through more than one type of activity. The differences in types of work across the two school clusters illustrates the flexibility within the model, which allows the Wellbeing Workers to offer a tailored approach that meets the individual needs of each school.

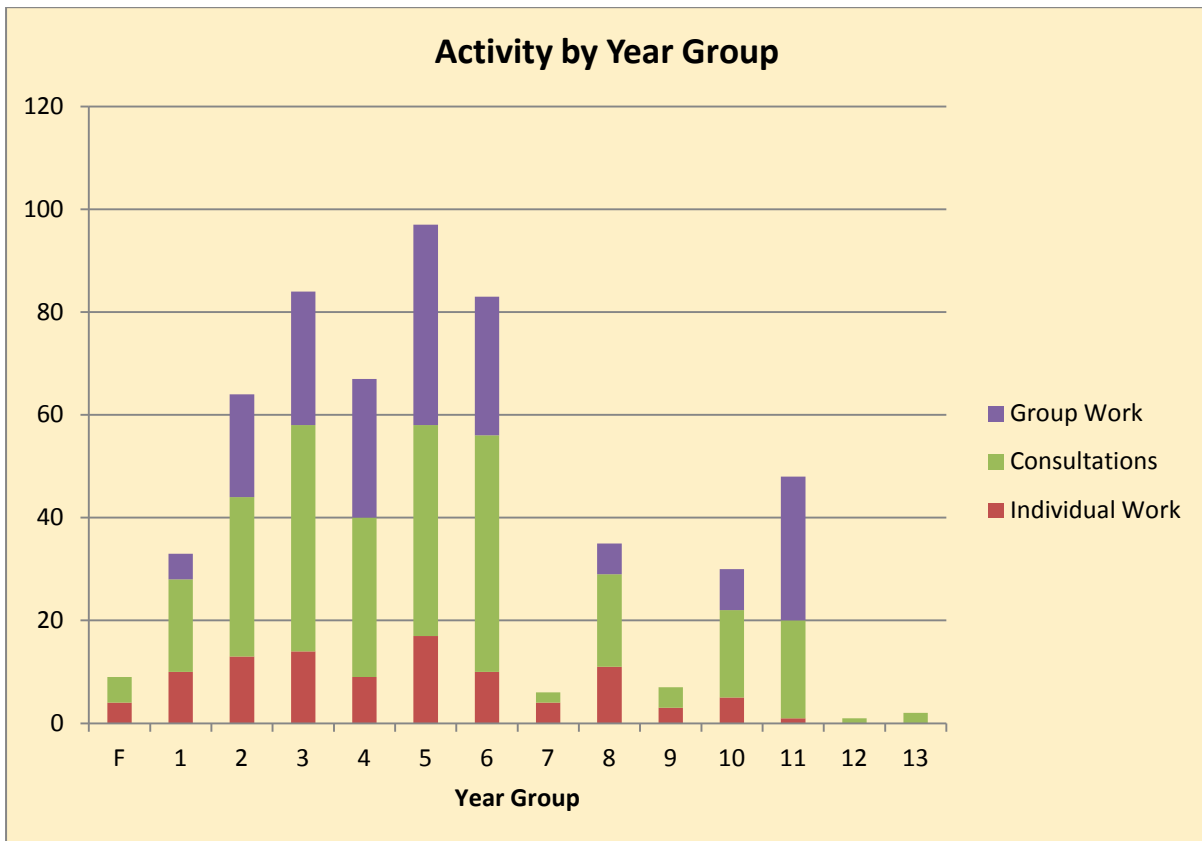


Figure 3 Type of work by year group

Figure 3 shows a break down of the different types of work provided by the Wellbeing Workers in each year group. This chart also highlights the flexibility of the model and demonstrates that the Wellbeing Workers were able to support children and the adults working with them right across the different age groups in school.

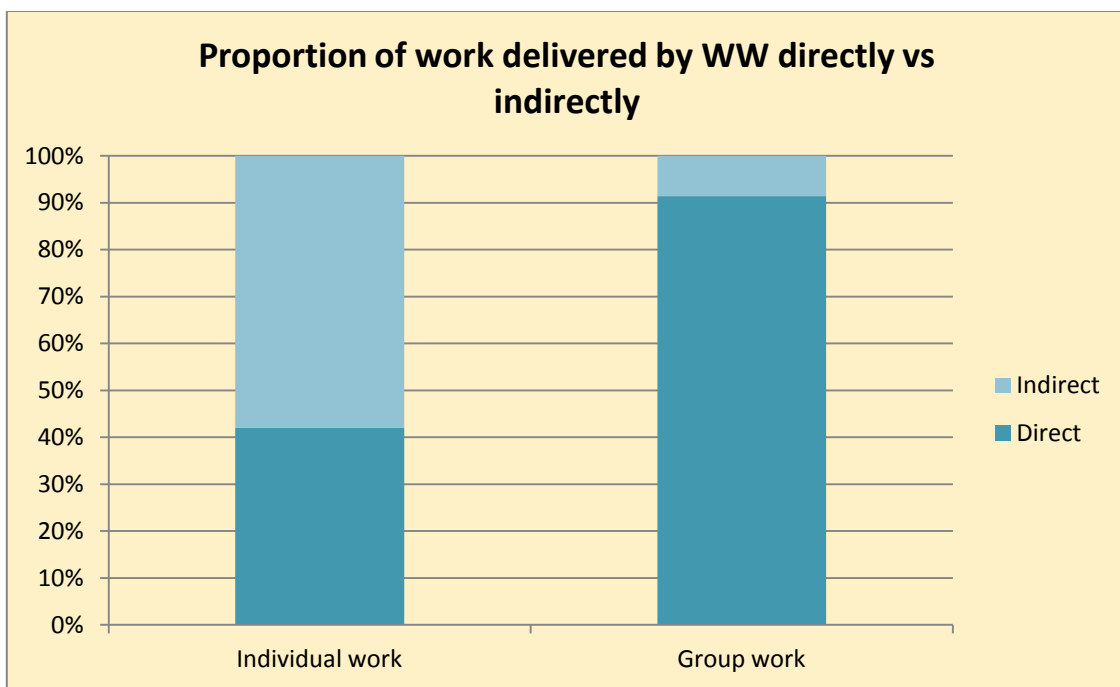


Figure 4 Proportion of WW work delivered directly vs. indirectly

Figure 4 above shows the proportion of work provided directly by the Wellbeing Workers against the work provided by school based staff supported by the Wellbeing Workers. By definition, all consultations are indirect work as this involves discussion with school staff rather than work directly with children, which is why Consultation is not included on this chart.

Number of staff that feel more aware of the issues relating to emotional and mental health and feel more confident to respond effectively:

At the beginning and end of the pilot project staff from all the schools involved were asked to complete an on-line survey. Before the project began the online survey generated 149 responses. Towards the end of the pilot we were able to gather 60 responses to the on-line survey. The lower response rate after the pilot may be due to a number of factors: staff that were not directly involved in the pilot project through contact with the Wellbeing Workers may not have responded, the “post pilot” survey was open for a shorter time period than the original survey and it was sent to schools towards the end of the summer term, which is a busy time in schools.

Several questions asked about staff awareness of issues relating to emotional and mental health and their levels of confidence in responding to specific difficulties.

Question 4 asked school staff to respond using a 10 point scale to the statement “I am confident that I have a good understanding of the issues that impact on children and young people’s mental health and emotional well-being”. The scale was labelled ‘Not Confident’ at point 1, point 10 on the scale was labelled ‘Very Confident’. Ratings of 6 and above were considered ‘confident’.

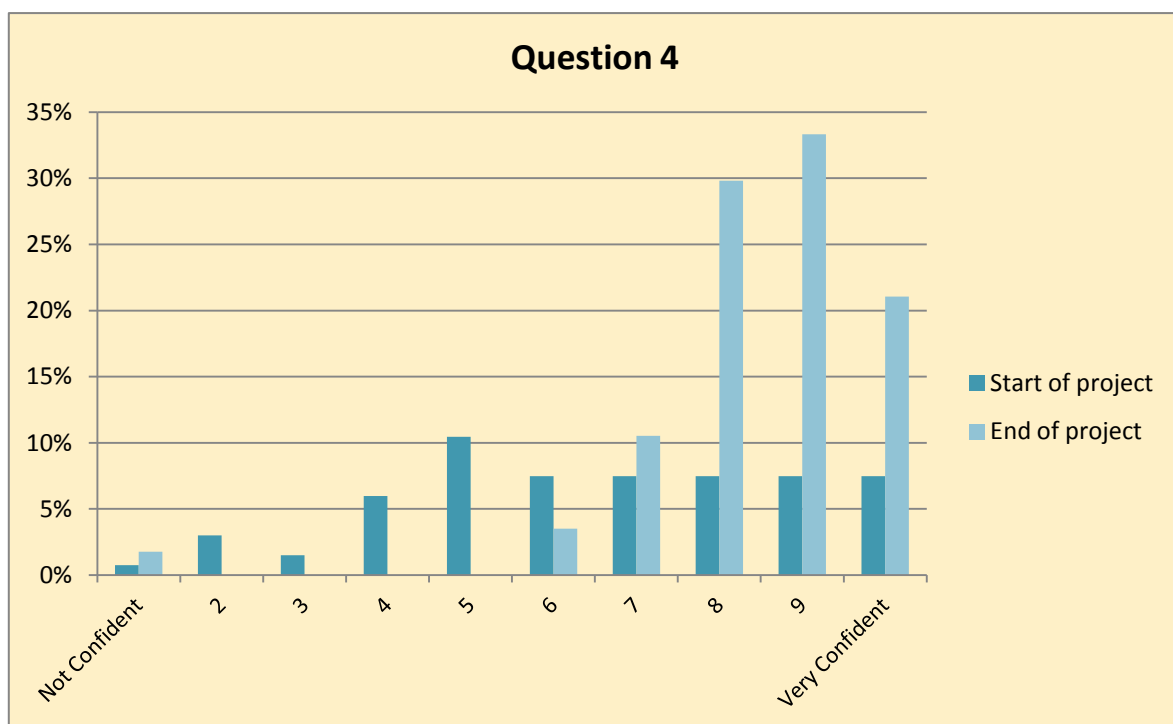
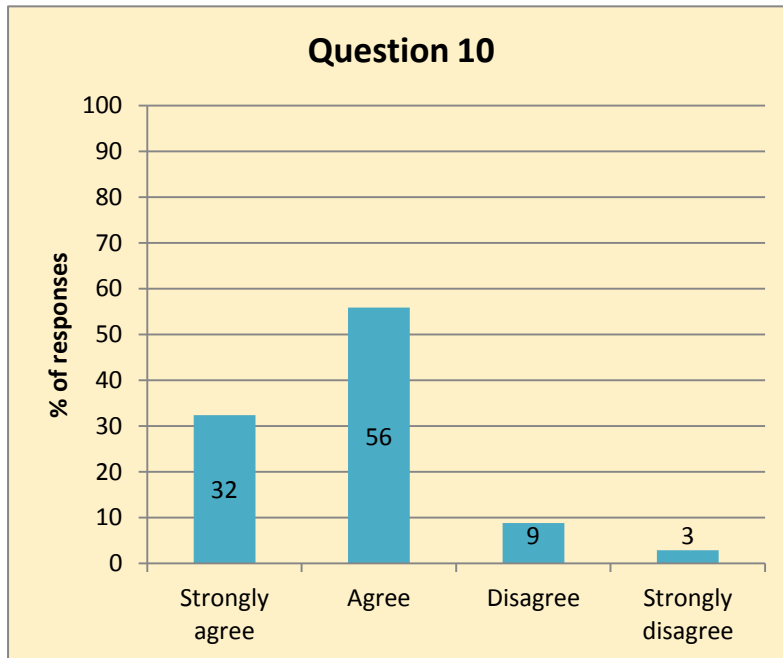


Figure 5 Responses to question 4 of the online school staff survey

At the outset of the pilot project 37% of staff rated themselves at point 6 or higher on the scale. At the end of the pilot project 98% of respondents rated their confidence level at 6 or higher.

Staff were asked about training that they had attended during the pilot project; 59% of respondents had attended training as part of the project.

Question 10 of the school survey asked staff about training provided through the pilot project and the extent to which it had increased their confidence in responding to mental health or emotional well being needs. Using a four point scale staff were asked to respond to the statement: “The training that I have attended on mental health and emotional wellbeing has improved my confidence to respond more effectively”



Of staff who responded to this question 88% either “Agreed” or “Strongly Agreed” that the training had improved their confidence to respond more effectively.

Figure 6 Responses to question 10 of the online school staff survey

A number of evidence based training events were provided across the two school cluster involved in the pilot covering a range of topics including:

- Whole school awareness raising
- Approaches to resilience
- Approaches to self-regulation
- Approaches to attachment and trauma

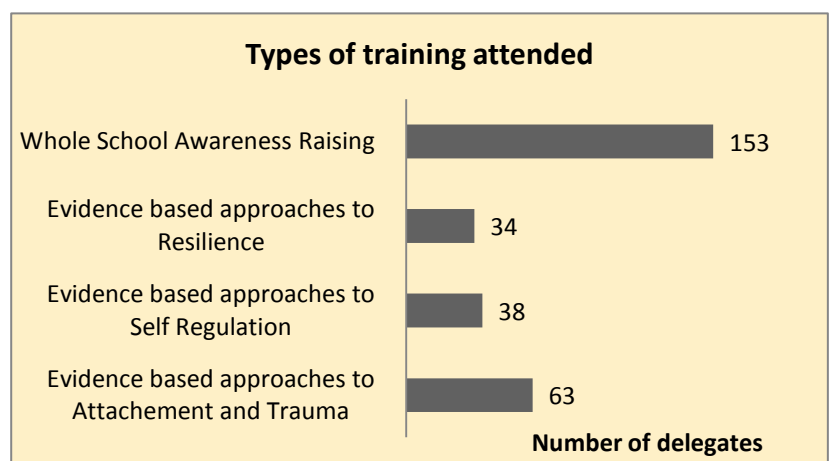
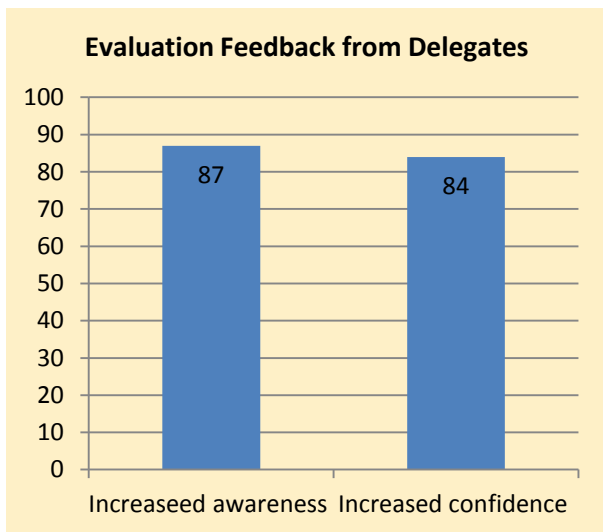


Figure 7 Types of training attended by school staff involved in the pilot project

At the end of each training event delegates were asked to complete an evaluation including whether the training had increased their awareness of issues and their confidence to respond:



Of the staff who responded 87% reported increased awareness of SEMH issues. 84% reported an increase in their confidence to respond to SEMH needs.

Figure 8 Feedback from school staff following training

A key element of Wellbeing Workers role was to empower and support staff to use and develop their existing skills and expertise when working with children with emotional and mental health needs. Following each consultation between the Wellbeing Workers and school based staff two questions were asked:

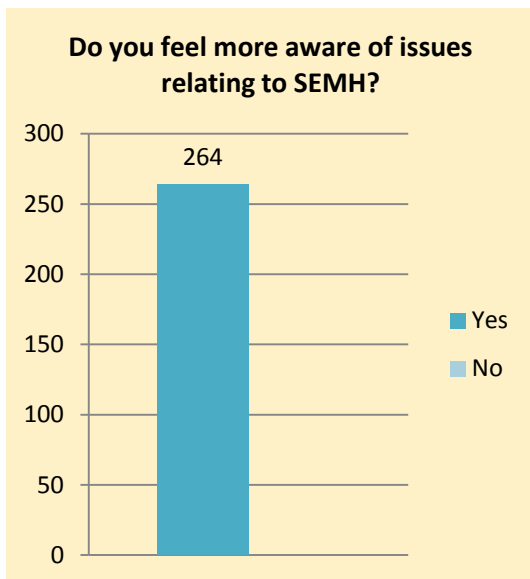


Figure 9 Staff feedback following WW consultation - awareness



Figure 10 Staff feedback following WW consultation - confidence to respond

Of the staff involved in consultations, 264 reported that they were more aware of issues relating to Social Emotional and Mental Health needs (SEMH), no one responded negatively to this question. 263 staff reported feeling more confident to respond to SEMH issues with just one person saying that their confidence had not increased.

Number of children and young people who feel more able to cope with emotional and mental issues in a school setting:

Where possible throughout the pilot information about children's emotional wellbeing was gathered using The Social, Emotional and Behavioural Competencies Profile (SEB). The SEB is a tool developed in York, which aims to identify children's social, emotional and behavioural strengths and weaknesses in order to support development in these areas. The SEB has versions for parents and teachers of children from Foundation Stage through to secondary school. There are self report questionnaires for children in primary school and secondary school. In all cases a higher score indicates greater development of skills.

In addition to the SEB profile, where required and appropriate, the Strengths and Difficulties Questionnaire (SDQ) (www.sdqinfo.org) was completed. The SDQ is a nationally recognised tool described by its creators as "a brief behavioural screening questionnaire about 3-16 year olds". There are versions for parents and teachers of children of all ages. There is a self report version for children aged 11 and older, but there is no version for children of primary school age.

The data below is from the children's own responses to the SEB profile before and after involvement in either individual or group work.

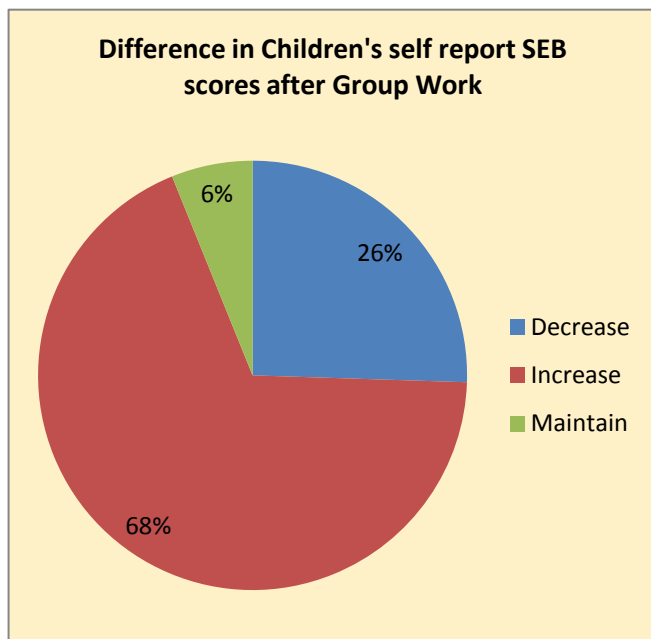


Figure 11 Differences in children's self report SEB scores after group work

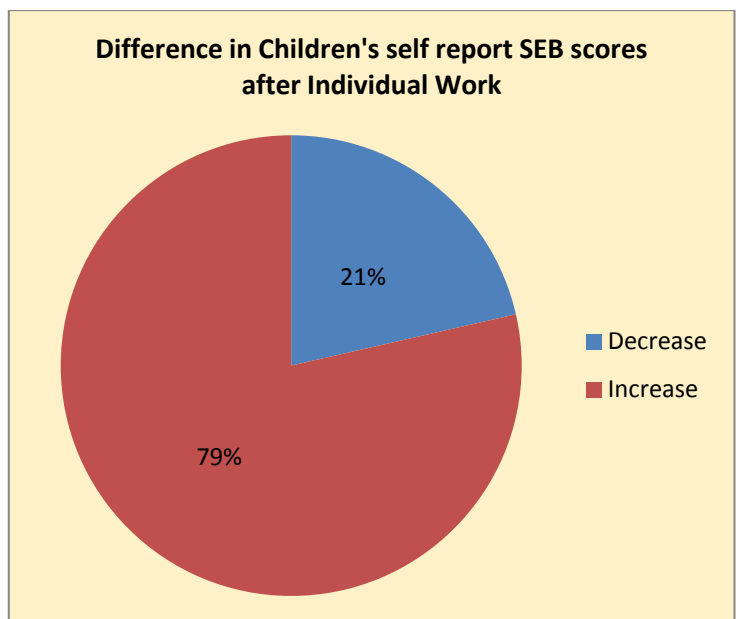


Figure 12 Differences in children's self report SEB scores after individual work

Children who participated in group work reported an average increase of 9.4 points on their SEB profiles. A small but significant group (26%) of children involved in group work showed a decrease in their SEB profile score; the average decrease in score was 9.1 points. Children involved in individual work reported an average increase in their SEB self rating score of 10.4 points. For individual work 21% of children showed a decrease in their SEB scores; the average decrease was 6.1 points.

A 'paired samples' analysis of the children's self report SEBs before and after both group work and individual work shows that the increase in scores is at a statistically significant level. The 'paired samples' test uses a correlation, so care must be taken that we do not make assumptions about causation. In other words, we can not be certain that the Cluster Pilot intervention was the cause of the increase in SEB scores, but we can be almost certain that these increases were not the result of

chance and that they are statistically significant for both Group interventions and Individual interventions.

Following group work and individual work the children were asked to complete an evaluation (with support for writing where needed). Below are examples of their responses to the question - What have you learnt from the group?

I have learnt that I can tell someone when I'm not feeling happy or other feelings.
I have learnt alot about my feelings and if I get worried I will tell the teacher.
I have learnt how to resolve problems and falling out.
That everyone has ups and downs.
I learnt about falling out and getting back together.
If someone is lonely help them to get through.
To control my emotions better.
That I am a good communicator.
How to handle things better.
That there are different ways instead of punching things to calm down.
What resilience means and how to use it.
How to talk to other people I don't know.
To be kind. I can do my reading journal better now and don't worry as much about it.

For children at secondary school the questionnaire also asked – Have the sessions been helpful to you and why?

Because I've been able to talk about issues bothering me.
I have been able to lift a heavy weight off my shoulders.
It was very helpful, but I need to help myself too.
It was very therapeutic and calming to talk about feelings.
Great to talk about how I feel with others in the same situations.
Yes. I am able to talk about my issues in a small personal group. It helps me express my feelings.
Yes. I've learnt how to cope with emotions.
I feel much more relaxed about exams now. I felt encouraged and I'm more confident about getting good grades now.
Yes. Gave me direct solutions to problems I may have and helped me to sort my feelings and emotions to make them more understandable and easier to deal with.
Yes. Help me get on better and come into school more.

Additionally secondary students were asked – Do you feel more able to cope with difficult emotions and why?

Situations feel calmer.
Yes, it was very useful.
I have learnt some coping methods.
Things that cause them are unavoidable, so I have to deal with that, but I now know how to deal with stress and anxiety better.
Yes as I have learnt many different techniques.
I have strategies in which I am able to cope.
I'm managing stress much more, but I still feel quite anxious a lot of the time.
I have done similar things in the past so am already quite able to deal with emotions, however I was able to learn new ways which I found helpful.
I can now think about what to do instead of lashing out.

Learning from the Pilot

What has worked?

- Local Authority, CAMHS and Schools working in partnership to manage and deliver an early intervention social and emotional mental health model based within school clusters.
- A regular, proactive and consistent mental health resource based in schools which is working effectively alongside school staff with pastoral responsibility to increase the confidence and competence of staff to respond to children and young people’s mental health issues and concerns.
- The School Wellbeing Workers clinical supervisory link with Primary Mental Health Workers (PMHW) enables a step up and step down service with PMHW and Specialist CAMHS service to work successfully. This has the potential to make a real impact on the quality and number of referrals to PMHW and also offering a seamless pathway, communication and service to schools from CAMHS.
- The School Wellbeing Workers have raised the profile of and enhanced the ELSA role in schools. This is being achieved by working alongside, up-skilling and encouraging schools to prioritise and release ELSA time within school timetables.
- Variety of school staff accessing continued professional development opportunities delivered by Specialist Agencies e.g. Educational Psychologists, CAMHS, Virtual School.
- Robust evaluation framework supported by York Educational Psychology Service.

What requires further work?

- How the model is delivered in specialist educational provision, for example Special schools.
- A training plan needs to be developed for 2016/17 that builds on the learning from the training delivered within the pilot.
- Simplification and agreement of the evaluation indicators and measurement / assessment tools to be used by School Wellbeing Workers which is consistent with other school staff e.g. ELSAs.
- Development of early intervention SEMH model for schools that involves ELSAs, School Wellbeing Workers and Primary Mental Health Workers / CAMHS Practitioners. This model should include clear pathways to advice, support and intervention including developments around the CAMHS Single Point of Access.
- Strengthening of the existing Memorandum of Understanding with specific focus on the roles, responsibilities and expectations of all partners including schools.
- Guidance for schools on recommended evidence based ‘whole school’ approaches to social and emotional mental health to complement the targeted work delivered by School Wellbeing Workers.
- Further work on School Wellbeing Workers’ role in working with parents to ensure a systemic approach.

Risks that require management in the future

- Clarity, boundaries and expectations of the School Wellbeing Workers’ role are not managed sufficiently, causing the role to become overwhelmed with individual referrals from multiple sources i.e. Schools, CAMHS, GPs and parents.
- Insufficient resource time is allocated from partners agencies to provide the support, supervision and performance management infrastructure for the School Wellbeing Workers. For example from the Educational Psychology Service, PMHW team and LA Project Management.
- Funding is not provided and or maintained throughout the 4 years from the Transformation Plan and other partners to enable the service model to work effectively across all six school clusters.

Shaping a New Model across the City of York

The evaluation findings, evidence and learning from the pilot will be used to inform the roll out of the Service across all 6 geographical school clusters across the City of York.

The following actions will be taking place over the next 4 months starting in July 2016 to support the roll out of the service.

- Secure Service funding as part of the York Transformation Plan
- Agree Service Specification, Key Performance Indicators and Evaluation Framework
- Recruit 6 School Wellbeing Workers
- Revise pilot documents to support the roll out of a city wide service including Service Overview and Partner Memorandum of Understanding
- Establish the Project Board (including Terms of Reference) for the new Service
- Develop and implement an induction programme for the new School Wellbeing Workers
- Agree and communicate an implementation plan for schools and clusters

Appendices

Appendix 1: Case Studies

Case study One – Key stage two

A consultation with the school's SENCO and ELSA was undertaken regarding a KS2 student who was struggling with social and communication issues. The student was becoming angry in situations, which was affecting their learning. A shared plan was devised with the SENCO and ELSA to include the pupil in an emotional literacy group, which focused on understanding emotions, anger management techniques and communication and social skills.

Support and intervention by School Wellbeing Worker

The student struggled to communicate and engage within a group setting, so it was agreed after a review meeting with SENCO and ELSA that the School Wellbeing Worker (SWW) would complete some direct 1-to-1 sessions focusing on social and communication skills. The support and intervention was reviewed after a half term, involving parents. The SWW sought advice during clinical supervision with Primary Mental Health worker regarding useful strategies and approaches for the pupil.

Outcomes after support and intervention

At the review meeting with parents, SENCO, ELSA, Teacher and SWW, everyone was in agreement that there had been a significant improvement in the student's emotional wellbeing and behaviour at home and school. Strategies for home and school to support the pupil were discussed along with a plan for transition into the new class. The student reported that they could control their anger much more and could settle in class much better.

Projected outcomes and pathways for child without School Wellbeing Worker support

If the SWW support had not been involved, the disruptive behaviour of the student could have continued to disrupt the class; a referral to the provision at Danesgate was a potential route under consideration.

Case study two – Key stage 3

A key stage 3 pupil at secondary School was on a CAMHS waiting list for Depression, Anxiety and Self Harm (DASH) clinic after an attempted overdose. The pupil was experiencing low mood, difficulties with peer relationships at school and also struggling to cope with an older sibling with a diagnosis of Autism.

Support and intervention by School Wellbeing Worker

It was agreed after discussion with the School Pastoral Lead, for the School Wellbeing Worker (SWW) to begin weekly one-to-one 30 minute sessions with aim of supporting the pupil and putting in place CBT based strategies for increasing distress tolerance. Guidance was provided by the Primary Mental Health Worker to undertake goal based interventions with the pupil. The SWW supported a referral to Personal Support and Inclusion (PSI) Team to increase and improve the pupil's social skills and opportunities. During one session, the pupil exhibited signs and symptoms of increased risk and vulnerability. This was passed on to CAMHS who made an earlier appointment to see the pupil. A referral for an assessment for Autism was made after feedback from a number of professionals who were contributing to shared support plan for the pupil.

Outcomes after support and intervention

The pupil felt more able to cope in school after the support and intervention from SWW. The increased social opportunities allowed the pupil to build new friendships, explore new interests out of school and increase her confidence and self-esteem.

Projected outcomes and pathways for child without School Wellbeing Worker support

There was a risk of a second attempted overdose whilst on waiting list for a CAMHS appointment and also further risks of increased social isolation at school and at home.

Case study three *Key stage 4*

A KS4 student who was accessing support from CAMHS was discussed with the School Wellbeing Worker (SWW) in clinical supervision with PMHW because of increased concerns around low mood and anxiety. It was agreed for the SWW to engage the student in a group intervention alongside the 1-to-1 support they were receiving from the CAMHS Depression, Anxiety and Self Harm (DASH) clinic.

Support and intervention by School Wellbeing Workers

The SWW co-delivered 6 one and a half hour sessions with the school ELSA. Sessions were based around understanding anxiety, coping with exam stress and raising self esteem, using cognitive behavioural therapy principles, along with Dyadic Developmental Psychotherapy techniques. CAMHS recommended evidence based programmes and strategies for the SWW and ELSA to implement within the group. Progress of the sessions was discussed (with consent) with the CAMHS practitioner and an exit plan was devised to ensure the student felt supported in school. The student was discussed at the planning meeting and the SWW was able to give a progress update in terms of the intervention and support provided.

Outcomes after support and intervention

The group work was very beneficial as the student reported a sense of belonging, after perceiving herself to be quite isolated. Friendships were formed within the group, which consequently raised self-esteem. The student also felt better able to use the pastoral facilities within school, due to forming stronger relationships with the ELSA.

Projected outcomes and pathways for child without School Wellbeing Worker support

Group work would not have been delivered in partnership with school staff if the SWW resource had not been in place. The group had a significant impact on the student in developing their self esteem, peer support and positive relationship with the ELSA. The SWW up-skilled the ELSA with evidence based resources and strategies to deliver group work now and in the future. The exit strategy and step down support within the school setting would not have been as effectively delivered without the SWW intervention and input.

Appendix 2: Stakeholder feedback

Scott Butterworth, Deputy Head and Senior Pastoral Lead Millthorpe School

The cluster pilot has begun to establish a partnership model that should in the future have a real impact on the amount and quality of early intervention support within schools. At this stage it is critical that funding is agreed and provided so that early success and learning can be built on to ensure that the model is embedded and established in schools by the start of the new academic year

Jane Nellar, St Lawrence's Primary School Headteacher

The role of schools and teaching is changing. All mental health issues and concerns are not being picked up by CAMHS and they are being 'batted' back to schools for us to pick up. This puts schools and teachers in a difficult situation because this not our core area of expertise and there is a worry that we may not respond effectively to children in our care. This is why it is crucial that there is a Mental Health Wellbeing Worker resource available and based in schools to provide expertise, guidance, signposting and support. The School Wellbeing Worker resource hopefully will enable schools to respond effectively at an early stage with confidence, which in turn should both supplement and reduce the pressure on more specialist CAMHS services.

Helena Fowler-Towse, SENCO and part of St Aelred's Primary School Senior Leadership team

It is extremely valuable and beneficial for the children. The project has allowed children to have a voice within a group work setting, providing a listening ear within a safe and secure environment where their issues can be offloaded and discussed. It is important that parents know we as a school are supporting children's emotional wellbeing as well as their learning-as we know these things go hand in hand, if a child is happy they will be a more confident learner.

Cllr Carol Runciman Chair, Health and Wellbeing Board and Cllr Jenny Brooks Executive Member for Education, Children and Young People

Feedback to date has been extremely positive, with one of the main benefits cited by schools being the opportunity for early advice, support and training to make sure that they are equipped to meet the emotional and mental health needs of their children as close to the frontline as possible. Moreover, schools in particular report that their confidence and capacity to provide early help and support to their children has grown exponentially as a consequence of this new model.

School staff – training evaluations

Excellent presentation of the theory and research underpinning resilience, more practical examples of how to respond to specific issues that children present, would be helpful to have case studies relating to young people's experience and then apply theory to help young people, made me consider how I could use evidence based approaches in my ELSA work and resources, would like more practical advice on how to run groups using the approaches explored, interesting, insightful, engaging, informative, need a list of practical problem solving techniques and a clear list of options of how to deal with different situations.

Child – group evaluation

What has helped? -Talking to each other, knowing what to do when I am angry and worried, making friends with people in the group, I have been able to verbalise feelings that feel confusing-which helps me understand them better, talking about feelings and emotions and how to solve them.

What have you learnt? - new skills for life and coping, to do a breathing exercises to relax, about emotions and different feelings, how to tell people how you feel, how to stand up for myself

What did you enjoy? - I really liked being part of a group, she (WW) is fun and she helps us a lot, enjoyed making things and chats with friends in the group, working together, stress balls, making clay people.

Do you feel more able to cope? I feel like I can share my feelings more, I know that I can talk to people and I know how to talk now, after speaking about feelings/situations we have talked about solutions, it makes me feel like I can open up to everyone, it makes me want to come to school far more, it has improved my mood, it has made my self esteem go up and makes me want to get up in the morning

Professor Barry Wright, Professor of Child Psychiatry

The strength of this project has been that it has enabled cluster networks of interested professionals who have coalesced to be a school network interested in socioemotional, psychological and mental health issues for children in schools. In particular this has included emotional literacy support assistants (ELSAs of which there are 200 trained in York schools). In schools pastoral care leads, SENCOS, schools nurses, year heads and educational psychologists are all part of the network. The other great strength of the project is that it is an integrated partnership between schools, the council and child and adolescent mental health services. It therefore does not disrupt any care pathways, and it indeed integrates them. In this way there is a very smooth care pathway between a School Wellbeing Worker who might see a child in school and co-work with an ELSA or a teacher or another member of staff providing groups, individual work or supported work with the teacher or ELSA, but where there are raised concerns or a child's mental health deteriorates the child can be quickly moved up the care pathway because the primary mental health worker can become involved and a child can quickly be seen by the CAHMS team (Psychiatrists, Clinical Psychologists, Community Mental Health Nurses etc.) for more specialist work.

John O'Brien, Primary Mental Health Worker

The CAMHS Cluster pilot and in particular the School Wellbeing Worker resource has increased exponentially the training, communication and consultation available to schools within the cluster. This has had a significant impact on the up-skilling of tier 1 school professionals to deliver direct work and also to consider effectively the Mental Health and wellbeing of children and young people in their schools. The individual and group work that has been delivered within pilot has been positively evaluated; this is particularly important due to group work no longer being able to be provided within the specialist CAMHS service. Early indicators from the Cluster shows a 24% reduction in referrals to specialist CAMHS. There are also positive examples of referrals to CAMHS being stepped down for School Wellbeing Workers to pickup within schools.

Gemma Williams, Primary Mental Health Worker

As specialist teams become focused on the high risk needs of young people with specific Mental Health problems and the early years teams are identifying and targeting the at risk groups the gap widens for those children and young people in need of trained, accessible and integrated teams that allow a school to embrace and experience an increased capacity and confidence to support young people and families experiencing emotional distress. It is with this in mind that this approach offered by weaving children's and families emotional well being and mental health within the fabric of the school needs to continue in its development. For equality across the city it needs to be city wide with a plan that allows schools to build on their knowledge and skills moving towards increased capacity and consultancy.

Dr. Emma Truelove, Educational Psychologist

The opportunity to work alongside School Wellbeing Workers (WWs) during the CAMHS Cluster Pilot has been invaluable in providing an effective graduated response model that supports the wide array of social, emotional and mental health needs we encounter in schools. In particular, I have found that increased multiagency working across education and health sectors (involving ELSAs, WWs, PMHWs and EPs) has increased the status of mental health in schools and enhanced the quality of the support provided in a sustainable manner. Opportunities to collaborate with WWs through consultation, delivery of training, ELSA support groups and joint attendance at termly

planning meetings has been very helpful in my practice as an EP. Furthermore, our shared ethos of raising awareness, preventative working and up-skilling school staff has facilitated a workable, joined up approach to improving outcomes for children and young people.

Appendix 3: Sources of Data

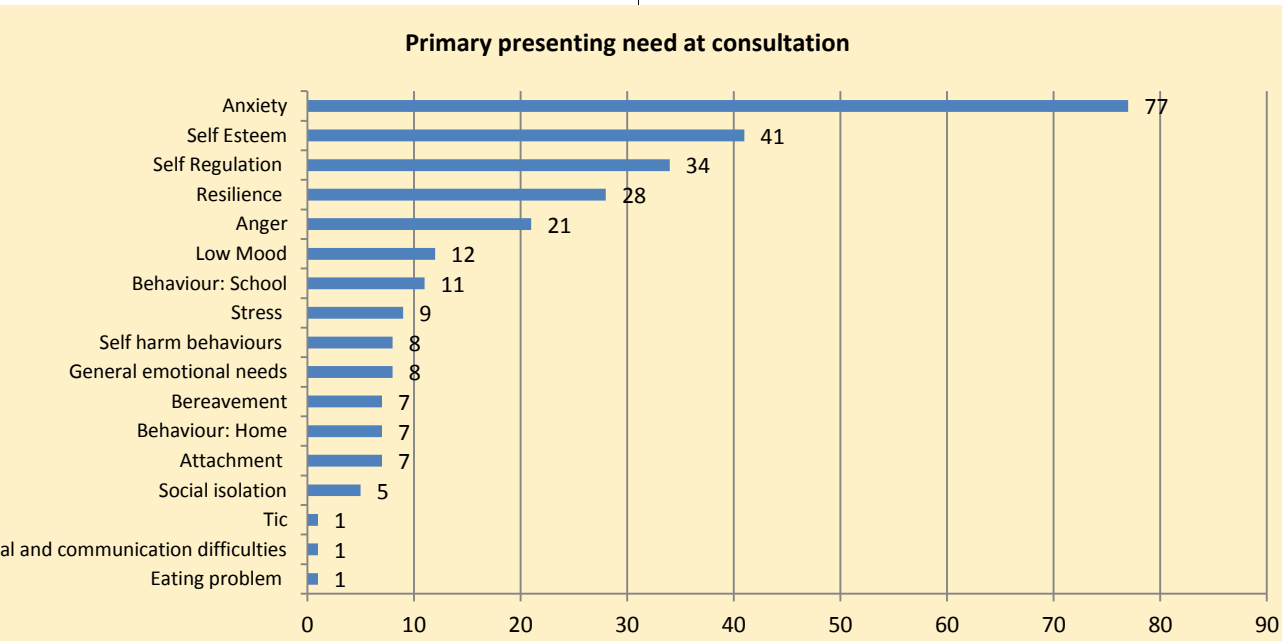
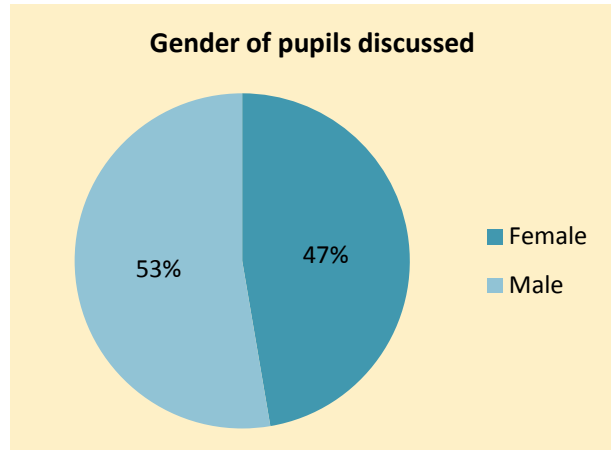
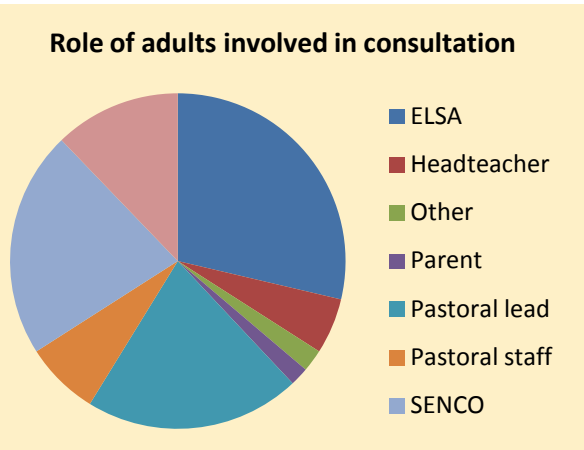
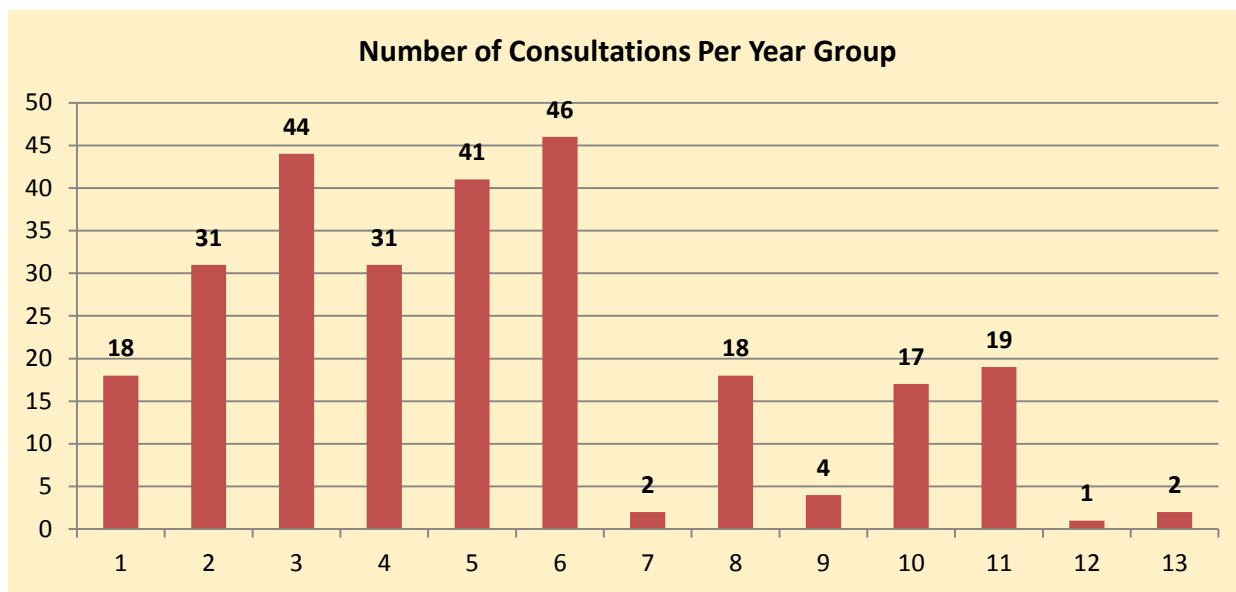
	Measure / Indicator	Method	When collated	By whom
Overall objectives				
	Number of children and young people receiving emotional and mental health support and help	Identified by Head Teacher / School	Termly	School and Wellbeing Workers
	Number of teachers that feel more aware of the issues relating to emotional and mental health and feel more confident to respond effectively	Questionnaire adapted	Pre pilot Post Pilot	Survey monkey
	Number of children and young people who feel more able to cope with emotional and mental health issues in a school setting	SEB/SDQ CAMHS data (referrals)	Pre/post intervention Termly	Wellbeing Workers
Consultation, advice and support				
	No. of consultative / supervision sessions facilitated by Wellbeing Worker (WW)	Monthly report	Monthly	WW
	Outcomes	Case studies	Monthly	WW
Training				
	No. of training events	Monthly report	Monthly	WW
	No. of staff attending from different schools	Monthly report	Monthly	WW
	Quality of training provided	Monthly report	monthly	WW
	Outcomes and impact	Questionnaire	Pre / post / 6 weeks	WW
Working in partnership to provide direct 121 / group work				
	Number of children receiving WW 121	Monthly report	Monthly	WW

Number of children receiving WW - group work	Monthly report	Monthly	WW
Number of children receiving WW supported – 121	Monthly report	Monthly	WW / School
Number of children receiving WW supported – group work	Monthly report	Monthly	WW / School
Outcomes of 121 / group work (improvement/deterioration/stayed same)	SEB / SDQs	Monthly	WW
Number of parents receiving WW group work	Monthly report	Monthly	WW
Number of parents receiving WW supported group work	Monthly report	Monthly	WW / School
No of parents accessing drop-ins or consultation	Monthly report	Monthly	WW
Outcomes of group work (improvement/deterioration/stayed same)	Parent focused tool	Monthly	WW
Clearer pathways to different care and support including specialist services			
No. of planning meetings / discussions taking place	Monthly report	Monthly	WW
No. of children discussed	Monthly report	Monthly	WW
Outcomes	Case studies	Monthly	WW
Number of referrals to PMHW / Limetrees	CAMHS data	Termly inc baseline	PMHW
Number of accepted referrals to PMHW / Limetrees	CAMHS data	Termly inc baseline	PMHW
Cost benefit analysis			
Case studies	Monthly report	Monthly	WW
Incidental / additional measures			
Attendance in school for children and young people involved in pilot	CYC / School Data	Termly	School
Attainment and progress for children and young people involved in pilot	CYC / School Data	Termly	School

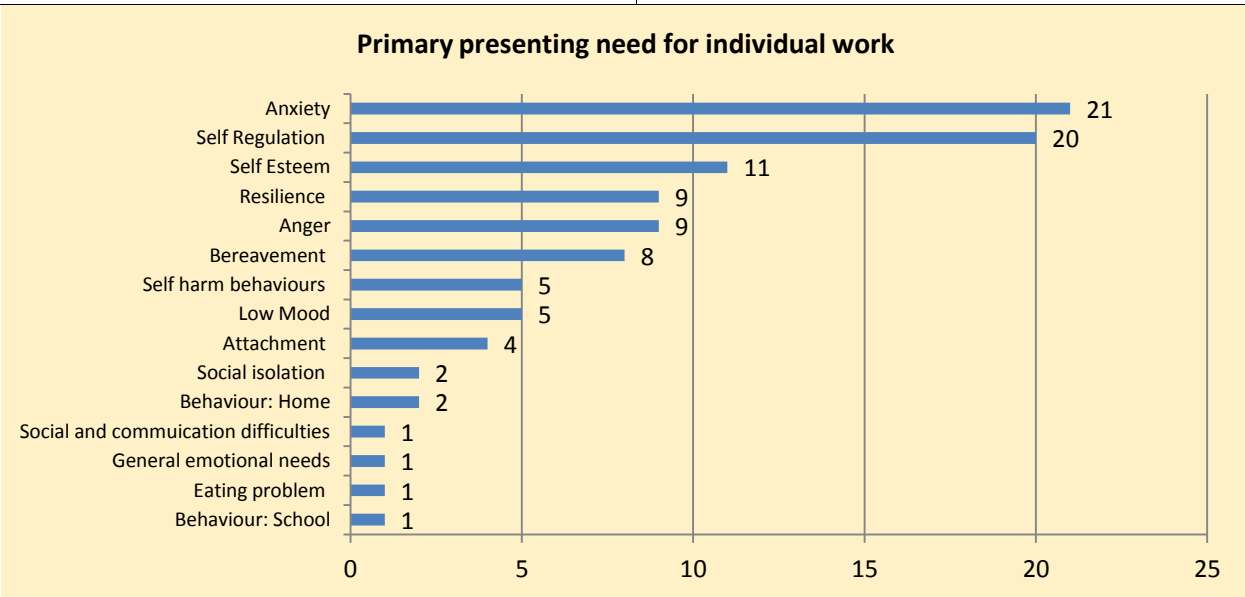
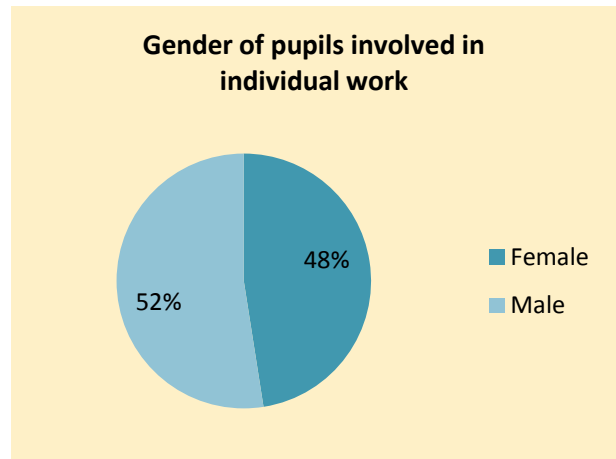
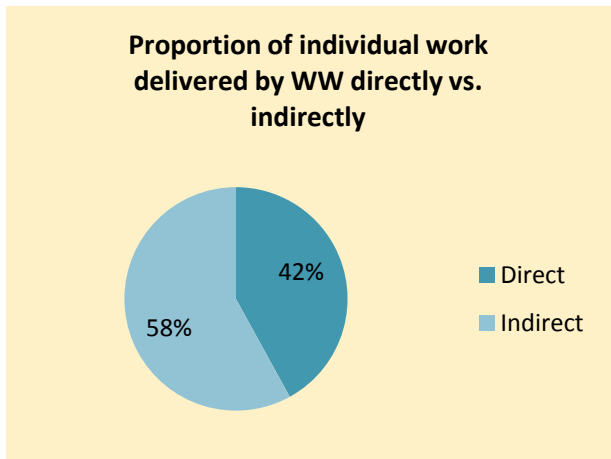
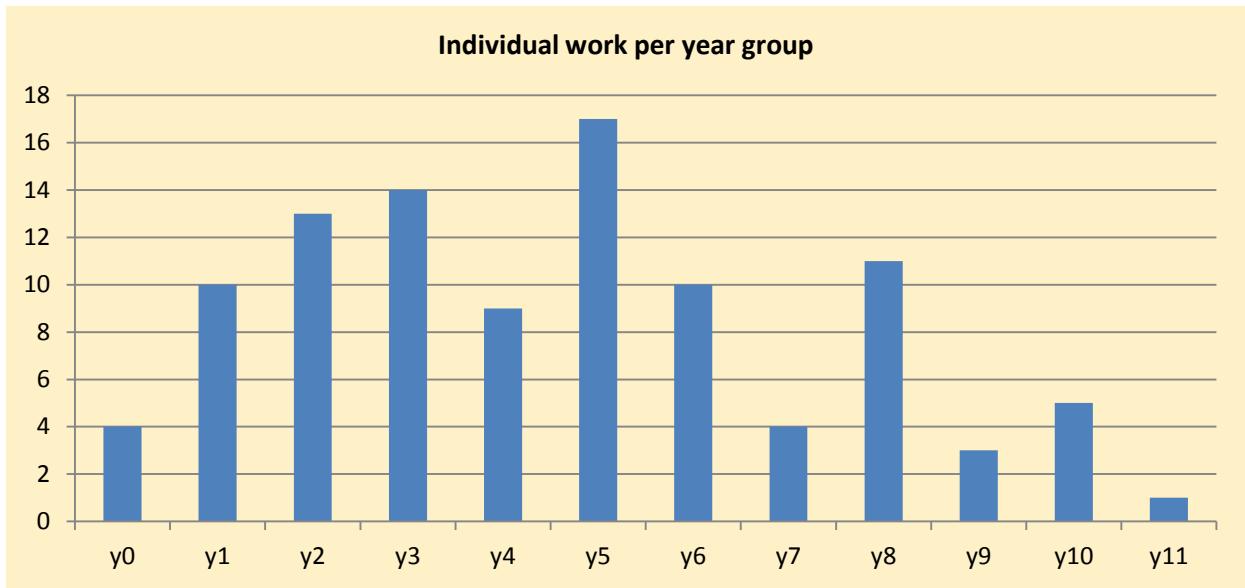
	A&E admission SEMH	Health Data	Pre and post	Health
	In patient admissions SEMH	Health Data	Pre and post	Health
	Safeguarding referral from schools relating to SEMH	CYC Data	Termly	CYC
	Ofsted reports	CYC	When available	WW

Appendix 4: Summary data

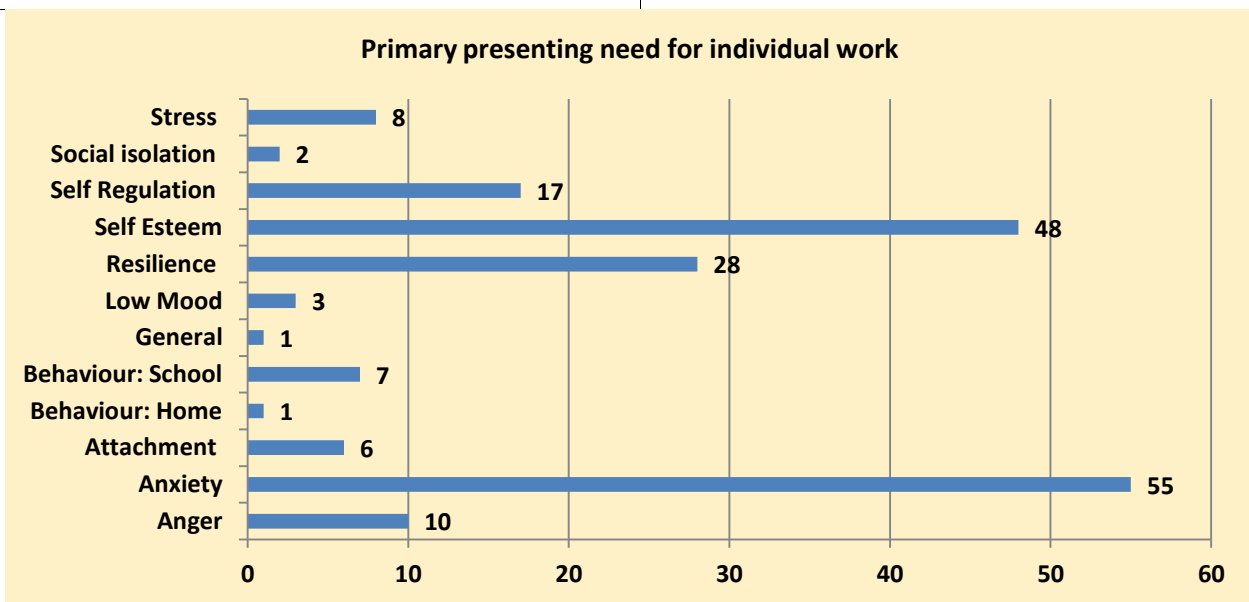
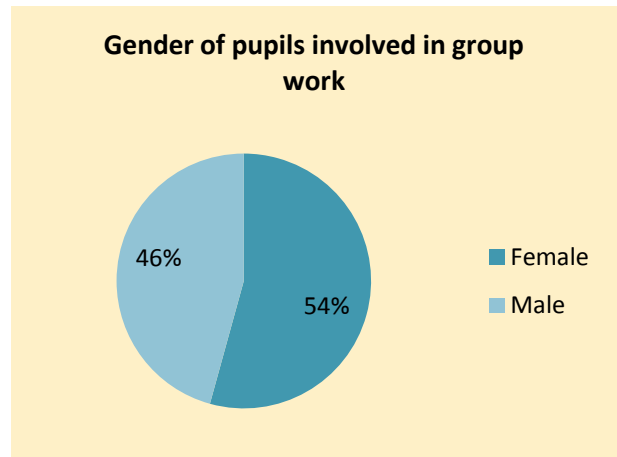
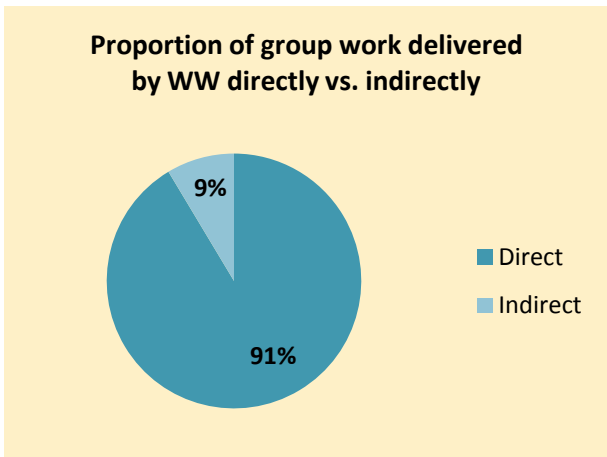
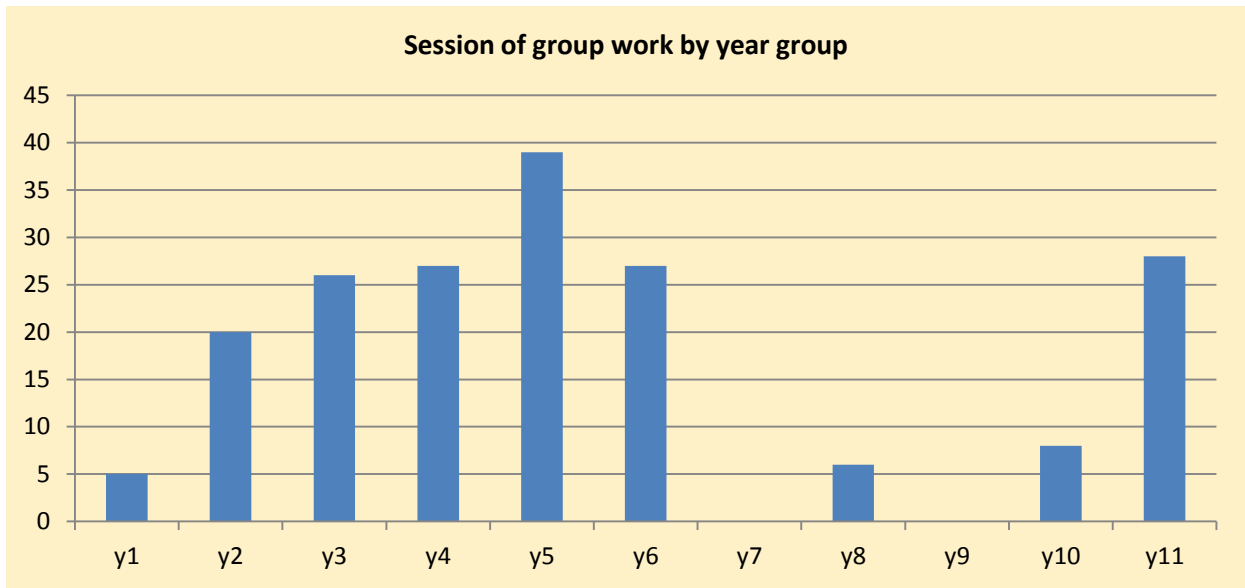
Total number of Consultations	269	Number of schools	21
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Total sessions of individual work	101
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Total sessions of group work	186
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Glossary

Brief therapy	Brief therapy is short-term (usually a limited number of sessions) and focused on helping a person to resolve or effectively manage a specific problem or challenge, or to make a desired change.
CAMHS	Child and Adolescent Mental Health Service. CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.
Cognitive behavioural therapy principles	Cognitive behavioural therapy (CBT) explores the links between thoughts, emotions and behaviour. It is a directive, time-limited, structured approach used to treat a variety of mental health difficulties. It aims to alleviate distress by helping individuals to develop more adaptive or flexible cognitions and behaviours.
Dyadic Developmental Psychotherapy	It is a therapy and parenting approach that uses what we know about attachment and trauma to help children and families with their relationships.
Family therapy	Family Therapy – or to give it its full title, Family and Systemic Psychotherapy – helps people in a close relationship help each other. It enables family members, couples and others who care about each other to express and explore difficult thoughts and emotions safely, to understand each other’s experiences and views, appreciate each other’s needs, build on strengths and make useful changes in their relationships and their lives. Individuals can find Family Therapy helpful, as an opportunity to reflect on important relationships and find ways forward.
SEMH	Social Emotional and Mental Health needs. The Special Educational Needs Code of practice (January 2015) defines SEMH as follows: “Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”
Solution focused work	An approach to working with people that seeks to amplify what they are already doing well, and aims to help people realise a future in which the problem is minimised, manageable or is no longer defined as a problem.
WW or SWW	Wellbeing Worker(s) or School Wellbeing Worker(s)

Bookcase

NB If you are reading the electronic version of this document you can click on the links to navigate directly to the referenced item.

[Department of health. No health without mental health: a cross-government mental health outcomes strategy for people of all ages. Stationery office, 2011](#)

Health and Wellbeing Survey, 2015

Related Local Strategy and Planning Documents

[York Children and Young People’s Plan 2016-20](#)

[Vale of York CCG Transformation Plan for Children and Young People’s Emotional and Mental Health 2015-2020](#)

[CYC CAMHS Story Board \(2015\)](#)

Improving Health and Well-being in York 2013 -2016

Health and Wellbeing Strategy for York 2013-16

York CAMHS Strategy Action Plan 2013 - 2016

York Looked After Children’s Strategy 2012 – 2015

Early Help (including Risk and Resilience) Strategy 2014/16

York Poverty Strategy 2011-2020

National Guidance and Strategy Documents (within the last 5 years)

[Young Minds Beyond Adversity: Addressing the mental health needs of young people who face complexity and adversity in their lives \(2016\)](#)

[The Institute for Public Policy Research \(IPPR\) Education, Education, Mental Health: supporting secondary schools to play a central role in early intervention mental health services \(2016\)](#)

[Local Government Association Best start in life; Promoting good emotional wellbeing and mental health for children and young people \(2016\)](#)

[Centre for Mental Health Missed Opportunities; children and young people’s mental health \(2016\)](#)

[CentreForum Commission on Children and Young People’s Mental Health: State of the Nation \(2016\)](#)

[NHS England The Five Year Forward View of Mental Health \(2016\)](#)

[DfE Counselling in schools: A Blueprint for the Future - Departmental advice for school leaders and counsellors \(2016\)](#)

[DoH / NHS England Future in Mind: Promoting, protecting and improving our children and young people's mental health and wellbeing \(2015\)](#)

[NHS England Mental Health Taskforce engagement report \(2015\)](#)

[National Childrens Bureau 'What works in promoting social and emotional well-being and responding to mental health problems in schools \(2015\)](#)

[Public Health England 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach \(2015\)](#)

[PHSE Association Guidance on preparing to teach about mental health and emotional wellbeing \(2015\)](#)

[The DfE / DoH Special educational needs and disability code of practice: 0 to 25 years \(2015\)](#)

[DfE Children and Families Bill: SEN Code of Practice \(2014\)](#)

[DfE guidance Mental Health and Behaviour in Schools \(2014\)](#)

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Thank you for your commitment, co-operation and hard work, without which the project would not have succeeded.

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Aim

The aim of the service is to work within school clusters to strengthen and improve the emotional and mental health support arrangements for children and young people in universal school settings.

Objectives

- The service will be overseen by the CAMHS Executive and delivered in partnership by City of York Council (CYC), Child and Adolescent Mental Health Services (CAMHS) and School Clusters.
- The service will be implemented across School settings within the City of York based on the learning and evidence from The CAMHS Cluster Pilot (2015-2016)
- The Health Clinical Commissioning Group (CCG) and CYC will fund six new School Wellbeing Workers to be based in each of the six geographical school clusters across York.
- The School Wellbeing Worker role will focus on; a. training, b. consultation, c. facilitating pathways and d. direct work
- The service will be evaluated to provide evidence of impact and added value, in order to inform decisions about the future direction, funding and sustainability of the service

Principles

- Children and young people's social, emotional and mental health is everyone's responsibility
- Capacity building and the up-skilling of staff, within existing school pastoral systems and structures, will enable more effective support and evidence based interventions to take place
- Support needs to be responsive, flexible and child centred and will attempt to provide the right help when children and young people need it.
- Services and support needs to be informed by the voice and experience of children and young people
- Different agencies, professionals and support staff will work as an integrated team around the child and their family, within the school setting to order to coordinate and maximise the care and support provided
- Early identification and support will secure, for many children and young people, the best future outcomes and reduce the likelihood of future emotional and mental health issues
- Where possible support for children and young people will be provided by known and trusted adults
- Where possible services will be delivered as close to the local community as possible, involving the school cluster model
- Health and social care pathways for children and young people are integrated and take account of each 'child's journey' through services

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- A confident, committed and knowledgeable children’s workforce ensures that only those children and young people who are in need of CAMHS intervention progress to the specialist providers

Outcomes

1. School staff will have increased knowledge and confidence in supporting children and young people with emotional and mental health issues.
2. Children and young people are identified early and supported effectively within school to prevent needs increasing and the requirement for specialist intervention where appropriate
3. Increasing number of children and young people feel more able to cope with emotional and mental health issues within a school setting

Areas of work for School Wellbeing Workers

The work of the School Wellbeing workers will be focused on 4 areas; training, consultation, facilitating pathways and direct work. Their Input, interventions and direct work will be:

- Targeted at early intervention of Social, Emotional and Mental Health (SEMH) need
- Evidence based
- Informed by the following approaches; Dyadic Developmental Psychotherapy, Brief therapy, Family therapy and Solution focused work
- In line with the principles agreed for the service

1. *Training and Continued Professional Development*

The School Wellbeing Workers will:

- a. Develop training needs analysis informed by school profiles and staff questionnaire
- b. Work with schools to develop SEMH training plan
- c. Contribute to the development, delivery and sourcing of awareness raising, specialist and locally defined bespoke SEMH training

2. *Consultation, advice and support*

The Wellbeing Workers will offer:

- a. Planned and structured *consultation, advice and support* conversations with senior leaders and pastoral staff
- b. Planned and structured *advice and support* conversations with parents
- c. Informal individual and / or group supervision with pastoral staff

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- d. Networking and signposting to other sources of help and support – in school and external agencies

3. *Facilitating pathways to different care and support - including specialist services*

The Wellbeing Workers will:

- a. Attend school (termly) planning meeting with the Educational Psychologist (EP), Primary Mental Health Worker (PMHW), Emotional Literacy Support Assistant (ELSA), SENCO, School Nurse and relevant pastoral staff
- b. Attend existing regular pastoral meetings within schools
- c. Contribute to the development of care and support plans for children and young people

4. *Working in partnership to deliver evidenced based direct work to children, young people and parents*

The Wellbeing Workers will:

- a. Co work with school staff to design, deliver and evaluate 121 work with children and young people
- b. Co work with school staff to design, deliver and evaluate group work with children and young people
- c. Co work with school staff to design, deliver and evaluate consultation and advice sessions with parents, with a view to signpost to parenting groups
- d. Build capacity and develop expertise in schools to sustain and continue direct work

Baseline allocation of time per school

- One agreed half day session per school to take place on a regular basis (weekly or fortnightly)
- Some limited capacity to respond flexibly to emerging issues / need
- Delivery and activity against baseline allocation will be reviewed each term at a School, Cluster and Project Board level

Recording

- Information and recording about the support and intervention that the School Wellbeing Workers are involved with directly, indirectly and in partnership with existing school support staff will be recorded on the individual school filing and recording system.
- Head Teachers / Schools will be responsible for providing parents with information about the work of the service and specifically the role of the School Wellbeing worker as part of their existing pastoral support system
- Head Teachers / Schools will be responsible for making decisions when specific parental consent is required for the involvement of the School Wellbeing Worker with either individual or groups of children and young people

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- CYC will only hold and record non identifying evaluation and monitoring information relating to the work of the pilot project
- CAMHS will only hold and record children and young people’s information relating to the service when a referral is made to specialist CAMHS services and provision

Reporting

- Information on activity, impact and outcomes will be collated each month by School Wellbeing Workers
- Termly reports on performance and outcomes will be presented to Clusters and the Project Board. These reports will provide additional information on achievements, issues, risks and any proposed new developments to the service delivery.

Evaluation

There are three key performance / evaluation measures which directly relate to the three intended outcomes of the service

1. Number of School staff reporting increased knowledge and confidence in supporting children and young people with emotional and mental health issues.
 2. Number of children and young people discussed in consultations and receiving 1:1 and group work support
 3. Number of children and young people who feel more able to cope with emotional and mental health issues within a school setting
- The service will measure and evaluate activity and outcomes against each of the three performance / evaluation measures above.
 - Additional data will be collated around referrals to specialist provision, school attendance and more longer term outcomes through case studies

Expectations, Roles and Responsibilities

1. The PCU will:

- 1.1 Contribute to and review the development of the Service Specification and Key Performance Indicators
- 1.2 Take responsibility for updating the Vale of York CCG
- 1.3 Co-Chair the School Wellbeing Project Board meetings
- 1.4 Monitor the performance of the project against the agreed Performance Indicators and evaluation framework
- 1.5 Share evaluation of the project with the Vale of York CCG

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2. CYC will :

- 2.1 Provide direction on the requirements of the School Wellbeing Service and specify models, approaches and pathways, evaluation requirements, and potential future development of the service in line with the ambition and programmes set out in the *Future in Mind* Transformation Plan
- 2.2 Provide appropriate project management and senior strategic leadership of the service for the period stated within the Memorandum of Understanding
- 2.3 Recruit six grade 8 School Wellbeing Workers aligned to each of the six School Clusters
- 2.4 Provide an appropriate induction programme, IT and phone equipment for the School Wellbeing Workers
- 2.5 Provide line management of the School Wellbeing Workers, including direction as to working arrangements in individual schools.
- 2.6 Ensure School Wellbeing Workers are able to meet regularly as a city wide service team
- 2.7 Collate monthly evaluation and performance data and produce termly management reports for Project Board and CAMHS Executive
- 2.8 Devise and implement a Service communication plan jointly with CCG communication lead.
- 2.9 Identify, fund and enable access to training and continued professional development opportunities.
- 2.10 Provide leave, sickness and expenses arrangements for School Wellbeing Workers.

3. CAMHS will:

- 3.1 Provide monthly clinical supervision via geographically linked CAMHS Practitioners to the School Wellbeing Workers for the duration of the service
- 3.2 Provide adhoc and ongoing clinical guidance and advice on an 'as and when' basis when required by School Wellbeing Workers
- 3.3 Support and advise on the management of individual and group work
- 3.4 Provide an appropriate CAMHS induction to all School Wellbeing Workers ensuring that they are integrated as part of the overall CAMHS team
- 3.5 Lead on necessary decision making on individual cases.
- 3.6 Ensure the work undertaken by School Wellbeing Workers is therapeutically appropriate in line with the evidence base and clinical, professional judgement.
- 3.7 Advise on specialist aspects of the project e.g. intervention spaces
- 3.8 Provide a pathway for School Wellbeing Workers regarding referrals to specialist CAMHS via the Single point of Access (SPA)
- 3.9 Manage signposting of referrals from SPA to School Wellbeing Workers in line with principles and process agreed by the Project Board
- 3.10 Liaise with School Wellbeing Service manager regarding service delivery and clinical supervision of CAMHS input.
- 3.11 Attend and provide the appropriate level of representation at Project Board meetings.
- 3.12 Identify, fund and enable access to training and continued professional development opportunities for School Wellbeing Workers .
- 3.13 Provide Specialist trainers to deliver training to School staff as part of the service offer
- 3.14 Raise awareness with Primary Care Services and Providers of the service and inform them of the agreed pathway via SPA for referral

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3.15 Measure the impact of the service on the quality and number of referrals to specialist CAMHS

4. Schools will:

- 4.1 Provide cluster representation on the Project Board
- 4.2 Provide a designated lead person in each school to be the main communication link for the School Wellbeing Worker.
- 4.3 Provide a confidential, quiet, safe space in schools for direct work with children and young people
- 4.4 Provide access to office and meeting space, including use of photocopier where required.
- 4.5 Provide access to school wifi to enable School Wellbeing Worker to log onto CYC IT system.
- 4.6 Identify children and young people in line with the project aims, objectives and criteria
- 4.7 Ensure all direct work is preceded by a documented consultation discussion in line with the agreed process and format
- 4.8 Share relevant and appropriate anonymized information to support effective consultation discussions
- 4.9 Hold and provide access for School Wellbeing Workers to regular pastoral planning meetings that discuss the needs of staff, children and young people targeted by the service
- 4.10 Plan in advance and prioritise the School Wellbeing Workers weekly session in order to maximise the benefit of the agreed allocated time
- 4.11 Ensure ELSA / pastoral support worker time is made available to support the agreed co working with the School Wellbeing Worker
- 4.12 Record information where appropriate about the support and interventions provided by the School Wellbeing Worker to children and young people on the schools filing / recording system
- 4.13 Ensure that School Wellbeing Workers are appropriately inducted into the school pastoral structures, systems and people
- 4.14 Provide information to all parents / carers about the service and seek individual and specific consent from parents / carers for their children and young people's involvement where appropriate and required
- 4.15 Complete SEB measurement questionnaires for all direct work and encourage parents to complete a questionnaire
- 4.16 Ensure all school staff with pastoral responsibility complete the yearly pre and post staff questionnaire / survey
- 4.17 Enable staff with pastoral responsibility to attend the SEMH training agreed within the School Wellbeing Service training offer
- 4.18 Ensure the voice and experience of children and young people informs how the service develops by completing the York Youth Council Minding Minds School Award.
- 4.19 Adopt a whole school approach to children and young people's emotional and mental health, with recognition that this will maximise the impact and value of the School Wellbeing Service in each school

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Issue resolution process

- Emerging issues or concerns about the roles and responsibilities of different parties including the practice and performance of School Wellbeing Workers should be communicated to School Wellbeing Project Manager in the first instance and the Senior lead in their absence.
- These issues will be addressed, managed and resolved via communication and meetings where appropriate with all involved parties, schools and workers.
- Issues that are either unresolved or presenting a potential or actual risk to delivery or implementation of the service will be reported to the Project Board and CAMHS Executive where appropriate.

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**Learning and Culture Policy &
Scrutiny Committee**

11 January 2017

Report of the Corporate Director of Children, Education and Communities

Update on 30 Hours Childcare for Working Families

Summary

1. To update on progress with early implementation of a new statutory entitlement for 30 Hours Free Childcare for Working Families.

Background

2. The government announced in February 2016 that York had been chosen as an early implementer for 30 Hours Free Childcare for Working Families. This pilot programme is being delivered from September 2016, a year earlier than national roll out. The 30 Hours childcare for working families is for those parents/carers who meet a national eligibility criteria and is made up of the universal entitlement for all 3 and 4 year olds to receive 15 hours of free early education plus up to an additional 15 hours.
3. In total there are 8 local authority early implementers. These are York, Northumberland, Newham, Hertfordshire, Portsmouth, Swindon, Staffordshire and Wigan. York is unique within the pilot as it is the only Local Authority (LA) to be asked to test delivery across a whole LA area. The remaining 7 are each delivering a smaller number of places. York therefore has the highest profile within the pilot as it will provide evidence about the impact of delivering a model across a whole LA area which will help to inform the national roll out in 2017.
4. An introductory paper was considered by members of this committee in July 2016 setting out more detail on the background of the new statutory entitlement.
5. Since our last update a new Minister has been appointed for Early Years, Caroline Dineage MP. She met with each of the 8 early

implementers at a national meeting in September 2016 and confirmed that 30 Hours still has one of the highest priorities in government.

6. A new national support contractor, Childcare Works, have been awarded the national support contract for 30 Hours Childcare. It has been awarded to the same team that supported local authorities with Achieving Two Year Olds. The contract is to work with providers and local authorities on the implementation of the extended entitlement to 30 Hours Childcare.

Progress So Far

7. Delivery of the new entitlement was live from 1 September 2016 which is a year earlier than national roll out. York has had a very strong start by delivering a great number of places across the city to meet the needs of eligible parents. York's award winning and well researched model of 'Shared Foundation Partnerships' has been key to the successful delivery of places so far via signposting to vacancies with other providers and collaboration on identifying and meeting unmet need.
8. Parent Applications and Take Up
Across the country over 3,000 eligible children are benefitting from places. In York 1,231 (83%) of parent applications have been approved from a total of 1,480 eligible families. During the first term of the trial 1,176 eligible children have taken up some or all of their extended entitlement at a provider in York. This equates to 79.4% exceeding the DfE target of 70%.
9. Data for the Autumn Term has only recently been validated and analysed (Annex 1). In summary, there has been excellent take up by parents during the first term with places being taken up mainly within private day nurseries (541 places (46%)). Places are taken up mostly with one provider (879) although there are relatively high numbers using two providers (288). Over half of the eligible parents are taking up the full 30 hours (709).
10. There will be short parent/provider surveys to understand if parents were able to access hours to meet their working patterns or if they had to settle for what could be realistically offered during these early days of implementation. This will complement national evaluation being carried

out by Frontier Economics in partnership with Nat Cen¹.

11. Provider Commitment

Provider commitment to taking part in the trial has increased significantly since May and has now reached 100%. The breakdown is:

- 40 out of 40 (100%) Private Day Nurseries
- 39 out of 39 (100%) Voluntary Playgroups
- 96 out of 124 (77%) Childminders. Currently 28 of these do not provide places for three and four year olds however, we are encouraging them to commit to the trial in case they have eligible children in future terms.
- 21 out of 21 (100%) Schools with nurseries/nursery schools
- 5 out of 5 (100%) Independent Schools

12. Out of School Clubs

York is the first local authority to carry out a feasibility study to bring additional capacity and flexibility to the childcare market to support 30 Hours and there are six out of school clubs taking part;

- Funfishers Out of School Club
- Haxby Road Primary Out of School Club
- KOOSH Acomb
- KOOSH Park Grove
- St Paul's Out of School Club
- Clifton Moor Out of School Club

13. The aim of the study is to consider the benefits of using the extended entitlement flexibly through wraparound care (before, after school and holiday provision). Evidence and case studies gathered as part of the study will be shared with the DfE to help inform the national roll out in September 2017.

14. A small number of parents are already accessing 30 hours in these settings using wraparound care to make up their 30 hours. Early findings show that parents have found it extremely valuable to be able to spread their entitlement with wraparound care and are planning to use some of their hours during the main school holidays to reduce costs during this period.

¹ Britain's leading independent social research institute. Experts in qualitative and quantitative social research.

15. Business Readiness

The LA commissioned an independent childcare business support specialist, CBIS England², to carry out an insights survey on the business readiness of all types of York providers. They were surveyed on the following themes;

- i. Extended Entitlement (30 Hours) policy understanding
- ii. Sustainability concerns and barriers
- iii. Assessing the effects of the Extended Entitlement (30 hours)
- iv. Extended Entitlement (30 hours) delivery preferences
- v. Adapting to the changing childcare market
- vi. Business support needs
- vii. Commitment to deliver the extended entitlement (30 hours)

16. The overriding issue from the Insight Survey is the need for more good Communication, as well as giving clear pathways to providers to give them the best chance of being financially sustainable. Any response does not need to be intensive and is more about supporting providers with managing change and improving business confidence. Going forward providers must be empowered to take ownership for seeking appropriate business support. The Childcare Strategy Service has always taken a strategic and preventative approach to business support and it is clear that work undertaken over recent years has been effective in increasing the financial robustness of providers. More work will be done with schools to understand how best they can begin greater delivery of 30 Hours where this does not impact on other types of provision.

17. An action plan is agreed and in place to address the findings from the Insights Survey.

18. National Evaluation

This is underway and being led by Frontier Economics. They are capturing learning about early implementation from local authorities, providers and parents. The findings relating to York will be shared with the local authority late Spring 2017.

19. HM Revenue and Customs (HMRC) – On Line Tax Free Childcare

York is taking part in the HMRC/DfE trial on a new tax free childcare system and it is intended that the system will go live nationally in Spring 2017. This is a new government scheme which is being delivered by

² A business support organisation working in the childcare and early education sector

HMRC and will be available to around two million working families to help with childcare costs.

20. York is one of four local authorities testing the eligibility checking processes for 30 Hours Childcare and from November 2016 a small group of parents in York have been eligible to start claiming Tax Free Childcare before the full childcare service is introduced nationally next year.
21. Other progress on 30 Hours early implementation includes;
 - 3 further rounds of information sessions held and regular communications are in place
 - Regular ongoing discussions with the DfE relating to all aspects of delivery
 - Progress sharing at national and regional events
 - Further sufficiency survey work carried out with all providers
 - Grant Funding Agreement agreed and in place with regular termly reporting
 - Submitted 4 capital bids to the DfE for final assessment. Decisions expected December 2016.

DfE 30 Hours Consultation Response

22. The government have now published their response to the 30 hours Consultation which aims to develop appropriate guidance for local authorities to support delivery of the new offer – see: <https://www.gov.uk/government/consultations/30-hour-free-childcare-entitlement>;

The main findings are:

23. Funding
Many respondents raised issues about the level of funding for the extended entitlement and concerns about the impact of provider sustainability. The DfE have since issued their Early Years Single Funding Formula (EYSFF) consultation response and a York Early Years Reference Group is currently being consulted about how this can be modelled in York and bearing in mind that the delivery model must remain streamlined without adding unnecessary administrative burden. The Schools Forum will consider the views of the Early Years Reference Group ready for the formal council decision making process. The new EYSFF will take effect from 1 April 2017 for York providers.

24. Eligibility
This refers to plans to offer parents a 'grace period' so they can retain their childcare place if they become eligible for the extended entitlement. The government will be setting a national grace period and carry out further informal consultation on the length of the grace period.
25. Flexibility
The government will expect providers to 'stretch' their offer over a full year. Many private nurseries in York already do this. Hours of delivery will be from 6am to 8pm (previously 7am to 7pm). There will be a limit to two the number of sites on which children can take up their free entitlement in a single day. The minimum session length will be removed. The maximum session length of 10 hours will remain the same.
26. Supporting Children with Special Educational Needs & Disability (SEND)
The government will introduce a targeted Disability Access Fund (DAF) and a Special Educational Needs (SEN) Inclusion Fund Model. York already has the latter in place but this will still be reviewed to ensure that it continues to be robust in its arrangements and that funding is targeted for those below the threshold of the DAF, low level or emerging SEN and over and above any reasonable adjustments that can be made by providers. The government will also issue best practice guidance, include proposals for improving SEND support in a forthcoming workforce strategy, and revise statutory guidelines.
27. Reformed Local Authority Delivery Model
The government will expect that by September 2016 childminders should be paid monthly and other providers unless the latter chose an alternative payment model. York already pays 85% upfront each term to providers to support cash flows so this has implications for capacity to deliver and will need further consideration locally. A model agreement template will be developed to bring clarity and consistency to agreements between local authorities and providers. This will be helpful for York providers and bring greater clarity from the DfE on charging for additional services.
28. Childcare Information for Parents
The government will be strengthening regulations and guidance to make clear that local authorities will be required to update and publish childcare information on a termly basis and do this via electronic means and other formats. Local authorities will also be expected to publish other helpful information such as where childcare providers work in

partnership, and outreach activity to publicise the childcare offer, especially to under-represented groups that are not accessing their entitlements.

29. Next steps are for the government to progress indicative regulations, produce statutory guidance (Spring 2017), develop a model agreement and carry out further consultation on some aspects ready for full roll out. Therefore there may still be changes/amendments and a more in depth assessment will be carried out on the implications for delivery in York once regulations are agreed and guidance is issued.

Key Challenges

30. There remain a number of key challenges still to be addressed as we move through implementation:
31. Early Years Single Funding Formula
Funding for providers continues to receive significant media coverage both nationally and locally. From 1 April 2017 there will be a new hourly rate for York providers under a new Early Years Single Funding Formula and this is set out earlier in the paper
32. Inclusion Funding
The high needs block continues to be under pressure to support children with SEND even for the universal 15 hours and so there will be financial pressures related to the delivery of the additional hours . The DfE are committed to consider early years funding for children with SEND as part of a consultation on the early years national funding formula and associated funding reforms. At this stage it is still not clear if the new DAF via the Early Years Single Funding Formula will fully address these pressures.
33. Closing the Attainment Gap
The 30 Hours policy is aimed at increasing employment rather than a focus on improving outcomes for young children and it could widen the attainment gap for those families who do not meet the eligibility criteria and will only be entitled to the universal 15 hours. It will be a priority for the LA to address this challenge and we will take learning from other innovators such as those whose thematic focus is to explore work incentives and parental engagement. The learning from innovators and Frontier Economics will be available during 2017.
34. Quality of Provision
York remains above the national average for the percentage of

providers judged to be good and outstanding by Ofsted. There will be a continued focus on support and challenge and to ensure that transitions between settings remain smooth and effective particularly as the DfE has indicated that eligible children will be able to spread their hours across two providers. Shared Foundation Partnerships continue to focus on good transitions not just between providers and schools but also where children attend more than one provider for their entitlement.

35. High Quality Workforce

It is important for providers to be able to recruit and retain high quality staff to sustain the universal entitlement as well as meeting demand for the additional hours. The LA will therefore explore any issues around recruitment and retention with providers and further and higher education institutions to find suitable solutions. The government has just closed a consultation on the Maths and English GCSE requirement for Level 3 Early Educators and we await their response as it has implications for recruitment nationally. The government have also confirmed that they will consult imminently on a new Workforce Strategy for Early Years.

Next Steps

36. The Childcare Strategy Service who are leading on the implementation continue to work closely with the DfE, LA Early Implementers and Innovators, providers, the national support contractor and other professionals as well as via the 30 Hours Strategic Board to ensure that the pilot can be delivered successfully. The DfE continue to be pleased with our progress and to take learning to be shared with other local authorities.

Council Plan 2015-19

37. **CYPP Priority 1: Early Help** - Performance Indicators: The percentage of good and outstanding providers in York is 97% (national average 91%).

Implications

38. **Legal** - The 30 Hours Childcare Policy is a new statutory duty on LAs from September 2017 under the new Childcare Act 2016.
39. **Information Technology (IT)** - Government has recognised that there is a high risk to delivery if systems are not sufficiently developed ready

for full roll out. Therefore they announced in December 2016 that they will be making £2.5 million available to support councils to develop their IT systems ready for full roll out. York will be making an application to this fund and is also the lead Local Authority for testing of the Servelec system in advance of 30 Hours software being fully released.

40. There are no other known implications associated with the roll out of the new statutory entitlement for 30 Hours Free Childcare for Working Families.

Risk Management

41. The risks to the local authority are significantly high in terms of reputational risk from parents and childcare providers if the delivery of early implementation is less than successful. There are also regulatory and legal risks if there are impacts on existing statutory childcare duties. The risks have all been identified and steps to mitigate in all circumstances as well as a high level risk report completed onto the Director's own risk register. Regular monitoring of the risks is in place.

Recommendations

42. Members of the Learning and Culture Policy Scrutiny Committee are asked to note this report.

Reason: To keep Members updated on the implementation of the new statutory entitlement.

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Corporate Director of Children, Education and
Communities

Report Approved **Date** 3 Jan 2017

Wards Affected: *List wards or tick box to indicate all* **All**

For further information please contact the author of the report

Background Papers:

Report to members of Learning and Culture Scrutiny Committee
Entitled: 30 Hours Free Childcare for Working Families – Introductory Report.
Dated: 13 July 2016

Annexes:

Annex A – Autumn Term 2016 DfE Data Return

Report Abbreviations:

DAF – Disability Access Fund
DfE – Department for Education
EYSFF - Early Years Single Funding Formula
HMRC - HM Revenue and Customs
LA – Local Authority
SEN – Special Educational Needs
SEND - Special Educational Needs & Disability

Parent Applications and Take Up - Autumn Term 2016 DfE Data Return

Headline Indicator	Sub indicator	LA to complete
1. To ensure 30 hour free childcare places are delivered for children whose parents meet eligibility criteria for the extended entitlement.	Number of places delivered	1,176
	% of places delivered, against total agreed with DfE	79.4% (1480)
	Hours claimed (total)	398,802.85
	% of children taking different numbers of hours: <ul style="list-style-type: none"> • 30 hours • 25-30 hours • 20-25 hours • 15-20 hours 	0-14 hours = 33 children (2.8%) 15-19 hours = 98 children (8.3%) 20-25 hours = 170 children (14.5%) 25-30 hours = 875 children (74.4%) With 709 children taking the full 30 hours (60.2%)
	What percentage of children fall into the following categories: <ul style="list-style-type: none"> • SEND • Lone parent • Homeless working • Disadvantaged • Rural 	The LA does not currently gather this data as highlighted as part of earlier emails to the DfE.

	<p>What percentage of different providers are engaged with the offer:</p> <ul style="list-style-type: none"> • PVI • Maintained nursery school • Nursery school • Childminder • Other (please state) 	<p>100% provider commitment from those providers who are currently delivering funded entitlement places during the Autumn Term.</p> <ul style="list-style-type: none"> • 96 out of 124 childminders (28 childminders not currently delivering funded entitlement for 3 and 4 year olds this term). • All 40 day nurseries • All 5 independent schools • All 39 pre school playgroups • All 21 school nurseries (including one nursery school) <p>These providers either delivered some or all of the 30 hours or worked in partnership signposting families to other local provision.</p>
	<p>What percentage of parents are using the following types of provider:</p> <ul style="list-style-type: none"> • PVI single provider • Other single provider (please state types) • Blended offer (please state types) 	<p>Children attending at 1 provider = 879 Children attending at 2 providers = 288 Children attending at 3 providers = 9 Total = 1,176</p> <p>Children attending at 1 setting breaks down as: Day Nursery = 541 Playgroup = 151 Independent nursery = 53 Maintained nursery = 77 Academy Nursery = 35</p>

		Childminder = 22 Total = 879
	What percentage of parents received the offer in their first choice provider? If not, why not?	The LA does not currently hold this information and this may be clearer once national evaluation is completed.
2. 100% of completed declaration forms received from parents taking up their extended entitlement place.	Number of declaration forms received	2,000
3. 15% sample check of parent eligibility undertaken	Number of parents sample checked	300
	Did any issues or challenges arise during checking? If so, please explain.	Often people applying under criteria for substantial caring responsibilities mistook this to mean they looked after children full time. Suggest criteria has substantial caring responsibilities removed and just put it in as receipt of carers allowance.
	Were any parents found to be ineligible during sample checking? If so, why?	11 parents were found to be ineligible. Of these 9 were outside of the York boundary and 2 were not in receipt of the qualifying benefits

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**Learning and Culture Policy &
Scrutiny Committee****11 January 2017**

Report of the Play Opportunities Scrutiny Review Task Group

Play Opportunities Scrutiny Review – Draft Final Report**Purpose of Report**

1. This draft final report presents the findings from the Play Opportunities Scrutiny Review and proposes a number of review recommendations for the Committee's consideration.

Background to Scrutiny Topic

2. At a Decision Session in June 2016 the Executive Member for Economic Development & Community Engagement (inc. Play) agreed:
 - i. The play policy should be updated to provide a clear steer to direct resources for the development of future play opportunities
 - ii. Criteria for the release of the Council's capital programme for playground improvement
 - iii. Allocation of £30k of the capital funding as match funding for the Rowntree Park skate park scheme
 - iv. A new playground inspection regime to reflect best practice and local experience
3. Ahead of the Executive Member's decision session, a discussion took place at a Scrutiny Committee pre decision call-in, at which councillors agreed with the general principles of the paper and expressed hope the policy would clearly support the different play needs of both children and young people, and provide effective play areas to support children's natural inclination to play.
4. However, the discussion included a number of scenarios relating to the difficulties of developing play in community settings and the different perspectives that exist within communities.

5. Those conversations between officers and councillors indicated the need for this agenda to be taken up as a scrutiny topic, which in turn led to a scoping report being considered by the full Learning & Culture Policy & Scrutiny Committee in July 2016. The Committee agreed to proceed with the review with the aim of developing improved play opportunities across the city and identifying ways of enabling communities to bring forward potential schemes. The Committee agreed to form this Task Group to carry out the review on its behalf and set the following review objectives:
 - i. Examine national best practice and methodology and consider examples of recent good practice locally from engagement through to delivery of a project.
 - ii. Identify future positive ways to engage with children, young people and families in order to evidence local need and inform the development of play opportunities at a neighbourhood level.
 - iii. Examine how best to allay resident's concerns and improve buy in from the whole community, thereby improving community/ward cohesion.
 - iv. Identify best ways (methodology) to bring forward/ develop potential new schemes.
 - v. Identify where a lack of community capacity makes identifying need more challenging.

Consultation

6. The review was supported throughout by the Head of Communities & Equalities. In addition, the Council's Public Realm Operations Manager (Strategy & Contracts) provided maps of the city showing current play sites for young children and teenagers, and a presentation giving a detailed overview of a number of recently completed play area improvement schemes.

Information Gathered

7. Background to the Play Agenda
The Children's Plan 2007 introduced by the Government of the time and subsequent play strategy consultation 'Fair Play' in 2008 placed children's play at the centre of one of the great challenges of our time i.e.

how better to recognise and respond to children and young people as stakeholders and users of public space.

8. Play England (national charity) aims for all children and young people in England to have regular access to, and opportunity for, free, inclusive, local play provision and play space. It provides advice and support to promote good practice and works to ensure that the importance of play is recognised by policy makers, planners and the public.
9. It is recognised that children's well-being, safety, learning and social development, as well as their essential enjoyment of childhood, are affected by the extent and the quality of their opportunities to play. This requires the cooperation of many different professionals and roles to ensure a cohesive and effective approach. Councillors, children's services professionals, planners, developers, architects, housing managers, landscape architects and designers, play equipment suppliers, parks and recreation managers, community groups, health professionals and, of course, play practitioners, are just some of the people who have, or should have, an interest in promoting enjoyable play spaces that feel safe for children and young people.
10. Play space needs to be of high quality and good design to attract children and families and become a valued part of the local environment. Poor quality unimaginative space will not be attractive to children, will not be valued by the local community and will fall in to disuse and disrepair. Good design is therefore a good investment.

Objective (i) – Examine national best practice and methodology and consider examples of recent good practice locally from engagement through to delivery of a project

11. At the first meeting of the Task Group in August 2016, Members considered information on national best practice and received information on local good practice from the Head of Communities & Equalities.
12. National Best Practice
Play England's guide to creating successful play spaces (Design for Play 2008) explains how good play spaces can give children and young people the freedom to play creatively, while allowing them to experience risk, challenge and excitement. The Task Group viewed the guide containing advice on how play spaces can be affordably maintained, and considered a number of case studies provided within the guide as

national examples of good practice – see a sample of those case studies at Annex A.

13. In 2009, as part of their commitment to the play agenda, the then Government invested £235 million nationally in a national Playbuilder Scheme. Its aim was to develop public open access to outdoor play spaces close to where children live that were safe, exciting, stimulating and accessible to all, and promote active, imaginative and adventurous play targeting predominately the 8-13 years age range. In York the Playbuilder Scheme was overseen by a multi agency steering group and resulted in major investment in 19 play areas across the city – for further information and a list of those schemes, see Annex B.
14. Local Good Practice
The Task Group received information on a previous scrutiny review carried out in 2010 through which scrutiny members were consulted on revisions to the Council's Play Policy (2010-2013), together with an update previously provided to the Learning & Culture Committee in September 2011, on the implementation of the recommendations arising from that earlier review. The Task Group noted that as part of that review, a comparison was undertaken of the play opportunities for 5-13 year olds across a range of different types of local residential areas/wards and consideration was given to the National Playbuilder Scheme ongoing at that time – see paragraph 13 above.
15. Recent Successful Schemes in York
Since 2010 there have been four successful play provision refurbishment projects in York, each requiring major investment between £25k and £55k:
 - Acomb Green – lottery funded. Community lead with Communities and Public Realm support
 - Arran Place – Housing Revenue Account (HRA) and Section 106 funds (Planning Gain). Public Realm with significant Residents Association input
 - Cornlands Road – HRA and 106 funds. Public Realm with support from the local Residents Association and York High School via a public consultation process.
 - Clarence Gardens – 106 funds. Public Realm with support from Haxby Road Primary School.

16. In September 2016 the Task Group received a detailed presentation on each of the schemes listed above. This highlighted the application of a strategic approach to developing play opportunities as outlined in the latest version of City of York Council's Play Policy (Taking Play Forward 2016-19) which states that the development of play opportunities should be guided by 5 key principles, i.e. that they:

- Meet a clearly identified need
- Are developed through inclusive involvement and participation that empowers and encourages the community to take a lead
- Are based on the right of the child to access inclusive, quality and locally based play opportunities
- Promote and recognise the benefits of play and its impact on health and development of the child
- Are reflective of best practice

17. Those principles were evidenced by the processes followed for each of the schemes listed above i.e.:

Step 1 - Interested parties, local groups, schools in the vicinity etc were consulted on what they did and did not want, and a standard contract specification was adapted to meet those local community aspirations

Step 2 - The community signed off the tender documents

Step 3 - City of York Council (CYC) ran the tender process which included an opportunity for play equipment companies to meet representatives from the local community

Step 4 - CYC gave consideration to which of the designs met the specification and addressed CYC's needs and aspirations best e.g.:

- Renovation as specified
- There was at least one significant feature item.
- There was new and varied seating included
- The predominant material used was metal; for longevity and to match the immediate surrounding equipment.
- Appropriate safety surfacing was to be provided; with a bias towards grass matting
- The design offered value for money

Step 5 - CYC shortlisted 3-4 submissions and carried out post tender consultation with the local community to choose the winning design.

Step 6 - CYC oversaw the installation

18. Funding

The current policy (Taking Play Forward 2016-19) recognises the importance of play within communities. This administration's commitment to invest has been demonstrated through a capital programme, which provides a clear focus to respond in a targeted way and to direct funding to identify need.

19. The Task Group learnt that within the capital programme for 2017/18 there is £320k for play area improvements. This is split into two - £150k towards the Rowntree Park skate park scheme (there is also a £120k legacy donation available for that scheme) and £170k for play area improvements across the city that are either in the Council, Town or Parish Council control. The 5 key principles listed at paragraph 16 form the-criteria for allocation of that element of the capital programme. Outside of this, Ward Councillors may also choose to allocate monies from their ward budgets to fund improvements to play areas in their wards.

Objective (ii) - Identify future positive ways to engage with children, young people and families in order to evidence local need and inform the development of play opportunities at a neighbourhood level

20. Recent Examples of Engagement with Children, Young People & Families in York

In support of objective (ii) the Task Group considered the consultation feedback contained within the council's 2016-19 Play Policy gathered from children and young people across the city, as part of the consultation process to develop the 2016–2019 Children and Young People's plan.

21. The Task Group also considered information on the arrangements for the current capital programme which had been launched through Shine¹ and noted that applications for play schemes would only be considered if the location:

¹ Shine - A multi agency panel consisting of representatives from the Council, Parish Councils, play organisations and young people's forums.

- Had been identified within the Open Space and Green Infrastructure Final Report September 2014, as being deficient in play provision.
 - Had not previously been in receipt of Playbuilder, or significant lottery or section 106 funds since 2008
22. It was confirmed that completed applications for future play schemes were due to be considered alongside feedback from children and young people, and that to support that process a consultation exercise had been undertaken by Shine, going out to all schools and libraries as well as appearing on associated websites and social media pages.
23. The Task Group noted that at the end of the process, taking account of the consultation feedback, the Shine panel would be recommending a final list of schemes to the Executive member for formal approval, to ensure that money is allocated to those play areas with most need.
24. In considering the recent successful schemes here in York listed at paragraph 15 and the processes followed to achieve them detailed in paragraph 17 above, the Task Group received a detailed example of the stage 1 consultation/engagement undertaken for the refurbishment of Clarence Gardens play area, which involved children at the local school being consulted on:
- what age range and ability the new equipment should be for
 - what type of play activities were wanted e.g. swinging, climbing, spinning
 - whether several pieces of equipment or a few larger ones should be installed
 - if the equipment should have a theme e.g. trains or boats
 - should the equipment be mostly wood or metal
 - what other things would make the play area better – more seats for example
 - how we can improve the entrance to the play area
25. In addition the Task Group considered a number of best practice guides on engaging with children and young people:
- *Save the Children's DIY Guide to improving your community – getting children and young people involved.* Based on practical experience, it provides tried and tested methods of working for adults interested in encouraging young people to become actively involved in their local community and its regeneration.

- *So you want to consult with children – a toolkit of good practice.* Produced by Save the Children to facilitate children’s meaningful participation in discussions about issues that affect them.
- *Engaging Young People – Councillor Workbook.* Produced by the Local Government Association as a learning aid for elected members who want to understand more about how to involve young people in their wards.

26. The Task Group was also made aware of the work of YorOK² who have produced a range of literature that supports and encourages the engagement of children and young people i.e.:

- *York’s Involvement Strategy for 2014-17.* Setting out the city’s commitment to ensuring that children and young people have a voice and are involved in decision making, planning, commissioning, design and delivery of services.
- Involvement Toolkit of Resources containing:
 - A series of ‘Listen to Me’ booklets providing practical and innovative examples of how children can be encouraged to express their views,
 - A booklet aimed at parents and carers who are eager to help their children participate.
 - A range of factsheets on different methods of engagement
 - Guidance notes for involving disabled children and young people in participation and decision making activities.

27. Finally, the Task Group learnt that as part of the previous play scrutiny review (see paragraph 14), parents were consulted on what they considered to be barriers to play, which highlighted their concerns around safety, busy traffic and bullying. At that time in response, the authority produced a leaflet ‘Playing Out: A Guide for Parents’ containing information for parents on the benefits of free play and a myth busting section – see copy of leaflet at Annex C.

² YorOK is the name of York’s Children Trust arrangements. Children’s Trusts are local partnerships that bring together all partners and organisations responsible for providing services for children, young people and families.

Objective (iii) - *Examine how best to allay resident's concerns and improve buy in from the whole community, thereby improving community/ward cohesion*

28. As part of this review and in support of Objective (iii), the Task Group considered again, the recently successful refurbishment schemes listed at paragraph 15, who was consulted for each and at what stage in those schemes the consultation took place. They recognised that in the main, the consultation focused on the users of those play spaces and that there was little or no evidence of direct engagement of non-users living in the vicinity of those play spaces. They were also made aware of the types of concerns raised by residents living in those neighbourhoods e.g. Cornlands Road, and the steps taken to alleviate those concerns e.g. the repositioning of play equipment to prevent users from being able to see into the windows of nearby houses.

Objective (iv) - *Identify best ways (methodology) to bring forward/develop potential new schemes.*

29. In support of this objective, the Task Group received information on the 5 key principles used to guide the development of play opportunities (see paragraph 16) and the methodology (processes) followed by CYC officers as part of the four recent successful schemes (see paragraph 17).

Objective (v) – *Identify where lack of community capacity makes identifying needs more challenging.*

30. In support of this objective, the Task Group considered the role of ward councillors in wards where there were little or no community groups engaged in championing the needs of children and young people.

Analysis

31. Having considered the maps showing existing plays areas across the city, the Task Group recognised the limited opportunities available for teenagers, and noted that a proposed skate park for teenagers at Rawcliffe Country Park had been withdrawn following feedback from ward members regarding the scale of the proposals. Elsewhere, the Task Group were pleased to note that the council is carrying out an upgrade of the skate park at Rowntree Park.

32. The Task Group recognised that the active involvement of children and young people was essential in the development of play opportunities, and that it works best when there is a visible commitment to their involvement, and their involvement is valued. Having looked in detail at the recently successful schemes listed at paragraph 15, the Task Group acknowledged that the processes followed as detailed at paragraph 17 had resulted in the full and proper engagement of local children's groups, schools in the vicinity and individual users on what they did and did not want for those schemes, and therefore agreed those processes were fit for that purpose.
33. However, the Task Group recognised that residents without children may often disassociate themselves from the process of developing/ refurbishing a play space, even though many may later find that the plans have the potential to affect them. For example, the Task Group noted there was evidence of late revisions being required to the four recently completed schemes listed at paragraph 15, as a result of negative feedback from some local residents. This suggests that the methodology (processes shown at paragraph 17) implemented at the early stages of developing those schemes had not been successful in either engaging with and/or allaying the concerns of non users living nearby, or generating greater community buy in to those schemes.
34. Therefore, whilst acknowledging the difficulties of encouraging all residents in a neighbourhood to engage in the process early enough, to ensure their concerns can be designed out, the Task Group agreed that the approach currently in place where only potential users are being consulted on what they want and do not want (see paragraph 17) had the potential to dis-enfranchise half the residents in a neighbourhood, leading to negative engagement later.
35. Moving forward, the Task Group recognised that in response to the changes in managing ward budgets, Councillors will be an integral part of the process for bringing forward / developing potential new play schemes, and noted that a number of wards across the city have identified a ward priority related to children and young people.
36. However, they acknowledged that many ward councillors may find it difficult engaging with the younger residents in their wards. Having questioned what would be the most appropriate way to engage potential users of a play space, the Task Group were pleased to note the very many engagement tools detailed in YorOK's toolkit of resources. That said, they questioned whether all councillors would feel confident

carrying out some of those techniques and therefore agreed that in order for Councillors to participate successfully in the process they may need further support/skills training to do so.

37. In regard to barriers to play, the Task Group noted that some of the issues identified as part of the earlier scrutiny review of 'Play' detailed in paragraph 14 were the same as those they were trying to address as part of this review i.e. that in some areas of the city there was zero tolerance towards children playing near homes, and that other perceived barriers to play still needed addressing. They noted that as a result of the previous review, it was recommended that Ward Committees, Parish Councils and Residents Associations reach out to their local communities and work with them to encourage a more positive attitude. It was also recommended that a pilot scheme be undertaken involving all the relevant agencies to:

- Work with children and parents through schools in the identified areas to identify what they perceive to be barriers to play
- Gather the views of other residents, local businesses and other interested parties
- Create a 'Safe Routes to Play' document for the pilot area
- Identify any improvements required to road crossings/markings to reduce the danger of traffic

38. The Task Group were therefore keen to learn of the findings from the planned pilot scheme as they agreed it could inform their consideration of this review's objective (iii) i.e. '*To examine how best to allay residents concerns and improve buy in from the whole community*'. However, having considered the implementation update of the recommendations arising from that earlier Play scrutiny review, the Task Group were disappointed to note that due to the way the work had been aligned into a pilot introducing a new method for communities to bring forward schemes within their wards, there was no clear evidence that Ward Committees, Parish Councils and Residents Associations had successfully reached out to their local communities to encourage a more positive attitude to play.

Conclusions

39. The Task Group concluded that:

- i) Ward Councillors need access to specific training on engaging with children and young people to provide them with the necessary skills

to better support the process for developing new/refurbishing existing play schemes. This training would also be beneficial for Councillors needing to engage with children and young people on other local issues including their ward priorities.

- ii) The methodology used to develop the four most recent schemes, as shown at paragraph 17 of this report, was successful in engaging with users of those play spaces but did not:
- Encourage engagement and buy in of all residents living in the vicinity of a play area, not just those who would use it;
 - Allay residents concerns and improve tolerance towards children playing;
 - Improve community cohesion and community ownership of play/open spaces
- iii) To encourage and better support community cohesion and community ownership of open spaces, a more holistic and inclusive approach is required, with the aim of developing spaces where play provision and the provision of community space for all ages are interwoven. This will help to improve tolerance towards children playing and help alleviate some of the perceived barriers to play previously identified by parents. Ward Councillors should be seeking this approach as part of sponsoring a scheme, and before a play scheme is progressed thought should be given to how it will fit into the wider community space, how best to access the play space and what should be adjacent to it etc.
- iv) Finally, the Task Group noted that as a result of the previous decision of the Exec Member for Economic Development & Community Engagement (inc. Play) in June 2016 (see background to scrutiny topic at paragraphs 2-5) and the subsequent applications received over the summer, there will be a number of capital investment applications for play schemes coming forward for approval in the new year. The Task Group recognised the implementation of those successful applications would provide an opportunity for their review findings and recommendations to be developed and tested.

Council Plan 2015-19

40. This scrutiny review supports the following council priorities:

- All York's residents live and thrive in a city which allows them to contribute fully to their communities and neighbourhoods
- All children and adults are listened to, and their opinions considered
- Every child has the opportunity to get the best possible start in life
- Residents are encouraged and supported to live healthily
- Focus on the delivery of frontline services for residents and the protection of community facilities.
- Focus on cost and efficiency to make the right decisions in a challenging financial environment.

Proposed Review Recommendations

41. Having considered the findings from this review a number of review recommendations have been drafted for the Committee's consideration:

- i) A protocol to be introduced for Members, to be used when committing ward funds to the future development of community spaces schemes which incorporate play provision
- ii) The protocol to be used to support Members when new open spaces improvement schemes come forward. For example the proposed playground capital investment schemes in 2017 (see paragraph 39iv)
- iii) An appropriate member training package should be introduced to provide members with the necessary skills to effectively engage with children and young people in their local wards

Associated Implications & Risks

42. Associated implications and risks need inserting here once draft recs have been agreed by the Learning & Culture Policy & Scrutiny Committee.

Recommendations

43. Members are recommended to:

- i. Note the content of this report and its annexes
- ii. Identify and agree any amendments required to this report

- iii. Consider the draft review recommendations shown at paragraph 41 above and the associated risks and implications
- iv. Agree the review recommendations for inclusion in this report.

Reason: To conclude this review in line with scrutiny procedures and protocols, and enable this review final report to be presented at the next meeting of the full Learning & Culture Policy & Scrutiny Committee.

Contact Details

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Report Approved **Date** 3 Jan 2017

Specialist Implications Officer(s) None

Wards Affected: List wards or tick box to indicate all **All**

For further information please contact the author of the report

Background Papers: None

Annexes:

Annex A – Sample of National Examples of Best Practice

Annex B – Information on Implementation of Previous National Playbuilder Scheme in York

Annex C – ‘Playing Out: A Guide for Parents’ Leaflet

Report Abbreviations:

CYC – City of York Council

HRA – Housing Revenue Account

Abbey Orchard Community Garden, Westminster

Client:	Peabody Trust
Location:	Abbey Orchard Road, Westminster, City of Westminster
Designers:	Farrer Huxley Associates
Project timescale:	2001–04
Capital cost:	Approximately £600,000
Funding:	Peabody Trust

Remodelling of this small internal courtyard space was completed in 2004, in association with major repairs to sub-surface drainage. Led by landscape architects' practice Farrer Huxley Associates, the scheme's brief focused on recreating a garden for residents to include an enclosed ball games area (5-a-side scale) along with play facilities aimed (notionally) at children aged between 6 and 12. The design was informed by the site history, and signage at the main entrance makes this explicit with a reference to the 'monk's vineyard and orchard'. Consultation was carried out with residents, including children on the estate.

The courtyard had been used previously as a car park, ball court and traditional style playground, leaving little space for more general recreation. The new layout makes good use of existing sight lines through the courtyard, and entrances into the space are aligned with the outer entrances into the courtyard area itself.

The ball games area is laid out on a diagonal axis, which adds a sense of movement to the underlying geometry of the space and means that it dominates the space less than it might have done otherwise. Recessed slightly to reduce noise from ball games, it forms a space in its own right. The play equipment sits informally alongside the ball games area in an area of wet-pour surfacing, and a number of oversized sculptures of fruit (apples and pears) sit at locations around the garden, helping to reinforce the historic concept underlying the layout. A hornbeam hedge and planted borders help to define the courtyard and to baffle noise.

A question remains over how feasible it is to introduce a ball games facility of this scale and kind into such a high density housing area, on a site where space is at a premium. Noise remains an issue, and the ball court fencing has been upgraded to reduce rattle.

The scheme is drawing young people from outside the immediate courtyard and estate, and some residents feel that these users discourage children and adults who live on the estate from using the space, identifying the need for better provision in other areas.

Creating a new landscape to meet the needs of a large number of residents of all ages in a limited space is difficult, and inevitably decisions can be made that have left some people disenchanting.

For more information, contact:

Landscape Regeneration Manager, Asset Management, Peabody Trust,
45 Westminster Bridge Road, London SE1 7JB, tel: 020 7021 4422, www.peabody.org.uk
Farrer Huxley Associates, London office, Unit 4, Union Wharf, 23 Wenlock Road,
London N1 7ST, tel 020 7490 3625, fax 020 7490 3626, www.fha.co.uk.

Annex A



© Farrer Huxley Associates

The layout has been carefully designed to emphasise pedestrian routes through the garden.



© Farrer Huxley Associates

Aerial view of garden.



© Aileen Shackell

Giant fruit sculptures provide informal play opportunities.



© Aileen Shackell

Play equipment between the ball games area and shrub beds.

Balmaha Play Landscape

Stirling

Client:	Stirling Council
Location:	Balmaha, Loch Lomond
Designers:	Judi Legg, Play Space Designer, and Mike Hyatt, Landscape Architect
Project timescale:	Main contract completed in 2004, but work continues
Capital cost:	£45,000
Funding:	Stirling Council; Stirling Landfill Tax Trust; Leader Plus (European funding); Scottish Natural Heritage; Loch Lomond and The Trossachs National Park; Stirling Council Local Community Development Fund

Balmaha Play Landscape is situated near the shore of Loch Lomond next to a Visitors' Centre. It attracts a mixture of regular local users and visitors to the area. The main impetus for the design of this new play space was the connection between land and water and the way that people through history have lived in the local environment.

The central area represents a beach as the focus where water and land meet, where boats are hewn from mature trees and launched to fish the plentiful waters. The stilted structure echoes the ancient crannogs, which were built out into the water as living spaces where families, livestock and belongings could be defended. At low water, remains of ancient crannogs can still be seen on Loch Lomond. Local artists and craftspeople contributed to the design and construction of the play landscape, in the dugout canoes, the willow maze and the turfed stone wall.

Balmaha sits in one of the most naturally beautiful and bio-diverse areas of Scotland, yet children are often separated from it. The 'play area' is designed to be an integral part of the landscape, giving opportunity for children to experience and care for their environment.

There is a deliberate avoidance of standard play equipment in favour of mounds, dips, copses, wetland, and special places to allow the children to operate in a more authentic 'natural' environment. The use of the existing changes in level, of natural materials and undulating surfaces aims to provide a stimulating landscape, where children can experience the irregularity of life, and develop the real skills and abilities to assess risk. The play area is unfenced, blending naturally into the surrounding area and welcoming all comers. The design aims to create a play landscape that is a space that adults will enjoy sharing with their children whether they are local residents or visitors.

This project was supported in important ways by the Loch Lomond and The Trossachs National Park. Its strong community development programme led to local community initiation of this project and sustained involvement with its development.

For more information, contact:

Children's Services – Play Services, Stirling Council, Unit 12, Back O'Hill Industrial Estate, Back O'Hill Road, Stirling, FK8 1SH, tel 01786 430120, play@stirling.gov.uk
Sue Gutteridge, Play Consultancy, tel 0131 662 9984, suegutteridge@btinternet.com.

Annex A



© Aileen Shaddock

Carved longboats at Balmaha.



© Stirling Council Play Services

The hammock, Balmaha Play Space.



© Stirling Council Play Services

Equipment nicely located, close to a tree.



© Stirling Council Play Services

A fallen tree encourages jumping as well as climbing.

Bus Station Skate Park

Milton Keynes

Client:	Milton Keynes Council
Location:	Milton Keynes
Designer:	Richard Ferrington and Rob Selley
Project timescale:	Design started in early 2004 with construction taking place between January and March 2005
Capital cost:	£115,000
Funding:	English Partnerships and Milton Keynes Council with additional funding provided by EBMK.

Years of use by street sport enthusiasts had taken their toll on the city's infrastructure. Street sport enthusiasts were as concerned about the levels of damage as the authorities – they had never set out to vandalise the objects they use, and were keen to see them enhanced and protected.

An area at the former Central Bus Station was identified as a possible location for facilities, and negotiations took place with building owners English Partnerships. The space was already legendary in the street sport community, and had been skated for many years since its construction in 1980. A key concern was to create a new facility without losing its familiar feeling and quality. The heritage of the place had to be respected, and the local street identity needed to be reflected in the overall design.

An innovative approach was needed to engage members of the street sport community. Branding and communication were important strands. Using techniques established in street subculture – email, texting and logos (tags) – a communication and branding framework was devised. The SK8MK 'brand' was instrumental in holding the process together. The SK8MK message, 'Your city, Your sport, Your future, Get involved', encouraged people from the street sport community to participate in the process.

The new facility was purpose-built as a 'street style' facility, which recreates the environment and furniture of street skating. It is constructed from concrete, granite, terrazzo tiles and stainless steel. The robustness of the materials, combined with the smooth surfaces they offer, provide a very good play value for skateboarding. The materials used are of good quality and employ a carefully selected palette of construction materials, which complement the existing architecture of the city.

The central location of Milton Keynes Bus Station Skate Park is key – it creates a place where young people feel secure, rather than isolated in a remote corner of the park. The facility provides a challenging experience for young people and a place to meet friends.

The site blends so seamlessly with the location that people often say: "Is that it?" or "Where is it?" The facility does not detract from, but enhances the existing site.

For more information, contact:

Senior Landscape Architect, UDLA, Development and Design, Environment Directorate, PO Box 113, Milton Keynes Council, Civic Offices, 1 Saxon Gate East, Milton Keynes, MK9 3HN, tel 01908 252270, richard.ferrington@milton-keynes.gov.uk.

Annex A



© Aileen Shackell

The site blends well with the surrounding streetscape.



© Aileen Shackell

Improvising with 'loose parts'.



© Aileen Shackell

Structures have been designed and specified to a high standard, and to stand up to high levels of usage.

Climbing Forest

Coombe Abbey Country Park

Client:	Coventry Council
Location:	Coventry
Project timescale:	January – July 2006
Designer:	Coventry City Council/TimberPlay
Capital cost:	£80,000
Funding:	Coventry Council Parks Service, capital works budget

Development of the detailed design for this scheme was carried out in close co-operation with English Heritage and the local Conservation Officer, to ensure that the finished scheme was appropriate for this Listed landscape. Consultation with park users, including interviewing carried out by teenagers, identified that more adventurous provision was needed for older children.

The Climbing Forest consists of a number of tall oak posts set into the ground, supporting a complex network of ropes, nets, rails and ladders, each set at varying heights. At over 4 metres tall and with a diameter of approximately 300mm, each of these posts echoes the form and density of the surrounding tall trees. The untreated posts, with their natural finish, blend naturally with the surrounding oak forest, and though the bark has been removed, their tree-like form makes the posts recognisably only a few (manufactured) steps removed from the surrounding tree trunks.

Though at design stage the feature was aimed predominantly at children and young people aged between 8 and 15, the Climbing Forest now caters for all ages, including adults in their twenties. The Climbing Forest is consciously 'non-age-specific' in appearance. It attracts boys and girls equally.

The Forest is carefully designed to accommodate a very wide range of abilities, with the lowest and highest climbing elements as low as 0.5 metre and as high as 4 metres above ground level. Children exploring the equipment are encouraged to work within their capabilities and to stretch themselves – when they are ready.

The scheme has been very carefully designed to provide an exciting and challenging play experience for older children. The manufacturer carried out a full risk assessment of the equipment throughout the design stage. Hand-holds in timber, and knots in climbing ropes, are carefully located and dimensioned to permit access at the lowest levels for younger children but to prevent their access to higher levels where longer legs and a stronger grip are essential for their safety.

The number of claims against the council has fallen since this scheme was implemented, compared to those arising from use of the existing traditional style play area. Vandalism in the woodland areas has also fallen since the scheme's completion

For more information, contact:

Coombe Abbey Country Park, Brinklow Road, Binley, Nr Coventry CV3 2AB, tel 024 7645 3720
 Coventry City Council, Coombe.countrypark@coventry.gov.uk, www.coventry.gov.uk
 TimberPlay, Aizlewoods Mill, Nursery Street, Sheffield S3 8GG, tel 0845 458 9118
 www.timber-play.com.

Annex A



© Aileen Shackell

There's room for lots of people to use the Climbing Forest at the same time.



© Coventry City Council

Collaborative, social play, for girls as well as boys.



© Aileen Shackell

Challenging play for older children too.

Chapelfield Play Area

Cowie, near Stirling

Client:	Stirling Council
Location:	Cowie near Stirling
Designers:	Judi Legg, Play Space Designer, and Mike Hyatt, Landscape Architect
Project timescale:	Planning started 2000. Opened 2006
Capital cost:	Approximately £110,000
Funding:	Section 75 (Scottish equivalent to Section 106) housing developers' contributions; BBC Children in Need; Stirling Landfill Tax Trust; Cowie Play Areas Group fundraising

In 2000, a child drowned in a farmer's pond in Cowie, an ex-mining village near Stirling. This tragedy prompted residents to campaign and fundraise for a local play area.

A suitable site was identified – the site of a neolithic settlement that was of archaeological significance and therefore not available for housing. Although children already played there, the site was contentious because it was adjacent to the pond where the child had drowned. It took time to work through painful feelings about the drowning and to achieve design solutions that addressed safety issues, without compromising the children's need for independence and to experience challenge and risk.

Ideas from a visit by local children to a pre-history park and information about the site's history have been built into the park design including shelters, cooking and seating areas, and a raised beach, along with mounds, tunnels, slides and a climbing wall. The design contains elements which feel familiar to the children who were involved. Relatively few pieces of equipment are set in a succession of carefully inter-connected spaces. Quite dramatic changes in level have radically changed the previously flat site. Although the site is quite small, the feeling that 'there's always something round the corner' encourages visitors to explore. The routes through the site invite the use of bikes and wheeled toys. The natural elements include ditches which can hold rainwater for a short time.

The site was originally treeless. Local children were involved in planting rowan, birch, Kilmarnock willows and Japanese maples. These planting sessions included environmental games, explanations and discussions about the importance of trees to wildlife and to people, the reasons for including native species, and how the children could help to look after them. The hedge that reinforces and will eventually hide the fence between the play area and the farmer's pond includes blackthorn, hawthorn and dog rose. There are also attractive shrub areas of witch hazel, holly and honeysuckle.

Some initial problems with misuse/over enthusiastic use of the site in the evenings by teenagers were dealt with firmly and constructively by local residents who have taken responsibility for locking the park at night.

For more information, contact:

Children's Services – Play Services, Stirling Council, Unit 12, Back O'Hill Industrial Estate, Back O'Hill Road, Stirling, FK8 1SH, tel 01786 430120, play@stirling.gov.uk
Sue Gutteridge, Play Consultancy, tel 0131 662 9984, suegutteridge@btinternet.com.

Annex A



© Stirling Council Play Services

General view from site entrance.



© Stirling Council Play Services

Semi-circular walls set into the mould are climbable on the inside face.



© Stirling Council Play Services

Plenty of room to ride a bike too.



© Stirling Council Play Services

Balance features alongside the footpath draw the visitor into the site.

Cowley Teenage Space

Lambeth

Client:	Estate Management Board
Location:	Cowley Estate, Brixton Road, LB Lambeth
Designer:	Snug and Outdoor
Project timescale:	Project completed in 2003
Capital cost:	£100,000 for whole scheme (plus £12,000–£15,000 for consultation/and Snug and Outdoor's design work)
Funding:	Estate Management Board

Snug and Outdoor were contracted in the summer of 2003 to consider improving provision for teenagers as part of a wider refurbishment project on the estate.

The aim of the project was to engage young people on the estate in an imaginative design process which ensured that their needs were at the heart of the new scheme to build an outdoor space for teenagers. The core of the consultation took place on the proposed site itself, which became a large-scale experimental area for two weeks. Objects such as large wooden cubes, ramps and platforms were utilised by the teenagers to shape the space for themselves and try out new ideas.

In addition, the Cowley Teenage Space website provided an interactive forum for the expression of opinions, and this also allowed the young people to post their own photos. With a multi-generational population, it was seen as crucial that everyone who had a view was able to express it.

The young people were keen to have their 'own' space, but wanted to ensure that the new layout would not be so exciting as to attract large numbers of visitors, even gangs, from off-site, and they wanted the space to be used flexibly and for different functions. And though ball games were to be provided for, the aim was that these should not dominate the space to the exclusion of other activities.

The new layout included a small combination 'low-key' ramp and mound; a 5-a-side football pitch and basketball area, and better entrances and planting around the boundary. Two different sitting places were also included, specially designed to accommodate the different ways in which boys and girls socialise – boys tend to sit in rows, and girls prefer to sit in a huddle.

The layout successfully accommodates both space for ball games and quieter social spaces for children and young people to sit and chat, as well as a feature for bikes, whereas most ball games areas have only the one function.

The Teenage Space has been redesigned to a high standard, and for the young people using the site this is appreciated – high quality design and materials tell the young people that they are valued. Complaints about teenage behaviour have dropped considerably, along with a decrease in vandalism and graffiti.

For more information, contact:

Snug & Outdoor, 127 Rathcoole Gardens, London N8 9PH, tel: 020 8374 2176
fax 0870 706 4654, enquiries@snugandoutdoor.co.uk, www.snugandoutdoor.co.uk.

Annex A



Entrance to Teenage Space: high quality design and specification.



Seating alongside the ball games area.



Informal seating/shelter structure.



Ramp for wheeled play is also a place to meet.

© Aileen Shackell

© Aileen Shackell

© Aileen Shackell

© Snug and Outdoor

Cutsyke Play Forest

Castleford

Client:	The Castleford Project
Location:	Cutsyke, West Yorkshire
Designers:	Steve Warren, Estell Warren and Sutcliffe Play
Project timescale:	The project was completed in April 2005
Capital cost:	£220,000
Funding:	Wakefield Metropolitan District Council and supporting regeneration agencies

Cutsyke, once a thriving West Yorkshire mining town, is now classed as an area of high deprivation where children's play facilities were, until recently, virtually non-existent.

The Cutsyke Play Forest – a 400-square-metre play forest with no designated ways in or out and no prescribed routes to follow – was the first community-led scheme to be completed as part of The Castleford Project, a major regeneration initiative involving Channel 4, Wakefield Metropolitan District Council and supporting agencies.

The local community played a leading role throughout, from the initial design and planning stages to completion. Children were at the heart of the project, and selected the final design from a number of plans submitted as part of the Channel 4 project.

The process of design was unusual and of interest for a number of reasons. The design was the subject of a competition, where the brief was written between Wakefield MDC and the community. The children of Cutsyke then chose the winner, Architects Allen Todd Associates, who had subcontracted the design to Landscape Architects Estell Warren.

Sutcliffe Play was contracted to develop the concept play forest design, essentially consisting of 6-metre poles, platform, slides and netting into a scheme that could be built. This involved an elevated open platform 4 metres above the ground, which could have been interpreted as contravening the European Standard EN1176. This problem was overcome by a RoSPA risk assessment of the scheme, which decided that the benefits outweighed the risks.

The success of this project depended on the close working between all partners from an early stage in the process.

The project has been successful in transforming former derelict council allotments into a showcase play scheme that has attracted interest from all over the world. Although designed for older children, with an adult scale to it, younger children are also attracted to the play forest, underlining its appeal to the community as a whole.

Cutsyke Community Group, with members aged 7 to 74, has taken complete ownership of the forest. The group has been presented with the Duke of York Community Initiative award in recognition of 'outstanding work to support and develop its local community'.

For more information, contact:

Sutcliffe Play, Sutcliffe Play Limited, Waggon Lane, Upton, Pontefract WF9 1JS
tel 01977 653200, www.sutcliffeplay.co.uk.

Annex A



© Nicola Butler

Cutsyke Play Forest and log seats.



© Nicola Butler

Even young children can reach right up to the top.



© Nicola Butler

Graduated risk and challenge for all ages.

Diana, Princess of Wales' Memorial Playground

Royal Borough of Kensington and Chelsea

Client:	Royal Parks Agency
Location:	Kensington Gardens
Designer:	Land Use Consultants
Project timescale:	Inception early 1999; project completion 2000
Capital cost:	£1.2 million
Funding:	The facility was funded by the DCMA/Royal Parks Agency

Soon after the death of Diana, Princess of Wales, it was decided to commemorate her life by creating a high quality children's play space in Kensington Gardens by upgrading an existing facility on a site at the north side of the Gardens.

The scheme's layout was based on the story of *Peter Pan* (author JM Barrie had lived overlooking Kensington Gardens and often spent time there), and a number of elements from this classic children's novel appeared in the scheme: a pirate ship and treasure chest; teepees; and a ticking crocodile, lurking half-buried in the sand.

The main objectives of the scheme were to create a play space which would be as inclusive as possible, so that all children would feel welcome and ready to explore, whether disabled or non-disabled. It would provide a wide range of play opportunities, and a variety of different spaces – busy and quiet; peaceful and noisy. It would allow children to experience and enjoy natural elements – especially working with sand and water – and facilitate creative play, with children choosing how and where they wanted to play without the need to be dependent on adult assistance.

The site has been hugely successful, with around 3,000 children a week enjoying this play space. High levels of usage have meant that there have been some concerns with water quality. These have been dealt with by converting the recycling/filtration system with a non-recycling system using water from a borehole in the Gardens, with the water running into soakaways (via the sandy areas which provide so much play value).

Equipment provided for access by wheelchair users has been designed carefully so that it also appeals to those on foot. Firm, smooth wheelchair-accessible paths connect the main sandy spaces where wheelchair users can, with assistance, play in the sand along with non-disabled children. Impact absorbent sandy surfacing doubles successfully as a play feature in its own right.

Play-related desire lines have appeared through planting in numerous places, and these could now be accommodated by revising the layout locally, as appropriate.

For more information, contact:

Land Use Consultants, tel 020 7383 5784, www.landuse.co.uk.

Annex A



© Nicola Butler

Through the main activity on the site focuses on the pirate ship there are plenty of quieter spaces too.



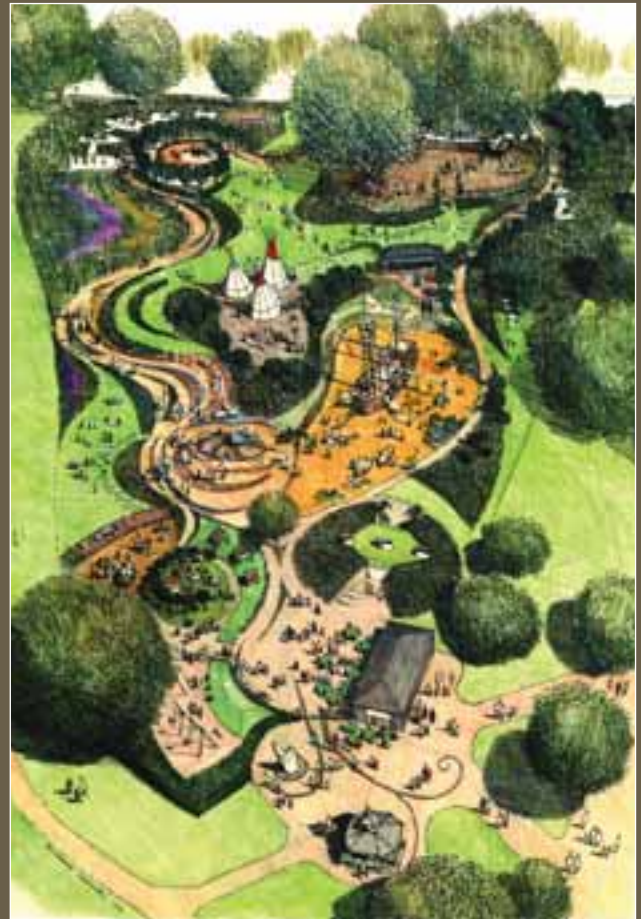
Aileen Shackell

Sand is used extensively as an impact absorbent surface with lots of 'creative' play value.



© Land Users Consultants

A drinking fountain like this can be a simple way of incorporating water into a site.



© Land Users Consultants

Artist's aerial perspective view of playground.

Dilkes Park

Thurrock

Client:	Thurrock Council
Location:	South Ockendon, Essex
Designers:	Thurrock Council's Cleaning and Greening department (Andy Furze, Head of department 1990–2002, with Peter Scott and Peter Golding); since 2002 Carol Spencer, project officer
Project timescale:	Regular changes since 1990
Capital cost:	£109,000 between 1998 and 2008 (ball court, shelters, sand volleyball court, play equipment)
Funding:	Since 1998 all capital funding has come from Veolia ES Cleanaway Mardyke Trust (Landfill Communities Fund)

Dilkes Park, was chosen in the mid 1990s by the Cleaning and Greening Department at Thurrock Council as the best location for new teenage provision. A combination of all-weather surfaced ball courts, floodlighting, and new youth shelters encouraged young people to move their activities out of the town centre and into the park.

One early teenage shelter in the park was not, by itself, enough to draw teenagers away from the centre. New shelters around the ball court were designed in close consultation with the young people, to allow both inside and outside use, and to include multiple exits (to discourage bullying). Two structures were included to accommodate more than one group of teenagers at a time.

The introduction of ball games areas and shelters was carried out alongside gradual refurbishment of the existing, nearby play area. This facility was a small, fenced play area, surfaced in rubber tiles. The council removed the boundary fencing, replaced some of the rubber surfacing with bark chips and, over time, extended the play area by adding other items of equipment. This is an ongoing process. Wherever possible, old equipment is left in place so new items add to the play opportunities on the site.

New equipment has been located at a low density in between existing mature trees. The lack of boundary fencing combined with careful locating of the equipment means that the play space has a natural, informal quality that is very appealing. Without any defined boundary, the play area blurs into the surrounding parkland. The massing of the trees means that not all of the equipment is visible together, which positively invites exploration. Footpaths through the park wind through the play space, informally, and the presence of passers-by makes the space feel safer.

Locating equipment informally within a natural environment has given the facility a strong sense of place. The approach to refurbishment does not depend on large capital outlay but can be implemented in an incremental manner as funding becomes available. Rubber, sand and bark have all been used as safety surfaces, giving a more varied feel.

For more information, contact:

Veolia ES Cleanaway Mardyke Trust, Parish Farm, South End, Much Hadham
Herts SG10 6EP, tel 01279 84 3675, andyfurze@aol.com.
Thurrock Council, Civic Offices, New Road, Grays, Essex RM17 6SL
tel 01375 652350, cspencer@thurrock.gov.uk.

Annex A



© Aileen Shackell

Equipment is located informally between trees.



© Aileen Shackell

Without fencing the whole woodland becomes part of the play space.



© Andy Furze

This bench was installed in consultation with a local special school.

Horsham Park

Horsham

Client:	Horsham District Council
Location:	Central Horsham
Designer:	Landscape Architect Arlene McIntosh
Project timescale:	Project completed in 2003
Capital cost:	£230,000 for whole scheme (including £130,000 for relocating existing play equipment and purchase of new play equipment)
Funding:	From a parks capital budget

Horsham Park's new play space is seen as a great improvement on the previous facility, which was a traditional play area, largely surfaced in rubber wet-pour. The construction of the new Leisure Centre on the site of the old play space made replacement essential.

The aim was to provide a breadth of play opportunities for all children aged from birth to 14 years. A deliberate decision was made to move towards creating a play 'experience' rather than a play 'area'. The site is characterised by gently rising topography, with good views over the park, as well as a small number of mature trees. The new layout is designed to take advantage of both these aspects. Some equipment was retained and relocated. New equipment was placed within the remodelled hillside, which was carefully designed to enhance the existing tree planting. A 'valley' running down between these trees became a dry 'river' filled with sand and crossed by a bridge, designed by a local wood sculptor.

'Zoning' the equipment geographically, means there is no need for internal fencing to separate different age groups. Planting and ground modelling help create the feeling of different spaces and places to go to. Young people over 14 are also welcome.

The site is located close to a café and toilets and the new Leisure Centre and swimming pool. People now visit from as far away as south London, and use other park attractions such as the children's maze, a sensory garden, and children's entertainments.

Staff are delighted with high levels of usage and continuing positive feedback from users. 'Effort put in at planning and design stage and also in consultation has allowed us to look at the project in a holistic sense – this has allowed us to achieve so much more, for not much extra cost.'

The involvement of local artists, especially a wood carver, has introduced some unusual and tactile structures (seating and a bridge). These have not been any more expensive than off-the-peg items but are unique to this site.

The large sandy surfaces are enormously popular with the children, and have proved to be simple and inexpensive to maintain. The dry garden area and interpretation boards have provided an additional educational element to the play experience.

For more information, contact:

Parks Community Liaison Officer, Horsham District Council, Park House, North Street, Horsham, West Sussex RH12 1RL, tel 01403 215201, www.horsham.gov.uk.

Annex A



© Aileen Shackell

The bridge by a local woodcarver forms part of the entrance into the site.



© Horsham District Council

Planting makes the setting for equipment both attractive and playable.



© Horsham District Council

The totem pole sits surrounded by a lush planting scheme specially designed to need little watering.



© Horsham District Council

The play space includes different types of surfacing, to increase the variety of play experiences there.

Play Opportunities Scrutiny Review

Information on Implementation of Previous National Playbuilder Scheme in York

1. At the time of its introduction, there was a growing focus in York on the importance of play and the Playbuilder funding provided greater access to higher quality outdoor play areas which directly linked to York's then play strategy 'Taking Play Forward', and assisted in the Council's aim to raise the standard of play provision.
2. York was allocated £1,165,391, consisting of £1,120,453 capital and £44,938 revenue and the scheme was overseen by a multi agency steering group representing Play, Parks, Young Peoples Service, Extended Schools, City Development, Transport Safety, Grants & Partnership, and Neighbourhood Management, North Yorkshire Police, Parents & Children Together Charity (PACT), York Centre for Voluntary Service (CVS) and the Executive Member for Children and Young People's services.
3. The plan was to build 22 new and upgraded play sites across the city over a two year period, each to be developed in consultation, and with the participation of local children and young people, families, communities and representatives as appropriate.
4. However, following the general election and resulting change in Government, the Department of Education wrote to all Local Authorities announcing their need to identify savings from a number of capital budgets in 2010-11 where commitments were no longer affordable. This led to the Department of Education reviewing the planned spend on Playbuilder scheduled for the second-year of the project. In the case of York, a majority of the allocation had already been committed and therefore the Council was able to complete the planned works at 19 of the 22 sites – see list below.
5. Play Areas with Major Investment Since 2008

Ward	Site	Funding source	Investment Date
Acomb	Viking Road	Playbuilder	2009/10
Bishopthorpe	Keeble Park	Playbuilder	2009/10

Clifton	Ashton Avenue	Playbuilder	2009/10
Dringhouses & Woodthorpe	Leeside	Lottery	2008/09
Guildhall	Clarence Gardens	106	2015
Haxby and Wigginton	Mancroft (Haxby)	Playbuilder	2010/11
Heworth	Barfield Road	Playbuilder	2009/10
	Bell Farm Adventure Playground	Playbuilder	2010/11
	Arran Place	Housing Revenue Account and 106	2014
Heworth Without	Stray Road	Playbuilder	2010/11
Holgate	Balfour Street (Back Park)	Playbuilder	2009/10
	Sowerby Road	Playbuilder	2009/10
	Garnett Terrace	Playbuilder	2010/11
Hull Road	Hull Road Park - main	Playbuilder	2010/11
	Hull Road Park – small	Housing Revenue Account	
Huntington & New Earswick	Orchard Park	Playbuilder	2009/10
Rural York West	Brecksfield (Skelton)	Playbuilder	2009/10
	Copmanthorpe Recreation Ground	Playbuilder	2010/11
Osbaldwick &	Dunnington	Big Lottery Fund	2010

Dunnington	Recreation Ground		
Strensall		Playbuilder	2010/11
Westfield	Chesney's Field, (Foxwood Lane)	Playbuilder	2009/10
	Grange Lane	Playbuilder and Yorventure	2010/11
	Acomb Green	Big Lottery Fund	2012
	Cornlands Road	106 & Yorventure	2014
Wheldrake	Naburn	Playbuilder	2009/10
	Elvington	Playbuilder	2009/10
		Playbuilder	

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Remember when...

Wasn't it fun when you played out?



playing with friends

making your own fun

having adventures

climbing trees



building dens

freedom to explore

finding special places

getting dirty



Do your children have the same freedoms?

Playing out: busting some myths

It's natural to worry about children's safety when they play out, but some worries are not backed up by the facts...

Stranger danger is at an all time high.

✗ myth

Child abductions in the UK have not increased for the last 30 years (1). Media headlines about the number of "stranger danger" cases make us think they are more common than they really are. (1) NSPCC figures.

✓ fact

Roads too dangerous to let children out on their own.

✗ myth

✓ fact

Decrease in child road injuries in Britain (1). In 1976 there were 668 fatalities amongst children aged 0-15. By 2008 this had reduced to 124. (2)

(1) NSPCC figures.
(2) Department of transport figures.

If we don't let our children out to play, we run a real risk of harming their health and happiness.

Helping children to play out

If a child is lost or in trouble, most adults will help - talk to your child about this.



Learn road safety - walk around local roads with your children, point out danger spots and help them choose safe routes.



When your children are old enough to go out without you, give them time and space limits, and ask them to phone if they get delayed.



Make sure your children know how to use public transport.



Play out with your children in all weathers. Playing out isn't just for fine days.



Make sure your children know how to contact you in an emergency.



Get to know other parents, so that you can keep an eye on one another's children.



Look out for safe and fun places in your neighbourhood where your children can play.



Make sure your children can ride a bike safely - look out for 'bikeability'.



Make sure your children learn how to swim.



For further information phone:
01904 553426



For further information visit:
www.yor-ok.org.uk/play



For further information phone:
01904 553426

All children need play!

Children play because it's fun, but play is good for them too. Play, especially outdoors, helps children to:

build relationships

learn about the world

learn respect for others

feel happy and confident

become independent

become fit and agile

try out new skills

solve problems

learn how to cope with risks

test their abilities

“Play is what I do when everyone has stopped telling me what to do.”

Helping your children to play out

The City of York Council have invested in many parks and open spaces to develop more play areas for children.

York also offers many informal play spaces, all provide ideal environments for children to engage in play.

The City of York Council Play Team provide a range of projects and initiatives that deliver and promote quality play opportunities and experiences.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

☎ 01904 551 550

If you would like this information in an accessible format (i.e. large print, on tape or e-mail) then call 01904 551 550.



This leaflet was funded by the Revenue grant of the Playbuilder Initiative.



For further information phone:
01904 553426



For further information visit:
www.yor-ok.org.uk/play

Children who miss out on outdoor play, are missing out on a big part of their childhood!

Meeting Dates	Learning & Culture Policy & Scrutiny Committee – Work Plan 2016-17
Wed 15 June 2016 @ 6pm	<ol style="list-style-type: none"> 1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report (Reyahn King) 2. Attendance of Executive Member for Culture, Leisure & Tourism – Priorities & Challenges for 2016/17 (Cllr Ayre – attendance confirmed) 3. Workplan & Discussion re potential scrutiny topics for 2016/17:
Wed 13 July 2016 @ 5:30pm	<ol style="list-style-type: none"> 1. Attendance of Executive Member for Education, Children & Young People's Services - Priorities & Challenges for 2016-17 (Cllr Rawlings) 2. Year End Finance & Performance Monitoring Report (Richard Hartle) 3. Introductory Update on York Trial of 30 Hours Free Childcare for Working Families (Barbara Mands) 4. Scoping Report for Play Opportunities Scrutiny Review (Mary Bailey) 5. Workplan 2015/16
Wed 14 Sept 2016 @ 5:30pm	<ol style="list-style-type: none"> 1. First Quarter Finance & Performance Monitoring Report (Richard Hartle) 2. York Safeguarding Board Bi-annual Update (Will Boardman) 3. Tour de France Scrutiny Review Interim Report 4. Implementation Update – Disabled Access to York’s Heritage & Cultural Offer 5. Workplan 2016/17
Wed 9 Nov 2016 @ 5:30pm	<ol style="list-style-type: none"> 1. York Theatre Royal SLA Performance Bi-annual Update Report (Liz Wilson) 2. Explore York Libraries & Archives Mutual Ltd SLA & Bi-Annual Update (Fiona Williams) 3. Learning Services Biannual Update & Draft Self-Assessment Report (Alistair Gourlay) 4. Draft Skills Strategy (Julia Massey) 5. School Improvement and Ofsted Update on Schools Performance (Maxine Squire) 6. Update on Schools Response to White Paper (Maxine Squire) 7. Workplan 2016/17

<p>Wed 11 January 2017 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report (Reyahn King) 2. Second Quarter Finance & Performance Monitoring Report (Richard Hartle) 3. Update on School Meals (Mark Ellis) 4. CYC Bi-annual progress report on Safeguarding & Looked After Children (Eoin Rush) 5. Update on York Trial of 30 Hours Free Childcare for Working Families (Barbara Mands/Nicola Sawyer) 6. Play Provision Scrutiny Review Draft Final Report 7. Workplan 2016/17
<p>Wed 22 March 2017 @ 5.30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Chair of York@Large (Chris Bailey) 2. SACRE (Standing Advisory Committee on RE) Annual Report & Review of York Schools' Agreed Syllabus (Mike Jory) 3. York Safeguarding Board Bi-annual Update (Will Boardman) 4. Third Quarter Finance & Performance Monitoring Report (Richard Hartle) 5. Update on implementation of Local Area Teams 6. Workplan 2016/17
<p>Wed 24 May 2017 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Chair of Learning City (Alison Birkenshaw) 2. York Theatre Royal – Service Level Agreement Performance Bi-annual Update Report (Liz Wilson) 3. Explore York Libraries & Archives Mutual Ltd SLA & Bi-Annual Update (Fiona Williams) 4. Learning Services Bi-annual Performance Update (Charlie Croft) 5. Draft Workplan for 2016/17

Items to be added:

March 2017 - Pre-decision item on York Museums Trust's future custodianship arrangements i.e. an update on the implementation of a consistent charitable framework for all assets and collections, to address the objectives set out at paragraph 23 of the review final report, and which together with the proposed Funding Agreement, replaces the various current legal agreements.

Meeting to be agreed - Update on Academisation, Place Planning & Additional School Places Required