



HILLINGDON
LONDON



Children, Young People and Learning Policy Overview Committee

Date: THURSDAY 8 FEBRUARY 2018

Time: 7.00 PM

Venue: COMMITTEE ROOM 4 - CIVIC CENTRE, HIGH STREET, UXBRIDGE UB8 1UW

Meeting Details: Members of the Public and Press are welcome to attend this meeting

Councillors on the Committee

Jane Palmer (Chairman)

Nick Denys (Vice - Chairman)

Dominic Gilham

Becky Haggar

Allan Kauffman

John Oswell

Jan Sweeting

Judith Cooper

Kanwal Dheer

Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

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Terms of Reference

A central role of a Policy Overview Committees is to undertake in-depth policy reviews on specific issues. Reviews provide the opportunity to hear from members of the public and expert witnesses, including people from a wide range of external organisations. Reviews usually make recommendations to the Cabinet on how the Council could improve its work. They therefore perform an important role in opening up the policy-making process to a wider audience, including people who would not normally have the opportunity to participate.

This Committee undertakes the policy overview role in relation to the following matters:

- Education Services and statutory education authority functions
- School performance and attainment
- School Transport
- Relationships with Local Academies / Free Schools
- Pre-School & Early Years Services
- Youth Services & Careers Services
- Juvenile justice & probation services
- Adult Learning
- Education and learning partnerships
- Music & The Arts
- Social care services for children, young persons and children with special needs
- Adoption and Fostering
- Family Services

Agenda

- 1 Apologies for Absence
- 2 Declarations of Interest in matters coming before the meeting
- 3 Matters notified in advance or urgent
- 4 To confirm that items of business marked Part 1 will be considered in public and that the items marked Part 2 will be considered in private
- 5 To agree the minutes of the meeting held on 16 January 2018 1 - 6
- 6 Update on Previous Review of the Committee - Major Review of the Council's Current and Future Relationship with Academies and Free Schools 7 - 26
- 7 Update on Previous Review of the Committee - Early Intervention Service 27 - 82
- 8 Cabinet Forward Plan - Review Forthcoming Decisions 83 - 86
- 9 Work Programme - Review the Work Programme for the Coming Year 87 - 90

Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

16 January 2018



Meeting held at Committee Room 4 - Civic Centre,
High Street, Uxbridge UB8 1UW

	<p>Committee Members Present: Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Judith Cooper, Kanwal Dheer, Dominic Gilham, Allan Kauffman, Jan Sweeting, Judy Kelly (in place of Becky Haggar) and Tony Eginton (in place of John Oswell)</p> <p>LBH Officers Present: Dan Kennedy (Deputy Director, Housing, Environment, Education, Health & Wellbeing), Laurie Baker (Manager Educational Strategy and Quality), Tom Murphy (Assistant Director of Early Intervention Prevention & SEND), Peter Malewicz (Finance Manager, Children and Young People Services) and Anisha Teji (Democratic Services Officer)</p>
54.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies received from Cllr Becky Haggar, with Cllr Judy Kelly substituting and Cllr John Oswell, with Cllr Tony Eginton substituting.</p> <p>Apologies also received from Tony Little.</p>
55.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
56.	<p>MATTERS NOTIFIED IN ADVANCE OR URGENT (<i>Agenda Item 3</i>)</p> <p>None.</p>
57.	<p>TO CONFIRM THAT ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 4</i>)</p> <p>It was confirmed that all items were in Part I and would be heard in public.</p>
58.	<p>TO AGREE THE MINUTES OF THE MEETING HELD ON 28 NOVEMBER 2017 (<i>Agenda Item 5</i>)</p> <p>RESOLVED - That the minutes from 28 November 2017 be confirmed as an accurate record.</p>

59. **STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2016/2017** (*Agenda Item 6*)

Officers introduced the Standards and Quality in Education in Hillingdon 2016/17 report and provided a verbal summary. This was the annual report which would go to Cabinet on 15 February 2018.

The report provided the Committee with an overview of the standard and quality of education across Hillingdon schools and settings for Hillingdon's children and young people. The report focused on attainment, progress and achievement for the academic year 2016/17.

In summary, officers explained despite the challenges, there had been strong progress. Hillingdon's Ofsted inspection data demonstrated an overall improvement in 2016/17 when compared with previous years with 87% of schools judged good or better by the end of the 2016/17 academic year, compared to less than 80% of schools judged good or better 2013/14.

It was reported that within the early years and primary phases performance measures continued to rise. All of the key indicators demonstrated that outcomes were performing above the national average and in line with London averages. Within the primary phase, good outcomes at Key Stage 1 meant that children in Hillingdon were now achieving more strongly than their peers nationally and were increasingly at a similar level to other children in the London region.

In relation to key stage two, officers explained that there had been strong attainment. Outcomes continued to compare positively with national averages and progress scores in writing and reading demonstrated strong outcomes. Within the secondary phase, overall attainment had improved compared to 2015/16 and were now above the national comparators. Overall, outcomes were moving in the right direction.

Key stage 5 remained an area for development in the secondary phase.

The Committee acknowledged that there had been clear progress and improvements.

During Member discussion, it was reported:

- The gap between London averages and Hillingdon was growing. Reading in KS2 was a big area for concern in schools and a big focus going forward. To manage this there had been strong communications between officers and head teachers, a change of focus working intensively with schools which included working with specialist staff.
- Underperformance in key stage 5 was a complex area. Factors such as quality of careers advice was important. Due to financial challenges schools were keen to keep children in their sixth forms. Notwithstanding this, following the attendance at a head teacher conference, officers confirmed it was clear that schools worked together to ensure that children obtained the best results.
- Funding was DFE generated and held to account by Ofsted.
- Children with English as a second language had strong reading levels and outperformed London boroughs. Schools worked closely with pupils and used EAL support.

- Measured reading levels had gone down as a result of testing formats being changed. The revised testing formats were introduced two years ago. There was previously a concern in relation to writing and this was reported to be poor. However concern had now shifted to a focus on reading.
- A large percentage of unaccompanied asylum seeking children needed to be supported and in many cases had no education provision in place at the point they entered the care system. Officers explained that this may be owed to age assessments taking time although there was an aim to ensure children are offered a school place within 20 days. This related to only a handful of children.
- Pupil premium funding was monitored. Schools were required by Ofsted to publish how funding was being spent, and how much was received.

RESOLVED -

- 1) That officers be thanked and congratulated for their work.
- 2) That the report be noted.

60. **CONSIDERATION OF CABINET BUDGET PROPOSALS** (*Agenda Item 7*)

The Committee considered a report on the draft revenue budget and capital programme of the Children, Young People and Learning Services for 2018/19, along with indicative projections for the following years.

Following consideration by the Cabinet on 14 December 2017, these proposals were under consultation and discussed at each Policy Overview Committee. The proposals were next due to be considered by Cabinet on 15 February 2018 and the report would include comments from the Policy Overview Committees. Following that meeting of Cabinet, full Council would meet on 22 February 2018 to agree the budgets and council tax for 2018/19.

Overall, it was reported that despite the Council continuing to operate within the constraints of Government's deficit reduction programme, in addition to continuing demographic and demand pressures, the London Borough of Hillingdon still retained healthy balances. The Council was still also able to freeze council tax.

The report gave details of the savings proposals to meet the budget gaps and respond to the increases in costs pressures and contingency plans for development and risk. Officers gave a verbal summary of the key details.

The following contingency items related to services within the remit of Children, Young People and Learning Policy Overview Committee providing £3,326k additional funding to meet the costs of service delivery in 2018/19:

Asylum Service (£1,885k provision) - It was reported that there had not been a massive increase in asylum figures. A provision of £1,885k was included within the draft budget to reflect the costs of supporting unaccompanied asylum seeking children.

Looked after Children's Placements (£797k provision) - During 2017/18 the number of Looked after Children has remained stable at between 220 and 230 placements. However it was reported that the specific needs are generally quite complex.

Support for Children with Disabilities (£367k provision) - The introduction of the Children's and Families Act 2014 had impacted upon the number of Children with Disabilities remaining within the care of Children's services, with greater numbers and more complex cases coming into the system than transitioning to Adult services.

Social Worker Contingency (£277k provision) - As the market for recruiting Social Workers remained competitive, specific contingency provision to manage the premium involved in use of agency staff has been retained for 2018/19.

The Committee questioned the budget for troubled families. It was reported previously that there were 555 troubled families and there were now approximately 1990. Officers explained that there was a focus on the families and officers worked with families and the services the Council already had access too. The budget was working towards the expectation that the grant was decreasing. The local authority was required to report on action being undertaken to support troubled families and the LBH had done this. Data showed that families with two or more prescribed problems were being targeted.

In response to questions regarding the school capital programme, officers confirmed that there continued to be a focus on the provision of sufficient school places to meet the rising demand across the Borough. Head teachers were keen to ensure that every school place was filled to ensure full school funding.

Officers confirmed that the primary schools expansion programme phases 1, 2 and 3 had now been completed and construction works had started in relation to phase 4. The approved Phase 4 budget of £27,400k provided for three single forms of entry expansions across three sites. Officers also explained that the existing secondary schools budget had been set on the basis that the two new free schools in the north of the borough would be delivered. It was expected that a 2 FE shortfall in September 2019 would be met through provision of bulge classes.

Officers confirmed that in terms of children's centres, there had been a fairly consistent management of approach.

The Labour Members wished the following comments to be recorded:

The Labour Group on the CYP&L POC did not support the budget for 2017/18 as presented at the POC on 16 January 2018. The Labour Members did not approve the budget as additional funding was still required for children's centre. There were reductions being made to funding and there was a concern that youth clubs were being ignored.

The Conservative Members wished the following comments to be recorded:

The Conservative Group on the CYP&L POC welcomed the budget. The London Borough of Hillingdon continued to deliver without cutting frontline services.

RESOLVED - That the Committee supported the budget and commended officers for their work in times of austerity.

61.	<p>MAJOR REVIEW - PRESENTATION AND AGREEMENT OF DRAFT REPORT (<i>Agenda Item 8</i>)</p> <p>Members had sight of the finalised report for the major review. Minor amendments were made to the wording of the recommendations which now read:</p> <p>Recommendation one:</p> <p>That Cabinet welcome the good collaboration between the Council and partners to work together in support of children with SEND.</p> <p>Recommendation two:</p> <p>Identification, Intervention and Transitions:</p> <ol style="list-style-type: none"> a. That Cabinet notes the findings of the Children, Young People and Learning Policy Overview Committee that shows the importance of transition from the early years provision to the next stage. b. That officers continue to review the effectiveness of the tools used to support early identification. c. That officers monitor the effectiveness and timeliness of interventions; enabling families to have timely access to high quality interventions whilst ensuring best value for money. <p>Members were pleased with the structure and contents of the report. Overall, Members commended officers on their hard work in arranging the insightful witness sessions and producing a good, high standard final report.</p> <p>RESOLVED -</p> <ol style="list-style-type: none"> 1) That the Committee grants officers the authority, in conjunction with the Chairman to make appropriate revisions to the report prior to the submission to Cabinet. 2) The amended report be presented to Cabinet. 3) That the report is sent to all witnesses thanking them for their attendance.
62.	<p>CABINET FORWARD PLAN - REVIEW FORTHCOMING DECISIONS (<i>Agenda Item 9</i>)</p> <p>RESOLVED - That the Cabinet Forward Plan be noted.</p>
63.	<p>WORK PROGRAMME - REVIEW THE WORK PROGRAMME FOR THE COMING YEAR (<i>Agenda Item 10</i>)</p> <p>RESOLVED - That the work programme be noted.</p>
	<p>The meeting, which commenced at 7.00 pm, closed at 8.10 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Anisha Teji on 01895 277655. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.



Agenda Item 6

UPDATE ON MAJOR REVIEW OF THE COUNCIL'S CURRENT AND FUTURE RELATIONSHIP WITH ACADEMIES AND FREE SCHOOLS

Committee name	Children, Young People & Learning Policy Overview Committee
Officer reporting	Dan Kennedy and Laurie Baker, Residents Services
Papers with report	Appendix 1 - Update on recommendations table Link: https://docs.google.com/document/d/1_uv83mZxjPy_4v4BAI2apHR3_TdsfJoNjQXFZ2NvTaE/edit?usp=sharing
Ward	All

HEADLINES

This report provides the Committee with an update on the recommendations it made last year, following the Major Review of the Council's current and future relationship with Academies and Free Schools.

RECOMMENDATIONS:

That the Committee:

1. Note the update to the recommendations made by the committee one year ago.

SUPPORTING INFORMATION

In October 2016 the Committee undertook a Major Review of the Council's current and future relationship with Academies and Free Schools. Following the review, the Committee agreed on six key recommendations, which are detailed in appendix 1. This table provides a 12 month progress update for each recommendation. It confirms that all the recommendations have been actioned.

Implications on related Council policies

There are no direct implications on related council policies arising from this report.

How this report benefits Hillingdon residents

This report ensures that good working relationships are in place between the Council and Academies and Free Schools and is supported by the principles of the Hillingdon School Improvement Plan.

BACKGROUND PAPERS

Major Review of the Council's Current and Future Relationship with Academies and Free

Schools

Link:

https://docs.google.com/document/d/14iKZZBmVTV22Z8okuFGEI_fA_qk4q8z9bxHugqHv0uA/edit?usp=sharing

Appendix 1 - Update on previous review of the Committee - Major Review of the Council's Current and Future Relationship with Academies and Free Schools

	RECOMMENDATIONS	UPDATES
<p>Major Review of the Council's Current and Future Relationship with Academies and Free Schools</p>	<p>RECOMMENDATION 1</p> <p>That the Council provides clear contact details for all school enquiries, including giving consideration to providing a single point of contact to all schools.</p>	<p>All new Head Teachers in the borough were invited to attend a Council orientation event on 14th September 2017 where named officers were provided for all key education and school enquiries, along with overviews of team support offers, routes to access support, advice and guidance and email and telephone contact information. 11 out of 20 new Head Teachers in the borough for 2017/18 attended this event. Slides used at the event were shared with all new Head Teachers, including non-attendees.</p> <p>In addition, a new and dedicated email address was made available to all Head Teachers in the borough on 5th September 2017, for use where colleagues remained uncertain of appropriate education teams or officers with responsibility for the query. This email address is overseen by senior administration support in the Residents' Services Business Support Unit and the School Improvement Team. This email address has been used by 5 schools (10 emails altogether) to date.</p>
	<p>RECOMMENDATION 2</p> <p>That Officers look at further ways to build on the good relationship between the Council and the Regional Schools Commissioner.</p>	<p>The Head of School Improvement works closely with the Regional Schools' Commissioner and both the DfE and Education and Skills Funding Agency teams. The Head of School Improvement has regular telephone/email contact with the Regional Schools' Commissioner's office via the project link for the borough and meets with the Regional Schools' Commissioner's team at their Watford office on a six-weekly basis.</p>

	<p>In addition, the Head of School Improvement and key senior officers with responsibility for education in the Council including the Deputy Director of Housing, Environment, Education, Health & Wellbeing and the Corporate Director of Adults and Children's Services (with DCS responsibility) meet with the Regional Schools Commissioner and / or his team twice per year.</p> <p>The Head of School Improvement is a member of the Regional Schools' Commissioner's Sub-Regional Improvement Board and attends meetings to review the improvement offer across the region and to recommend schools for support within Hillingdon using resources from local and regional school-to-school support providers.</p> <p>The Regional Schools Commissioner's office worked closely with the Council's School Improvement Team to provide appropriate academy systems-leadership representation at the annual Hillingdon School Improvement Conference 2017/18.</p> <p>All school complaints - including those referred to the Council by Ofsted and those received directly from Residents or Members - relating to academy schools in Hillingdon are shared with the Regional Schools Commissioner and the Education Skills Funding Agency and, wherever possible, ongoing consultation between the Council and these partners results in appropriate action being taken and clear communication between the Council and the DfE.</p>
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	<p>RECOMMENDATION 3</p> <p>That where there are specific attainment and progress concerns at various Key Stages, the Children Young People & Learning Policy Overview Committee advises that the Council and schools work together to continue to ensure that there are clear and accountable plans in place.</p>	<p>The Council's School Improvement Team follows the agreed Hillingdon School Improvement Plan to implement a challenge and support model to affect school improvement in settings where there are specific progress or attainment concerns or where there is other evidence that a school may be at risk of underperforming.</p> <p>Where these schools are academies, the Council works closely with the responsible bodies at the Regional Schools Commissioner's office to highlight local concerns and ensures that, where these concerns fall into the Council's statutory remit for safeguarding and/or ensuring best outcomes for vulnerable children and young people, the correct Council teams across the directorates act swiftly to intervene and address any weaknesses in academy practice. In the case of maintained schools, including those aligned with a Diocese, the Council's School Improvement Team allocates School Improvement Link officer resource to provide bespoke support and challenge including brokerage of services from local and national leaders of learning and governance and Teaching Schools.</p> <p>All maintained schools identified to be at risk receive School Improvement Link support and are expected to demonstrate to their School Improvement Link officer that they have a clear plan for rapid improvement which appropriately addresses known weaknesses. In cases where a school has received a downgrading in their Ofsted judgement, the school's post-inspection plan is the central document to evidence the actions that the school has taken and to promote necessary accountability. This is subject to regular review, challenge and support where required.</p>
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	<p>RECOMMENDATION 4</p> <p>That the Council strongly encourages all school governing bodies to have in place satisfactory induction and continuous professional development arrangements for new and existing governors/trustees.</p>	<p>Following the publication of the Committee's recommendations relating to this major review, the report and its findings were shared with Hillingdon's Schools' Strategic Partnership Board (SSPB) for further highlighting to all governors via the Hillingdon Governors Executive Committee.</p> <p>In addition, School Improvement Link officers routinely challenge governing bodies and Head Teachers regarding governance skills and the impact of their practice in supporting school leaders to improve. This includes brokering specific governor training from local providers where skills or knowledge gaps are evident.</p> <p>The Council ensures that the fortnightly Head Teacher's briefing, written by education team officers and highlighting important information and training opportunities for all schools and governors, is shared with the independent Governor Support Service which operates in Hillingdon.</p> <p>Senior officers from the Council's education teams attend and support the termly Hillingdon Governors' Meeting which is held at The Civic Centre. This forum is used to provide updates to all Hillingdon governors regarding Council activities that affect governance and to regularly highlight expectations regarding the quality of governance that the Council would like to see in all schools in the borough.</p>
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	<p>RECOMMENDATION 5</p> <p>That the Council continues to assist schools with the conversion transition to an Academy school and continues to support existing Academy Trusts where new schools join their Trust.</p>	<p>Where a maintained school wishes to convert to academy status or where a maintained school is required to convert to support rapid improvement, the Council continues to work closely with the school and the academy trust to facilitate the smooth transfer of legal duties, land and buildings. The Council's School Improvement Team provides the oversight link to this work through the Council's Education Policy Manager.</p> <p>The Council continues to honour commitment to expansion or improvement works where a school which is already part of the agreed programme chooses to convert to academy status.</p> <p>The School Improvement Team is available to liaise between schools and governing bodies interested in conversion and provides a link between these school and the Regional Schools Commissioner and local academy trusts.</p> <p>The Council has provided an independent Academy Conversion Exploration event for all maintained school Head Teachers and Chairs of Governors and liaised with the CEOs of a number of local and national academy trusts who are interested in expansion within the borough by facilitating an academy marketplace activity at the end of the Hillingdon School Improvement Conference 2017/18.</p>

	<p>RECOMMENDATION 6</p> <p>That the Council works with Hillingdon Schools to revise the school improvement framework effective from September 2017 in light of the changing role of the Local Authority in education.</p>	<p>The Hillingdon School Improvement Plan is due for review in 2018 and has recently been presented to Members of the Committee as an update report on School Improvement in the borough.</p> <p>The Council's currently has a BID Review of Education Services underway which will be used to present the best ways to deliver statutory and strategic priorities for school improvement in the borough, in light of the significant funding changes to these areas.</p>
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Policy Overview & Scrutiny Committee Review Scoping Report

Major review of the local authority's current and future relationship with academies and free schools

1. REVIEW OBJECTIVES

Aim and background to this review

National education policy, as outlined in the White Paper 'Educational Excellence Everywhere' published in March 2016, laid out a clear direction of travel for all schools with the Government's ambition being for all schools to cease to be maintained by Local Authorities (LAs) and become academies by 2020 or sooner. Although recent changes in Government have marked an easing of the pace of conversion, the Government continues to promote this ambition and recent months have seen the merging of the Department for Education's (DfE) Education Funding Agency (EFA) with the resources of the Regional Schools Commissioner's office.

In light of this significant change to the national landscape in education and the associated reduction in funding for Councils to use to support schools in their local area, Members have expressed interest in exploring the Council's current relationship with schools in Hillingdon who already have academy/free school status and in considering how these relationships may evolve to include maintained schools who may be considering academy conversion in the short or medium-term. It is noted that it is possible that there will be a national transition period of up to four years before all schools choose or are directed to convert to academy status.

The aim of this review is to present Members with a picture of the Council's current roles, responsibilities and relationships with local standalone and multi-academy trust (MATs). As part of this process, the review will explore the changing relationship of the Council with all schools as the academy agenda gains momentum and should clarify the Council's strategy for supporting maintained schools who may

choose to convert to academy status in the short and medium-term alongside those maintained schools who have not yet made decisions about conversion.

The review should allow Members to ensure that the proposed and reduced statutory education function at local government level from September 2017 is able to operate efficiently and effectively, making best use of reduced resources whilst ensuring that the Council is able to continue to champion high standards of education for all residents and for the most vulnerable learners in the borough whether they are educated in academy, free or maintained settings.

Terms of Reference

1. To gain a comprehensive understanding of the national and local academy agenda.
2. To explore the Council's current relationship with academies in the borough.
3. To investigate the measures that the Council currently has in place to support conversion to academy status.
4. To ensure that the Council's vision for academy schools is clear, aligns with the Council's wider strategic plans and is in the best interests of residents and providers of education.
5. To review the shape of Council's current and future relationship with schools and to provide practical recommendations that ensure that Council resources are used effectively during and after the national education transition period.

It is noted that the academy agenda presents a major shift in the way that schools are governed and led and, therefore, on the expectations of Councils. The changing relationship of LAs with their schools presents an opportunity for Councils to redesign or repackage their services to schools or to reshape their provision of a number of education services. This Committee's Terms of Reference include education services, school performance and attainment and wider education and learning partnerships. This means that this Committee has a key role in providing direction and recommendations for the effective delivery of the Council's statutory duties around education.

2. INFORMATION AND ANALYSIS

The London Borough of Hillingdon has 104 state-funded schools. Of these, 47 (45%) are academy/free schools and 57 (55%) are currently maintained by the Council. Of the 47 academy/free schools, three are registered as free schools including one specialist provider. There have recently been three additional free schools approved in the borough. Two of these are mainstream secondary settings and one a special education provider.

The largest majority of academies are in the secondary sector with 20 settings holding academy status and, in most cases, having converted as standalone academies some time ago. In 4 of these cases, standalone academies have well-established MAT status and are now responsible for outcomes in other local schools.

Currently a number of single-school secondary academies are actively exploring or have applied for MAT status and it is anticipated that these schools will extend their reach in the next year.

In the primary sector, 52 of the 72 primary schools in the borough are currently maintained settings with the largest majority of primary academies (20 in total) sitting within a local MAT.

The table below shows a breakdown of schools by type and their current inspection grades (correct as of September 2016). It should be noted that, in line with Ofsted protocols for new schools or those who have recently converted to academy status, 7 schools have yet to be inspected. It is also noted that 1 maintained primary school is currently in the process of converting under a new Directed Academy Order.

Type of School	No. with current judgement*	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary All	69 (of 72)	17.4	12	69.6	48	11.6	8	1.4	1
Academy	17 (of 20)	11.8	2	58.8	10	29.4	5	0	0
Maintained	52	19.2	10	73	38	5.8	3	2	1
Secondary All	19 (of 22)	26.3	5	52.6	10	15.8	3	5.3	1
Academy	17 (of 20)	29	5	53	9	12	2	6	1
Maintained	2		0	50	1	50	1	0	0
Special All	9 (of 10)	33.3	3	44.4	4	22.2	2	0	0
Academy	6 (of 7)	33.3	2	33.3	2	33.3	2	0	0
Maintained	3	33.3	1	66.3	2	0	0	0	0
All Schools in Hillingdon	97 (of 104) *new schools without a judgement	21.00%	20	64.00%	62	13.00%	13	2.00%	2

The DfE is clear that the establishment of MATs is key to providing effective system-leadership in education and that school-to-school support and improvement models delivered within the MAT structure is central to securing more good school places across the country.

It is noted that the large, national academy chains have not yet established themselves in the borough and that, presently, the MATs operating within Hillingdon are local in nature with some cross-border presence.

The table below outlines the shape of the MATs that currently operate within the borough:

MAT	No. of schools
The Rosedale Hewens Academy Trust	7
LDBS Frays Academy Trust	4
Park Federation Academy Trust, The	3
Elliot Foundation Academies Trust, The	3
QED Academy Trust	3
Eden Academy, The	3
Vyners Learning Trust	2
Orchard Hill College Academy Trust	2
Barnhill Partnership Trust, The	2
Willows School Academy Trust, The	1
Uxbridge High School Academy Trust	1
Diocese of Westminster Academy Trust, The	1
Ruislip High School	1
Bishop Ramsey Church of England School	1 (+ 1 free school confirmed)
Swakeleys School for Girls	1
Bishopshalt School	1
Haydon School	1
Charville Primary School Academy Trust	1
Harefield Academy Trust	1
Heathrow Aviation Engineering UTC	1

The local landscape means that there are 57 maintained school settings in the borough who may be in scope for academy conversion. At this stage, the Governing Bodies and school leaders of these schools are engaged in exploration of their future status with a varied picture in terms of definite decisions and timescales. This term, the Council's School Improvement Team has undertaken an academy exploration

survey with maintained school Chairs of Governors to gain a picture of the progress that schools are making. To date, 22 Chairs of Governors have responded to the survey with the largest majority of these schools in the early stages of exploring this agenda. In order to support schools with this process, the School Improvement Team, in partnership with the Schools' Strategic Partnership Board (SSPB), is planning Academy Conversion Information Events for maintained schools.

Key Information

School Improvement and the local Academy sector

The Council does not provide a traded service via a Service Level Agreement for school improvement for academies. However, during the past two years particularly, the Council's education teams have developed stronger links with the academy sector in Hillingdon. The establishment of the SSPB as the central steering group for school improvement allows for the views of all Head Teachers including those in MATs to be represented at a strategic level. Recommendations made at SSPB are informed by links with each of the important education executive groups across the borough including the Primary Forum, Hillingdon's Association of Secondary Head Teachers and the Governors Executive Committee. SSPB recommendations should be fed into Schools Forum discussions and decisions and, in line with statutory guidance relating to Schools Fora, the views of academy schools are equally represented. The Hillingdon Schools Improvement Plan 2015 - 18 outlines the Council's commitment to championing high quality education for all learners in the borough regardless of where they are educated. In line with this approach the Council currently provides a range of education support functions to academies in Hillingdon at no cost. These include:

- General education improvement advice and guidance including ad hoc email/telephone school improvement advice
- Bi-monthly Head Teacher's Briefings and centralised Head Teachers Termly updates
- New Head Teachers to Hillingdon orientation event / induction
- Assessment and moderation training including the provision of statutory moderation services
- Additional improvement events and coordination capacity for borough-wide improvement conferences and networks
- School-specific performance data reports and support from the Business Performance Team

In addition, the Council's oversight of standards of performance in all schools in the borough means that academy schools are included in the internal 'Schools At Risk Register'. The support and challenge role that the Council has in relation to maintained settings only is provided through the allocation of dedicated School Improvement Link advisory support. This resource is limited and is not provided for academy/free schools. Where concerns arise regarding standards within these settings, the Council's School Improvement Team follows DfE guidance by engaging swiftly with the Regional Schools Commissioner's office and, where necessary,

Ofsted partners to highlight these concerns. Where concerns are raised with the Council regarding non-regulated safeguarding notifications, systemic questions, complaints about academy trusts or information related to Members Enquiries, the School Improvement Team will link with individual academy Head Teachers or MATs to gather information and pass this onto partners as required.

The significant brokerage role that the Council has in relation to linking schools together for improvement purposes is supported by the provision of school-to-school support from a wide range of schools including academies. The Council has negotiated intensive support packages for schools at risk which have been provided by local academy schools or MATs. These include the chairing of Interim Executive Boards, brokerage of National Leader in Education support where additional school support is provided by teachers from an academy trust and bespoke pre- and post-inspection leadership packages for high risk schools.

It should be noted that MATs and academy Head Teachers are not duty bound to engage with school improvement services from LAs. In Hillingdon, most single academies and trusts engage positively with the School Improvement Team and associated services.

Wider Education Services provided to academies by the Council

The Council offers some services to academies via Service Level Agreements. Engagement with these services is variable with some larger trusts using internal models of support. It should be noted that all but one academy in the borough uses the Service Level Agreement with the Participation Key-Working Service. Services currently on offer via Service Level Agreements include the following, which are subject to review:

- Schools Finance (very occasional ad-hoc requests)
- Learning & Development
- Health & Safety
- Schools Library Service
- Participation Key Work Service

In addition, the Council fulfils its statutory duties to all schools including academies through the provision of a range of universal services including All Age and Disability Services including Special Educational Needs (SEN) and liaison with the School Placement and Admissions Team which involves the placement of in-year admissions. Some additional services are provided to academies through enhanced funding agreed by Schools Forum from the centrally-retained Dedicated Schools Grant (DSG). These include:

- Educational Psychology Services
- Procurement
- Early Years Advisory Service
- Family Information Service
- SEN - Inclusion Team

- SEN - Early Support/Portage
- SEN - Sensory Needs
- School Courier
- LADO/Child Protection/Domestic Violence Officers

Responsibilities

The following Council service areas may be required to provide input to this review:

- School Improvement Team
- Wider education services including Admissions and School Place Planning
- Council Finance Team inc Schools Finance
- Legal Team

Connected activity

The SSPB has recently proposed a review of governance arrangements for school improvement to support the borough's transition into a new landscape of school support. If approved, this report should be available early in 2017.

Current intelligence, best practice and research

Prior to the publication of the White Paper and in line with the Government's clear commitment to the academy agenda for all schools, many LAs have been working with schools to explore different shapes, paces and models of school governance, leadership and improvement. It is generally accepted that school-to-school support provides an effective model of improvement for most schools and that facilitating the collaboration of high-quality school leaders results in improved outcomes for children and young people. Building capacity in the school-led improvement community is critical to the success of this model and the Government has invested in the creation of Teaching Schools alongside the development of oversight functions through the Regional Schools Commissioner's office.

Historically, in Hillingdon the freedom for good or outstanding maintained schools to convert to academies has resulted in a number of settings opting to move away from LA control. A number of these schools have developed into MATs and offer trust-specific models of governance and support to their families of schools. It should be noted that there have not been any academy conversions in the borough since 1 September 2015.

Across the country, the engagement of academies with Councils is variable although anecdotal evidence suggests that smaller academy chains have tended to retain stronger links with LAs than larger chains. In addition, across the London Councils region there is a diverse approach to academy conversion, ranging from blanket direction for all schools to convert by a given date to a longer-term commitment to school improvement functions for maintained schools.

Most LAs provide or signpost academies in the area to school support services. Some LAs, including a number of London boroughs, have well-established traded services with their academies and, in some cases, these commercial relationships

have evolved into the development of arms-length partnerships or trusts with links into a Council as required. In some cases, these partnerships have been established within a local Teaching School structure or via an outsourced provider.

The DfE is developing some triggers for mass-scale academy conversion which should be available later this year. These triggers, based upon LA performance and viability will be used to decide which Councils will be directed to proceed to full academy conversion. In addition, the withdrawal of the Education Services Grant funding from April 2017 onwards will mean that many Councils will be required to make timely decisions about their capacity to provide support services to those schools who may not have chosen academy conversion in the shorter-term.

In some areas, LAs have been approached by groups of maintained schools who are keen to explore the establishment of Council-supported MATs or co-operatives. DfE guidance indicates that consideration of these multi-academy trusts will be predicated on no more than a 49% LA influence on the Boards that form the trust and that, in line with all applications to form MATs, there will be a requirement for the trust to demonstrate a proven ability to raise and sustain high standards. A recent survey of 47 LAs has indicated that more than a third of these LAs are beginning to explore this option with their maintained schools.

For all Councils, supporting maintained schools who wish to convert into academy status may bring capacity challenges. The national withdrawal of funding and duties around school improvement and wider education services may reduce the Council's capacity to coordinate discussions with school leaders and national partners and there may be additional capital assets, legal and finance pressures on Councils as schools convert.

Further information

Educational Excellence Everywhere white paper March 2016 -

<https://www.gov.uk/government/publications/educational-excellence-everywhere>

Oversight and monitoring of academies January 2015 (annex 3)

Re-imagining the role of councils in supporting London's schools (annex 4)

LGA response to education white paper (annex 5)

http://www.local.gov.uk/children-and-young-people/-/journal_content/56/10180/7751981/NEWS

LGA councils call for oversight of academy finance (annex 6)

http://www.local.gov.uk/children-and-young-people/-/journal_content/56/10180/7936318/NEWS

3. EVIDENCE & ENQUIRY

Members may wish to explore the current shape of the Council's relationship with academies through engagement with Council service area leads and representatives from both the academy/free school and maintained school sectors including governors. Witness sessions and written reports may be the most effective way of gathering this information. In addition, surveys designed to capture the views of all schools can be used to provide responses from a wider range of schools.

Witnesses may include:

- Council Senior Finance officers
- Council Senior Education officers from a range of services including but not limited to Safeguarding, Admissions, Early Intervention & Prevention Services, School Improvement, SEN
- A range of multi-academy trust Chief Executives
- Maintained school Head Teachers covering the full range of opinion
- Representatives from the range of executive committees for schools including SSPB, The Primary Forum Executive, The Hillingdon Association of Secondary Head Teachers and the Governors' Executive Committee

Key information required

It is proposed that some or all of the following information will be required to enable the Committee to undertake an effective review:

- Feedback from academy leaders
- Feedback from maintained school leaders
- Academy risk analysis information from the Council Finance Team and other services
- Input from additional Council services engaging with academies
- London Councils advice

Lines of enquiry

The following provide examples of some questions that Members may wish to ask Witnesses taking part in the review:

- What is the current relationship between the Council and academies?
- How effective are the Council's arrangements for supporting and challenging the education of Hillingdon's children and young people in academy schools?
- How does the performance of academy and maintained schools in Hillingdon compare?
- Are the Council's current arrangements for engaging with academies in the best interests of the Council as a whole, its children and wider residents?
- What are the implications for the Council of an all schools conversion in the short, medium and longer-term?
- How best should the Council support schools in a national transition period?
- What role, if any, should the Council have in promoting local and national academy trusts?

4. REVIEW PLANNING & ASSESSMENT

Meeting Date	Action	Purpose / Outcome
TBC	Agree Scoping Report	Information and analysis
TBC	Witness Session 1	Evidence & enquiry
TBC	Witness Session 2	Evidence & enquiry
TBC	Draft Final Report	Proposals – agree recommendations and final draft report
TBC	Cabinet - Consider Final Report	Agree recommendations and final report
TBC	Monitoring of implementation of recommendations	

* Specific meetings can be shortened or extended to suit the review topic and needs of the Committee

Resource requirements

- Independent review of school improvement governance and strategic committees relating to the national transition period in education
- Detailed survey of school conversion timescales
- LA viability triggers review to include Council finance modelling following withdrawal of ESG funding from April 2017.

Equalities impact

As the measures outlined in the White Paper translate into practice it is expected that the role of Councils with regard to education will move away from the promotion, monitoring and support of high-quality education standards. The pace of this move will be dependent on the speed of all-school conversion to academy status. However, the Council is likely to retain its role as a champion for the most vulnerable young people in its area including those with SEN and/or a disability and those facing disadvantage. In addition, the Council is likely to retain responsibility for School Place Planning, aspects of Admissions and quality outcomes for all children for whom it has a corporate parenting responsibility. The Council may consider access to good or outstanding school places in both academy and maintained schools as key to ensuring an equitable educational offer for Hillingdon's learners. It is noted that closing attainment gaps is central to school improvement. The Hillingdon School Improvement Plan 2015-18 refers to the Council and school community working together to demonstrate 'that we are closing the gap rapidly for young people from our most vulnerable groups (including those who are disadvantaged...'. The Ofsted framework for inspection of LA school improvement services states that one criterion used to decide whether to inspect is 'where pupils

eligible for the pupil premium achieve less well than pupils not eligible for the pupil premium nationally'. Additionally and as a key element of risk assessment under the new common inspection framework, Ofsted uses the analysis of gap data, alongside a range of other measures, to determine intervals between inspection and to confirm lines of enquiry.

5. ANNEXES

- Annex 1 - Hillingdon School Improvement Plan
- Annex 2 - Schools' Strategic Partnership Board Terms of Reference
- Annex 3 - Oversight and monitoring of academies January 2015
- Annex 4 - Re-imagining the role of councils in supporting London's schools
- Annex 5 - LGA response to education white paper
- Annex 6 - LGA councils call for oversight of academy finance

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UPDATE ON PREVIOUS REVIEW OF THE COMMITTEE - 'EARLY INTERVENTION SERVICES'

Report author: Tom Murphy

Contact number: 01895 558273

REASON FOR ITEM

This report provides and update following the Children, Young People and Learning Policy Overview Committee Major Review of the Effectiveness of Early Help to Promote Positive Outcomes for Families 2015 - 2016.

OPTIONS OPEN TO THE COMMITTEE

To note the content of the report and seek further information or points of clarification as required.

1. INFORMATION

1.1 This report provides the update requested, by offering a progress summary in relation to the following recommendations arising from the previous review:

- That an assessment of the development and implementation of the new services be undertaken, once the changes have become embedded;
- That Officers further develop partnership working in order to ensure efficient delivery of early intervention and prevention services to promote positive outcomes for families, in particular, this would be achieved through:
 - Developing the use and sharing of data and intelligence required for effective service delivery so that individuals, families and communities in needs of early support are identified and supported; and
 - Identifying how the effectiveness of partnership and collaborative working can be enhanced.
- That officers investigate how the early help offer can be effectively promoted to families and professionals, with a particular focus on digital promotion;
- Within existing resources, consideration be given as to whether funding for Children's Centres and the Key-working Service receive should be dependent on local levels of need or whether funding should be allocated universally; and
- That officers seek to ensure that the principles and best practice in relation to the provision of early help are embedded through the provision of training and development to early intervention staff and practitioners.

2. UPDATE ON PROGRESS IN RELATION TO REVIEW RECOMMENDATIONS

2.1 The following information provides a summary update of progress in relation to each review recommendation:

Recommendation 1: That an assessment of the development and implementation of the new services be undertaken once the changes have become embedded.

Progress commentary

2.2 The service continues to develop and implement its early intervention and prevention delivery model following the previous major review, and is working towards delivering against the strategic priorities for Early Intervention and Prevention as detailed in the Early Intervention and Prevention Strategy 2017 - 2020 as listed below:

- Enabling children to have the best start in life;
- Enabling children and young people to make a positive transition from childhood, through adolescence to adulthood; and
- Supporting families to be resilient and self-sufficient.

2.3 During the previous review, officers reported that a new delivery model for early intervention and prevention was being developed. This model has now been established with the following 4 divisions of service created to attend to the operational business of the service. Committee members are asked to note that further work is being progressed to remodel the Children and Families division of service in order to establish an integrated locality-based delivery model for family support services following a Business Improvement Delivery (BID) review.

2.4 This section of the report offers a summary update on each of the 4 service divisions in order to provide a response to the request for an assessment of the development and implementation of the service whole.

2.5 **Child and Family Development Services:** The service is developing an integrated locality-based approach for council managed and commissioned 0 - 5 child and family development services, with the aim of securing and providing a range of early learning, childcare and family development opportunities delivered through early years centres and children's centres. This model has been developed through the alignment of a reshaped children's centre programme with associated services which include:

- **The Healthy Child Service.** An integrated service which brings together **Health Visiting Services;** supporting families before new babies arrive, in the early weeks following birth and during the early years by providing a range of services including antenatal visits, health reviews, parenting support and child health drop-in clinics; and **School Nursing Services;** School health nurses work in partnership with parents, school staff, GPs, health visitors, and other agencies to protect children from serious disease, through screening and immunisation, reduce childhood

obesity by promoting healthy eating and physical activity and identify health issues early, so support can be provided in a timely manner; and

- **Families' Information Service:** providing information, advice and assistance to families in the borough regarding childcare, early education and other services that may be relevant to them.

2.6 In order to create the locality model for Child and Family Development Services a major review and reorganisation of the staffing establishment was required. The recruitment and selection process for the new locality model is almost complete. 5 locality teams are in the process of being created, led by 5 Senior Locality Officers who are charged with the leading the new integrated locality teams. These teams are tasked with developing locality based networks of family support services comprising of both local authority services and partner agencies including the Healthy Child Service.

2.7 The following information provides a summary of recent performance data, together with explanatory narrative, in order to provide Committee members with an overview of service activity, using the current basket of performance indicators for the Child and Family Development Service division.

Child and Family Development Services Key Performance Indicator Summary			
Indicator	Nov 16	Nov 17	Quarter 3 performance narrative
Total Children Registered	372	334	The service has seen some fluctuation in registration and participation which was anticipated during the service restructure. Performance indicator volumes are now returning to comparable levels to previous year's figures
Total Adults Registered	568	472	
Total Participating	8652	10799	
Total Vulnerable Participating	3227	4048	
Healthy Child Programme	Jun 17	Sept 17	
Number of mothers who received a first face to face ante natal contact with a health visitor at 28 weeks of pregnancy or above	589	415	In line with 85% target expectation
% of births that receive a face-to-face new birth visit within 14 days by a health visitor	93%	91%	Exceeding 85% target expectation
% of children that receive a face to face 6-8 week review by a health visitor	92%	90%	Below 95% target expectation
% of children who receive a 12 month review by the time they were 12 months	83%	84%	Exceeding 75% target expectation
% of children who receive a 2-2.5 year review using ASQ 3	100%	100%	In line with 100% target expectation
Families' Information Service	Nov 17	Dec 17	
Free childcare for disadvantage 2 year olds			The number of eligible two year olds has been declining since Autumn 2016. This trend may change when families receiving Universal Credit are included from April this year
- Number of eligible two year olds	1333	1333	
- Number of eligible two year olds attending funded places	821	821	

- % of eligible two year olds attending funded places	62%	62%	Percentage is in line with for statistical neighbour average which is 62% and above the outer London average of 59%.
30 Hr childcare provision			
- Number of eligible 3 and 4 year olds	1277	945	Data for the Autumn term 2017
- Number of eligible 3 and 4 year olds whose eligibility for 30 hours free childcare has been checked by a setting	863	780	Average for statistical neighbours of codes checked was 89%. In Hillingdon it was 92%.
- Number of eligible children receiving 30 hours free childcare	757	780	
- % Taken Up	88%	83%	In line with average for statistical neighbours and at 83% and below outer London local authorities at 87%

2.8 Work is ongoing to secure further integration of Child and Family Development Services through the development of locality plans and associated performance indicators and outcome measures as they related to each given locality. Children's Centre locality leads will also be charged with establishing actual and virtual locality-based teams in order to foster further integrated multi-agency practice in response to local need.

2.9 **Key-working Services.** This division of service has been established to meet the needs of families by providing integrated 1-1 support and challenge to enable them to overcome problems including those identified within the terms of the Troubled Families programme, those concerned with school absence and non participation in education employment and training.

2.10 The Service has been fully established and is delivering against all its key performance objectives which relate to enabling and promoting the application of the early help assessment and team around the family process, working in collaboration with social work teams to prevent families requiring statutory children's social care intervention or enabling them to 'step down' where intervention has been necessary, to lead on the identification and turnaround of troubled families and to work in collaboration with education providers to ensure children and young people up to the age of 25 sustain their participation in employment, education and training.

2.11 The following information provides a summary of recent performance data, together with explanatory narrative, in order to provide Committee members with an overview of service activity, using the current basket of performance indicators for the Key-working Service.

Key-working Service division Key Performance Indicator Summary			
Indicator	Nov 17	Dec 17	Q 3 performance narrative
Average caseloads per FTE			TAF co-ordination demand has declined over the Christmas period.
- Early Help Coordinator Team	20	15	Caseloads remain within tolerance levels given the nature of the work undertaken by respective teams
- Keywork Team 1	17	15	
- Keywork team 2	22	20	
- Participation Team	89	83	
Percentage of case closed with positive outcome	39%	67%	Case closure volumes continue to be monitored within targeted timescales and cases escalated or step-down following review
Number of EHAs undertaken	22	21	In line with previous year's monthly average of 20
Number of TAFs held	18	13	Above previous year's average of 11 a month
Number of open TAF Plans	115	113	Levels consistent with volume of TAFs held over quarter
Number of families identified as having multiple and complex problems in accordance with troubled families criteria	1223	1223	Families currently identified for coordinated support. Numbers currently under review via refreshed identification process
Number of families supported to achieve significant and sustained improvement in circumstances	185	192	Families where evidenced significant and sustained progress has been secured. Working on going with existing and soon to be refreshed cohort.
Number of family members supported to secure employment	69	69	Employment secured, sustainability being monitored
Children Missing Education (CME) Referrals Received	48	29	Expected seasonal reduction in referrals
CME Referrals Closed	68	63	Expected seasonal reduction in referrals
% Successfully closed	81%	76%	Closure levels in keeping with usual patterns
EET Participation - 16-17 year olds	92.1%	95.1%	Expected improvement following 'September Guarantee'
NEET levels - 16-18 year olds	1.7%	2.0%	Anticipated increase following tracking work and reduction in not known levels
Not known levels - 16-17 year olds	5.8%	2.9%	Significant reduction achieved through destination tracking. Levels less than or in line with geographical neighbours

2.12 Working is ongoing to promote and increase the use of the early help assessment and team around the family processes as although the process is being consistently used, with schools being the primary appliers, data suggests a plateau in application. In addition, the service is working in collaboration with social work teams to develop our 'step down' processes which enable families to move away from statutory social care intervention. Most recently, the service has been successful in securing significant improvement in

performance with regard to the tracking of, and support for young people to enable their sustained engagement in employment, education and training and continue to drive the troubled families' agenda in collaboration with partners.

2.13 Targeted Programmes Service: This division of service was established to meet the needs of families by securing and providing targeted programmes of developmental activity that enables children, young people and families to develop the behaviours, skills and capabilities to avoid or overcome problems and risks. The Targeted Programmes division has been fully established and is now delivering a variety of targeted programmes to children, young people and families in need of support. Priority groups include families who are subject to Child in Need and Child Protection Plans, children and adolescents who are at risk of, or in, Local Authority care, young care leavers, young people at risk of disengagement or exclusion from education and employment, adolescents and young adults engaged in anti-social or offending behaviours, and those who have additional support needs in relation to substance misuse, or their emotional, physical, or sexual health and wellbeing. The most recently *Targeted Programmes Offer Brochure Autumn 2017*¹ comprises a broad ranging offer which is shared with referral agencies and partners to promote and enable participation.

2.14 The Targeted Programmes division also oversees the delivery of the externally commissioned 'Brilliant Parents' service which provides a range of Triple P-branded programmes and seminar events across the borough. The Triple P-branded services are designed to provide early help and developmental opportunities for parents, who have been identified as requiring additional support in order to improve their parenting capabilities and to enable their dependent children's progression and attainment.

2.15 The following information provides a summary of recent performance data, together with explanatory narrative, in order to provide Committee members with an overview of service activity using the basket of performance indicators for the Targeted Programmes division of service.

Targeted Programmes Service Division: Key Performance Indicator Summary			
Indicator	March 17	July 17	Q 3 performance narrative
Intervention Programmes Delivered	286	875	Over the reporting period, Targeted Programmes has continued to deliver eleven groups of public-facing programmes. During the most recent delivery period, service uptake has been predominantly by adolescents aged 10-19, pre-adolescent children aged 5-9, and adult parents. Service user-uptake data evidences that over 95% of service users who were engaged in programmed interventions completed the full intervention.
Intervention Places Delivered	3900	9647	
Intervention Sessions Delivered	2144	7093	
Intervention Hours Delivered	2861	9276	
Service Users Referred to Programme	7653	15838	
Service Users Engaged by Programme	7910	16756	
Service Users Completed Programme	7707	16367	
Brilliant Parents Programme	May 2017- Dec 17		

¹ Targeted Programmes Offer Brochure Autumn 2017 attached as appendix 1

Number of course participants	50	Participation levels agree with target expectations
Number of seminar participants	116	Participant levels agree with target expectation

2.16 The Targeted Programmes division continues to develop and promotes its offer to ensure vulnerable children and families are accessing available provision. The service is also reviewing its offer to ensure it responds to current needs and demand. Recent developments include the creation of a new mentoring programme in response to demand from statutory social care services, for mentors to work with vulnerable children and families. The project has delivered 40 recruits who are in the process of being trained before being matched to suitable mentees.

2.17 **Youth Offending Services:** meeting the needs of young people who have come to the attention of criminal justice agencies by delivering intervention and tracking services with a view to reducing the likelihood of further offending behaviour. The Youth Offending Service is a constituent part of the remodelled Early Intervention and Prevention Service delivery model.

2.18 The following information provides a summary of recent performance data, together with explanatory narrative, in order to provide Committee members with an overview of service activity using the basket of performance indicators for the Youth Offending Service division:

Youth Offending Service Division: Key Performance Indicator Summary			
Indicator			Q 3 performance narrative
	October 14 to Dec 14 cohort	October 15 to December 15	Re-offending data: Current rates are above London/ National and family data all of which show a rate of over 41%. Custodial sentences The custody figure for 17/18 is showing a reduction against 16/17 for the same period (6 v 15). First Time Entrants continues to be on a downward trajectory, we currently have the lowest rate in London. Triage cases - although the overall number of triage cases is down this has not resulted in a rise in FTEs Remands in custody - at the time of writing there are no remands in custody
Re-Offending Rate (Latest Published Data)	47.7%	38%	
	Quarter 2 17/18	Quarter 3 17/18	
Custodial Sentences	3	2	
First time entrants	21	12	
Triage	37	18	
Remand cases open	2	1	

2.19 The service continues to work with partners to maintain effective performance in ensuring the number of young residents who enter the criminal justice system is kept to a minimum. The service is doing so, by working in collaboration with all key partners, particularly the Police and Community Safety to respond to the risk of offending by young people as well as managing offending behaviour in order to secure sustained desistance.

2.20 The Committee are asked to note that services for children with special educational needs and disabilities have also been incorporated within the early intervention and prevention delivery model. Work is ongoing to integrate these services within the wider service structure.

2.21 In summary, and as evidenced by the information provided in this section of the report, the new service delivery model has been implemented and is developing according to plan. Service divisions are functional and working collaboratively to delivery against service delivery objectives and priorities.

Recommendation 2: That Officers further develop partnership working in order to ensure efficient delivery of early intervention and prevention services to promote positive outcomes for families, in particular, this would be achieved through:

- Developing the use and sharing of data and intelligence required for effective service delivery so that individuals, families and communities in needs of early support are identified and supported.
- Identifying how the effectiveness of partnership and collaborative working can be enhanced.

Progress commentary

2.22 Officers have further developed partnership working with regard to the delivery of early intervention and prevention services via the development and implementation of the ***Early Intervention and Prevention Strategy 2017 - 2020²***.

2.23 Officers have secured partner ownership of the early intervention and prevention agenda by promoting its adoption via the Local Safeguarding Children Board. The strategy is underpinned by the following behaviours designed to foster effective partnership working:

- **Understanding together**
Developing our collective understanding of the needs of our families and communities and the services that are in place in response. Increased and shared understanding will enable more effective targeting of services and make the best use of available resources and expertise.
- **Planning together**
We will respond to our understanding of need by jointly planning and commissioning services that are best placed to secure the outcomes we seek for our families. We will plan together at strategic and operational levels so that we may benefit from the rich and diverse range of knowledge and expertise across the partnership and ensure we avoid duplication of services.
- **Delivering together**
We will develop a collaborative approach to meeting the needs of our families by bringing capacity and expertise together in order to maximise us of the professional resources available to us. Where there is a business case for doing so we will co-locate services and develop integrated practice in order to provide the best possible service to our families.

² Early Intervention and Prevention Strategy 2017 - 2020 attached as appendix 2.

- **Learning together**

We will foster a culture of shared learning across agencies so that we may base our planning and delivery on evidence of what activity services and approaches produce the outcomes we wish to secure with our families. We will also invest in learning about the each other and the respective assets and expertise we bring to our work with families. This will include joint workforce development activity and good practice sharing across the partnership.

2.24 Work continues to be progressed in order to enhance data and information sharing to inform the effective and efficient provision of early intervention and prevention services. Examples include the development of a **Locality-based Needs Analysis Framework**³ to inform the implementation of the children's centre locality model. This work is designed to enable services to consider a range of related needs data to inform service development and targeting.

2.25 In addition, the Youth Offending Service division has developed and introduced the Axis Project. 'AXIS' is a new intelligence-gathering initiative. The project seeks to gather information about emergent concerns regarding young people's involvement in the supply of drugs, sexual exploitation, going missing from home/care, and serious youth violence, so that key developments can be understood and responded to.

2.26 AXIS' key target groups are young people who have been identified as being at risk of engagement in: Possession with Intent to Supply Drugs; Child Sexual Exploitation; Serious Youth Violence; Missing from Home or Care; or Transfer to Probation.

2.27 The project seeks to improve the early-identification of young people who are vulnerable to the above list of concerns, through the sharing and co-ordination of soft intelligence by a range of service providers within, and external to, Hillingdon Council. Where a professional who is working with a young person becomes aware of indicators that suggest their potential involvement in risk-related activities, this information is shared with AXIS. Individual items of information received by AXIS are considered in the context of known issues and concerns, with an aim to identify themes of local youth-related criminal activity.

2.28 Through the collation and review of early information from a range of agencies, the project aims to enable the delivery of targeted interventions to at-risk groups, and to support young people and families to access local services and resources to reduce the identified risks.

2.29 In addition, a refreshed approach to identifying and meeting the needs of families with multiple and complex problems within the wider context of the Troubled Families programme has been progressed. Officers have created a new multi-disciplinary leadership team, charged with working collaboratively to identify residents we are collectively most concerned about so that we may jointly plan in order to enable them to overcome the difficulties they face. New intelligence sharing arrangements have been put in place which has enabled the recent identification of over 500 families as part of a review of the previously identified cohort.

³ locality-based Needs Analysis Framework attached as appendix 3

Recommendation 3: That officers investigate how the early help offer can be effectively promoted to families and professionals, with a particular focus on digital promotion

2.30 This recommendation has been responded to through the development of a 'Connect to Support' portal which includes the Local Offer for children with Special Educational Needs and Disabilities. A working group of officers, practitioners and parents have developed the website with a view to creating a vehicle for services to share the details of the provision they offer to families as well as providing a platform to provide advice, information and guidance whilst also offered the facility to offer feedback on the offer. It may be accessed at www.connecttosupporthillingdon.org/localoffer. In addition to this development individual services use social media to promote service activity, for example, the Families' Information Service proactively uses Twitter to advise families of childcare provision and associated initiatives.

Recommendation 4: Within in existing resources, consideration be given as to whether funding for Children's Centres and the Key-working Service receive should be dependent on local levels of need or whether funding should be allocated universally.

2.31 Consideration has been given to resource allocation dependant on local levels of need. In general terms it has been determined that the current flexible and universal approach of resource management and deployment best enables targeted services to be offered in response to presenting needs. However, the new locality model for children's centres does see the introduction of a service delivery model designed to lead, coordinate and deliver services based on and in response to an understanding of local need. Although this isn't a model that translated funding to levels of local need, it will enable resources to be more effectively coordinated and targeted.

Recommendation 5: That officers seek to ensure that the principles and best practice in relation to the provision of early help are embedded through the provision of training and development to early intervention staff and practitioners

2.32 The principles of early help continue to be embedded via the Early Help Assessment (EHA) and Team Around the Family (TAF) training programme which is part of the wider Local Safeguarding Children Board (LSCB) training offer. The programme is delivered at times that best suit targeted participants with twilight sessions offered to schools. Bespoke training is also offered on a commissioned basis in addition to the variety of training as required and is delivered by the Early Intervention Officer in the Key-working Service division. Advice and guidance is also offered to agencies when they call into the team seeking advice regarding EHA and TAF.

2.33 The EHA and TAF training and processes are continually promoted via the LSCB school safeguarding clusters, which are held termly, and the LSCB newsletter. The Early Help Co-ordinator also attends meetings with social care teams and visits the teams 1-2 times per week to discuss any cases or concerns.

2.34 Over the period 17/18 approximately 200 individuals have received either formal training or information via meetings or training. Agencies attending these sessions are primarily schools. Health, including GPs, have taken up the training offer. The Early

Intervention Officer attends a range of agency meetings team meetings across the partnership. In these meetings the EHA and TAF processes are promoted along with the wider Early Intervention and Prevention Service offer.

3. Concluding comments

3.1 A new service delivery model for Early Intervention, Prevention and Special Education Needs and Disabilities Services (EIP & SEND) has been developed and implemented. As reported further changes are in progress and the service will continue to evolve its offer within strategic and operational environment it functions within. Good progress has been made, as evidenced by the content of this report, in establishing the service so that it may deliver against its key objectives as referenced in this report. Further work is required to develop the model, particular in relation to developing a unified and integrated performance framework for the service. The service will continue to lead and drive the early intervention agenda with partners as part of the process of renewing the EIPS & SEND plan and the wider Early Intervention and Prevention Strategy.

4. SUGGESTED COMMITTEE ACTIVITY

None noted

5. BACKGROUND PAPERS

Appendices as referenced

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Autumn Programme Offer September - December 2017

Targeted Programmes is a part of Hillingdon Council's Early Intervention and Prevention Services, and is located within the Social Care Directorate's Children and Young People's Services division. We work with families and individual family members on an early-support basis, to support their progression towards positive:

- **Civic Outcomes** - addressing anti-social and offending behaviours
- **Democratic Outcomes** - addressing political disengagement and extremism
- **Economic Outcomes** - addressing unemployment and deprivation
- **Educational Outcomes** - addressing academic disengagement and exclusion
- **Familial Outcomes** - addressing family dysfunction and child safeguarding
- **Health Outcomes** - addressing dietary, emotional, physical, sexual health and substance misuse-related concerns
- **Social Outcomes** - addressing social exclusion and isolation

We deliver a range of personal development and support programmes that help families to manage the challenges they face, so they can overcome barriers to their progression and fulfil their potential. Our programmes can be delivered alongside social care interventions on a complimentary basis, or provide 'step-down' support for family members who are coming to the end of their involvement with statutory services. Targeted Programmes also respond to 'step-up' intervention requests from universal service providers including schools, early years, play, youth, and community service providers in Hillingdon who have identified individuals and families in need of early support. We welcome referrals from social care, health, employment, community safety, and education agencies from across the public, voluntary, and faith sectors in Hillingdon.

During the autumn 2017 delivery period, Targeted Programmes will provide a range of personal support and development programmes for children aged between 7 and 9, adolescents aged between 10 and 19, young adults aged between 20 and 24, and adult parents, guardians, and carers who will benefit from targeted early support. Our priority target groups include families who are subject to Child in Need and Child Protection Plans, children and adolescents who are at risk of, or in, Local Authority care, young care leavers, young people at risk of disengagement or exclusion from education and employment, adolescents and young adults engaged in anti-social or offending behaviours, and those who have additional support needs in relation to substance misuse, or their emotional, physical, or sexual health and wellbeing.

Targeted Programmes are delivered without charge to the service user or referral agent, and are undertaken on a voluntary basis by service users. We therefore require that all

referrals are discussed with the relevant family members in advance, to ensure their informed consent and voluntary participation in our programmes.

Details of all Targeted Programmes on offer during Autumn 2017 are provided in this document but, if you require more information about any elements of the Targeted Programmes autumn programme offer, or want discuss how we can support a family that you are working with, please telephone 01895 556300 or 01895 250644, or mail: targetedprogrammes@hillingdon.gov.uk

To make a referral to Targeted Programmes' Autumn Programme Offer, please follow this link to our electronic Access Request Form:

<https://goo.gl/forms/hESvbkgRHiWolXTf1>

Referral agencies are asked to note Targeted Programmes' access criteria before submitting access requests. Service users must:

- Live, work, study, or be in local authority care, in the London Borough of Hillingdon
- Be in the stated age-range or school year required to access the programme
- Have the cognitive ability to participate in discussion-based and group work activities
- Be willing and able to commit to the full duration of the programme
- Have the continuing commitment of the referrer to co-manage any issues that may present during their participation in the programme
- Have given consent for their personal information and support/development needs to be shared with Targeted Programmes
- Have their parent's or legal guardian's consent for their personal information and support/development needs to be shared with Targeted Programmes, if under 18 years of age

For more information about our range of our targeted early intervention services, or to provide feedback on services received, please contact the Targeted Programmes Management Group via:

- Telephone: 01895 556300 or 01895 250644
- Email: targetedprogrammes@hillingdon.gov.uk
- Head Office: 4E/09 Civic Centre, High Street, Uxbridge, UB8 1UW
- Fieldwork Office: First Floor, Fountain's Mill Young People's Centre, Uxbridge UB8 1JR

We welcome feedback from service providers and partner agencies about the quality and relevance of our programmes, and encourage you to tell us about any new targeted programmes that you want to see established in response to the support and development needs of your service users.

Programme Team 1:	Boys and Young Men's Programmes
Autumn Programme Offer:	1.1 'iChoose Juniors' Group Work Programmes for Boys 1.2 'YoungStarz' Group Work Programmes for Boys 1.3 'iChoose Seniors' Group Work Programmes for Young Men 1.4 'iChoose Drop-in' Group Work Programmes for Boys and Young Men
<p>Boys and Young Men's Programmes deliver targeted personal development programmes for boys aged between 7 and 10 and adolescent young men aged between 11 and 19, who require additional support to overcome challenges to their personal, educational, health, and social progression.</p> <p>The <i>YoungStarz</i> and <i>iChoose</i> programmes provide boys and young men with a supportive out-of-school learning environment, where they can build positive relationships with staff and other young people, get involved in a range of positive personal development activities, and address issues of personal concern and interest.</p> <p>Junior and senior-age programmes are offered, with participants able to ascend through two levels of learning and achievement within both age-groups. <i>YoungStarz</i> and <i>iChoose</i> support boys and young men to become more confident, resilient, and responsible, and prepare them to be socially and economically-engaged citizens in the future. The programmes have a proven track-record of supporting children and young people who are experiencing difficulties in the context of their family and peer relationships, educational engagement, anti-social behaviours, and emotional health and wellbeing.</p> <p>Each <i>YoungStarz</i> and <i>iChoose</i> programme is delivered through one two-hour contact session per week for up to ten weeks, and some programmes include off-site visits and weekend residential activities. The programmes use issue-based groupwork and discussion, project activities, and mentoring to engage boys and young men in informal personal development activities. Issues addressed include:</p> <ul style="list-style-type: none"> • <i>Self-esteem and confidence</i> • <i>Personal, gender, and cultural identify</i> • <i>Ethical values and decision-making</i> • <i>Emotional, physical, and sexual health and wellbeing</i> • <i>Positive relationships</i> • <i>Communication and listening skills</i> • <i>Anti-social and offending behaviours</i> • <i>Life and social skills</i> • <i>Social rights and responsibilities</i> <p>Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement.</p>	

The following Boys and Young Men's Programmes will be delivered between the week beginning Monday 18th September and the week ending Friday 22nd December 2017:

<i>Programme Code/Title:</i>	<i>Target Groups:</i>	<i>Programme Delivery Dates and Times:</i>	<i>Programme Locations:</i>
1.1 'iChoose Juniors' Programme Level 1	Boys in secondary school years 7-9	Mondays between 18/09/17 and 18/12/17, between 7:00pm and 9:00pm	West Drayton Young People's Centre, Rowhley's Place, West Drayton (UB7 9LU)
1.2 'YoungStarz' Programme Level 1	Boys in primary school years 4, 5, and 6	Tuesdays between 19/09/17 and 19/12/17, between 4:15pm and 6:15pm	Ground Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
1.3 'iChoose Seniors' Programme Level 1	Young men in secondary school years 10 and above	Tuesdays between 19/09/17 and 19/12/17, between 7:00pm and 9:00pm	Ground Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
1.4 'iChoose' Drop-in Support Service	Boys and young men in secondary school years 7 and above	Fridays between 22/09/17 and 22/12/17, between 4:15pm and 6:15pm	Ground Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)

Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.

To make a referral to Boys and Young Men's Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgRHiWoIXTf1>

Referral agencies are asked to note Targeted Programmes' access criteria before submitting access requests. Service users must:

- **Live, work, study, or be in local authority care, in the London Borough of Hillingdon**
- **Be in the stated age-range or school year required to access the programme**
- **Have the cognitive ability to participate in discussion-based and group work activities**
- **Be willing and able to commit to the full duration of the programme**
- **Have the continuing commitment of the referrer to co-manage any issues that may present during their participation in the programme**
- **Have given consent for their personal information and support/development needs to be shared with Targeted Programmes**
- **Have their parent's or legal guardian's consent for their personal information and support/development needs to be shared with Targeted Programmes, if under 18 years of age**

Programme Team 2:	Creative Arts Programmes
Autumn Programme Offer:	2.1-2.4 '360 Degrees' Performance Arts Programmes 2.5 'FRISK' Theatre-in-Education Programmes
<p>Creative Arts Programmes deliver performance, technical, and urban arts-based personal development programmes for adolescents aged between 10 and 19, including those who require additional support to overcome challenges to their personal, educational, health, and social progression.</p> <p>The <i>360 Degrees</i> performance arts programmes provide young people with supportive out-of-school learning environments, where they can build positive relationships with staff and other young people, get involved in a range of arts-based activities, and address issues of personal concern and interest. The programmes have a proven reputation for the use of high-quality arts-based activity to support young people who are experiencing difficulties in the context of their family and peer relationships, educational engagement, anti-social behaviours, and emotional health and wellbeing. Various programmes are delivered at the Compass community Theatre through one two-hour contact session per week, for up to ten weeks. Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement.</p> <p>The '<i>FRISK</i>' Theatre-in-Education Programme provides young people with a participative theatre experience that addresses key issues regarding attitudes to the police. A production that addresses issues in relation to 'stop-and-search' will be touring secondary schools, young people's centres, and residential children's homes in Hillingdon during October and November. Programmes are delivered through a thirty minute-long drama production, followed by facilitated groupwork to address young people's internet and on-line safety. Agencies that commission this programme are advised that the production will address issues in relation to policing, anti-social and offending behaviours, discrimination, and social rights and responsibilities, with an aim to have preventative impact on young people.</p>	

The following Creative Arts Programmes will be delivered between the week beginning Monday 18th September and the week ending Friday 22nd December 2017:			
<i>Programme Code/Title:</i>	<i>Target Groups:</i>	<i>Programme Delivery Dates and Times:</i>	<i>Programme Locations:</i>
2.1 '360 Degrees VideoWorx' Film and Editing Programme	Young people in secondary school years 7, 8, 9, and 10	Mondays between 04/09/17 and 18/12/17, between 7:00pm and 9:30pm	Compass Community Theatre, Glebe Avenue, Ickenham (UB10 8PD)
2.2 '360 Degrees' Youth Theatre Programme	Young people in secondary school years 9 and above	Thursdays between 07/09/17 and 07/12/17, between 7:00pm and 9:30pm	Compass Community Theatre, Glebe Avenue, Ickenham (UB10 8PD)
2.3 'FRISK' Theatre-in-Education Programme (Addressing Issues	Adolescents aged 13-19; Young Adults aged 20-24	In accordance to service commissioner's requirements	Peripatetic delivery in secondary schools, colleges, residential care homes, and young

in Relation to Online Safety)			people's centres in Hillingdon
<i>Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.</i>			

To make a referral to Creative Arts Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgRHiWoIXTf1>

Service users can also self-refer to the 360 Degrees programmes.

To book Theatre-in-Education Programme performances, please telephone Targeted Programmes on 01895 556300 for further information.

Referral agencies are asked to note Targeted Programmes' access criteria before submitting access requests. Service users must:

- Live, work, study, or be in local authority care, in the London Borough of Hillingdon
- Be in the stated age-range or school year required to access the programme
- Have the cognitive ability to participate in discussion-based and group work activities
- Be willing and able to commit to the full duration of the programme
- Have the continuing commitment of the referrer to co-manage any issues that may present during their participation in the programme
- Have given consent for their personal information and support/development needs to be shared with Targeted Programmes
- Have their parent's or legal guardian's consent for their personal information and support/development needs to be shared with Targeted Programmes, if under 18 years of age

For more information about our range of our targeted early intervention services, or to provide feedback on services received, please contact the Targeted Programmes Management Group via:

- Telephone: 01895 556300 or 01895 250644
- Email: targetedprogrammes@hillingsdon.gov.uk
- Head Office: 4E/09 Civic Centre, High Street, Uxbridge, UB8 1UW
- Fieldwork Office: First Floor, Fountain's Mill Young People's Centre, Uxbridge UB8 1JR

We welcome feedback from service providers and partner agencies about the quality and relevance of our programmes, and encourage you to tell us about any new targeted programmes that you want to see established in response to the support and development needs of your service users.

Programme Team 3:	Emotional Health and Wellbeing Programmes
Autumn Programme Offer:	3.1 'Link' Individual Counselling Programmes
<p>Emotional Health and Wellbeing Programmes deliver targeted emotional health-related therapeutic support programmes for adolescents aged 13-19 and young adults aged between 20 and 24, who require additional support to overcome challenges to their personal, educational, health, and social progression.</p> <p><i>Link Counselling Service</i> provides a range of individual counselling and therapeutic support group services for young people who require early help to address issues in relation to their or other family members', emotional health and wellbeing. Counselling and support group programmes are provided during weekday daytimes, after-school, and evening periods, and are offered on a pre-booked basis. Counselling programmes are offered as blocks of ten sessions per client, with an option for a further series of sessions to be offered where a continue need for therapeutic support is demonstrated.</p> <p><i>Link Counselling Service</i> is a well-established agency with a proven track-record for the provision of high-quality therapeutic support services for adolescents and young adults who have additional support needs in the context of their emotional health and wellbeing. The agency meets the requirements of the British Association for Counselling and Psychotherapy and Youth Access quality standards. Individual counselling programmes are delivered through up-to ten one hour-long counselling sessions, and may be continued for a further ten sessions where this is agreed by the service user and the counsellor. Four therapeutic support group programmes addressing Self-esteem, Social Anxiety, and Anger Management will be delivered for adolescents aged between 13 and 19, and for young adults aged between 20 and 25.</p> <p>Issues addressed by <i>Link Counselling Service</i> include:</p> <ul style="list-style-type: none"> • <i>Anger and Anger Management</i> • <i>Bereavement</i> • <i>Bullying</i> • <i>Communication and Listening Skills</i> • <i>Depression</i> • <i>Eating Disorders</i> • <i>Loneliness</i> • <i>Panic Attacks</i> • <i>Personal, Gender and Cultural Identify</i> • <i>Self-esteem and Confidence</i> • <i>Self-harm</i> • <i>Social anxieties</i> • <i>Suicidal Thoughts</i> 	

The following Emotional Health and Wellbeing programmes will be delivered between the week beginning Monday 4th September and the week ending Friday 22nd December 2017:

Programme Code/Title:	Target Groups:	Programme Delivery Dates and Times:	Programme Locations:
3.1 'Link' Individual Counselling Programmes	Adolescents aged 13-19; Young Adults aged 20-24	Counselling sessions are delivered from Monday to Friday, between 10:30am and 7:30pm	Second Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)

To make a referral to Emotional Health and Wellbeing Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgRHiWoiXTf1>

Service users may also self-refer to the programmes through contacting Link Counselling Service directly on 01895 277222 or via email address: link@hillington.gov.uk

Referral agencies are asked to note Targeted Programmes' access criteria before submitting access requests. Service users must:

- Live, work, study, or be in local authority care, in the London Borough of Hillingdon
- Be in the stated age-range or school year required to access the programme
- Have the cognitive ability to participate in discussion-based and group work activities
- Be willing and able to commit to the full duration of the programme
- Have the continuing commitment of the referrer to co-manage any issues that may present during their participation in the programme
- Have given consent for their personal information and support/development needs to be shared with Targeted Programmes
- Have their parent's or legal guardian's consent for their personal information and support/development needs to be shared with Targeted Programmes, if under 18 years of age



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Programme Team 4:	Girls and Young Women's Programmes
Autumn Programme Offer:	4.1 'Unique Swagga Seniors' Programmes 4.2 'Unique Swagga Juniors' Programmes 4.3 'mumSpace' Programme 4.4 'Unique Swagga' Drop-In Girls-work Programmes 4.5 'Craft and Connect' Programmes
<p>Girls and Young Women's Programmes deliver targeted personal development programmes for girls aged between 8 and 9 and adolescent young women aged between 10 and 19, who require additional support to overcome challenges to their personal, educational, health, and social progression.</p> <p>The <i>Unique Swagga</i> programme provides girls and young women with a supportive out-of-school learning environment, in which they can build positive relationships with staff and other young people, get involved in a range of personal development activities, and address issues of personal concern and interest. Junior and senior-age programmes are offered, with participants able to ascend through two levels of learning and achievement within both age-groups. <i>Unique Swagga</i> supports girls and young women to become more confident, resilient, and responsible, and prepares them to be socially and economically-engaged citizens in the future. The programme has a proven track-record in supporting children and young people who are experiencing difficulties in the context of their family and peer relationships, educational engagement, anti-social behaviours, and emotional health and wellbeing.</p> <p>Each <i>Unique Swagga</i> programme is delivered through one two-hour contact session per week, for up to ten weeks, and some programmes include off-site visits and weekend residential activities. The programme uses issue-based groupwork and discussion, project activities, and mentoring to engage girls and young women in informal personal development activities. Issues addressed include:</p> <ul style="list-style-type: none"> • <i>Anti-social and Offending Behaviours</i> • <i>Assertiveness</i> • <i>Bullying</i> • <i>Communication and Listening Skills</i> • <i>Emotional, Physical and Sexual Health and Wellbeing</i> • <i>Ethical Values and Decision-making</i> • <i>Life and Social Skills</i> • <i>Managing Peer Pressure</i> • <i>Managing Positive Relationships</i> • <i>Personal, Gender and Cultural Identify</i> • <i>Self-esteem and Confidence</i> • <i>Serious Youth Violence</i> <p><i>Craft and Connect</i> is a project that aims to empower and enable girls in school years 4, 5 and 6 to participate in a planned youth work programme to increase their participation and engagement in positive activities. The programme is centred on craft and creating, and will give young people an opportunity to meet new friends, develop relationships</p>	

with staff, build their confidence, learn new skills, participate in group activities and games, have fun, and hear about the other opportunities that Targeted Programmes has to offer them.

Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement

The following Girls and Young Women's Programmes will be delivered between the week beginning Monday 18th September and the week ending Friday 22nd December 2017:

<i>Programme Code/Title:</i>	<i>Target Groups:</i>	<i>Programme Delivery Dates and Times:</i>	<i>Programme Locations:</i>
4.1 'Unique Swagga Seniors' Level 1 Programme	Young women in secondary school years 7 and above	Mondays between 18/09/17 and 27/11/17, between 4:15pm and 6:15pm	Harlington Young People's Centre, Pinkwell Lane, Hayes, (UB3 1PB)
4.2 'Unique Swagga Seniors' Level 2 Programme	Young women in secondary school years 7 and above	Tuesdays between 19/09/17 and 28/11/17, between 4:15pm and 6:15pm	West Drayton Young People's Centre, Rowhley's Place, West Drayton (UB7 9LU)
4.3 'mumSpace' Programme	Pregnant young women and young mothers aged 16-25	Wednesdays between 20/09/17 and 19/12/17, between 12:30pm and 2:30pm	Uxbridge Children's Centre, Whitehall Road, Uxbridge (UB8 2DQ)
4.4 'Unique Swagga Drop-in' Support Programme	Young women in secondary school years 7 and above	Wednesdays between 20/09/17 and 20/12/17, between 4:15pm and 6:15pm	Ground Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
4.5 'Craft and Connect' Programme	Girls in primary school years 4, 5 and 6	Thursdays between 21/09/17 and 30/11/17, between 4:15pm and 6:15pm	Ground Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)

Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17. The Drop-in Support Service will be delivered during the half term.

To make a referral to Girls and Young Women's Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgRHiWolXTf1>

Programme Team 5:	Mobile and Detached Work Programmes
Autumn Programme Offer:	5.1 'The Transporter' Community Outreach Programmes
<p>Mobile and Detached Programmes deliver targeted personal development activities for adolescents aged 10-19 and young adults aged between 20 and 24, who are risk of anti-social and offending behaviours, and who require additional support to overcome challenges to their personal, educational, health, and social progression.</p> <p><i>The Transporter</i> is a mobile young people's centre that provides young people at risk of social and economic exclusion with a safe and supportive environment, where they can build positive relationships with staff and other young people, get involved in a range of personal and social development activities, and address issues of personal concern and interest.</p> <p>The <i>Mobile and Detached Programmes</i> team has a proven reputation for engaging young people who are at risk of anti-social and offending behaviours in positive diversionary activity that addresses issues including serious youth violence and political and religious extremism. Both programmes are delivered through a series of two-hour contact session per week, for up to twenty weeks.</p> <p>Issues addressed include:</p> <ul style="list-style-type: none"> • <i>Self-esteem and confidence</i> • <i>Personal, gender, and cultural identify</i> • <i>Ethical values and decision-making</i> • <i>Religious and political extremism</i> • <i>Serious Youth Violence</i> • <i>Employment, education, and training</i> • <i>Anti-social and offending behaviours</i> • <i>Substance use and misuse</i> • <i>Life and social skills</i> 	

The following Mobile and Detached Programmes will be delivered between the week beginning Monday 18 th September and the week ending Friday 22 nd December 2017:			
Programme Code/Title:	Target Groups:	Programme Delivery Dates and Times:	Programme Locations:
5.1 'The Transporter' Mobile Project in Hayes Town	Girls and young women aged 11-19	Mondays between 18/09/17 and 18/12/17, between 4:15pm and 6.15pm	Botwell Green Sports and Leisure Centre, East Avenue, Hayes (UB3 2HW)
5.2 'The Transporter' Mobile Project in Hayes Town	Boys and young men aged 11-19	Tuesday between 19/09/17 and 19/12/17, between 4:15pm and 6.15pm	Botwell Green Sports and Leisure Centre, East Avenue, Hayes (UB3 2HW)
5.3 'The	Students at the	Wednesdays between	Yiewsley Recreation

Transporter' in Yiewsley	Young People's Academy aged 11-17	20/09/17 and 20/12/17, between 1pm and 3pm	Ground, Falling Lane, Yiewsley (UB7 7BE)
5.4 'The Transporter' Mobile Project in Eastcote	Young people aged 11-19	Wednesdays between 20/09/17 and 20/12/17, between 4:15pm and 6.15pm	Field End Road, Eastcote (HA5 1PD)
5.5 'The Transporter' Mobile Project in Hayes Town	Young people aged 11-19; young adults aged 20-24	Thursdays between 21/09/17 and 21/12/17, between 7:00pm and 9:00pm	Western View, Hayes (UB3 4BG)
5.6 'The Transporter' in Yiewsley	Young people aged 11-19; young adults aged 20-24	Fridays between 22/09/17 and 22/12/17, between 4:15pm and 6.15pm	Yiewsley Recreation Ground, Falling Lane, Yiewsley (UB7 7BE)
5.7 'The Transporter' in Uxbridge	Young people aged 11-19; young adults aged 20-24	Fridays between 22/09/17 and 22/12/17, between 7:00pm and 9:00pm	High Street, Uxbridge (UB8 1JT)
<i>Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.</i>			

To make a referral to Mobile and Detached Programmes, please telephone Targeted Programmes on 01895 557590 or 01895 250644, or email: targetedprogrammes@hillingdon.gov.uk for access information.

For more information about our range of our targeted early intervention services, or to provide feedback on services received, please contact the Targeted Programmes Management Group via:

- Telephone: 01895 556300 or 01895 250644
- Email: targetedprogrammes@hillingdon.gov.uk
- Head Office: 4E/09 Civic Centre, High Street, Uxbridge, UB8 1UW
- Fieldwork Office: First Floor, Fountain's Mill Young People's Centre, Uxbridge UB8 1JR

We welcome feedback from service providers and partner agencies about the quality and relevance of our programmes, and encourage you to tell us about any new targeted programmes that you want to see established in the future in response to the support and development needs of your service users.

Programme Team 6:	Parent Support and Development Programmes
Autumn Programme Offer:	6.1 'Triple P' Seminars 6.2 'Tripe P' Programmes
<p>Parent Support and Development Programmes deliver a range of targeted personal development programmes for adult parents, guardians and carers. Programmes are accessed by all parents, but also seek to engage those who require additional support to enhance their parenting skills and strategies, and to support their children's personal, academic, and social progression. Early Intervention and Prevention Services commission external service provider 'Brilliant Parents' to deliver a range of adult learning courses and seminar events for parents across the borough, through the provision of a range of 'Triple P' (Positive Parenting Program) branded programmes, including:</p> <p><i>Triple P Group Course</i> is a six-session programme that will be delivered in the Uxbridge area over six consecutive weeks from mid-September. This programme is focused on the support and development needs of parents who have pre-teenage children, and provides a mixture of theory and practice that help all parents to an appropriately structured and boundaried parenting approach to their children. Participants will learn about a range of positive parenting strategies that can positively respond to the needs of infant and primary school-age children, and improve the quality of relationships between all members of the family.</p> <p><i>Triple P Teen Course</i> is a six session programme that will be delivered in the Harefield area, over a seven week period between September and November. The programme is focused on the support and development needs of parents who have teenage children who may be experiencing a range of challenging attitudes and behaviours. Participants will learn about a range of positive parenting strategies that can positively respond to the needs of adolescents, and improve the quality of relationships between all members of the family.</p> <p><i>Triple P Stepping Stones</i> is an eight-session programme that will be delivered in the West Drayton area, over a ten week period between September and November. The programme is focused on the support and development needs of parents who have children with developmental disabilities and disorders. Participants will learn about a range of positive parenting strategies that can support children with additional support needs to fulfil their potential, and improve the quality of relationships between all members of the family.</p> <p>Triple P Seminars are a 'light touch' intervention providing brief one-time assistance to parents who are generally coping well but have one or two concerns with their child's behaviour or development. It is available for parents of children from birth to 12 years and for parents of teenagers. Each Triple P programme offer a friendly and supportive environment in which parents can share their experiences, concerns, and ideas in a non-judgemental setting, and learn about and test a range of new parenting strategies. Each programme places an emphasis on supporting parents to develop their communications and behavioural management skills, so that they can support their children to overcome</p>	

difficulties and progress towards positive life and social outcomes. The programmes are delivered informally and seek to provide an enjoyable and informative experience for all parents.

The following Parental Support Programmes will be delivered between the week beginning Monday 18th September and the week ending Friday 22nd December 2017:

Programme Code/Title:	Target Groups:	Programme Delivery Dates and Times:	Programme Locations:
6.1 'Triple-P Seminar' Events	Adult Parents	Please contact Brilliant Parents on 07495 024449 for information	Peripatetic delivery in a range of three locations across Hillingdon
6.2 'Triple P Group Course' Programmes	Adult Parents who have infant and primary school age children	Mondays between 11/09/17 and 16/10/17, between 1:00pm and 3:00pm	Uxbridge Children's Centre, Whitehall Road, Uxbridge (UB8 2DQ)
6.3 'Triple P Teen Course' Programmes	Adult Parents who have teenage children	Mondays between 25/09/17 and 06/11/17, between 6:00pm and 8:00pm	Harefield Academy, Northwood Way, Harefield (UB9 6ET)
6.4 'Triple P Stepping Stones' Programmes	Adult Parents who have children with developmental disabilities	Wednesdays between 20/09/17 and 22/11/17, excluding 11/10/17 between 11:00am and 1:00pm	Bell Farm Christian Centre, South Road, West Drayton (UB7 9LW)
<i>Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.</i>			

To make a referral to Parental Support Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgfHiWolXTfi>

Service users may also self-refer to the programmes through contacting Brilliant Parents directly on 07495 024449 or via email address: enquiries@brilliantparents.org



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Programme Team 7:	Peer Leadership Programmes
Autumn Programme Offer:	7.1 'AIMS' Individual Mentoring Programmes 7.2 'HYPE' Peer Education Programmes
<p>Peer Leadership Programmes deliver targeted peer leadership-based personal development programmes for adolescents aged between 13 and 25, including those who require additional support to overcome challenges to their personal, academic, and social progression.</p> <p>'AIMS' (<i>Achievement through Individual Mentoring Support</i>) provides mentoring support to young people through the offer a positive relationship with a trained adult mentor. The aim of the mentoring relationship is to increase young people's self-esteem and resilience to risk. Mentors build a relationship based on mutual trust and respect, and encourage young people to develop their skills, increase their understanding of issues of importance to them. Mentors provide support young people through acting as a:</p> <ul style="list-style-type: none"> • <i>Facilitator: identifying potential opportunities, arrange introductions, support to attend activities or groups</i> • <i>Advisor: providing objective advice on a range of issues, including career opportunities</i> • <i>Role model: promoting and encouraging positive behaviours</i> • <i>Source of feedback: providing constructive feedback, challenging assumptions, and encouraging alternative thinking</i> • <i>Motivator: encouraging the achievement of goals and boosting morale</i> <p>Young people are offered a weekly one-to-one session with their mentor, with a progress review after an initial three-month period, after which the relationship can be continued or the young person can be transitioned into another programme. Participating young people also have access to a monthly drop-in session, where they can meet other young people and participate in structured group workshops addressing issues of concern and interest.</p> <p>The 'HYPE' (<i>Hillingdon Young Peer Educators</i>) programme supports young people to develop skills in the delivery of issue-based informal learning activities. Participants learn how to design and deliver informal learning and support activities to their peers, and then deploy their skills in a range of community-based learning campaigns. <i>HYPE</i> delivers programmes with two levels of learning activity during out-of-school hours, and is recruiting young people to deliver programmes that address adolescent emotional health and wellbeing, healthy relationships, sexual health and well being, and substance use and misuse. The programme has a proven track-record in supporting children and young people who are experiencing difficulties in the context of their family and peer relationships, educational engagement, anti-social behaviours, and emotional health and wellbeing. <i>HYPE</i> programmes are delivered through one two-hour contact session per week, for up to ten weeks. Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement.</p>	

The following Peer Leadership Programmes will be delivered between the week beginning Monday 18th September and the week ending Friday 22nd December 2017:

Programme Code/Title:	Target Groups:	Programme Delivery Dates and Times:	Programme Locations:
7.1 'AIMS' Mentoring Programme	Young people in secondary school years 7-13	Please contact Targeted Programmes on 01895 556300 for information	Peripatetic delivery in a range of locations across Hillingdon
7.2 'HYPE' Introduction to Peer Education Level 1 Programme	Young people in secondary school years 9-13	Please contact Targeted Programmes on 01895 556300 for information	Peripatetic delivery in a range of locations across Hillingdon

Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.

To make a referral to Girls and Young Women's Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgrHiW0IXTf1>

Referral agencies are asked to note Targeted Programmes' access criteria before submitting access requests. Service users must:

- Live, work, study, or be in local authority care, in the London Borough of Hillingdon
- Be in the stated age-range or school year required to access the programme
- Have the cognitive ability to participate in discussion-based and group work activities
- Be willing and able to commit to the full duration of the programme
- Have the continuing commitment of the referrer to co-manage any issues that may present during their participation in the programme
- Have given consent for their personal information and support/development needs to be shared with Targeted Programmes
- Have their parent's or legal guardian's consent for their personal information and support/development needs to be shared with Targeted Programmes, if under 18 years of age



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Programme Team 8:	Sexual Health and Wellbeing Programmes
Autumn Programme Offer:	8.1 'KISS' Sexual Health Drop-in Programmes 8.2 'KISS' Sexual Health Outreach Programmes 8.3 'KISS' Sexual Health Individual Support Programmes 8.4 'KISS' Sexual Health Education Programmes 8.5 'KISS' Sexual Health Parental Support Programmes 8.6 'OUTreach' LGBTIQ Support Programmes

Sexual Health and Wellbeing Programmes deliver targeted sexual health-related personal development and support programmes for **adolescents aged 13-19, young adults aged 20-24, and adult parents, guardians, and carers**, including those who are risk of negative sexual health outcomes.

KISS Sexual Health Education Programmes provide young people with the knowledge, understanding, and confidence required to effectively manage their sexual health, and is delivered in secondary schools, young people's centres, and residential children's homes across the borough. Programmes can be delivered through individual workshops or through longer-term programmes, based on service commissioners' requirements.

The *KISS Sexual Health Drop-in* is an informal clinical support programme that provides confidential advice and treatment services for young people, including contraceptive information and distribution, support with the management of intimate relationships, and pregnancy and sexually-transmitted infection testing by qualified treatment staff. Drop-in services are delivered from Fountain's Mill Young People's Centre in Uxbridge town centre and outreach services are at the Uxbridge College campuses in Uxbridge and Hayes. *KISS Sexual Health Parental Support Programmes* enable adult parents, guardians, and carers to develop the knowledge, understanding, and confidence required to effectively address any issues in relation to their children's sexual health and wellbeing, and is delivered in a group-based or individual support basis. *KISS Sexual Health Service* is a well-established agency with a proven track-record for the provision of high-quality clinical support services for adolescents and young adults who have additional support needs in the context of their sexual health and wellbeing. Issues addressed by the team include:

- *Conception and Pregnancy*
- *Contraceptive Information and Guidance*
- *Ethical Values and Decision-making*
- *Managing Healthy Relationships*
- *Managing Peer Pressure*
- *Self-awareness and Assertiveness*
- *Sexually-transmitted Infections*
- *Sexual Orientation and Identity*

'*OUTreach*' is a confidential service for young people who self-define as Lesbian, Gay, Bisexual, Transgender, Intersex, or who are seeking support about their sexual identity. For further information about this programme, please contact Targeted Programmes.

The following Sexual Health and Wellbeing Programmes will be delivered between the week beginning Monday 4th September and the week ending Friday 22nd December 2017:

<i>Programme Code/Title:</i>	<i>Target Groups:</i>	<i>Programme Delivery Dates and Times:</i>	<i>Programme Locations:</i>
8.1 'KISS' Young People's Sexual Health Service Drop-in Clinics	Adolescents aged 13-19; Young Adults aged 20-24	Tuesdays and Thursdays between 3:30pm and 6:00pm	First Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
8.2.1 'KISS' Young People's Sexual Health Service Outreach Clinic (Hayes)	Adolescents aged 13-19; Young Adults aged 20-24	Tuesdays between 12 noon and 1:00pm	Uxbridge College, Hayes Campus, College Way, Coldharbour Lane Hayes (UB3 3BB)
8.2.2 'KISS' Young People's Sexual Health Service Outreach Clinic (Uxbridge)	Adolescents aged 13-19; Young Adults aged 20-24	Fridays between 12 noon and 1:30pm	Uxbridge College, Uxbridge Campus, Park Road, Uxbridge (UB8 1NQ)
8.3 'KISS' Young People's Individual Sexual Health Support Service	Adolescents aged 13-19; Young Adults aged 20-24	Wednesdays between 3:30pm and 6:00pm	First Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
8.4 'KISS' Young People's Sexual Health Education Programmes	Adolescents aged 13-19; Young Adults aged 20-24	In accordance to service commissioners' requirements	Secondary schools, colleges, residential care homes, and young people's centres across Hillingdon
8.5 'KISS' Sexual Health Capacity-building Support for Parents	Adult Parents, Guardians, and Carers	In accordance to service commissioners' requirements	First Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
8.6 'OUTreach' LGBTIQ Support Programme	Adolescents aged 13-19; Young Adults aged 20-24	Please contact Targeted Programmes on 01895 556300 for information	

Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.

To make a referral to Sexual Health and Wellbeing Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgRHiWoIXTfi>

To book 'KISS' Young People's Sexual Health Education Programmes, or receive further information about the 'OUTreach' LGBTI Support Programme, please telephone Targeted Programmes on 01895 556300 or 01895 250644, or email: targetedprogrammes@hillindon.gov.uk for access information.

Programme Team 9:	Substance Use and Misuse Programmes
Autumn Programme Offer:	9.1 'Sorted' Substance Misuse Individual Counselling Programmes 9.2 'Sorted' Substance Misuse Individual Mentoring Programmes 9.3 'Sorted' Substance Misuse Education Programmes 9.4 'Sorted' Substance Misuse Parental Support Programmes
<p>Substance Use and Misuse Programmes deliver targeted substance misuse-related personal development and support programmes for adolescents aged 13-19, young adults aged 20-24, and adult parents, guardians, and carers, including those who are risk of negative substance misuse outcomes.</p> <p><i>Sorted Education Programmes</i> provide young people with the knowledge, understanding, and confidence required to effectively manage their substance use in a healthy and legal way, and are delivered in secondary schools, young people's centres, and residential children's homes across the borough. Programmes can be delivered through individual workshops or through multiple session programmes, in accordance to service commissioners' requirements.</p> <p><i>Sorted Therapeutic Support Programmes</i> provides a range of individual counselling and mentoring support services for young people who require early help to address issues in relation to their, or other family members', substance misuse. Counselling and support group programmes are provided during weekday daytimes, after-school, and evening periods, and are offered at locations across the borough. <i>'Sorted' Therapeutic Support Programmes</i> conform to the requirements of the British Association for Counselling and Psychotherapy and Youth Access quality standards. Individual counselling programmes are delivered through ten one hour-long counselling sessions, and may be continued for a further ten sessions where this is agreed by the service user and the counsellor. <i>Sorted Substance Misuse Parental Support Programmes</i> enable adult parents, guardians, and carers to develop the knowledge, understanding, and confidence required to effectively address any issues in relation to their children's substance use or misuse, and is delivered in a group-based or individual support basis.</p> <p><i>Sorted Substance Misuse Service</i> is a well-established agency with a proven track-record for the provision of high-quality clinical support and education services for adolescents, young adults, and adult parents who have additional support needs in the context of their substance use or misuse. Issues addressed by the team include:</p> <ul style="list-style-type: none"> • Alcohol, Tobacco, 'Legal Highs', and Class A, B, and C Illegal Substances • Communication and Listening Skills • Decision-making skills • Ethical Values and Decision-making • Legal Status and Penalties • Managing Healthy Relationships • Managing Peer Pressure • Self-awareness and Assertiveness 	

The following Substance Use and Misuse Programmes will be delivered between the week beginning Monday 4th September and the week ending Friday 22nd December 2017:

Programme Code/Title:	Target Groups:	Programme Delivery Dates and Times:	Programme Locations:
9.1 'Sorted' Substance Misuse Individual Counselling Programmes	Adolescents aged 13-19; Young Adults aged 20-24	In accordance to service commissioners' requirements	Peripatetic delivery in secondary schools, colleges, residential care homes, and young people's centres across Hillingdon
9.2 'Sorted' Substance Misuse Individual Mentoring Programmes	Adolescents aged 14-19; Young Adults aged 20-24	In accordance to service commissioners' requirements	First Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
9.3 'Sorted' Substance Misuse Education Programmes	Adolescents aged 13-19; Young Adults aged 20-24	In accordance to service commissioners' requirements	Peripatetic delivery in secondary schools, colleges, residential care home, and young people's centres across Hillingdon
9.4 'Sorted' Substance Misuse Capacity-building Support for Parents	Adult Parents, Guardians, and Carers aged 20+	In accordance to service commissioners' requirements	First Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
<i>Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.</i>			

To make a referral to Substance Use and Misuse Programmes, please follow this link to our electronic Access Request Form:

<https://goo.gl/forms/hESvbkgRHiWoiXTfi>

To book 'Sorted' Young People's Substance Misuse Education Programmes, please telephone Targeted Programmes on 01895 557590 or 01895 250644 or email:

targetedprogrammes@hillinfon.gov.uk for information.



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Programme Team 10:	Transition Support Programmes
Autumn Programme Offer:	10.1 'Self-E' Year 6 to Year 7 Support Programmes 10.2 'Elevate' Independent Living Skills Programmes 10.3 'Elevate Outreach' Independent Living Skills Programmes 10.4 'Step-in' Drop-in Support Programmes
<p>Transition Support Programmes deliver targeted personal development and support programmes for children aged 7-9, adolescents aged 10-19, and young adults aged 20-24, who are experiencing planned or unexpected transitions in their lives, and who require additional support to overcome challenges to their personal, educational, health, and social progression.</p> <p><i>Self-E</i> is an informal learning programme that provides children in primary school year 6 with a supportive and informal learning experience that enables them to build their confidence, get involved in a range of personal and social development activities, and address issues of personal concern and interest. <i>Self-E</i> programmes are delivered in primary schools and young people's centres across the borough, during and outside of school times. Issues addressed by <i>Self-E</i> include:</p> <ul style="list-style-type: none"> • <i>Communication and Listening Skills</i> • <i>Educational Engagement and Attainment</i> • <i>Emotional Health and Wellbeing</i> • <i>Life and Social Skills</i> • <i>Physical Health and Wellbeing</i> • <i>Self-esteem and Confidence</i> <p>The programme has a proven track-record in supporting children who are experiencing difficulties in the context of their family and peer relationships, educational engagement, anti-social behaviours, and emotional health and wellbeing. Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement.</p> <p><i>Elevate</i> is an informal learning programme for young people under the care of Hillingdon Council and other recognised residential care providers, or who live in foyer and hostel accommodation, who are seeking to develop their capacity to live independently in advance of their leaving care. <i>Elevate</i> supports participants to develop a range of independent living skills, and enables them to meet with specialist service providers to enable their progression into independent accommodation, and further education, employment or training outcomes. Issues addressed by <i>Elevate</i> include:</p> <ul style="list-style-type: none"> • <i>Communication and Listening Skills</i> • <i>Dietary Health and Wellbeing</i> • <i>Educational Engagement and Attainment</i> • <i>Emotional Health and Wellbeing</i> • <i>Financial Management Skills</i> • <i>Healthy Relationships</i> 	

- *Independent Living Skills*
- *Managing Peer Pressure*
- *Self-esteem and Confidence*

Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement.

Step-in provides a weekly drop-in service for young people who are in care or care leavers, and who are looking for support to progress towards employment and training opportunities. *Step-in* offers a meeting place for young people where they develop a range of life and social skills and receive informal support.

The following Transition Support Programmes will be delivered between the weeks beginning Monday 18th September and the week ending Friday 22nd December 2017:

<i>Programme Code/Title:</i>	<i>Target Groups:</i>	<i>Programme Delivery Dates and Times:</i>	<i>Programme Locations:</i>
10.1.1 'Self-E' Programme at St. Matthews CofE School	Primary school year 6 pupils within the hosting school	Mondays from 18/09/17 to 27/11/17	High Street, Yiewsley, Middlesex (UB7 7QJ)
10.1.2 'Self-E' Programme at Lake Farm Academy Primary School	Primary school year 6 pupils within the hosting school	Tuesdays from 19/09/17 to 28/11/17	Botwell Common Road, Hayes (UB3 1JA)
10.1.3 'Self-E' Programme at Yeading School Cluster Group	Primary school year 6 pupils within the hosting school cluster group	Wednesdays from 20/09/17 to 29/11/17	Carlyon Road, Hayes (UB4 0NR)
10.1.4 'Self-E' Programme at Harmondsworth Primary School	Primary school year 6 pupils within the hosting school	Thursdays from 21/09/17 to 29/11/17	30 School Road, Harmondsworth, West Drayton (UB7 0AU)
10.1.5 'Self-E' Programme at Rosedale Primary School	Primary school year 6 pupils within the hosting school	Fridays from 22/09/17 to 30/11/17	Wood End Green Road, Hayes (UB3 2SE)
10.2 'Elevate' Programme at Fountain's Mill Young People's Centre	Young people in Local Authority Care, foyer/hostel accommodation, and Care Leavers aged 13-25	Tuesdays between 19/09/17 and 27/11/17, between 7.00pm and 9.00pm	Ground Floor, Fountain's Mill Young People's Centre, 81 High Street, Uxbridge (UB8 1JR)
10.3 'Step-in' Care Leaver's Drop-in	Young people in Local Authority Care, foyer/hostel	Thursdays between 21/09/17 and 21/12/17,	Ground Floor, Fountain's Mill Young People's Centre, 81

	accommodation, and Care Leavers aged 13-25	between 1pm and 3:30pm	High Street, Uxbridge (UB8 1JR)
Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17.			

To make a referral to Transition Support Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkgrHiWoIXTfi>

To book 'Self-E' Transition Support Programmes, please telephone Targeted Programmes on 01895 557590 or 01895 250644 or email: targetedprogrammes@hillinfon.gov.uk for access information.

Referral agencies are asked to note Targeted Programmes' access criteria before submitting referrals. Service users must:

- Live, work, study, or be in local authority care, in the London Borough of Hillingdon
- Be in the stated age-range or school year required to access the programme
- Have the cognitive ability to participate in discussion-based and group work activities
- Be willing and able to commit to the full duration of the programme
- Have the continuing commitment of the referrer to co-manage any issues that may present during their participation in the programme
- Have given consent for their personal information and support/development needs to be shared with Targeted Programmes
- Have their parent's or legal guardian's consent for their personal information and support/development needs to be shared with Targeted Programmes, if under 18 years of age



Programme Team 11:	Volunteer Engagement Programmes
Autumn Programme Offer:	10.1 'Hillingdon Young Volunteers Award' Community Volunteering Programmes 10.2 'Aspire' Personal Development Programmes 10.3 'Hillingdon Youth Council' Democratic Engagement Programmes
<p>Volunteer Engagement Programmes deliver targeted community-based informal personal development and support activities for adolescents aged 13-19, and young adults aged 20-24 who are seeking to develop vocational skills and experience, including those who require additional support to overcome challenges to their progression towards employment, further education, or vocational training.</p> <p><i>Hillingdon Young Volunteers Award</i> enables young people, including those who require additional support, to achieve positive further education, employment, and vocational training outcomes. The programme enables young people to undertake community-based volunteering experience through which they can develop experience and competencies in their chosen areas of vocational activity. A programme of volunteer training supports young people to develop vocationally-relevant skills. Young people who complete 25, 50, 100, and 200 hours of volunteering activity achieve accredited awards that can be used to support their applications for further and higher education, vocational training programmes, and employment opportunities. During the half-term holiday week, <i>Hillingdon Young Volunteers Award</i> will deliver an intensive week of vocational training opportunities for participating young people, who will be able to achieve accredited training outcomes in a diverse range of vocational skills including First Aid, British Sign Language, and Youth Work. The programme has a proven track-record of supporting adolescents and young adults who are experiencing difficulties in the context of their educational engagement and attainment, transition into employment, and personal confidence.</p> <p><i>Aspire</i> is an informal learning and personal development programme for young people who have experienced significant barriers to their social and economic inclusion, and who are seeking to develop personal leadership skills and positive vocational experience as a springboard towards employment, further education, or vocational training. The programme supports participants to develop personal awareness and leadership skills, and enables them to deploy their new skills in a community setting. Issues addressed by <i>Aspire</i> include:</p> <ul style="list-style-type: none"> • <i>Communication and Listening Skills</i> • <i>Emotional Health and Wellbeing</i> • <i>Empowered Visions for the Future</i> • <i>Ethical Values and Decision-making</i> • <i>Life and Social Skills</i> • <i>Personal, Gender and Cultural Identify</i> • <i>Self-esteem and Confidence</i> • <i>Self-awareness and Empathy</i> • <i>Team-working and Leadership</i> 	

Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement.

Hillingdon Youth Council is a democratic engagement programme that provides opportunities for young people to represent and advocate for the wider youth population in Hillingdon. Youth Council members hold surgeries and conference events for young people, and deliver a range of issue-based campaigns that address the concerns of the young people they represent. The programme provides a forum for young people in school years 7-13, with members elected for an annual period. *Hillingdon Youth Council* is democratically linked to a number of local school and community forums, and sends representatives to sit on the national United Kingdom Youth Parliament. Service users who successfully complete their programme will receive a London Borough of Hillingdon Certificate of Achievement.

The following Volunteer Engagement Programmes will be delivered between the weeks beginning Monday 4th September and the week ending Friday 22nd December 2017:

<i>Programme Code/Title:</i>	<i>Target Groups:</i>	<i>Programme Delivery Dates and Times:</i>	<i>Programme Locations:</i>
11.1 'Hillingdon Young Volunteers Award' Community Volunteering Programme	Adolescents aged 16-19; Young Adults aged 20-24	HYVA participants determine placement delivery times in conjunction with their placement providers	HYVA participants undertake community placements across Hillingdon
11.2 'Hillingdon Young Volunteers Award' Volunteer Training Week	Adolescents aged 16-19; Young Adults aged 20-24	Week beginning Monday 23/10/17, and ending Friday 27/10/17, between 10:00am and 4:00pm	Harlington Young People's Centre, Pinkwell Lane, Harlington (UB3 1PB)
11.3 'Aspire' Level 1 Community Leadership Programme	Adolescents aged 16-19; Young Adults aged 20-24	Wednesdays between 04/10/17 and 13/12/17 between 7:00pm and 9:00pm	Harlington Young People's Centre, Pinkwell Lane, Harlington (UB3 1PB)
11.4 'Hillingdon Youth Council' Democratic Engagement Forum	Young people in secondary school years 7-13	Mondays between 24/04/17 and 03/07/17, between 4:30pm and 6:30pm	Hillingdon Civic Centre, High Street, Uxbridge (UB8 1UW)

Please note that programmes will not be delivered during the half-term holiday week beginning Monday 23/10/17, with the exception of the HYVA Training Week

To refer to Volunteer Engagement Programmes, please follow this link to our electronic Access Request Form: <https://goo.gl/forms/hESvbkggrHiWoIXTf1>

Service users can also self-refer to the 'Hillingdon Young Volunteers Award' and 'Hillingdon Youth Council' programmes.

Referral agencies are asked to note Targeted Programmes' access criteria before submitting referrals. Service users must:

- Live, work, study, or be in local authority care, in the London Borough of Hillingdon
- Be in the stated age-range or school year required to access the programme
- Have the cognitive ability to participate in discussion-based and group work activities
- Be willing and able to commit to the full duration of the programme
- Have the continuing commitment of the referrer to co-manage any issues that may present during their participation in the programme
- Have given consent for their personal information and support/development needs to be shared with Targeted Programmes
- Have their parent's or legal guardian's consent for their personal information and support/development needs to be shared with Targeted Programmes, if under 18 years of age

For more information about our range of our targeted early intervention services, or to provide feedback on services received, please contact the Targeted Programmes Management Group via:

- Telephone: 01895 556300 or 01895 250644
- Email: targetedprogrammes@hillingsdon.gov.uk
- Head Office: 4E/09 Civic Centre, High Street, Uxbridge, UB8 1UW
- Fieldwork Office: First Floor, Fountain's Mill Young People's Centre, Uxbridge UB8 1JR

We welcome feedback from service providers and partner agencies about the quality and relevance of our programmes, and encourage you to tell us about any new targeted programmes that you want to see established in the future in response to the support and development needs of your service users.



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Local Safeguarding Children Board

Developing our Early Intervention and Prevention Strategy 2017 - 2020

1. Purpose of Document

1.1 This document aims to support and enable the strategic leadership and operational delivery of early intervention and prevention activity across the partnership. It intends to provide the basis from which to develop an early intervention and prevention strategy that sets out the key principles, priorities and outcomes required to enable all partners to work effectively and collaboratively to intervene early in order to prevent poor and costly outcomes for families. It is acknowledged that partner agencies will be addressing their own distinct needs and priorities informed by a range of demands and policy drivers. Our Early Intervention and Prevention Strategy will aim to provide an overarching framework within which existing preventative activity may be aligned and developed.

1.2 Once finalised it may also be used to inform all stakeholders of the nature and purpose of early intervention and prevention activity in Hillingdon whilst set out the associated priorities we've collectively identified and the outcomes we seek to secure with families as a consequence of our collaborative work in preventing poor outcomes for families.

2. Context

2.1 Hillingdon partners and agencies recognise the importance of prevention and early intervention in giving every child the best start in life and ensuring they reach their full potential. This is reflected in the commitment to delivering effective early intervention and prevention as a core part of our offer to local children and families, embedded across services in the borough.

2.2 For children, better social and emotional skills, communication, the ability to manage your own behaviour and mental health mean a stronger foundation for learning at school, an easier transition into adulthood, better job prospects, healthier relationships and improved mental and physical health.

2.3 In England and Wales, it is estimated that £17 billion is spend per year on addressing damaging problems that affect children and young people such as mental health problems, going into care, dropping out of school, unemployment and youth crime. To reduce this cost and prevent substantial suffering and wasted potential, early intervention is more crucial than ever.

2.5 Nationally and in Hillingdon, there are significant local challenges, such as increasing demand on services, reducing resources and a rapidly changing local population with more diversity and a large, growing proportion aged under 25. The number of children and young people living with complex needs will continue to increase.

2.6 The evidence base for services and support that really work to deliver improved life outcomes is growing and being invested in at a national level. Across the country, early intervention is increasingly seen as an important part of managing demand and meeting the challenges of significant resource reductions over the coming years and good practice to learn from and share is developing quickly.

2.7 We know, however, that there is always more to do to ensure services deliver the best outcomes as cost-effectively as possible and to ensure that Hillingdon's children, young people and their families are supported and their challenges addressed as early as possible, to improve outcomes and reduce long term costs. Our strategy will aim to provide the basis from which partners may work collaboratively to achieve the best for our families by maximising collective use of the public sector resources at our disposal across the council, health services, police services, schools, criminal justice system and the third sector.

3. Definition of terms

3.1 Our work needs to be informed by a clear understanding of the terms we use to describe the activity we collectively undertake in relation to early intervention and prevention. The following definitions are offered in order that all stakeholders understand and relate to the meaning of our work and the terms that define it.

Prevention

3.2 Prevention in the context of our work describes activity undertaken with families, usually in a universal setting, that takes place without the need for external referral or any demonstration of additional support or development need.

3.3 Preventative activity should not be considered as intrusive. The most effective prevention often takes place in communities and environments, enabling people to flourish through positive life experiences that support their personal and social development from childhood to adulthood.

3.4 Preventative activity is primarily consensual in nature. It is a universal part of family life and plays a major role in enabling them to develop the personal, social, and intellectual capabilities, and their capacity and resilience to thrive.

3.5 Universal services, for example Schools or General Practitioners, Youth Services, Police, Health or Childcare practitioners may also be best placed to identify early problems or risks, given that they work with the majority of families on an ongoing basis. If problems cannot be resolved in a universal context or are recognised as being serious or complex they may be escalated for specialist and

targeted intervention. Preventive activity may also be focussed on families or communities that feature in a particular “risk” or vulnerability category. Definition of risk and vulnerability are discussed later in the document.

Early Intervention (stepping in to provide early help)

3.6 Early intervention is concerned with working with families identified as having additional support needs. This work can be provided by universal and / or targeted services. It is recognising that family well-being is likely to be best served by stepping in to offer support in a universal context. This means working together with families and communities, endeavouring to build on existing strengths and integrate any support required into their everyday life, as opposed to stigmatising families as problematic and signposting or referring them to services that may be perceived as alien or threatening. It should also be noted that the best and most appropriate solutions are often secured within local communities and provided by universal services.

3.7 In many instances the beneficiaries of early intervention will be individuals who are experiencing difficulties that could hinder their capacity to thrive, unless they receive assistance to overcome problems at the first opportunity. The outcome of such assistance is informed by the ambition to avoid or minimise the human and financial cost of problems that could otherwise escalate and become entrenched.

3.8 Early intervention work focuses on preventing difficulties escalating and becoming more complex, by seeking to identify and build on child and family strengths in order to enhance family capability to deal with the difficulties they are currently experiencing and those that may arise in the future.

3.9 Early intervention is not restricted to interventions early in the lives of family members. ‘Early’ in this context means intervening as soon a problem arises to minimise the risk of impact on outcomes and potential escalation.

Vulnerability

3.10 Vulnerability, within the context of our work, relates to circumstances or experiences in which families or individuals may find themselves or situations they may be experiencing whereby they are potentially more susceptible to risk and poor outcomes than others.

3.11 The vulnerability may be as a consequence of personal or social status or experience. Vulnerability may also be long or short-term depending on the circumstances. It can also be associated with personal and social attitudes and behaviours towards difference and diversity that may lead to restricted access to services if not addressed.

3.12 It is recognised that all individuals and families experience problems. The majority have the sufficient capacity, capability and support networks to manage and overcome any such problems, so that they don't impact on the family's' ability to prosper. It is also recognised that some communities, families and individuals are

more vulnerable than others and therefore may be more at risk to poor outcomes than their peers.

3.13 In certain circumstances these individuals and families may find it more difficult to recognise risk or manage problems that may arise. They may also have a number of vulnerabilities, the combination of which results in diminished capacity to deal with issues they may face.

3.14 The table below is offered for illustrative purposes and describes the vulnerability categories used in relation to entitlement to free two year old childcare. Additional and common descriptors of potential vulnerability have been added for reference.

3.15 The descriptors in the table do not represent a definitive list. Early intervention is concerned with being aware of individual and family vulnerability that may adversely affect outcomes and identifying where timely support may be proactively required to mitigate risk.

Vulnerability Categories	
Category	Two year old offer vulnerability descriptors
Family	Under-represented groups in terms of take-up in services
Parental	Teenage parents
Parental	Parents with significant health issues or disabilities that impair their ability to parent children a child/children
Parental	Children from families with 3 or more children aged under 5
Parental	History of domestic violence in family
Parental	History of substance misuse in family
Parental	Lone parents
Child / YP	Children in care
Child / YP	Children subject to a Care / Pathway Plan
Child / YP	Children identified by Social Care as a Child in Need
Child / YP	Children with developmental or learning delay
Child / YP	Children with special educational needs and / or disabilities
Generic descriptors of potential vulnerability in addition to the above	
Family	Residents of deprived areas
Family	Family in temporary accommodation
Family	Family living in poverty
Family	Family members with limited basic skills e.g. literacy and numeracy
Child / YP	Children and young people at key points of transition (such as moving from primary to secondary school)
Child / YP	Children and young people experiencing loss or bereavement
Child / YP	Being a young carer
Child / YP	Being a young offender
Child / YP	Being in care or a care leaver
Child / YP	Being from an ethnic group whose outcomes are disproportionately poorer than others

Child / YP	Lesbian, gay, bi-sexual or transgender young people
Child / YP	Disengagement from employment, education and training
Child / YP	Children and young people with speech, language and communication difficulties
Child / YP	Children and young people vulnerable to sexual exploitation
Child / YP	Children and young people at key points of transition
Child	Born with a low birth weight
Child	Children and young people with disabilities and special education needs
Family	Child and / or family with emotional health and well-being problems
Family	Child and / or family with health problems
Family	Adult worklessness

Risk

3.16 Risk, within the context of our work, can be defined as exposure to danger. Risk taking is an important learning process for children, young people and families. Exposure to risk enables learning in terms of understanding the benefits and consequences of making certain decisions.

3.17 Risk-taking involves judgement and balance, with decision makers required to have the knowledge, awareness and experience to consider the value and likelihood of the possible benefits of a particular decision, against the seriousness and likelihood of the possible harm.

3.18 Individual and family circumstances, including levels of vulnerability, can influence engagement in risk-related behaviour. They may compromise capacity to negotiate presenting risks positively. The table below sets out some of the common risks children, young people and families may be required to negotiate.

Risk Factors
Risk descriptors
Misuse of alcohol and illicit substances
Engagement in unsafe sexual behaviour
Perpetrating or being a victim of abuse including domestic violence
Engagement in anti-social and / or criminal behaviour
Being socially disengaged
An inability or unwillingness to learn from experience
Low aspirations
Low parenting capacity
Being 'radicalised' in a religious or political context
Being subject to sexual exploitation
Attitude and motivation to change
Not participating in employment, education and training, including pre-16's not accessing full time education
Being out of work or at risk of financial exclusion and young people at risk of unemployment

Living an unhealthy lifestyle (poor diet, nutrition and smoking)
Low confidence and self-esteem
Inability to effectively communicate
Poor emotional health and well-being
Limited educational achievement including insufficient progress in 6 early years developmental stages

3.19 Again, this is not a definitive list of risks. The descriptors are offered for illustrative purposes in order to clarify the definition of risk as it relates to prevention and early intervention.

3.20 There is an inter-relationship between risk and vulnerability. Poor management of risk can result in vulnerability; vulnerability can result in families being exposed to higher and increased levels of risk without the means to negotiate associated negative outcomes.

3.21 Early intervention and prevention work seeks to identify and offer targeted support to potentially vulnerable individuals and families. Targeted activity is focused on those who most in need of help that they have been unable to access or is not readily available to them in universal services. Targeted activity is primarily concerned with enabling families who may not prosper without additional help. It seeks to focus and build upon family strengths, enabling families to develop the skills, knowledge, capability and resilience to recognise and successfully manage risks in their lives in order to minimise or avoid any potential negative impact arising.

Resilience

3.22 The previously described definitions pay reference to the building of resilience as a desired outcome. Understanding what we mean by 'resilience' is therefore central to enabling us to provide the right kind of support and interventions to develop resilience in the families with whom we work.

3.23 Resilience within the context of our work can be defined as enabling individuals and families to develop the capacity to successfully navigate the challenges that they may experience.

3.24 Resilience can be seen as the capacity of an individual or family to manage adverse experiences. The required capacity can be described as a set of personal and social capabilities which may be drawn upon when presented with a particular challenge. The capabilities include:

- Sense of self, application, self-direction, self-regulation (behavioural and emotional), empathy and tenacity to achieve short and long-term goals;
- Abilities and skills;
- Aspirations and ambitions;
- Attitudes and behaviours;
- Knowledge and understandings;

- Self-esteem and Identity; and
- Values and beliefs.

3.25 The capabilities associated with resilience can be seen as protective factors in relation to an individual's ability to manage vulnerability and risk. Early intervention and prevention is concerned with providing support and interventions that enable individuals and families who are at risk of poor outcomes to develop and draw upon these capabilities.

4. Strategic Direction

4.1 Informed by our understanding of risk, vulnerability, resilience and the role that prevention and early intervention work plays in enabling families to develop the capabilities required to avoid negative outcomes, we as a service need to be clear about our ambition for the families with whom we work. The following is offered as a potential vision for our collective early intervention and prevention work to realise:

Vision

4.2 *Hillingdon families are safe, healthy, prosperous and self-reliant because they have the aspirations and means to succeed*

Strategic Aim

4.3 As a partnership, it is our aim to collectively contribute to realising this vision by:

4.4 *Working together with families who most need our support, so that they may develop the capabilities required to be self-reliant and prosperous*

4.5 We do this by delivering a range of education, health, care and associated support and development services across the partnership.

Principles

4.6 In addition to our vision and strategic aim, the following underpinning principles inform our work. These principles are evident in all we do to secure the best possible outcomes with and for families:

- ***Working together with families and communities*** to build knowledge, skills and capacity to enable them to thrive;
- ***Putting children and families*** at the centre of all we do by recognising that each family and child is unique, with differing and changing needs that are best assessed and responded to by understanding things from their perspective;
- ***Prioritising families most in need of additional support*** by being aware of those who need and would most benefit from help and swiftly connecting them to the support they require, helping families overcome barriers;

- **A 'tell us once' approach.** Sharing information when appropriate and with permission to minimise a family's need to repeat their story to multiple professionals;
- Providing **timely, cost effective** and **outcomes focused** support which is evidenced-based;
- **Working collaboratively** to make best use of our resources; and
- **Operate as 'one partnership'** and deliver early intervention and prevention through one lead professional when possible.

Outcomes

4.7 Having defined our ambitions, strategic aim and principles, the following information sets out the high level outcomes we seek to secure through our work with families:

4.8 We work as an integrated and complementary partnership of services teams and practitioners, working in collaboration with families themselves to secure the following outcomes with our families:

- **Strong Families:** families thrive because they have developed the skills, knowledge, behaviours, capabilities and resilience to do so;
- **Safe Families:** families stay safe because they are resilient to and able to effectively manage risks and protect themselves from harm;
- **Healthy Families:** families are healthy because they have obtained the skills, knowledge, behaviours and capabilities to lead healthy and socially responsible life-styles;
- **Prosperous Families:** families prosper because they have secured the means to live independently through sustained engagement in employment, education and training; and
- **Engaged Families:** families are supported through having effective social networks and participating in the civic, cultural and democratic process of society.

4.9 Our individual and collective work is focused on achieving these outcomes. We do so by determining priorities and associated activity to address these priorities.

5. Partnership Priorities for Early Intervention and Prevention

5.1 The following information sets out our partnership priorities for early intervention and prevention. They are framed by our collective intention to address them by:

- **Understanding together**

Developing our collective understanding of the needs of our families and communities and the services that are in place in response. Increased and shared understanding will enable more effective targeting of services and make the best use of available resources and expertise.

- **Planning together**

We will respond to our understanding of need by jointly planning and commissioning services that are best placed to secure the outcomes we seek for our families. We will plan together at strategic and operational levels so that we may benefit from the rich and diverse range of knowledge and expertise across the partnership and ensure we avoid duplication of services.

- **Delivering together**

We will develop a collaborative approach to meeting the needs of our families by bringing capacity and expertise together in order to maximise use of the professional resources available to us. Where there is a business case for doing so we will co-locate services and develop integrated practice in order to provide the best possible service to our families.

- **Learning together**

We will foster a culture of shared learning across agencies so that we may base our planning and delivery on evidence of what activity services and approaches produce the outcomes we wish to secure with our families. We will also invest in learning about each other and the respective assets and expertise we bring to our work with families. This will include joint workforce development activity and good practice sharing across the partnership.

5.2 Our priorities are derived from a number of sources. These include those that are informed by statutory duties and mandated service requirements as well as those informed by other sources include priorities arising from the Joint Strategic Needs Assessment (JSNA), the Child and Adolescent Mental Health Needs Assessment and those determined through related strategies such as the Health and Wellbeing Strategy. Our priorities are also informed by evaluation of current service delivery and knowledge obtained through local engagement with families and communities.

5.3 Our high level strategic early intervention and prevention priorities are:

- **Enabling children to have the best start in life;**
- **Enabling children and young people to make a positive transition from childhood, through adolescence to adulthood; and**
- **Supporting families to be resilient and self-sufficient.**

5.4 In order to address our high level strategic priorities we have identified the following operational objectives. They have been have been separated into two categories:

- **Operational objectives** - those concerning work undertaken directly with families. The high level operational objectives which will be attended to be respective partner agencies; and
- **Continuous improvement objectives** - those concerning work that enables us to operate as effectively and efficiency as possible as a partnership in order to secure our early intervention and prevention related outcomes.

5.5 The following tables set our strategic priorities and operational objectives for collective attention:

Strategic Priorities	Operational Objectives
1. Enabling children to have the best start in life	1.1 Enabling child development and school readiness
	1.2 Enabling children to make a successful transition from early learning to primary education
	1.3 Enabling children to make a successful transition from primary to secondary education
	1.4 Enabling a healthy start for children and families
	1.5 Securing sufficient early learning and childcare opportunities
2. Enabling young people to make a positive transition from childhood, through adolescence to adulthood	2.1 Enabling young people to avoid negative outcomes associated with unsafe sexual activity and harmful sexualised behaviour
	2.2 Enabling young people’s emotional health and well-being

	2.3 Enabling young people to lead healthy lifestyles	
	2.4 Supporting young people access to, and sustained engagement in education and training	
	2.5 Enabling young people to make a successful transition from education and training to employment	
	2.6 Enabling young people to understand and effectively manage risks in relation to sexual exploitation	
	2.7 Enabling young people to understand and effectively manage risks associated with radicalisation	
	2.8 Enabling young people to avoid risks associated with engagement in criminal activity, serious youth violence and antisocial behaviour	
	3. Supporting families to be resilient and self-sufficient	3.1 Increasing parental capacity, aspirations and skills building
		3.2 Improving family emotional health and well-being
	3.3 Supporting adults out of work or at risk of financial exclusion	
	3.4 Meeting the needs of families affected by domestic violence	
	3.5 Supporting families to overcome problems that could lead to children and young people entering and / or remaining in the care system	

Continuous Improvement Priorities	
Strategic Priorities	Operational Objectives
1. Knowing which families are most in need of our support	1.1 Improving our approach to the identification of individuals, families and communities at risk of poor outcomes by intelligently using our data sets to identify high risk individuals and communities
	1.2 Continuing to strengthen our approach to early assessment of need
	1.3 Continuing to strengthen our approach to information sharing and joint working
2. Enabling families most in need to receive the right support swiftly and easily	2.1 Streamlining identification, assessment and referral processes
	2.2 Strengthening the communication of and sign-posting to local services
	2.3 Strengthening our information sharing processes
3. Enabling families to develop the resilience to overcome emergent problems at the first opportunity	3.1 Improving our collaborative planning
	3.2 Developing the role of the Lead Professional
4. Enabling families to develop the resilience to overcome more significant and complex problems	4.1 Strengthening collaborative work across partner agencies
	4.2 Strengthening our approach to developing packages of support for families with complex problems
5. Providing the best quality services	5.1 Improving our collective monitoring and evaluation processes
	5.2 Strengthening our staff development activity
	5.3 Involving service users in service design, development and evaluation
6. Using the resources at our disposal to best effect	6.1 Ensuring budgets are effectively managed and resources targeted at service delivery priorities

	6.2 Sharing resources and best practice as appropriate
	6.3 Developing our evidence-based approach to providing and securing services are proved to deliver required outcomes

5.6 The identified priorities contained within this paper will be attended to through directly delivered and commissioned service and through the promotion and support of early intervention and prevention activity across the partnership.

6. Measuring Success

6.1 The strategic priorities and operational objectives framed by the strategic direction set out in this document will agree with the key early intervention and prevention related performance indicators currently used across the partners and contained within the LSCB performance framework.

6.2 A cross partnership Implementation Group will be established to determine collaborative operational activity in response to the operational objectives contained within this strategy. This activity will include the defining of specific success measures for work undertaken under the aegis of this strategy in addition to existing early intervention and prevention performance indicators and outcome measures.

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Towards a locality-based needs analysis framework

Background: As part of the process of considering the feasibility of developing an integrated locality-based framework to assess need as part of early intervention and prevention strategy development, the following information has been produced.

Aim: To explore the feasibility and value of developing a locality based needs assessment process.

Methods: A search was conducted for routinely data reported at ward-level. This was done by online searching and discussion with intelligence teams at the CCG and council.

Data available: The following datasets have been identified which are either reported at a ward level or at a GP practice level (approximated to ward).

Measure type	Measure description	Measure	Source
Demographics	Population by age band	0-4,5-9,10-14,15-19	ONS
Early Years & Development	Birth-weight (by ward)	% low birth-weight	PHE
	Breast-feeding rates	%breastfed babies at 6 and 12 weeks	PHE
	Immunisations (by GP)	DTP at 12m, MMR1, MMR2	COVER - PHE
	Development at age 5 (by ward)	% reaching satisfactory development at 5 years	PHE
Lifestyle and Behaviour	Excess weight and obesity (by ward)	% with excess weight, % with obesity at 4-5 years and 10-11 yrs	NCMP - PHE
	Teenage smoking (by ward)	Smoking prevalence aged 11-15 (modelled)	SDD Survey - NHS digital
Healthcare use	A&E attendance (by GP)	Visits per 1000 population (0-17)	HES and PHE practice profiles
	Emergency admissions (by GP)	All cause, gastroenteritis (0-4 years), respiratory, diabetes and epilepsy, per 1000 population	HES and PHE practice profiles
	Elective admissions (by GP)	Admissions per 1000 population (0-17)	HES and PHE practice profiles
	Admission due to injury (by GP)	Admission per 1000 population (0-17)	HES and PHE practice profiles
	Outpatient first attendances (by GP)	Attendances per 1000 population (0-17)	HES and PHE practice profiles
Socio-economic need	Child poverty (by ward)	% of children living in poverty	Dept. Of Comm and local gov.
	Unemployment (by ward)	% of working-age population claiming out of work benefits	NOMIS - PHE
	Children in Need (by ward)	No. of children unlikely to achieve/maintain a reasonable level of health or development or who is disabled	LBH
	Child Protection (by ward)	Number of children with a child	LBH

		protection plan	
	Behavioural Problems (by ward)	Number of children identified with behavioural problems	LBH
	Parenting skills support (by ward)	Number of households requiring parenting skills support	LBH
Education	Poor attendance at school (by ward)	TBC	LBH
	Missing education (by ward)	TBC	LBH
	Special Educational Need	TBC	LBH
Youth Offending	Offences	Number of knife-crime, violent incidents	LBH

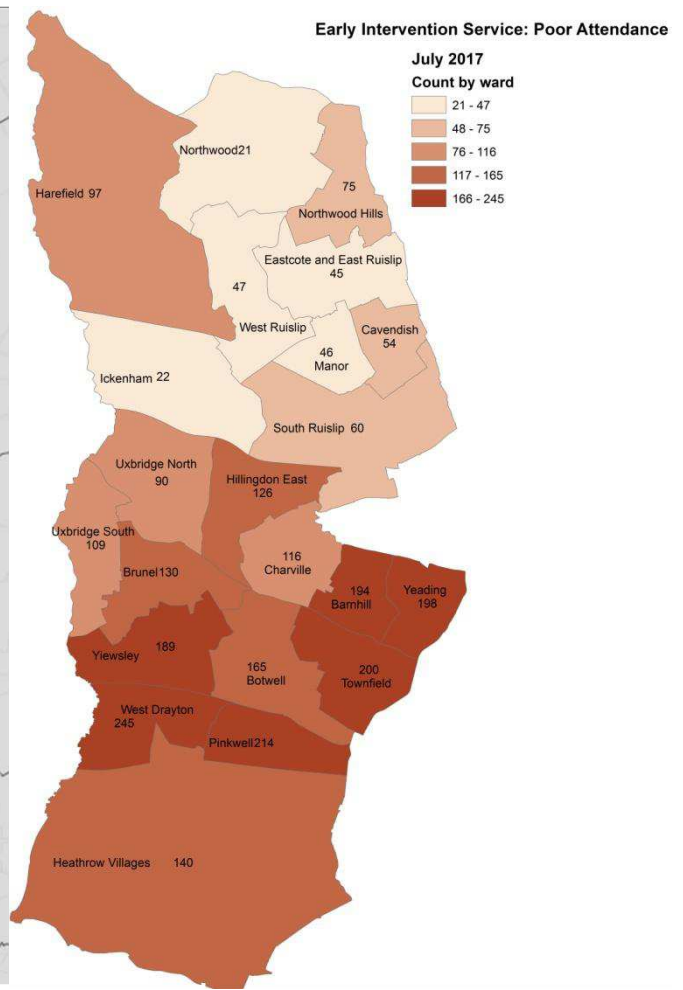
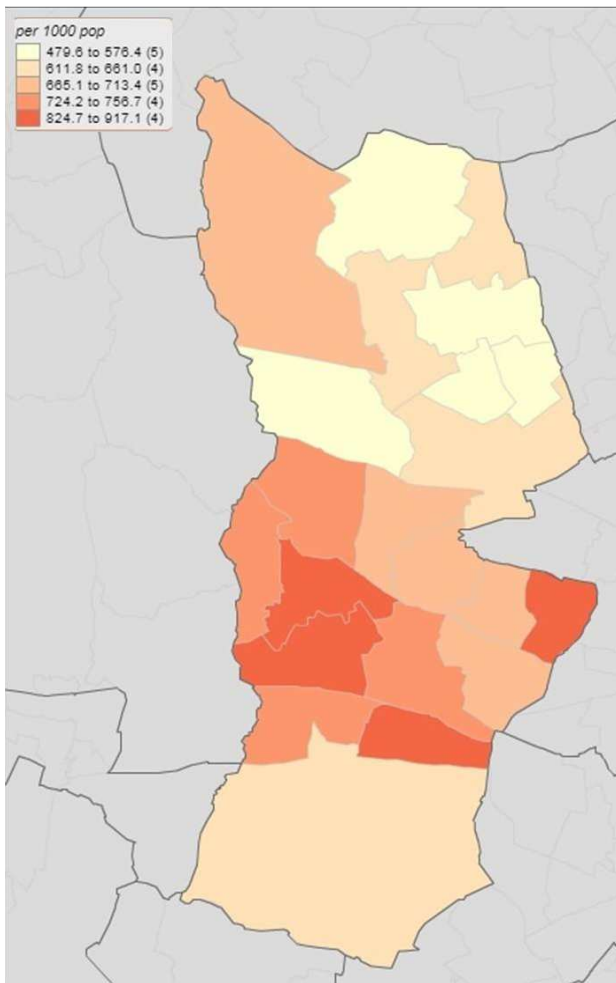
Other areas being investigated:

- Health visiting data by ward
- CAMHS data by ward

Example maps:

A&E attendance per 1000 (0-4yrs)

School poor attendance



Issues encountered

- Accurate data at a sub-borough level can be limited - where data is unavailable there is an opportunity to apply regional/national rates to local populations, however they will be estimates with potentially wide uncertainty.
- GP practice level data was approximated to the local ward but there will be inaccuracy as not all registered patients will live in close proximity to their practice.

Considerations

- Review of what data is most useful to planning children's services can form the basis of a routine locality needs framework that can aid surveillance, commissioning, service redesign and evaluation of interventions at local service hubs.
- Identify other routine data sources to incorporate into the framework
- Refine methodology to align GP and geographic data
- Develop a system that routinely enables issues and multiple risk factors to be considered and acted upon.

FORWARD PLAN 2017/2018

Contact officer: Anisha Teji
Telephone: 01895 277655

REASON FOR ITEM

The Committee is required by its Terms of Reference to consider the Forward Plan and comment as appropriate to the decision-maker on key decisions which relate to services within its remit (before they are taken by the Cabinet or by the Cabinet Member).

OPTIONS OPEN TO THE COMMITTEE

- To comment on items going to the Cabinet or to the Cabinet Member for decision.
- Or to note the items and decide not to comment.

INFORMATION

The latest published Forward Plan is attached. The Committee may wish to consider the non standard items that fall within its remit.

SUGGESTED COMMITTEE ACTIVITY

To consider whether there are comments or suggestions that the Committee wishes to make.

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Ref	Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & Reasons
Cabinet - 15 February 2018									
Council Departments: BS = Residents Services, SC = Social Care, CEO = Chief Executive's Office, FD = Finance									
229	Disposal of garage site at rear of 65 Worcester Road, Cowley	Cabinet will consider the disposal of a garage site in Uxbridge, as part of its review of making best use of the Council's assets.	Brunel		Cllr Jonathan Bianco	RS - Michael Patterson		NEW	Private (3)
226	Hillingdon's response to the draft London Plan	Cabinet will agree the Council's response to the Mayor of London's draft Local Plan which sets out the pan-London framework for planning policy. The public consultation closes on 2 March.	All		Cllr Keith Burrows	RS - James Greave			Public
218 b	The Council's Budget - Medium Term Financial Forecast 2018/19 - 2022/23 BUDGET & POLICY FRAMEWORK	Following consultation, this report will set out the Council's proposals for the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2018/19 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration. Subject to Cabinet's decision, the budget will then be referred to full Council for approval.	All	22-Feb-18	Cllr Ray Puddifoot MBE & Cllr Jonathan Bianco	FD - Paul Winaymand	Public consultation through the Policy Overview Committee process and statutory consultation with businesses &		Public
212	The Schools Budget 2018/19	Cabinet will be asked to agree the Schools Budget for the next financial year, following a recommendation from the Schools Forum.	All		Cllr David Simmonds CBE, Cllr Jonathan Bianco & Cllr Ray Puddifoot MBE	FD - Peter Malewicz	Schools Forum		Public
220	Provision of foster care services for children in care	Cabinet will consider signing up to a joint framework agreement with 8 other West London boroughs, which provides different independent foster care services, residential care etc. for children and young people.	N/A		Cllr David Simmonds CBE	SC/FD - Wendy Ukwu			Public
222	Standards and quality of education in Hillingdon during 2016/17	The Annual Report to Cabinet containing information on educational performance across the Borough.	All		Cllr David Simmonds CBE	RS - Daniel Kennedy	Children, Young People and Learning Policy Overview Committee		Public
SI	Reports from Policy Overview & Scrutiny Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed.	TBC		TBC	CEO - Democratic Services			Public

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Agenda Item 9

WORK PROGRAMME 2017/2018

Contact Officer: Anisha Teji
Telephone: 01895 277655

REASON FOR REPORT

This report is to enable the Committee to review meeting dates and forward plans. This is a standard item at the end of each agenda. This report is open for discussion.

OPTIONS OPEN TO THE COMMITTEE

1. To confirm dates for meetings; and
2. To make suggestions for future working practices and reviews.

WORK PROGRAMME 2017/2018

DATE/ VENUE/ TIME	TOPIC	TIMINGS
12 June 2017 CR4 7pm	School Admissions Update	Reports deadline: 31 May 2017
	Major Review Topic Agreed	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
31 July 2017 CR 3 7pm	Local Safeguarding Children's Board Annual Report	Reports deadline: 19 July 2017
	Major Review - Consideration of Scoping Report	
	Budget Planning Report for Education & Children's Services 2017/2018	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
27 Sept 2017	Child and Adolescent Mental Health Services (CAHMS) update	Reports deadline: 15 September 2017
	Major Review - Witness Session 1	
	Annual Complaints Report 2017/2018 for Children and Young People's Services	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
18 Oct 2017 CR 4 7pm	Major Review - Witness Session 3	Reports deadline: 6 Oct 2017
	Elective Home Education Update	
	School Planning Update	
	Schools National Funding Formula	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
28 Nov 2017 CR 4 7pm	Major Review – Discussion on additional information, Findings and Agree Recommendations	Reports deadline: 17 Nov 2017
	Update on the Implementation of the School Improvement Plan	
	Childrens Service: Self Evaluation Update previously known as Service Improvement Plan	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
16 Jan 2018	Major Review – Presentation and Agreement of Draft Report	Reports deadline: 5 Jan 2018
	Consideration of Cabinet Budget Proposals	
	Standards and Quality in Education in Hillingdon 2016/2017	
	Cabinet Forward Plan - Review Forthcoming Decisions	

CR4 7pm	Work Programme – Review the Work Programme for the coming year	
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DATE/ VENUE/ TIME	TOPIC	TIMINGS
8 Feb 2018	Update on previous Review of the Committee-'Early Intervention Service'	Reports deadline: 29 Jan 2018
CR4	Update on Major Review of the Council's Current and Future Relationship with Academies and Free Schools	
7pm	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme – Review the Work Programme for the coming year	

DATE/ VENUE/ TIME	TOPIC	TIMINGS
19 March 2018	Child Sexual Exploitation - Update Report	Reports deadline: 7 March 2018
CR 3	Update on latest National Education Policy and Reforms	
7pm	School Planning Update	
	Cabinet Forward Plan - Review Forthcoming Decisions	
	Work Programme - Review the Work Programme for the coming year	

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