

Children and Young People's Plan 2008/09

London Borough of Sutton

Contact Information:

Head of Policy and Research
Children, Young People and Learning Services
The Grove
Carshalton
SM5 3AL

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Foreword

By the Chair of the Sutton Children and Young People's Partnership

The Children and Young People's Plan is our three year plan for improving the lives of Sutton's children and young people. Now in its third year, the plan has been, and continues to be, an ambitious programme for change. Successful implementation of the plan is already bringing significantly better outcomes for the borough's children and young people.

The plan has been developed through the involvement of the Sutton Children and Young People's Partnership, a partnership of key people and organisations who work closest with our children and young people, along with consultation and involvement of children, young people and their families.

As we did last year, we have refreshed the plan for 2008/09 so that it contains up to date information, including a review of the past year and challenging targets for the coming twelve months. The overarching objectives remain the same. We have taken the opportunity this year to streamline the plan in order to draw out key aspects of our children's trust arrangements.

I am proud of the creative ideas and innovative work produced by those who work in health, education, social care and the voluntary and community sector in Sutton. The main purpose of the plan is to provide a clear sense of direction for everyone working to improve outcomes for children and young people in Sutton. Ultimately the plan, of course, stands or falls on the difference it makes to those children and young people.

Cllr Tony Brett Young
Executive Councillor for Children and Young People

1. About the borough

Sutton is a borough of contrasts, despite the perception that it is green, leafy and affluent. The borough does have acres of green space; however, it also has communities comparable to some of the most deprived in the country, mostly located in the north and south-east of the borough.

Detailed below are some facts about children and young people in Sutton, which give a flavour of the borough's composition, categorised under the government's five 'every child matters' outcomes.

General

- The 2006 mid year population update from the Office of National Statistics estimates that there are 46,000 young people aged 0-19 years old and the largest age group is still the 10-14 years olds
- Of the 0-15 year olds in the borough, 79.4% are white British, 5.7% are mixed, 5.7% are Asian-Asian British, 4.1% are Black-Black British, 2.7% are white other and 1.6% are Chinese and other

Being Healthy

- The under-18 conception rate in the borough has reduced by 19.2% since the 1998 baseline. In 2006 (latest figures available) this was the third largest reduction out of 19 outer London boroughs. However the local authority has now changed from a 'green' to an 'amber/green' rating in recognition of the need to step up progress towards the 2010 target of a 45% reduction
- Smoking prevalence in Sutton is estimated to be similar to the national figure, around 25%
- In a national survey in 2004, one in ten children had a clinically diagnosed mental disorder; prevalence in Sutton is estimated to be similar
- In 2006/07 over a third of children leaving primary school in Sutton were overweight and half of these were obese. There is a strong correlation between these figures with eligibility for free school meals, which is an indicator of economic disadvantage

Staying Safe

- Numbers of looked after children in Sutton have seen an overall decrease of approximately 15%
- The stability of looked after children has been maintained, and there has been an increase in those achieving permanency through adoption

or special guardianship

- There appears to have been a reduction in the number of referrals, although the proportion receiving an assessment has increased
- Performance on child protection indicators has remained good throughout the three year period. Demands on the social work service have remained constant during this period due to an increase in activity for children subject to a child protection plan and entering care proceedings
- Young people surveyed said that, on the whole, they feel that Sutton is a safe place to live

Enjoy and Achieve

- Girls achieve better than boys in Key Stage 1 and 2; however, Sutton's achievements are all above the national average, particularly at key stage 3
- The percentage of pupils achieving 5 A*-C GCSEs including English and mathematics and 5 A*-G GCSEs is significantly above the national average; and our A level average point score has increased over the last three years and is currently 425.5, one of the highest in the country
- The number of special educational needs statements has remained static since 2002
- Educational attainment of looked after children has been showing steady improvement (however this is impacted by the nature of the individual cohorts so statistics will not necessarily show a year on year improvement)
- There has been a narrowing of the attainment gap between those on free school meals and the Sutton average; however, the inequality gap in the achievement of level 2 and 3 qualifications at age 19 is relatively high compared to other London boroughs, though reducing

Positive Contribution

- There has been a decrease in the numbers of looked after children receiving a final warning, reprimand or conviction from 17.3% in 2002/03 to 1.54% in February 2008
- The Youth Offending Team achieved its highest ever ranking in local and national league tables by the end of 2007
- Young people are actively participating in decision making, for example, through the Youth Parliament and Secondary and Primary

School Councils

- Young people have taken responsibility for agreeing funding through the Youth Opportunity Fund for youth community organisations

Economic Wellbeing

- Most children grow up in economically secure circumstances but there are pockets of economic disadvantage and these are geographically concentrated
- The number of young people not in education, employment and training is 4.8%, significantly below the London and national averages
- Of the teenage mothers known to Connexions, 37.5% of them were participating in education, employment or training in January 2008 – the national target is 60% by 2010
- Overall there is a high level of satisfaction with local child care provision but local costs are higher than the national and regional averages and services do not always meet the needs of the most disadvantaged groups e.g. families with disabled children and those on low incomes

2. Vision and ambition

Sutton Council's vision is to build a community in which all can take part and all can take pride. This inclusive, community-based vision applies with equal force to children and young people. A particular feature of the vision is a commitment to tackling inequality and the barriers that can inhibit the full development of all children and young people in our community. This is central to this Children and Young People's Plan.

The council's ambition is to make Sutton the most sustainable suburb in London, and together with our partners to seek to make the borough fairer, greener and safer. Sustainability goes beyond environmental issues, important though they are. It encompasses the sustainability of our family and community life, enabling individuals, families and their localities safely to support and nourish their own development. This is a vision for everyone in our community, but we recognise that some individuals, families and groups need additional help. These individuals, families and groups are a particular focus of this plan.

Our Vision for Children and Young People

Our vision for children and young people can be summarised by our three over-arching strategic priorities. These are that, while recognising and responding to the needs of all children and young people, we will:

- Extend and further develop our preventative and early intervention strategies and services
- Ensure that the most vulnerable, challenging or disadvantaged children and young people are given every opportunity to succeed
- Develop still more integrated and secure approaches to safeguarding and protecting children and promoting their welfare

Our aim is that services for individuals, families and groups will increasingly be integrated at the point of delivery. In whatever way the services are organised, the essence of personalisation will be to create packages of support which match resources to client needs most effectively, based on accurate and timely assessments (single and multi-agency). In this way, commissioning will become more finely honed and better targeted.

Development of the children's workforce is a central part of our approach to commissioning: the aim of effective workforce development is to match human resources to need in the most efficient way. This means that, building on staff strengths, we will develop staff skills and diversify roles to meet client needs, and that the workforce will be more flexible, focussing its activities in teams around those client needs. It will also mean that there will be more

focussed on-the-job training, with staff development closely linked to the pattern of identified client need.

Safeguarding is a key concern of all services, and early identification of potential concern and effective intervention to avoid more significant damage later are hugely important. We see greater investment at the earlier preventative stages as central to our vision for children's services. Such investment comes in part from universal services, and in part from the result of better and more effective targeted services, causing fewer children and young people to require more expensive interventions later on. But we will never disinvest in more expensive interventions if doing so puts the safety and wellbeing of children and young people at risk.

We see universal services – especially schools, early years, play and youth services, universal health services and safer neighbourhood services - as increasingly the foundation for effective prevention, early identification and early intervention. Links to targeted and specialist services will be smoother, as better personalisation becomes the norm.

Schools will increasingly become focal points for their community and will become still more of a community learning resource. Early years services will increasingly mesh with children's centres, and universal and targeted health services for the early years (and their parents and carers) will be either located or part-based in them. A range of early intervention and advice services will be available and it will feel natural for the community to access these through their school, or through outreach services based in the school. In secondary schools, a range of outreach and targeted services - for example parenting support services and adolescent support services - may similarly be co-located or part-based in a school.

The focus of schools is rightly on learning outcomes, but there is an increasing understanding that these are rarely achieved in isolation from the rest of the community. This understanding, and the practice that goes with it, offers more opportunity to close attainment gaps between disadvantaged and other groups, a key objective for us.

3. Our guiding principles

The seven guiding principles set out below underpin our way of providing services to meet the needs of children, young people and their families.

(i) We focus on and organise services around the needs of children, young people and their families and what makes a difference to them

We focus on needs, build services and develop the workforce around those needs, and develop services from the bottom up. Our focus on the needs of the individual requires the building of services around those needs. It also requires that individuals are enabled to access services by providing a better match between needs and services. This happens through proper commissioning and by identifying lead professionals when more than one specialist agency is involved and when coordinated care is required. Within this context, we have proceeded pragmatically, developing and organising services from the bottom up, making changes when it is clear that they will result in real benefits.

(ii) We do more of what we know works and encourage new ways of meeting the needs of children, young people and their families

We are building on existing successful local and national developments of integrated, multi-agency working, and encouraging path-finding and groundbreaking activities within an overall framework of priorities. Our approach to integrating services and structures further is to emphasise that its purpose is to achieve better outcomes for service users, reduce duplication and promote efficiency. We have many successful initiatives doing just that and we will build upon these.

(iii) We believe in coherent governance arrangements ensuring clear direction, with a variety of structures which best meet the needs of children, young people and their families

We have developed a connected and coherent governance structure for our children's trust arrangements to ensure high level strategic direction. We aim to ensure that component organisational structures are each fit for purpose and will not impose a one size fits all approach. We do not assume we necessarily require the same organisational structure for all areas of activity and we ensure that structure is properly differentiated and matches purpose. In particular, as we develop a wider range of integrative initiatives, we have maintained children's social services as a clearly defined, though properly integrated, service area, with close ties to the full range of children's trust arrangements but with a distinct identity and a lead executive officer.

- (iv) We ensure children, young people and their families receive an early, joined up and consistent response from those working with children and young people through a common approach to preventative work provided through the Sutton child concern framework**

We see the child concern framework (see page 36) as the key unifying strand for achieving conceptual and procedural integration and coherence.

- (v) We listen to children, young people and their families, ensure their involvement in decisions, which affect them and enable their participation in service reviews and developments**

We ensure that children's and young people's views, and those of their families, are taken account of at every level, and form a key component of our performance management. The views of children and young people and their families are essential in coming to an accurate picture of children and young people's needs. They are equally important in helping to determine what services are needed and how they should be configured. They also play a key role in establishing how well these services are meeting the identified needs, which is central to effective performance management.

- (vi) We are developing a strategy for commissioning across agencies to ensure resources are being used in the right way to provide high quality and value for money services which promote improved life- chances for children and young people**

Commissioning is the central activity that links needs to services through the allocation of resources to meet those needs. We always strive to commission services jointly when the needs identified require this, doing so within an overall commissioning strategy. We will pool or align resources where this provides net improved impact. Needs requiring a multi-agency response are usually best dealt with by joint commissioning with an identified joint resource available.

- (vii) We ensure that universal services link to, complement and underpin services for those with more specific needs**

We see the further development of extended schools, children's centres, local neighbourhood health care, and safer neighbourhood teams as the key opportunities to tie the universal education, health and community services still more closely to the targeted and specialist services.

4. Priorities for action

These are our three-year strategic priorities that were developed in 2006, updated last year and again for 2008/09. The priorities are categorised under the government's five Every Child Matters goals for all children and young people plus a sixth category relating to the management of resources, which we have called service management.

a) Being healthy

The goal is: children and young people are physically, mentally, emotionally and sexually healthy, living healthy lifestyles and not indulging in substance misuse, particularly drugs and alcohol

b) Staying safe

The goal is: children and young people are safe and secure from maltreatment, neglect, violence, exploitation and injury, and safe from bullying, discrimination and anti-social behaviour

c) Enjoy and achieve

The goal is: children and young people are prepared for school, attend and enjoy school and achieve at primary and secondary level, develop personally and socially and enjoy recreation

d) Positive contribution

The goal is: children and young people make decisions, support community and environment, act within the law, build relationships choosing not to bully or discriminate, develop confidence and achieve successful life changes

e) Economic wellbeing

The goal is: in education, employment or training on leaving school, children and young people are prepared for work, live in a decent home with access to transport and are free from the effects of low income

f) Service management

Aspects of our infrastructure and support systems require development to support the delivery of our priorities. In this section we set out our actions in relation to issues surrounding finance, staffing, commissioning of services, governance and the management of resources

a) BEING HEALTHY

Good health is key to the achievement of all the other outcomes. This is particularly true of risk-taking behaviour that is often associated with low self-esteem and other mental health problems. For example, alcohol consumption or substance misuse, which we have identified as an issue in Sutton, not only impacts on the young person's health and puts them at risk, but it can impact on school attendance and lead to anti-social behaviour. Participating in healthy activities, such as sport, not only may improve physical health and promote self esteem, but can also provide a route into other positive activities. If we are to ensure that the children of Sutton have improved health outcomes, our needs analysis indicates that we need to address this on several levels:

- Influence the factors that impact on the population's health, for example, housing.
- Promote and support positive individual lifestyle choices, including healthy eating and leisure.
- Reduce substance misuse including alcohol and tobacco.
- Ensure that all children and young people are able to benefit from access to appropriate health interventions at key stages in their lives, for example immunisation and screening.
- Provide access to earlier support for mental health problems.
- Acknowledge and attempt to overcome the strong relationship between health inequalities, deprivation and poverty that begins at conception and continues throughout life.
- Plan on the understanding that children's health is significantly influenced by their parents' socio-economic status and that there is a wide gap in health status between children in families from different social groups. This disadvantage can be lifelong.

Being Healthy 3 Year Priorities	3 Year Actions
Develop Comprehensive Child and Adolescent Mental Health Services (CAMHS) to improve mental wellbeing particularly early intervention and preventative support	<p>New investment in Comprehensive Child and Adolescent Mental Health Services to be used to address:</p> <ul style="list-style-type: none"> • self harm including links with alcohol and substance misuse • low self esteem • reducing bullying • raising awareness in young people of mental health issues • reducing the impact of transition, including the transition from children’s to adult health services and the impact of significant life change such as bereavement and loss • improving mental health services for children and young people with disabilities • developing a comprehensive Child and Adolescent Mental Health Services approach, particularly at earlier stages • supporting children with special educational needs who have mental health needs through joint working between the Education Psychology Service and the Child and Adolescent Mental Health Service • the prevalence of children in Sutton diagnosed with autistic spectrum disorder through joint research with health
Promote healthier lifestyles, in particular healthy eating and increased exercise to reverse the trend in children and young people who are obese and overweight	<ul style="list-style-type: none"> • promote healthier school meals and food options in schools, Extended School activities and Children’s Centres • promote, support and provide arts and sports activities which promote healthier lifestyles in safe, affordable environments • implement weight and height measurement and follow up consultations for those with adverse Body Mass Index • make the most of the opportunities of the 2012 Olympics • continue to promote and support breastfeeding and support fluoridation of water

Being Healthy 3 Year Priorities	3 Year Actions
Increase work on preparation for parenthood and support for parents to improve and sustain their children's health	<ul style="list-style-type: none"> • develop support during the antenatal period to improve preparation for parenthood including antenatal care • improve targeting of services for most vulnerable groups • work to develop more sustainable communities and improve uptake of effective health service interventions such as immunisation • enhance the ability of parents to address the prevention of health problems among children such as oral health and accidents
Address alcohol consumption by young people including access to alcohol	<ul style="list-style-type: none"> • improve the focus on issues around underage alcohol consumption within the Healthy Schools agenda and address the control of alcohol sales to young people, through the implementation of an Alcohol Strategy for young people in Sutton
Support and promote the cessation of smoking and wider tobacco control	<ul style="list-style-type: none"> • reduce the number of pregnant women who smoke • focus on issues around underage smoking through the Healthy Schools agenda • reduce underage sales • reduce children's exposure to second-hand smoke
Promote sexual health	<ul style="list-style-type: none"> • reduce the under 18 conception rate • reduce the prevalence of sexually transmitted infections in young people
Looked After Children	<ul style="list-style-type: none"> • increase the number of looked after children with personal health plans • consider the particular mental health needs of this group of children
Children with learning difficulties and disabilities	<ul style="list-style-type: none"> • improve mental health services for children and young people with learning disabilities and autistic spectrum disorders • develop health support in Borough to reduce the number of children with complex health needs who have to travel to access services • develop a coordinated, multi-agency approach to the provision of specialist equipment • investigate the needs and circumstances of children and young people with long term health conditions

b) STAYING SAFE

The work we have done so far ourselves, what young people tell us, and the advice of government inspectors, indicate the following key areas where improvement is particularly needed:

- Young people's fear of crime and of not being able to meet safely with their friends.
- Too many children are being bullied and abused, but are not telling anyone, or, if they do tell, they say it feels to them as though nothing is done.
- Some families get into difficulties and do not receive help early enough so things get worse.
- Some families have particular problems, such as domestic violence, or parents with mental health problems, or drink, or drugs use, which means they need much more help more quickly.
- Some groups of children, especially those with disability, and those looked after by the Council, need extra help to keep them safe.
- There are improvements that need to be made in Children's Social Services to ensure we work better with other people, and with families, to make things better for children. These are measured by key government performance indicators and include such things as speed of completing assessments and the stability of placements for looked after children.

Staying Safe 3 Year Priorities	3 Year Actions
Ensure that improvements are made in Children's Social Services as measured by government performance indicators and standards	<ul style="list-style-type: none"> • improve the speed with which we undertake assessments on families • ensure that children on the child protection register are allocated a social worker, are reviewed regularly and remain on the register for as short a time as possible • monitor closely the numbers of black and minority ethnic children receiving social services to ensure that services meet their diverse needs
Provide more services much earlier for families in difficulties, to help them provide safe and secure care for their children	<ul style="list-style-type: none"> • continue to improve systems for sharing information about vulnerable children • implement the Common Assessment Framework and "lead professional" role in order to develop a more consistent response for families across all agencies • increase the number of children and families who receive services early, particularly through Extended Schools and Children's Centres, thus reducing the number who require specialist social services involvement • increase the number of parenting programmes available to support parents with caring for and protecting their children
Provide a safe neighbourhood in Sutton so children and young people are not so fearful of crime,	<ul style="list-style-type: none"> • work in partnership with the Safer Sutton Partnership to secure a safer environment for young people • reduce the number of young people who say they are fearful of crime • work with the Safer Sutton Partnership, Leisure, Community and Environmental services to create a cleaner environment

Staying Safe 3 Year Priorities	3 Year Actions
<p>Ensure that all people who work with children know enough to notice early when a child is being bullied or abused, and that they are able to help, with particular emphasis on vulnerable groups</p> <ul style="list-style-type: none"> ➤ children from black and minority ethnic groups ➤ gay, lesbian and bisexual young people ➤ children with disabilities 	<ul style="list-style-type: none"> • develop a multi-agency strategy and policy for reducing incidents of bullying • provide more and better training for all professionals working with children through the Local Safeguarding Children Board • reduce the incidence of bullying among children and young people, measured by what they tell us, with a particular emphasis on those looked after and those with a disability • improve our awareness of the incidence and impact of sexual abuse and exploitation and develop appropriate support services
<p>Develop more services to help – particularly for families where domestic violence, mental health, drink or drugs is a problem.</p>	<ul style="list-style-type: none"> • evaluate our current services for families involved in domestic violence, develop further services, and work more closely across agencies to help families • increase support for families whose children are on the Child Protection Register due to domestic violence, mental health or substance misuse and reduce the time that they remain on the Register • improve our working across Children and Adult services to help parents who have difficulties with mental health or substance misuse
<p>Looked After Children</p>	<ul style="list-style-type: none"> • improve both short and long term placement stability • ensure that a high proportion of children are placed in families • ensure that children are placed in secure long term placements, including adoption whenever possible • develop more innovative ways of getting views from children and young people, and act on them
<p>Children with learning difficulties and disabilities</p>	<ul style="list-style-type: none"> • ensure that more young people have good plans for moving into adult life by improved joint working with adult services • listen to what young people say and act on that • increase the proportion of children with disabilities and their families who receive support services

c) ENJOY AND ACHIEVE

Educational outcomes at all key stages in Sutton are very high with the Borough being one of the highest performing in the country. The performance of different ethnic heritage groups is generally good with a significant number of groups outperforming the Sutton average. The improvement trend for educational outcomes is good as is the value added by schools across each key stage. However, significant challenges remain based upon both local and national analysis:

- Her Majesty's Chief Inspectorate report states that nationally 30% of pupils transferring from primary to secondary school regress in terms of attainment; Sutton figures are not known but could well reflect the national picture.
- Field intelligence from local authority inspectors and advisers reaffirms the difficulties experienced by some pupils at points of transition.
- The national agenda has developed the breadth and remit of the Early Years Strategy to embrace all children aged between birth and five years. There is a need to develop the Sutton approach to the care, development and education of young children.
- Key Stage 1 to Key Stage 2 conversion rates are within the average band but there remains room for improvement.
- Educational outcomes are lower for pupils in disadvantaged areas as demonstrated through the Northern Wards Neighbourhood Renewal Strategy and the Performance and Assessment reports.
- Whilst school attendance in the Borough is generally good, some schools have lower rates of attendance, which has a detrimental effect on educational outcomes.
- Specific groups of children and young people make less progress than others, for example children eligible for free school meals, children of other black heritage, Travellers, children in areas of deprivation, children with special educational needs being supported on School Action Plus.
- Boys do less well in all key stages for the majority of subjects, although the gender gap is less than the national average.
- A lack of challenge for gifted and talented pupils
- Inconsistent liaison between special schools and mainstream provision

Enjoy and Achieve 3 Year Priorities	3 Year Actions
Transition at every stage – transforming current expectations	<p>Improve the quality of transition at all stages and particularly:</p> <ul style="list-style-type: none"> • Home to Nursery • Nursery to Reception • Reception to Key Stage 1 • Key Stage 1 to Key Stage 2 • Key Stage 2 to Key Stage 3 (transition to secondary school) • Key Stage 3 to Key Stage 4 • Key Stage 4 to post-16
Make the national 0-5 agenda work for us in Sutton	<ul style="list-style-type: none"> • translate the national agenda to the locality by • developing early intervention, childcare and education services which best meet the needs of families and their young children • work in partnership with all agencies to develop well integrated, accessible and flexible high quality services
Increase achievement for all, particularly vulnerable and underachieving groups	<p>Raise achievement wherever there is under achievement, including:</p> <ul style="list-style-type: none"> • ethnic minority groups • Travellers • boys • children from deprived backgrounds • School Action Plus pupils • raise Key Stage 1 to Key Stage 2 conversion rates • secure good attendance so that pupils can achieve and encourage schools to develop their own intervention strategies
Coordinate / promote the provision / benefits of play opportunities for 4-13 year olds	<ul style="list-style-type: none"> • support the development of a Play Association and the delivery of a Play Strategy, supported by the Play Action Plan. This will focus particularly on areas of deprivation and provide children with opportunities for play which help them develop their personal and social skills • co-ordinate out of school provision for 5-13 year olds

Enjoy and Achieve 3 Year Priorities	3 Year Actions
Supply and demand of appropriate school places	<ul style="list-style-type: none"> • continue to manage the supply and demand of school places, following the 2004/05 Primary School Places Review to ensure that there are no more than 5% surplus primary or secondary school places, whilst recognising the new challenges outlined in the 2006 Education Bill to be a champion of parents and pupils to promote diversity, choice and fair access
Share best practice for mainstream and special schools	<ul style="list-style-type: none"> • develop best/effective practice across the Borough, by sharing expertise and experience
Challenge the Gifted and Talented	<ul style="list-style-type: none"> • develop a cross phase Gifted and Talented strategy • Support schools in evaluating their provision for gifted and talented using the Inclusion Quality Standard, the Challenge Award and other appropriate standards • Devise and implement a training programme to promote good practice • Continue collaborating with London Challenge on Gifted and Talented • Complete policy on Gifted and Talented
Looked After Children	<ul style="list-style-type: none"> • improve the educational attainment and attendance of looked after children at all stages, but particularly at GCSE and transition from Key Stage 2 to 3
Children with learning difficulties and disabilities	<ul style="list-style-type: none"> • increase opportunities for disabled children and young people to take part in and enjoy social and recreational activities with others of their own age • increase education provision within the local community for children with learning difficulties and autistic spectrum disorder

d) POSITIVE CONTRIBUTION

Young people want to take decisions about their future and their community and they want to be listened to. Young people will contribute positively to the community when they feel ownership of a project or that their input has made a difference.

Sutton is currently consulting with young people, with regard to the re-shaping of the Youth Service. Young people have to voluntarily engage with the Youth Service and so it is important that their views are taken into account, enabling the service to reflect their needs and motivate better attendance.

Youth offending is an area we can improve on in Sutton, particularly further support for vulnerable groups, such as looked after children. Linked to this, anti-social behaviour is also the biggest concern for Sutton residents. It is clear from talking to young people that they themselves are fearful of crime, which is a key reason they go out in large groups. Such groups can often be seen as anti-social by other members of the community.

It is important to ensure local agencies work in partnership to provide appropriate interventions for young people involved in the criminal justice system to tackle factors that increase the likelihood of them re-offending.

In common with other areas, bullying is an issue in Sutton, both in and out of school, and some vulnerable groups, such as children and young people with disabilities, are particularly susceptible to such behaviour.

Children and young people have many different transitions to deal with, such as the loss of a parent or carer. Those without confidence and support to manage these transitions are more vulnerable, in particular young carers.

Many of the above issues are more prevalent in the more deprived areas of the Borough, such as the Northern Wards.

Positive Contribution 3 Year Priorities	3 Year Actions
Children and young people engage in positive behaviour in educational settings	<p>Through the development and implementation of an Education Improvement Partnership:</p> <ul style="list-style-type: none"> • provide support to all children and young people at risk of underachieving as a result of issues relating to learning, behaviour or attendance • promote positive behaviour, good mental health and good levels of attendance for all children and young people in Sutton
Children and young people develop positive relationships and choose not to bully and discriminate	<ul style="list-style-type: none"> • involve more young people, especially vulnerable groups, in raising awareness of bullying in schools and the community • work towards reducing the incidence of bullying in schools and in the community • reduce the prevalence of discriminatory behaviour in schools • extend the peer counsellor scheme to help more young people affected by bullying • work within schools at transition stages to address issues of anger management, self-esteem and bullying
Enable families and others to support children and young people, in particular young carers	<ul style="list-style-type: none"> • improve information and advice available to these groups and ways in which this is delivered • raise awareness of young carers as a group amongst schools and the community
Engage children and young people in decision making and supporting the community and environment	<ul style="list-style-type: none"> • develop ways in which young people can contribute positively to service delivery • celebrate when children and young people contribute positively
Improve the range of alternative provision to motivate better attendance and prepare young people for independent life	<ul style="list-style-type: none"> • rationalise alternative provision, under the auspices of the Pupil Referral Unit, to include vocational programmes which better equip young people for the workplace
Children and young people engage in law abiding and positive behaviour out of school	<ul style="list-style-type: none"> • increase the impact of the Prolific Priority Offender Strategy by ensuring those effectively targeted by Catch and Convict are not replaced by the next generation of Prolific Offenders • target interventions aimed at those young people on the edges of criminality to prevent them developing a criminal career

Positive Contribution 3 Year Priorities	3 Year Actions
Provide places for young people aged 13-19 to go and do things that they enjoy	<ul style="list-style-type: none"> • provide a broad range of activity programmes that target vulnerable young people delivered by Positive Activities for Young People and a range of activities appropriately publicised
Looked After Children	<ul style="list-style-type: none"> • increase the number of looked after children who contribute to their statutory reviews • reduce the numbers of looked after children who engage in offending behaviour
Children with learning difficulties and disabilities	<ul style="list-style-type: none"> • ensure that as disabled young people make the transition to adulthood and they are supported in their decision making regarding securing education, training and employment, achieving their potential for independence and fulfilling their personal hopes and aspirations

e) ECONOMIC WELLBEING

The majority of children and families in Sutton experience economic wellbeing in relative terms. Employment and income levels for families are higher than the national average and most young people progress successfully at 19 into higher education or employment.

However, some families face economic disadvantage and some young people are not participating successfully in education or training, with the result that they do not progress into employment. Disadvantage is concentrated in particular parts of the Borough and some groups of young people are significantly less likely to make successful transitions than others – teenage parents, care leavers and young asylum seekers face particular challenges.

Fewer Sutton residents have higher level qualifications and work in higher level managerial occupations than the London average. Local employers report skills shortages across a range of skill areas including technical skills and customer handling and also have concerns about the basic skills that some young people have. Young people in the Not in Education, Employment or Training group often lack basic skills and have low confidence and motivation.

The coordination and development of 14-19 learning provision across Borough schools and the further education college needs to be developed.

A significant number of parents would participate more in employment or education and training leading to employment if they could find affordable childcare.

There are many positive examples of joint working at operational level between Supporting People and Children and Families including the Young People's Housing Resources Panel, the joint commissioning of Stanley Park Road and other housing schemes. In 2005/06 £300,000 (9%) of our Supporting People Grant was allocated to housing support services for young people at risk and in care and a further £120,000 for housing support to teenage parents.

A greater understanding of the roles of the various agencies responsible for working with young people has been identified as a need to improve the quality of advice, information and general services to families and young people.

We need to improve targeted support to children with special educational needs aged 14-16 to ensure appropriate ongoing education, training or employment.

Economic Wellbeing 3 Year Priorities	3 Year Actions
Improve the range of 14-19 learning provision so that more young people are engaged and employers' and young people's needs are better met	<ul style="list-style-type: none"> • implement the 14-19 Strategy • improve the information that is available to young people on learning opportunities
Improve the support for progression of key groups of disadvantaged young people into learning and development opportunities between 14 and 19	<ul style="list-style-type: none"> • improve the support we provide to young people at 16 or 17 and teenage parents to move into education, employment or training • improve the help given to young people who need supported accommodation • ensure that relevant agencies improve their joint working
Engage parents/carers, particularly those who face disadvantage, in activities run through Extended Schools, Children's Centres and other locations so they can be more effective in helping their children achieve	<ul style="list-style-type: none"> • support more parents as first educators • ensure that good practice in engaging parents/carers is effectively shared • develop programmes of family learning opportunities and parenting support in Extended Schools and Children's Centres
Develop more vivid and participative programmes of Personal, Social and Health Education; Advice and Guidance; and Work Related Learning in schools and outside school so that young people are more aware of the benefits of achievement and participation and take up better employment opportunities and become more active citizens	<ul style="list-style-type: none"> • improve the information, advice and guidance on employment and learning options available to young people • get a wider range of people and organisations from outside school involved in widening young people's awareness of the wider world and developing their employability
Improve the income levels, employment levels and skill levels of parents	<ul style="list-style-type: none"> • draw organisations together in order to try and make more affordable childcare available for parents wanting to return to work or study • make it easier for parents to find out about any funding support which is available to them

Economic Wellbeing 3 Year Priorities	3 Year Actions
Improve the availability of appropriate housing for young people and families with children	<p>Ensure organisations work more effectively with Borough Housing so that:</p> <ul style="list-style-type: none"> • the number of homeless families in temporary accommodation continues to decline • causes of homelessness amongst Black and Minority Ethnic households that contain children and young people are researched • where appropriate, young people are provided with accommodation with the required level of support • steps are taken across agencies to address the causes of homelessness among 16-17 year olds and where preventative measures are not possible or appropriate short term accommodation is available
Evaluate the impact on children and young people achieving Every Child Matters Outcomes of other economic wellbeing issues such as the availability of transport and material goods and the quality of the physical environment	<ul style="list-style-type: none"> • evaluate these economic wellbeing issues and make recommendations for future joint actions which will aid the achievement of Every Child Matters outcomes
Looked After Children	<ul style="list-style-type: none"> • increase the number of care leavers who are engaged in education, training or employment at age 19
Children with learning difficulties and disabilities	<ul style="list-style-type: none"> • ensure that families of children and young people with learning difficulties and disabilities have good access to the information and advice they need about benefits, services and other supports • further develop childcare opportunities for disabled children and young people particularly through Children’s Centres and Extended Schools, so that more parents/carers have the option to take up training or employment • provide targeted support to young people with learning difficulties and disabilities through post 14/post 16 transition to ensure appropriate ongoing education, training or employment • take forward the findings of the research report “Learning Provision for Students with autistic spectrum disorder” in the six boroughs of the London South Learning and Skills Council

f) SERVICE MANAGEMENT

Service Management 3 Year Priorities	3 Year Actions
Develop and improve governance arrangements	<ul style="list-style-type: none"> • review and clarify the membership of existing bodies to ensure that there are clear parameters for decision making and to ensure that governance arrangements are transparent • help to determine and facilitate the contribution of partners, children and young people and their families, schools and governing bodies to the delivery and governance of services, including Extended Schools and Children's Centres
Develop and implement a framework for joint commissioning for Sutton	<ul style="list-style-type: none"> • audit existing commissioning arrangements, identify best practice and develop a consistent approach • clarify differences between and the relative benefits of pooled and aligned budgets • clarify arrangements to evaluate the value for money of services for children and young people and its relationship to commissioning
Develop the workforce to meet the needs of children and young people in Sutton	<ul style="list-style-type: none"> • map the knowledge and skills required against the five stages of the Child Concern Framework • audit the knowledge and skills of our current staff against this mapping and develop a multi-agency Children and Young People's Workforce Strategy to ensure we have the right people in the right jobs • review recruitment and retention strategies • ensure that we communicate the new workforce strategy to staff and our partners
Develop a multi-agency approach to the management of resources for children and young people	<ul style="list-style-type: none"> • identify current resources, including income across agencies committed to children's services, and ensure that resources are focused on the identified priorities for children and young people • implement our five year strategy for early intervention as an <i>invest to save</i> approach • ensure that planning documents have financial and other resource requirements, milestones and targets

Develop IT support systems, and other systems, to enable all agencies to better meet the needs of children and young people

- promote better communication and information sharing across all agencies
- support the development of the national ContactPoint project through our work in developing a consistent Single Child Record
- Identify opportunities to deliver integrated services through extended services framework

5. Children's Trust arrangements in Sutton

Improving the wellbeing of children requires a set of arrangements that enables professionals genuinely to work together in an integrated way, whether they be in education, social services, the health service, the police, voluntary organisations or other relevant agencies. These arrangements are known as our Children's Trust arrangements and they are explained below, starting with our key thematic partnership, the Children and Young People's Partnership.

Children and Young People's Partnership

The Children and Young People's Partnership has the strategic role in promoting, developing and overseeing the Children's Trust arrangements across the whole of Sutton. It has a monitoring role in relation to inter-agency working and provides a high-level oversight of inter-agency operational performance. It has senior representation from councillors, education including schools, children's social services, health, the voluntary sector and the police and is chaired by the council's executive councillor for children and young people. It has a clear link to the Sutton Partnership Board.

Sutton Strategic Commissioning Group

Commissioning is the process of assessing the needs of children and young people, and providing services to meet those needs. One of the key subgroups of the Children and Young People's Partnership is the Sutton Strategic Commissioning Group. This group is responsible for monitoring and evaluating the Children and Young People's Plan, auditing current commissioning in the light of the plan, and preparing the new plan. It is also responsible for ensuring that resources are used to their best effect and to provide services that meet our priorities for children and young people in the borough and achieve the best outcomes for them.

We have developed a commissioning framework to describe our approach to commissioning. It explains the terms and concepts that we use and identifies different types of joint commissioning arrangements. It also specifies the functions and membership of the Sutton Strategic Commissioning Group.

In the coming year, the Sutton Strategic Commissioning Group will publish an over-arching joint commissioning strategy for children's services. This will set out how we will reconfigure and refocus resources consistently across the Partnership in order to achieve the high level priorities of the Children and Young People's Plan and in so doing, build capacity in the third sector.

Workforce Strategy

The workforce strategy has been developed to ensure we have the people power to deliver on the commitments contained in the plan. A workforce strategy group has been established to develop and oversee the strategy.

The children's workforce comprises all those who work with children, young people and their families, or who have responsibility for helping improve their outcomes. Our intention is to enhance the strengths of our workforce by improving synergy and by ensuring that skills meet need. Workforce development is essentially a commissioning activity: by developing our workforce we better match provision to need by the allocation of, in this case, human resources. Our aim is to integrate at the point of delivery: to bring children's workers together around specific needs, whether individual or group, so that the distinct skills of each worker are enhanced and built upon by joint working, and the outcomes improved as a result.

In the coming year, the workforce strategy group will be focussing or increased partnership working with key stakeholders to jointly deliver on the workforce strategy action plan, and particularly on joint recruitment and retention initiatives; improved data collection and analysis to inform workforce planning; joint commissioning and provision of learning and development to increase skills; and the implementation of new ways of working to ensure that the workforce developments support improvements for children and young people in Sutton.

Child Concern Framework (also see diagram on page 36)

We place a great emphasis on early intervention in our approach to service development as we believe that there are many things that we can do now to help ensure better outcomes for children and young people in the future. Through successful multi-agency working we support children and young people before they require a statutory assessment, with the aim of preventing them requiring one at all.

The child concern framework is at the heart of our preventative work, and is the thread that runs through all existing and new preventative programmes. It provides the multi-agency strategic context and shared language for developing new integrated and preventative services and approaches.

The framework is Sutton's approach to enabling services to work in collaboration across all levels and degrees of complexity of need. There is a particular emphasis on the early identification of need, and on providing a shared language for talking about levels of need and service responses, in particular inter-agency responses. The framework is specifically designed to align severity of need with different modes of assessment and clear processes for information sharing.

One primary purpose of the framework is to provide a systematic, inter-agency approach to identifying and supporting children, young people and families with moderate degrees of need. As such, the framework drives the development of integrated preventative programmes and services, and underpins existing successful developments. The work done through the Children and Young People's Integrated Support Panel, child and family support meetings and the community family support team are some of the successful approaches developed as part of the framework.

A key component of the child concern framework is the common assessment framework (CAF), which is essentially a systematic approach to the assessment of moderate degrees of need. By using the common assessment approach, individual agencies can initiate multi-agency assessment, planning and support when required. This helps focus efforts in a connected way across all agencies dealing with vulnerable children and young people. Key service areas, such as special educational needs (SEN), child and adolescent mental health service (CAMHS) and family support can map their processes onto each stage of the framework.

The model is ambitious and has the required commitment from participating agencies at the strategic and operational level, and a number of these have adjusted their approach to referral and assessment. Each agency has mapped its processes against the stages of the framework and is able to describe in general terms its thresholds and degree of involvement. For example, the approach to early identification and assessment taken by the Sutton Disability Partnership for Children & Young People is based on the framework.

A further strength of the framework is that it provides front line staff and managers with a straightforward means of understanding the preventative approach, and their place in it while at the same time providing senior managers with a shared language for developing joint preventative services. The framework also offers scope for mapping workforce skills to provide a more coherent way of matching support to need.

Children and Young People's Integrated Support Panel

The Children and Young People's Integrated Support Panel (CYPISP) supports vulnerable 5-19 year olds offering early intervention and prevention across the continuum of need through short term packages of individualised support. This includes support to children and young people to reduce offending and re-offending. The panel brings together a range of professionals to problem solve and identify services based around individual need, using the common assessment framework (CAF) at the earlier stages, and aligned or pooled sources of funding, and co-ordinating the support through the lead professional role. This child-centred approach means that interventions are based around individual need. It is a key component in our approach to achieving integration at the point of delivery.

Through the panel we are able to provide a rapid and flexible response to a wide range of children and young people. Providing packages of support before difficulties escalate can mean preventing children and young people moving up the threshold of need. A similar response for vulnerable pre-school children is being developed through the early intervention service, linked to the children's centres.

Vulnerable Pupils Panel

The Vulnerable Pupils Panel was established in 2007, and comprises secondary head teachers under the DCSF partnership arrangements for behaviour, known as the collaborative school initiative. They ensure that appropriate provision is allocated to pupils who have been permanently excluded from school and for those pupils who are at risk of permanent exclusion. The panel also acts as a problem-solving forum for pupils with challenging behaviour, whereby strategies are discussed and good practice shared in order to retain pupils in mainstream education wherever possible.

Sutton Disability Partnership for Children and Young People

The Sutton Disability Partnership for Children and Young People brings together education, social services and health in integrated teams, with a remit for both children with disabilities and children with complex health needs. One practical example of this partnership in action is at the Hackbridge Centre where health, education and social services provide a family-friendly environment for meetings and direct work with children and families.

Extended Services

The introduction of extended services is fundamental to the delivery of integrated services to support better outcomes for children. By 2010 all schools will be part of the extended schools programme and every community will have a children's centre.

Schools are extended in three ways: by extension of the activities they offer; by extension of the period within which the activities are offered; and by extension of the range of clients benefiting from the activities. In Sutton, we see all three aspects as important, and we regard extended schools as a key bridge to wider community functions such as childcare, health care, family support and learning, safer neighbourhood services and youth work.

Extended Schools provide a wide range of services for children of all ages, their families and other members of the local community, whereas Children's Centres must, as a minimum, offer a core set of services for children under five. There are obvious advantages where Children's Centres and Extended Schools are co-located, and we intend that all Children's Centres located in primary schools will also be Extended Schools.

The children's centres provide a joined-up system of health, family support, childcare and education services so that all children get the best start possible. Schools will more and more become a natural community focus as first ports of call for integrated advice and support on health, parenting, behaviour and family learning for low to moderate levels of need. Early identification and prevention should result in raised achievement levels, by removing barriers to learning. In this way schools play a central role in driving forward the child concern framework and associated common assessment

framework and child and family support meetings, by providing a central focus for targeted local support.

Sutton Early Outcomes Partnership

The Sutton Early Outcomes Partnership has been established to take the strategic role in promoting, developing and overseeing the delivery of the early years outcomes duty in Sutton. It reports to the Children and Young People's Partnership as part of the children's trust arrangements. It co-ordinates the work of various subgroups to deliver on early years and childcare objectives with the overall aim of improving early years outcomes, with a particular focus on: children's centres; quality and inclusion in early years; and childcare sufficiency and access. It also provides the strategic lead for joint planning and commissioning of services to improve outcomes in the early years.

Local Safeguarding Children Board

Safeguarding is a central aspect of our children's trust arrangements. The Local Safeguarding Children Board ensures that work to protect children and young people is properly co-ordinated and effective. As well as its key focus on child protection, it pays particular attention to those aspects of prevention which are known to be linked with later safeguarding issues, such as domestic violence, parent/carer mental health problems, learning disabilities and substance misuse. In this way, without compromising its key remit to ensure that work to protect children and young people is properly co-ordinated and effective, the board is able also to properly consider wider safeguarding issues. Much of the work of the board is conducted through multi-agency sub groups.

Whilst safeguarding is a central aspect of our children's trust arrangements, and there is a close relationship between the Children and Young People's Partnership and local Safeguarding Children Board, we have taken steps to ensure that the integrity of the Safeguarding Board is maintained. The Board reports to the Sutton Children and Young People's Partnership, chaired by the Executive Councillor for Children and Young People and through that to the Sutton Partnership Board. In this way good communication is facilitated. However, the terms of reference for the Local Safeguarding Children Board make clear the responsibilities of members and their accountability to the board for ensuring that section 11 duties of the Children Act are carried out. The board itself is accountable to all agencies through their own governance arrangements and ultimately to the wider community. It is subject to the council's scrutiny arrangements, and to those of other agencies.

Targeted Youth Support

As young people grow up they draw upon a wide range of universal services, including schools, health and youth activities. Sutton's youth service is organised around the principle of progressive individualism, whereby there is

a progressive response to those with greatest need. It is a universal service, which provides targeted services for the most vulnerable young people.

Whilst most young people progress successfully through to adulthood, for a critical minority of young people serious problems emerge or earlier difficulties escalate or simply get in the way. These young people need many different services, agencies and professionals to work with them in order to fulfil their potential. The council's approach is to ensure that relevant services are brought together at the point of delivery to ensure an effective, flexible response. The CYPISP is one of the key ways in which this is achieved, as are multi-agency teams such as the joint adolescent service and the youth offending team, both of which link closely to the CYPISP.

Our intention is to identify the needs of vulnerable young people early enough to enable remedial actions to be put in place. The aim is to reduce the incidence of young people presenting problems which are blighting their chances of success and which could have been sorted out much earlier and more effectively via early intervention. One of the key challenges is to identify the most vulnerable young people and ensure that support is provided as early as possible to minimise risk. Referral to the CYPISP alongside completion of a common assessment form is one of the principal ways we achieve this for young people.

Safer Sutton Partnership

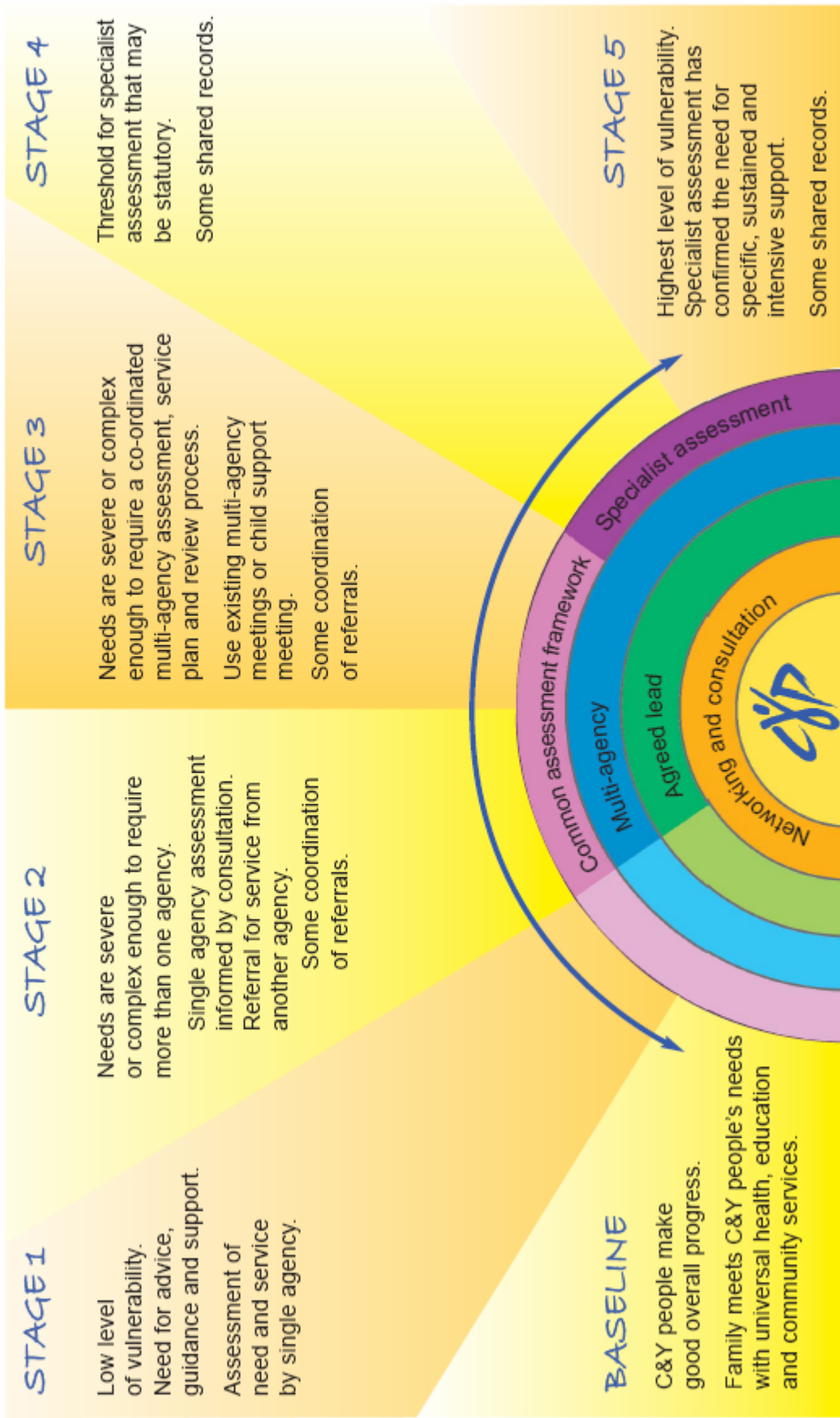
The Safer Sutton Partnership Service (SSPS) is a partnership between the police and the council, which combines together under one roof the police, the community partnership unit and the safer community team. Through its work with schools, the youth service and young people within the community, it helps prevent crime by reaching potential offenders early and giving them support; these young people are often the most vulnerable and challenging.

Through directly working with the community, the SSPS can identify and meet their local needs. This is done through listening to children, young people, parents and carers in the community. Innovative approaches are used, such as the multi-agency risk management panel, which identifies young people potentially at risk of offending and securing appropriate support.

The Safer Sutton for Young People Group (SSYPG) is a multi agency forum that acts both as the management board for the youth offending team, and brings together issues that relate to wider aspects of crime and anti social behaviour. In this way the crime prevention agenda can be linked to the enforcement role of the youth offending team. This group reports to the Safer Sutton Partnership Board.

CHILD CONCERN

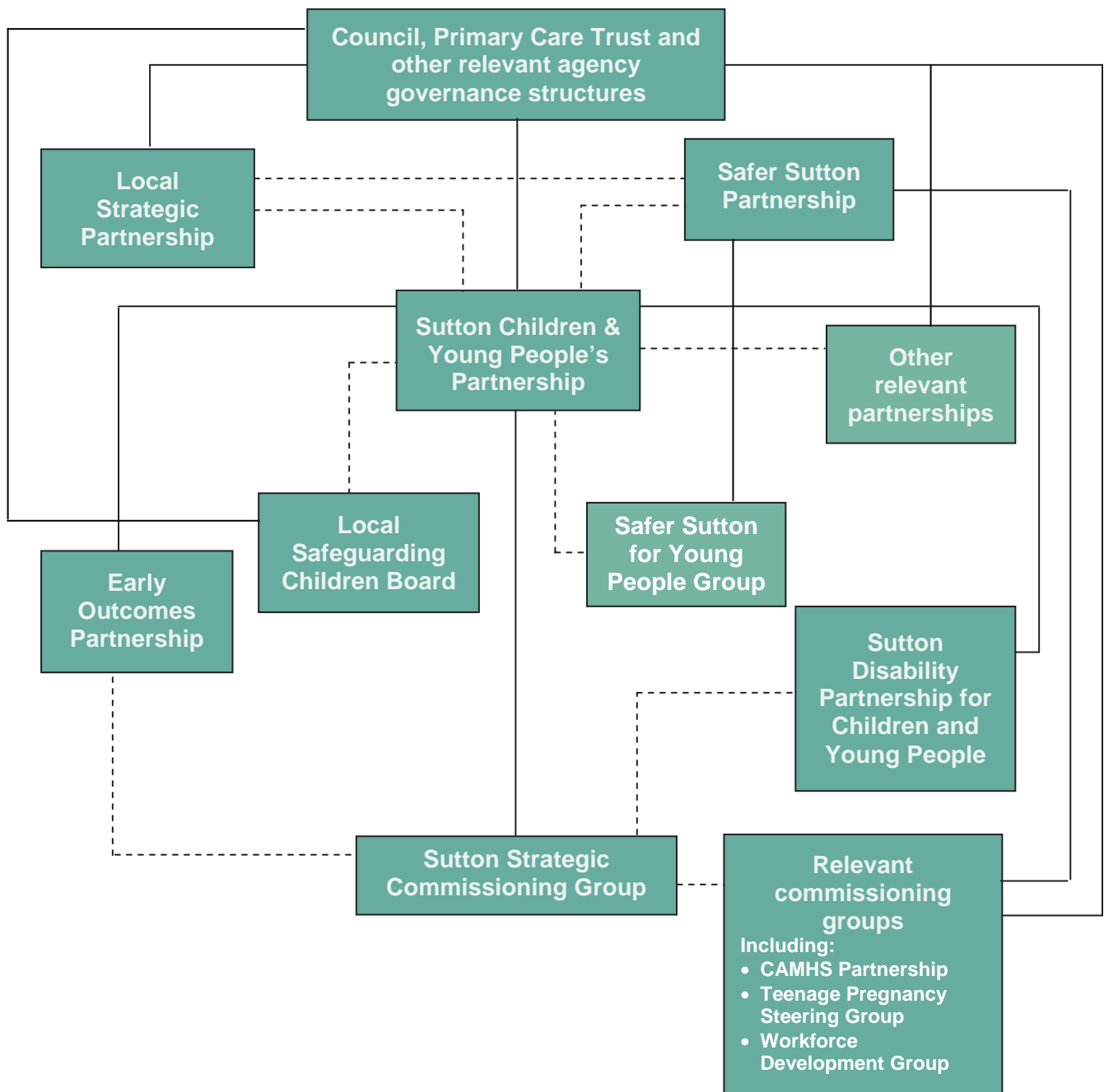
A FRAMEWORK FOR INFORMATION SHARING, ASSESSMENT AND SUPPORT



SUTTON CHILDREN AND YOUNG PEOPLE'S PARTNERSHIP

6. Governance and partnerships

In 2007 we further developed our partnership structures to provide the governance for our children's trust arrangements. They operate within the wider context of the council's and the primary care trust's structures of governance and make references and recommendations to the relevant council and primary care trust committees. The diagram below illustrates the strategic network and lines of accountability.



Please note:
 Solid lines show accountability
 Dotted lines show linkage and, in some cases, lines of reporting

7. Links to other strategies and plans

The Children and Young People's Plan needs to be seen within the context of a number of plans that the council and its partners produce, either individually or in collaboration with one another. Some of these are highlighted below.

The Sutton Strategy

This sets out how the different partners in the borough's local strategic partnership intend to work together to improve the quality of life for people who live and work in Sutton. The Sutton Partnership includes amongst its membership: the council, the police, the NHS primary care trust, the Learning Skills Council, JobCentre Plus and the Sutton Centre for the Voluntary Sector.

Local Area Agreement

Specific priorities to be addressed through the Sutton Strategy are contained in the borough's local area agreement (LAA). Our LAA targets have been selected on the basis that they represent our priorities for improvement and their achievement will be key to our commitment to making the borough fairer, greener and safer. Our integrated approach is evidenced in the way we are using our LAA targets where appropriate to measure progress in implementing the objectives in this plan.

The Sutton Plan

This is the council's corporate plan, which sets out key priorities for improvement over the next three years. One of its nine themes is to invest in the borough's children and young people. Highlights under this theme include: focusing on early intervention and child protection; refocusing our approach to youth and play services; improving the way we meet the needs of children with autistic spectrum disorders; improving outcomes for looked after children; rebuilding Stanley Park High School; and reducing the attainment gap between different socio-economic groups. Details of these commitments are provided in this plan.

Sutton Equality Scheme

This sets out how the council will meet the different needs of our increasingly diverse communities. The council is committed to promoting equality and preventing discrimination through its roles as a community leader, employer and service provider. We aim to improve access to our services for all groups, so that there is fair access for all. The scheme also demonstrates how we will promote diversity and provide equality of opportunity for potentially excluded groups in our service provision and in employment. As part of the service business planning process, we identify the equality and diversity impacts relating to the objectives contained in our business plans, including this plan.

Other plans

Several strategies and plans underpin the delivery of the Children and Young People's Plan, including:

- Broadening Capability: Youth Work In Sutton
- CAMHS Strategy
- Children and Young People's Commissioning Framework
- Children's Workforce Strategy
- Crime, Disorder, Drug and Alcohol Harm Reduction Plan
- Disabled Children's Strategy
- Domestic Violence Strategy
- Education Improvement Plan
- Extended Services and Early Years Strategy
- Looked After Children Strategy
- Participation Strategy
- Play Strategy
- SEN Policy
- Sports and Physical Activity Strategy
- Supporting Families (Parenting) Strategy
- Teenage Pregnancy Local Implementation Plan
- Youth Justice Plan

8. Monitoring arrangements

The Children and Young People's Plan is formally monitored every six months. The Sutton Strategic Commissioning Group is responsible for monitoring and evaluating the plan, auditing current commissioning in the light of the plan, and preparing the new plan.

Through the monitoring of the plan and its one-year action plan, an annual review is undertaken to revise the needs analysis, to consider whether all of our priorities are still relevant, and to take stock of emerging issues. The plan is amended accordingly. See appendix 1 for the review of 2007/08 and appendix 2 for a new action plan for 2008/09.

There are a number of other performance monitoring activities that contribute to the monitoring of this plan and overall outcomes for children and young people in Sutton, which are given below.

Participation and consultation

The involvement of partners from across children's services in Sutton and children, young people and their families in the development of the Children and Young People's Plan is a crucial element to ensure their needs are effectively identified and met. It is important that everyone is involved at the development stage to ensure sufficient influence on the final document. In addition to an annual consultation process with all partners, we have an annual Sutton Children and Young People's Partnership conference, which we see as the main participation event in the development of the CYPP review and action plans. For 2008, the conference focused on three main themes: transition; support for parents; and participation. It involved both parents and young people. Young people have also contributed to the development of the plan through a number of events, including an annual meeting of representatives from primary school 'School Councils'.

Education and social care performance indicator monitoring

The council's management team for children and young people and learning services monitors social care and key education performance indicators in detail every three months. Social care performance is also dealt with in the following other ways:

- Working parties on health and education of looked after children monitor individual children
- Monthly monitoring of indicators and other measures at a managers' forum and senior management meeting
- Stability and placements are monitored at fortnightly Children and Families Panel meetings
- Youth offending team performance indicators monitored at the management board

Sutton Tracker System

In addition to the above, the council has a performance management system for all its key local and national targets, called the Sutton tracker system. The approach provides a staged escalation process that ensures management teams and members have current assessments of progress, problems and risks on significant projects and performance indicators.

A traffic lights system is used to indicate whether progress is red (serious slippage), amber (some slippage – still possible to meet complete on time) or green (project likely to complete on time). There are similar assessments of problems that are being dealt with and risks that could compromise timely delivery.

Within one week of the end of each financial quarter, senior managers are responsible for ensuring that data and progress reports against these measures have been entered. The following week, the CYPLS management team meets as a Performance Review Board to discuss in detail those measures that are off-track. The Corporate Performance Review Board discusses those measures giving the most cause for concern, before being submitted to Executive councillors and the Scrutiny Overview Committee.

For 2008/09 the Sutton tracker system will be monitoring all of the Sutton Plan targets, the LAA targets and the Sutton equality scheme, together with the government's national set of performance indicators. Targets contained in the local area agreement are reported to the SCYPP and finally to the Sutton Partnership Board, to the same timescale as above.

The Children and Young People's Plan gives details on how relevant corporate aims, priorities and targets will be delivered. This information feeds down to individual employees' personal targets, in the case of senior managers through a balanced scorecard approach.

Children and Young People Scrutiny Committee

The council's scrutiny function plays an important part in our performance management arrangements. The Scrutiny Overview Committee has overall responsibility for the scrutiny function, to which three crosscutting, more externally focused, scrutiny committees work. The separate Audit Committee carries out key functions such as reviewing the financial aspects of corporate governance and risk management.

The Children and Young People Scrutiny Committee is one of the three cross cutting scrutiny committees. This committee holds executive councillors to account and scrutinises partner organisations as it sees fit. It does not have decision-making powers but it makes recommendations to the council's executive.

Risk Assessment

In developing the action plan for 2008/09 we have identified key risks to delivery and how they will be managed. These are then used to update our Children, Young People and Learning Services (CYPLS) group risk register which is monitored and reviewed on a quarterly basis by the CYPLS group management team.

9. Vulnerable groups

Specific groups of vulnerable children and young people are identified below which cut across our priorities for action (see page 12). Their significance is highlighted here, as well as feeding into the action plan for the coming year (see appendix 2).

1. Looked after children

For several years the number of children looked after at any one time in Sutton has been approximately 150. This reduced to 127 in March 2008. The council has responsibilities under the Children (Leaving Care) Act for a further 100 young people. These young people receive support from the leaving care team. In addition, approximately 24 young asylum seekers aged 16-17 arrive each year and are looked after by the council until they are ready to live independently.

Of the current population of looked after children 15% are aged 0-4, 17% aged 5-11 and 68% aged 12 and over. There has been a reduction over the years in the number of newly accommodated young people aged 12 and over, but an increase in those 11 and under. Younger children are more likely to return home or move out of being looked after through adoption or special guardianship. The older age group are a combination of young people who have remained looked after from a younger age, and those who have become looked after during adolescence. They are more likely to remain looked after until they are 18.

A large proportion live in foster placements within easy reach of Sutton and the majority of these are placed with foster carers approved by Sutton. During 2007-8, 85% of new placements were made with Sutton approved carers. We have also established good relationships with providers from the private sector in the local area, and with independent fostering agencies. Some children with very specific needs are placed further from the authority, or they may have been placed with a permanent foster family. They are all monitored carefully to ensure that plans are made quickly and we keep the number of times they move to a minimum. A high priority is given to ensuring that looked after children who cannot return home are placed in a permanent and secure alternative family. Support is offered to these placements and this includes post adoption support for some children who are adopted and support for extended family placements. Our care and planning frameworks and practice are very much in line with the requirements of the Children and Young Persons Bill.

Along with many other local authorities, our looked after children have come from difficult situations and therefore do not achieve as well and have more behaviour difficulties than the population as a whole. However, this is slowly changing and over the last three years our looked after children have done well at GCSEs (although with small numbers results are liable to fluctuate), and fewer of them have offended.

Some of those receiving leaving care services do not want or need a lot of support but we manage to keep in touch with most of them at age 19 and have maintained an increase in the numbers who are in education or work.

As part of an overall package of support, children with disabilities receive regular short breaks when they stay away from home for varying periods. Legally these children are looked after for the period during which the local authority provides care. This ensures that standards of care receive the same level of scrutiny as for those children who are looked after on a full time basis.

During 2007 we developed a multi-disciplinary forum called 'Think Space' to offer advice to social workers working with looked after children. The forum comprises psychologists for looked after children, and a local authority educational psychologist, alongside lead advisers for education and the health of looked after children. A small research project was undertaken using funding from the Children's Workforce Development Council.

Participation of looked after children in their reviews continues to be high, and for some time a focus group of looked after young people and care leavers have met monthly with the head of service and Executive Councillor and in this way have been able to give their views on services. A wider group of young people were involved in developing a London and Sutton Pledge, and a recently developed project with the voluntary sector will enable us to establish a more formal mechanism for strategic involvement during 2008-9

2. Children with learning difficulties and disabilities

Whatever a child's particular needs and circumstances, and whichever service has the lead responsibility, there are certain principles that we aim to apply consistently because we know they lead to better life-chances for children with learning difficulties and disabilities:

- **Inclusion** - enabling children with learning difficulties and disabilities and their families to participate fully in family, school and community life. We see this as the key to safeguarding and promoting the wellbeing of children, to children achieving their potential, and to families leading as "ordinary" lives as possible
- **Partnership** - arrangements whereby children with learning difficulties and disabilities and parent/carers work alongside statutory and voluntary organisations in planning and reviewing services and holding them to account
- **Integration** - meeting the needs of children holistically by working effectively across traditional organisational boundaries
- **Early intervention and access to services** - responding quickly when a child's needs are first identified, and offering support and services to prevent problems arising in the first place, rather than waiting for crises to occur

- **Planning for transitions** - anticipating important life changes and putting in place appropriate support. All transitions for children with learning difficulties and disabilities are important, but none more so than the transition to adult services for school leavers

We plan to consolidate and extend what we have already achieved in improving opportunities for children with learning difficulties and disabilities by building these principles into the development of children's centres and extended schools.

a) Disabled Children

Compared to the general population, disabled children have worse outcomes in terms of physical and mental health, education and employment. They are more likely to be brought up in families living on low incomes, and their parents are less likely to be in work. They are more likely to be socially isolated, and for a variety of reasons they are at higher risk of being bullied and abused. Disabled children and young people are therefore one of the most vulnerable groups in our society.

There is no single agreed definition of disability so estimates vary of the number of disabled children and young people in the population. One measure (Office of National Statistics – General Household Survey 2002) estimates that as many as 7% of children and young people are disabled, which in Sutton would translate to roughly 2,900 under-18s. This is a broad estimate of those whose daily life is adversely affected by impairment or long-term illness, but not all would need or expect ongoing special support from statutory education, health or social care services.

For planning purposes, a better indicator of the more significantly disadvantaged children and young people who are especially vulnerable to the poor outcomes described above is the Sutton I-COUNT register for children and young people with disabilities. As of March 2008 the register recorded 725 0-18 year olds. Allowing for under-reporting our working assumption is that a more realistic estimate of disabled children and young people who are likely to need periods of support from specialist services is in the region of 1,100.

There are trends that pose challenges for local services. The number of disabled children and young people known to agencies is growing – the number on the register having risen by 49% since 2003. In keeping with national trends, the pattern of disability is changing. More children with complex health needs are surviving through adolescence and into adulthood. There has also been a rise in the number of those with a diagnosis of autistic spectrum disorders (from 69 registered in 2003 to 261 in 2007). Although the known prevalence of disability in children is highest in the borough's three most deprived wards, new analysis suggests these wards may also have the highest rates of under-registration.

As access to services has improved, the number of disabled children and young people living with their families and receiving support from social care services has risen from 206 in 2003 to 370 in 2008, and we estimate this trend will continue. At the same time, the number of disabled children who become looked after away from home in local authority care has reduced from 11 to 8 despite the higher incidence of high care needs.

In 2003 we formed the Sutton Disability Partnership for Children and Young People to integrate services for children and young people who face barriers to achieving their full potential because they are disabled or have long-term health conditions. An important factor in Sutton's success in improving services has been the active participation of parent-carers and children and young people in the Disability Partnership, which was recently described by the Under Secretary of State for Schools and Learners as 'an exemplary arrangement, from which other local areas could learn a great deal'. Support for disabled children, young people and their families will be further developed as a result of Sutton being chosen as one of 21 short breaks pathfinders from April 2008.

b) Children with Special Educational Needs

Whilst most disabled children also have special educational needs, there are a significant number of children with special educational needs who would not be considered disabled under the more limited definition discussed above.

Sutton currently has just over a thousand children who have statements of special educational needs. The spectrum of needs is very broad, but there are clearly high incidences in the following areas of learning difficulty:

- Moderate learning difficulties
- Autistic spectrum disorder (ASD) difficulties
- Speech, language and communication difficulties
- Behavioural, social and emotional difficulties

The above four categories account for 74% of all statements. Children are educated according to their need, and so the provision can be within a mainstream school, an opportunity base (specialist unit, attached to a mainstream school), a maintained special school, or an independent school, which may be within Sutton or outside of the borough. The aim is always to educate children as locally as possible, to ensure that they retain appropriate family links.

The local authority has recently increased local specialist provision, particularly with regard to children with autistic spectrum disorder (ASD). A new opportunity base for children with moderate ASD at Green Wrythe Primary School opened in September 2007 and this will build to a capacity of 42 places in 2010. Additional provision for secondary pupils with ASD has been developed at Carew Manor School which will build up to 40 places by 2011 and at Glenthorne High School a 25 place mild ASD base is due to open in September 2009. New ASD provision at Stanley Park High School

will open in September 2010, which will be for 56 pupils and will be in addition to the base that they currently already have attached to the school.

Development of new provision at Green Wrythe and Carew Manor schools for children and young people with ASD follows from our projections of increasing need. The rate of growth has been much faster than originally predicted and this appears to be a national phenomenon. The authority has been in contact with the DfES/DCSF and the Department of Health for information about long-term trends and collaborated with the Sutton and Merton Primary Care Trust in an epidemiological analysis of local trends in the diagnosis of ASD.

The analysis identified close correspondence between increases identified within the disability register and data about children with statements. It considered that the explanation of the rise is likely to be a combination of a true increase, increased recognition and recording and re-labelling of children with existing problems. Attention was also drawn to a recent large study in south London, which suggests that the true prevalence of ASD is potentially higher than the current identified prevalence in Sutton and that there is therefore the potential for a continuing increase in the number of Sutton children diagnosed with ASD.

The council continues to monitor the trends carefully and plan sensibly for a range of provision to meet a wide spectrum of need of children and young people with mild, moderate and severe ASD covering pre-school to further education. Our aim is to meet the needs of the majority of these children within the local community to reduce the need for them to travel long distances each day and to avoid expensive independent placements.

As 38% of children with statements of special educational needs are in mainstream schools, it is essential that we continue to support mainstream schools in identifying and meeting needs appropriately. There are a further 19% of children with statements in opportunity bases within mainstream provision. Three wards in the north of the borough (St Helier, The Wrythe and Wandle Valley), account for 31% of children with statements of special educational needs.

10. Cross cutting issues

Parents and carers

We aim to support parents and carers to ensure wherever possible children and young people grow up within their families and local communities and reach their full potential. As children are growing up, parents and carers, at different times and for a range of reasons, can benefit from additional support through a range of parenting programmes to meet their diverse needs and those of their children.

The key role of parents and carers is recognised in our Supporting Families Strategy, which has been developed with wide multi agency input and considerable consultation with parents. The strategy considers the whole range of provision across all stages of child concern and takes account of the range of issues that can impact on the parenting task.

From April 2008 we will be participating alongside 17 other local authorities in a DCSF-led parenting implementation project which will enable us to more quickly develop key priorities in our strategy, and in the Parenting Early Intervention Project, through which we have obtained funding to develop services to support parents of 8-13 yr olds.

Involvement and participation

During the spring 2008 the council signalled its commitment to developing its approach to community engagement with the launch of a new strategy. Future consultation work undertaken by Children, Young People and Learning Services will endeavour to adhere to the principles contained in the new guidance. It is designed to improve the coordination of engagement activities between different parts of the council and key partner organisations and to ensure that the outcomes of engagement activities are used to shape services, to inform new policies and influence decisions. The community engagement strategy is a key component of our work to develop active and inclusive communities.

Developing consultation, user feedback, involvement and participation of children, young people, their families and wider communities in a range of ways has underpinned our approach to service development for some time. Our aim is to empower, enable and support children, young people and their families by recognising their strengths and involving them in processes at every level. For instance, young people were consulted about the future of the Connexions one-stop-shop – whether they wanted it in Sutton High Street or satellite provision around Sutton or both. They chose to have one shop centrally located in Sutton to which we have committed.

Over the next few years, we hope to introduce structures to enable young people to make a greater contribution to local decision-making. This will build upon current experience of young people, allocating resources to projects that meet their own priorities, and will enable young people further to share

responsibility for decisions and outcomes. Young people will be asked to assess and evaluate the performance of the youth service, and this evaluation will complement data gathered to meet local and statutory requirements and together will inform the pattern of youth services in the future. We also have plans to consult young people on the Sutton Life Centre including contributing to the design and the activities on offer.

We have developed with the voluntary sector a framework for participation of vulnerable children and their families. This project has provided input to the supporting families strategy and has developed work with looked after young people on the London and Sutton pledge.

Under the Childcare Act 2006 local authorities take on a new duty from April 2008 to ensure, so far as is reasonably practicable, that the provision of childcare is sufficient to meet the requirements of parents in their area in order to enable them to work or undertake education or training leading to work. We have published our Childcare Sufficiency Assessment, inviting parents, providers, employers and the wider community to comment on the assessment and highlight relevant issues or concerns. Comments and views will inform our final document and action plan which will be published in summer 2008.

Transition

The time of transition is identified from national research studies and confirmed from our local needs analysis as a time when children with additional needs are likely to be more vulnerable and targeted support can improve outcomes for them. Local children and young people have been identified as likely to be more vulnerable when they experience:

- Grief, loss and trauma - this may be the loss of a main carer or a sibling for example or a separation or divorce of parents or carers, or if there has been major relocation;
- Moving from primary to secondary school or to further education, employment or training;
- As a young person with a disability, complex health needs or mental ill health, making the transition from children's to adult services;
- As a looked after child or care leaver moving placements, changing schools or working towards independence.

We are now engaging more secondary schools in our Living and Learning project for Parents and this will be offered annually to all our schools. The Joint Adolescent Service delivered group work in the final year of two targeted primary schools and we recruited and supported 80 peer mentors across 6 schools the past year to help Year 7s in their transition to secondary school.

Bullying

In all our consultation with young people, bullying has continued to emerge as a very strong theme that has a major impact on their lives. There are examples of very positive responses taking place in some schools, and some creative solutions, such as anti-bullying boxes and peer mentoring schemes.

The LSCB annual conference in autumn 2007 had anti bullying as its theme and DVDs have been developed for and by young people and were showcased at the conference. The resulting guidance will be rolled out during the year along with one of the DVDs which will be used as a teaching aid.

Domestic violence

Out of approx 250 referrals per month into children and families social services, around 40 relate to incidents of domestic violence. Most of these are police notifications of incidents. Approximately 75% of police recorded incidents of domestic violence involve children and a high proportion of calls to Childline relate to domestic violence. Nearly 50% of children on the child protection register have domestic violence as a factor. There are many more living with it and who will continue to live with it.

The incidence and impact of domestic violence are high. In many cases this culminates in a child protection investigation, with children being placed on the child protection register or the equivalent, and in some cases removed from their families. There are far more children who live with domestic violence until they are grown up and many continue to suffer the trauma for a long time after the violence has ceased. Responses to domestic violence therefore need to include both crisis support and long-term intervention to support both parent (usually but not exclusively the mother) and children. The problem can be identified at all levels of the child concern framework and by all agencies. Many referrals are by the families themselves. Services are delivered by both statutory and voluntary sectors.

Although very good services have been developed, such as the award winning group treatment programme, our analysis indicates that responses are fragmented and not as well co-ordinated as they might be. There is a need to develop coordinated response mechanisms with agreed consistent risk assessments in order to provide intervention and support to families at a much earlier stage. This agenda is led by the domestic violence strategic group.

The Group Treatment programme was positively evaluated during the year and we have been part of a pilot programme for fathers run alongside the Probation service. We have established a MARAC from April 2008, and will be refocusing services to increase access to advocacy provision. Training is planned on the London risk assessment model and we hope to develop an earlier multi- agency response to notification of incidents that offer support pre-social services intervention.

11. Resources

We are developing a multi-agency approach to the management of resources for children and young people.

Some of the actions we are pursuing include:

- Identifying budgets for all agencies committed to children and young people and mapping them against the child concern framework
- Ensuring all available resources are focused on the identified priorities for children and young people
- Pursuing external funding options and ensure that robust exit strategies are in place
- Ensuring that all detailed planning documents have financial and other resource requirements with milestones and targets clearly set out
- Developing the schools asset management plan to ensure that capital resources are directed to schools appropriately and meet the aims for children and young people in this plan

The task of clearly identifying all budgets available from all agencies that support children and young people will not be easy. However, if we are to address the needs of children and young people, we believe that all resources have to be specifically delineated in order to ensure an appropriate assessment of the way in which resources are used. Although Sutton is recognised as a high achiever, the council is one of the lowest funded in London and may not benefit in the short or medium term from the significant injection of capital for secondary schools under the national Building Schools for the Future initiative with the exception of the one school pathfinder, Stanley Park High School. It is therefore even more important that actions to evaluate performance and value for money are included in the plan.

Our approach is to focus where possible and appropriate on prevention and early intervention and by so doing both improve outcomes and unlock resources. It needs to be recognised that the unlocking of resources is often more long-term, as resources are tied up by those already needing expensive specialist services, and, because current trends are upwards, unlocking them may in practice reduce the need for growth rather than making resources available for other investments. Nevertheless, as a result of a reduction in the numbers of looked after children and of increased numbers placed in house, we have been able to refocus some funding for children at high levels of need in order to improve their outcomes whilst remaining with or returning to their families.

Investment of resources by universal services can help those services to achieve their key objectives, as in many cases those objectives depend on overcoming the barriers their clients face. In schools, for example, learning

outcomes can be improved by dealing with the barriers to learning located outside the school, which some children and young people experience. Our investment, in partnership with schools, in a parenting support initiative is designed with this firmly in mind. Such investment may bring non-cashable benefits – better learning outcomes – as well as cashable ones, such as reduced truancy and exclusion, and, in some cases may reduce crime and disorder or the need to accommodate a young person. Our specific initiatives will attempt to measure these non-cashable and cashable benefits, though again these are often longer-term trends requiring a longitudinal analysis.

As an initial statement, the following funds will be allocated to services for 2008/09.

Children, Young People and Learning Services Group, Sutton Council

Major Spending Blocks, 2008/09 Estimates in £'000					
		Gross Expenditure	Grants and Income	Delegated Service	Net Expenditure
Service Management		£17,409	-£11,188	£104,723	£110,944
School Improvement		£10,223	-£7,308		£2,915
Parent, Pupil and Student Services		£20,418	-£2,330		£18,088
Extended Services and Early Years		£7,628	-£4,739		£2,889
Education Total		£55,678	-£25,565	£104,723	£134,836
Included in the above is Special Educational Needs (£'000)	£32,926				
Children and Families		£18,164	-£2,798		£15,366

**Children, Young People and Learning Services Group, Sutton Council
Capital Schemes**

Total for 2008/09 £35 million		
<u>Major schemes for 2008/09 (over £1million)</u>		
Funded by London Borough of Sutton		£'000's
	-Primary school suitability needs	£1,100
	-Provision for Opportunity Bases	£1,208
	-Accommodation improvements including 25 place Autism Base	£1,850
Schemes attracting specific funding		
	-Devolved Formula Capital to schools grant	£4,192
	-New Deal Modernisation	£2,274
	-Sure Start Phase 2	£1,154
	-Building Schools for the Future – Stanley Park High	£18,661

Value for Money Analysis

Analysis of education performance indicators for all local authorities in England, using the Audit Commission tool, has shown that Sutton ranks as one of the top five authorities. The analysis was based on an index of performance whereby each indicator was assigned points for very good, good, average and poor performance. The points for each indicator were aggregated to give a total quality score for each local authority. A recent benchmarking exercise has demonstrated that our services for looked after children are extremely good value for money.

12. Equality and Diversity Impact Assessment

As part of our commitment to equalities and diversity, we have evaluated the equality and diversity impacts of the Children and Young People's Plan. In doing so we have addressed a number of questions:

1. What are the aims of the plan? Whose needs is it designed to meet? What are the current priorities?

The Children and Young People's Plan is a three year plan for improving the lives of Sutton's children and young people. The plan has been developed through the involvement of the Sutton Children and Young People's Partnership, a partnership of key senior people and organisations who work closest with our children and young people, along with the consultation and involvement of children, young people and their families.

While recognising and responding to the needs of all children and young people our aim is to ensure that the most vulnerable, challenging or disadvantaged children and young people are given every opportunity to succeed.

Our priorities for children and young people are categorised under the Every Child Matters outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

There is also a focus on Service Management

2.1. In what ways might the Children and Young People's Plan impact negatively on some groups of people? For example, might some groups find it harder to access the service?

Age

No negative impacts have been identified. The plan is all about children and young people so is necessarily focussed on ensuring better outcomes for a younger age group. In turn these improved outcomes will benefit the wider population.

Disability

No negative impacts have been identified.

Gender

No negative impacts have been identified.

Race

No negative impacts have been identified.

Religion/belief

No negative impacts have been identified.

Sexual orientation

No negative impacts have been identified.

2.2. What steps have you taken to ameliorate the negative impact in 2.1? Are there changes that you could introduce which would make the function, policy or service work better for this group of people? Is further research or consultation required?

Not applicable as no negative impacts were identified.

2.3. In what ways does the Children and Young People's Plan actively promote more equal access and better match to diverse needs?

The Children and Young People's Plan contains many actions actively to promote a positive attitude to equality and diversity issues, including a 'positive contribution' priority for children and young people to develop positive relationships and choose not to bully and discriminate. We monitor all services to ensure that there is equality of access, and that no group is disproportionately represented in any area. The plan pays particular attention to looked after children and those with special educational needs and learning difficulties and disabilities, and ensuring that all children are safeguarded.

Age

The natural focus of the Children and Young People's Plan is on Sutton's children and young people. We want our children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic wellbeing. Our priorities for action are built on a commitment to tackling inequality and the barriers that can inhibit the full development of all children and young people in our community in achieving these goals.

The early identification of potential concern and effective intervention to avoid more significant damage later are a hugely important aspect of our approach, as detailed in the plan. We see greater investment at the earlier preventative stages as central to our vision for children's services. Such investment comes in part from universal services, and in part from the result of better and more effective targeted services, causing fewer children and young people to require more expensive interventions later on.

Universal services – especially schools, early years, play and youth services, universal health services and safer neighbourhood services – are increasingly the foundation for effective prevention, early identification and early intervention.

Disability

As already stated, the Children and Young People's Plan action plan is framed around the five Every Child Matters outcomes. For each outcome we

have a separate section for actions specifically aimed at children with learning difficulties and disabilities. For instance, our on-going commitment to increasing education provision within the local community for these children; we also have plans for ensuring that as disabled young people make the transition to adulthood they are supported in their decision making regarding securing education, training and employment, achieving their potential for independence and fulfilling their personal hopes and aspirations.

The plan includes a 'staying safe' priority to ensure that all people who work with children know enough to notice early when a child is being bullied or abused, and that they are able to help, with particular emphasis on vulnerable groups, including children with disabilities.

Gender

The plan includes an 'enjoy and achieve' priority to increase achievement for all, particularly vulnerable and underachieving groups and this includes specific reference to boys at school.

Race

The plan includes an 'enjoy and achieve' priority to increase achievement for all, particularly vulnerable and underachieving groups and this includes specific reference to ethnic minority groups.

The plan includes a 'staying safe' priority to ensure that all people who work with children know enough to notice early when a child is being bullied or abused, and that they are able to help, with particular emphasis on vulnerable groups, including children from black and minority ethnic groups.

There is also an 'economic wellbeing' priority to improve the availability of appropriate housing for young people and families with children, including tackling the causes of homelessness amongst black and minority ethnic households that contain children and young people.

Religion/belief

The plan includes an 'enjoy and achieve' priority to increase achievement for all, particularly vulnerable and underachieving groups and this includes specific reference to travellers.

Sexual orientation

The plan includes a 'staying safe' priority to ensure that all people who work with children know enough to notice early when a child is being bullied or abused, and that they are able to help, with particular emphasis on vulnerable groups, including gay, lesbian and bisexual young people.

3. What evidence do you have for your judgment in 2? Is there evidence of public concern (e.g. complaints)? Have staff raised concerns? Is there local or national research to suggest that there could be a problem?

The evidence base is that which has informed the choice of priorities and actions as detailed in the Plan. There is not evidence of public or staff concern with regard to the issues outlined in section 2.

4. How and with whom have you consulted with as part of your assessment in 2? What were the results? Have you published the results of that consultation? If so, where?

A formal consultation on the plan followed a number of engagement exercises and needs analyses to decide the priorities and actions contained within the plan.

The involvement of partners in the development of the plan from across children's services in Sutton and children, young people and their families is a crucial element to ensure their needs are effectively identified and met. In addition to an annual consultation process with all partners, we have an annual Sutton Children and Young People's Partnership conference, which we see as the main participation event in the development of the plan.

In 2008 the conference focused on three main themes: transition; support for parents; and participation, and involved parents and young people. Young people have also contributed to the development of the plan through a number of events, including an annual meeting of representatives from primary school 'school councils.'

5. If you have found that the function, policy or service might have an adverse impact on a particular group of people, can you justify this?

No actions arising from the Children and Young People's Plan which might have an adverse impact on a particular group of people have been identified.

6. How will you monitor the take-up or impact of the function, policy or service in future?

The Children and Young People's Plan is formally monitored every six months. The Sutton Strategic Commissioning Group is responsible for monitoring and evaluating the plan, auditing current commissioning in the light of the plan, and preparing the new plan. Through the monitoring of the plan and its one-year action plan, an annual review is undertaken to revise the needs analysis, to consider whether all of our priorities are still relevant, and to take stock of emerging issues. The plan is amended accordingly.

7. What actions do you plan to take as a result of this equality impact assessment? Please include target dates for completion of actions and resource implications where possible.

There are no additional direct actions apart from those already set out in the plan arising from this assessment.

8. If no actions have been identified in section 7 above, please state when a further review of this assessment is planned.

The Children and Young People's Plan is reviewed on an annual basis. As part of this review, the assessment will be analysed and updated. The next edition of the plan will be published by June 2009.