

Positive about our future

Kent Children and Young People's Plan Update 2008-2011



Contents:

Foreword by Chair of Kent Children's Trust Board	3
Our Vision	5
Introduction	7
KCTB Priorities and Key Actions	15-47

Priority 1



To reduce the impact of poverty (generational and situational) on children's lives by tackling the underlying causes and mitigating the effects. **15**

Priority 2



To draw on and improve resilience in children and young people to help them make informed and healthy/safe choices and develop coping strategies.
To include a focus on children and young people with emotional and/or mental health problems. **19**

The Children and Young People's Plan

Priority 3



To improve parenting by implementing Every Parent Matters and developing more effective multi-agency support and early intervention for families experiencing problems. To include:

- taking action to increase fathers' involvement in their children's upbringing
- reducing the incidence and impact of domestic violence and substance misuse on children and families
- improving the communication and interaction development of younger children

23

Priority 4



To improve the quality and stability of housing for vulnerable children and young people through to early adulthood.

27

Priority 5



Supporting vulnerable children to improve their life chances including improving the achievement and quality of life for young carers by implementing the Kent Young Carers' Strategy.

31

Priority 6



To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example, implementation of the Integrated Youth Support Services Strategy. **37**

Priority 7



To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security. **41**

Priority 8



Children and young people are safe and feel safe in the communities where they live, go to school, play and work – with a focus on taking action to reduce the incidence and impact of bullying in school and the community **47**

Enabling measures to support delivery of the eight KCT priorities

- Local delivery of quality services
- Workforce planning and development
- Integrated processes and procedures
- Involvement and participation of children and young people and their families **51**

Appendix 1: Narrowing the Gap **55**

Appendix 2: Narrowing the Gap Table **58**

Appendix 3: Planning Structure **60**

Appendix 4: Performance Monitoring **61**

Appendix 5: Resources **63**

Appendix 6: Quick Reference- Index of activity identified in the CYPP **65**

Appendix 7: Glossary/Acronyms **68**

Opportunity for children and young people and the public to feedback comments **71**

Foreword by Graham Badman

Chair of the Kent Children's Trust

Welcome to Kent's Children and Young People's Plan.

This plan sets the direction for the Kent Children's Trust for the next three years.

It sits at the heart of children's services in Kent and puts into words our vision for the future. It involves many partner organisations including Kent County Council, Health, District Councils, Police, voluntary groups and most importantly children, young people and their parents.

The Kent Children's Trust is focused on creating the conditions, situations and structures in which all children and young people can achieve and enjoy life, no matter what their circumstances. This plan does not include everything we want to do but focuses on those things that we think we can change for the better if we all work together.

As always we want to do the best for all the children in Kent and especially for those facing difficult or special circumstances who may need extra help and support. We take every opportunity in the plan to focus on disadvantaged children and to find ways to improve their life chances. This is because children living in poverty or facing disadvantage are much less likely to fulfil their potential than other children.

The Children and Young People's Plan is vital in helping bring all agencies together to focus on the challenge of making sure that the momentum for narrowing the gap and enabling children and young people to be resilient and optimistic individuals gathers pace, whilst maintaining universal services for all. If we succeed the results will be seen in happier, healthier, fulfilled, safer children and young people enjoying high levels of achievement, social cohesion and economic prospects.

Feedback from children and young people and their families has shaped much of the new plan and will continue to influence our work in the future so your views on this plan and our services are particularly welcome.



Graham Badman

Chair Kent Children's Trust



Our Vision

In Kent's successful communities, achievement exceeds aspiration, diversity is valued and every child and family is supported. Children and young people are positive about their future and are at the heart of joined up service planning.

They are:

- nurtured and encouraged at home
- inspired and motivated by learning
- safe and secure in the community
- living healthy and fulfilled lives



**Feedback
from children and young
people, parents, carers that helped
shape this plan:**

“What about issues in the world and whether teenagers should have more of a say in these issues”.

“I REALLY want an indoor ice skating rink, as i enjoy ice skating”.

“We would like you to listen to us more about the different sorts of things we like to do”.

“I would like to learn to cook at school properly not just cakes, something i could use for the future”.

The Children and Young People's Plan

A key element of the implementation of children's trusts and integrated working is the development of a strategic plan by the Local Authority (Kent County Council) and its partners (Section 17 of the Children Act 2004).

The Children and Young People's Plan (CYPP) is the single, strategic, overarching plan for all services affecting children and young people across Kent.

The CYPP aims to turn the Kent Children's Trust (KCT) vision into reality by addressing the needs and aspirations of children and young people (CYP) in Kent. It sets out the partnership's priorities for improving the way they deliver services to children, young people and their families.

The CYPP reflects the Trust's ambition to use the power of partnerships and multi-agency working to focus on improving outcomes for all children and young people with a particular focus on those disadvantaged children living in poverty or difficult circumstances. This will mean targeting support to give all children and young people the opportunity to fulfill their potential regardless of background, gender, culture, disability, religion, sexuality or ethnicity.

What is a Children's Trust?

Children's Trusts bring together all services for children and young people in an area, based on the duty to co-operate in the Children Act 2004, to focus on improving life chances for all children and young people.

The Trust will make sure that all services work together to bring into effect the five national outcomes for children and young people set out in Every Child Matters.

Introduction



As a result children will:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

This new way of working through Trusts will help agencies and individual professionals plan and work together. This integrated work will be supported by nationally agreed integrated processes, notably the Common Assessment Framework (CAF), the Lead Professional function and ContactPoint.

What led to the development of Children's Trusts?

In 2003 the Government published a green paper called Every Child Matters. This was published alongside the formal response to the report into the death of Victoria Climbié.

The green paper built on existing plans to strengthen preventative services by focusing on four important themes:

- Increasing support for families and carers - the most critical influence on children's lives
- Making sure the right people get involved before children reach crisis point and stopping children from falling through the net
- Addressing the problems shown in the report into the death of Victoria Climbié - weak accountability and poor integration
- Making sure that people working with children are valued, rewarded and trained

This paper prompted widespread debate about services for children, young people and families. There was extensive consultation with people working in children's services and with parents, children and young people.

Following this consultation the Government published Every Child Matters: Next Steps and passed the Children Act 2004, providing the legal base for making more integrated and accessible services built around the needs of children, young people and families. Every Child Matters: Change for Children was published in November 2004.

The Kent Children's Trust and Local Children's Services Partnerships

The Kent Children's Trust (KCT) was set up in September 2006, and during 2007 a number of local partnership arrangements were tested to find the best model for local planning and service delivery across Kent.

The Trust has decided to introduce 23 Local Children's Services Partnerships (LCSPs) across Kent from September 2008. LCSPs will work in Kent communities to put the KCT vision into action. The LCSPs will bring together all public and voluntary services and will draw on the strengths of all partners to assess need, make plans and provide services. The Trust has a key role in ensuring there are services that provide early intervention and preventive support to children, young people and their families.

This vision for LCSPs is supported by the national Children's Plan and will result in a new leadership role for partners in universal services. Schools and primary health services will be central to the effectiveness of this strategy, which aims to have the right support in place early on for children and young people who have additional needs.

The Trust is particularly concerned about tackling the barriers that come from living in poverty or disadvantage, and to involve parents and children who may already be socially excluded or disadvantaged in other ways.

Kent's Children and Young People's Plan (CYPP)

The Kent Children's Trust Board has now established itself at the heart of services for children and young people. The aim of this new, updated plan is to identify where better multi-agency and partnership working can significantly improve outcomes for children and young people over the next three years.

The updated plan also includes recent developments that will impact on how the Trust prioritises, plans, delivers and monitors services. These developments include:

- the Joint Strategic Needs Assessment (JSNA) for children in Kent
- the Strategic Needs Analysis of Outcomes for Kent Children's Trust
- identification of the eight priorities at the heart of the KCT's agenda for change
- development of the new Kent Agreement (LAA2)
- feedback from the children and young people of Kent surveys and other consultations
- new national indicator datasets by which outcomes will be monitored
- the Joint Area Review (JAR) and Annual Performance Assessment (APA) - external feedback on progress and areas for improvement

This plan will provide the countywide, strategic direction for the Local Children's Services Partnerships. The LCSPs will lead the local planning and implementation process that will make the strategic plan responsive to local needs and provide a clearer and more personalised way of delivering services, when and where they are needed.

Involvement of Children, Young People and their Families

The views of children and young people and their families have been central to the development of this plan. All the way through the plan there are examples of what CYP and their families have told us. These examples have come from a number of sources including:

- the Children and Young People of Kent Survey 2007 that collected the views of over 45,000 children aged 7-19 from more than 450 schools and colleges.
- parents' survey of over 1,200 parents and carers in 2007 and a series of 43 focus groups asking parents about the kind of adults they wanted their children to be
- feedback postcards from the 2007 Kent County Show from 800 children
- Connexions research with 36 young people aged 13-15 who persistently truant asking the young people why they truant (2008)
- focus group sessions run by Connexions Kent and Medway with CYP from across Kent (2008)
- experiences of vulnerable groups (2008); for example
 - Looked after Children
 - Disabled children
 - Young carers
 - Young offenders
 - Black and minority ethnic children

Our Priorities: The Eight KCT Priorities

Following a process of analysis of all the relevant data the KCTB identified eight priorities that represent the Trust's vision for change for the next three years. These are:

1. To reduce the impact of poverty (generational and situational) on children's lives by tackling the underlying causes and mitigating the effects.
2. To draw on and improve resilience in CYP to help them make informed and healthy/safe choices and develop coping strategies. To include a focus on CYP with emotional and/or mental health problems.

3. To improve parenting by implementing Every Parent Matters and developing more effective multi-agency support and early intervention for families experiencing problems. To include:
 - taking action to increase fathers' involvement in their children's upbringing
 - reducing the incidence and impact of domestic violence and substance misuse on children and families
 - improving the communication and interaction development of younger children
4. To improve the quality and stability of housing provision for vulnerable children and young people through to early adulthood.
5. Supporting vulnerable children to improve their life chances including improving the achievement and quality of life for young carers by implementing the Kent Young Carers' Strategy.
6. To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example implementation of the Integrated Youth Support Services Strategy.
7. To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security.
8. Children and young people are safe and feel safe in the communities where they live, go to school, play and work – with a focus on taking action to reduce the incidence and impact of bullying in school and the community

In addition the partnership has identified some key enabling activities that must be addressed effectively to secure the delivery of the eight priorities, they include:

- integrated service delivery teams
- workforce planning and development
- integrated processes and procedures
- involvement and participation of children, young people and their families

A profile of Kent

This is a list of key facts and figures that give a snapshot of the county as it is today:

- Kent is one of the largest counties in the UK with a population of 1.3 million
- Children and young people aged 0-18 make up 24% of the population (327,000)
- 77% of Kent people live in urban areas and towns and 23% in rural areas
- Black and minority ethnic people make up 3.5% of Kent's population
- Average household income in Kent is lower than in the rest of the south east
- Kent is below the regional average for skills - 28% of the working population have no qualifications
- There are 550 primary and secondary schools with just over 200,000 children attending
- An estimated number of at least 43,000 people do paid or voluntary work with children and young people across Kent

Deprivation

In Kent we estimate that almost 48,000 children and young people live in poverty. The 2007 Index of Deprivation average score for Kent is 16.99 but Thanet, with a score of 27.61, remains the most deprived district and is within England's top 20% deprived districts whilst Sevenoaks and Tonbridge and Malling are within England's 20% least deprived.

In 2004-5, 22% of the UK child population (2.8 million children) were living in relative income poverty. The proportion of children living in workless households is still one of the highest in the EU (16% in 2007). 1.7m children in this group live in a couple household and at least one person is working in the majority of these households.

Research shows children living in poverty are more likely to have low birth weights, have a shorter life expectancy and are more likely to die in an accident. Children who live in rented accommodation are more likely to suffer limiting long-term illnesses. Teenage pregnancy rates are higher in deprived areas and children from disadvantaged backgrounds are more likely to be involved in anti-social behaviour, including drug use and crime. They are also less likely to achieve whilst at school and, once adult, are more likely to have low earnings, be less likely to work and are more likely to be offenders.

It is crucial to break this cycle of deprivation to make sure that the present generation of children and young people can maximise their potential and achieve success but also to make sure that their children will grow up with high levels of ambition and expectation.

As is shown above, the level of deprivation varies across Kent, and it is important that the Local Children's Services Partnerships assess local needs and ensure that appropriate services are available to deal with both the causes and effects of deprivation.

What children and young people have told us about their life in Kent

Throughout the plan we use feedback from children and young people and their parents to illustrate what it is like to be a young person living in Kent today. There are a number of recurring themes across all the consultations, regardless of the backgrounds of the children and young people involved.

In summary the things children and young people most often talked about were:

- not enough things to do in their local area
- leisure activities are too expensive
- nowhere for young people to just gather and be together
- lack and cost of public transport
- stigmatisation of all young people when only a minority are involved in anti-social behaviour
- fear of people hanging about on the streets
- having somewhere to study, even if it isn't at home
- relationships with parents with CYP wanting parents to have more time to spend with them and suggesting their parents needed more parenting skills
- relationships with school and their teachers, wanting teachers to better understand their needs and wanting improved equipment in school/college
- preparation for leaving school, learning life skills and opportunities to try work
- participation - children and young people want to be involved in decision making in all aspects of their lives
- concern for the environment and recycling

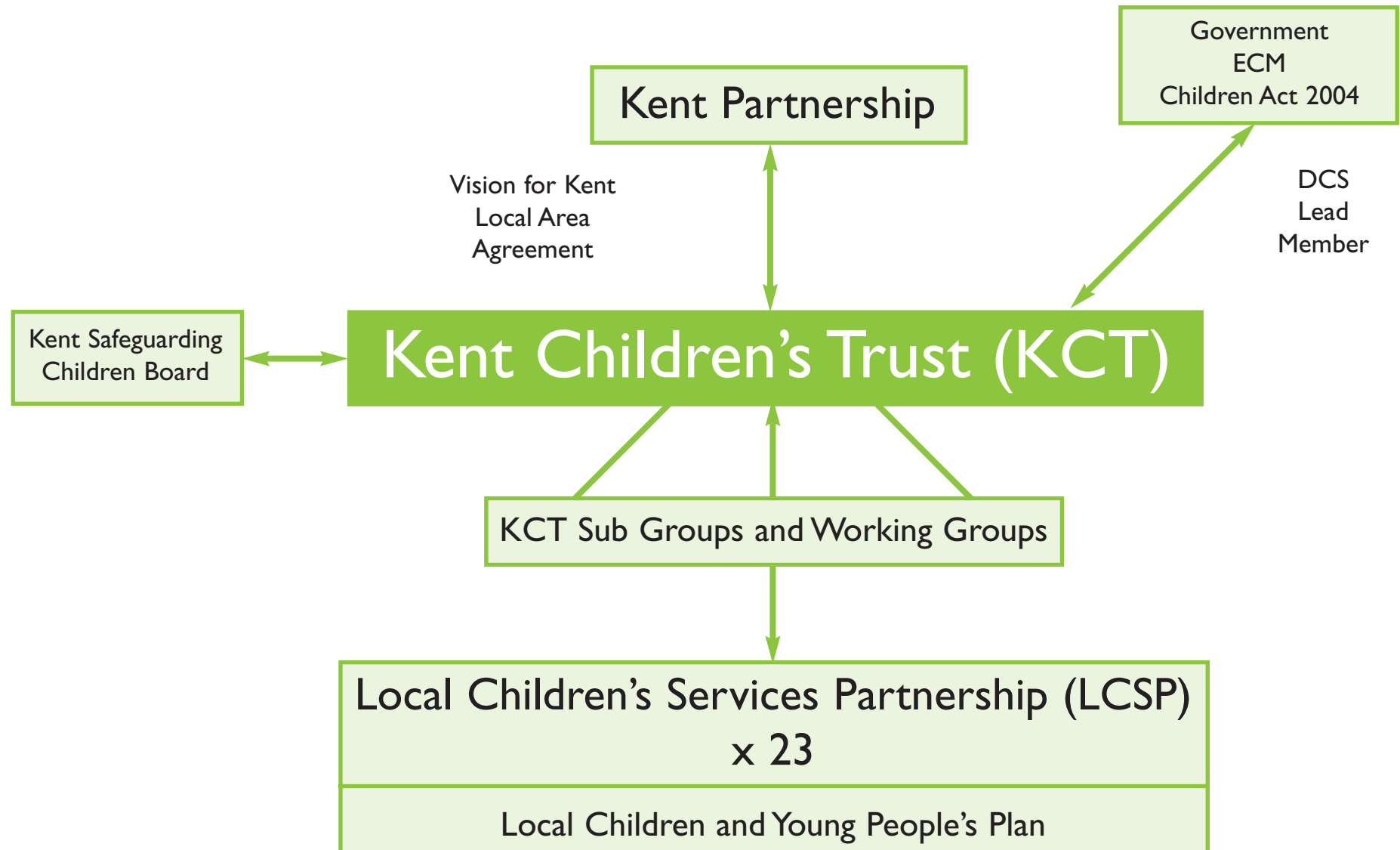
The things parents most frequently talked about were:

- wanting their children to feel loved and secure
- lack of leisure facilities for families, children and young people
- challenge of raising teenagers
- wanting their children to be safe
- lack and cost of public transport
- helping their children into adulthood
- wanting respect from those who work with their children and being involved in decision making about their children
- the way schools work with children – concerns about discipline and class control, class sizes and communication with parents

NOTES - All data refers to Kent unless otherwise referenced.

The following diagram shows the structure and planning framework for the KCT.

Working together to improve outcomes for Children, Young People and Families in Kent



This means:

- Finding ways in everything we do to reduce the effects of poverty on the lives of Kent's children and young people and their families

What the data tells us:

- Almost 48,000 children and young people in Kent live in poverty.
- The majority of households where there is no adult in employment tend to be found in the east of the county and mostly in districts with coastal towns, with one exception in the west of the county
- National statistics tell us that child poverty increases the risk of mental health problems in children and young people with 15% of CYP at the lowest income levels experiencing mental health difficulties compared to 5% at the higher end of income levels.
- 9.7% (approximately 20,000) of pupils in Kent were eligible for free school meals, (FSM) 2005/06.

What children and young people have told us:

- 1 in 3 of all children (not just FSM) who took part in the Children and Young People of Kent survey said cost was a barrier to activities they wanted to do; about 1 in 4 said lack of transport was a barrier.
- 1 in 4 of all children said lack of money was potentially stopping them from achieving their future aspirations; about 1 in 6 said lack of transport was a barrier to this.

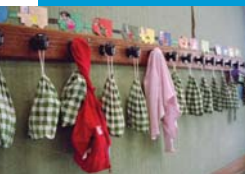
Priority 1

To reduce the impact of poverty (generational and situational) on children's lives by tackling the underlying causes and mitigating the effects.



"Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities, and have the living conditions and amenities which are customary, or are at least widely encouraged and approved, in the societies in which they belong."

P Townsend, *Poverty in the United Kingdom: a survey of household resources and standards of living* (1979)



“Say you’ve got single parents, they have to buy school uniforms from a certain place because they’ve got this silly badge on, you have to have it otherwise it makes them look bad, yet when we were kids the school uniforms you could buy anywhere, and you could buy a sew-on badge.”

Father from a focus group in Sittingbourne

What we will do to improve outcomes:

Outcome 1A:

Ensure parents are enabled to work or take up learning opportunities

We will:

1. Support sustainable, flexible, affordable local childcare to meet the needs of working parents, including out of school provision
2. Ensure JobCentre Plus support is available in all children’s centres.

Outcome 1B:

Children and young people fulfil their potential regardless of financial circumstances

We will:

3. Narrow the educational attainment gap between those children and young people eligible for free school meals and their peers
4. Ensure there is equality of access to recreational activities, in particular in areas of deprivation or for those with few economic resources
5. Make sure that lack of affordable transport is not a barrier to accessing services, further education and work placement opportunities
6. Work with schools and colleges to make sure that children and young people do not feel stigmatised if they take free school meals or cannot afford material possessions/branded items, including uniforms or school trips



Outcome 1C: Families struggling to manage financially have access to help and support

We will:

7. Explore the feasibility and impact of developing credit unions in areas of deprivation
8. Ensure local services are equipped to offer a first line of support and signposting to debt counselling and welfare services
9. Reduce the number of people dependent on welfare benefits through strategies such as the Supporting Independence Programme

Monitoring

How will we know we have achieved this?

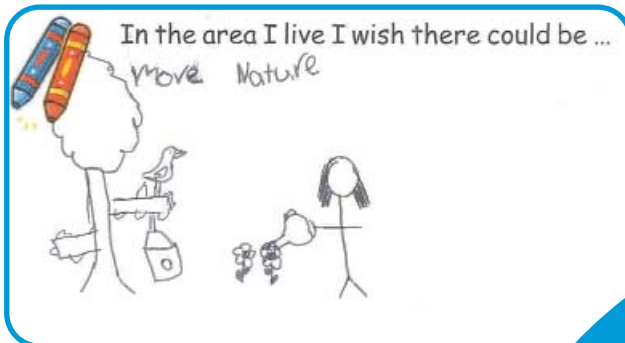
Performance Indicators

NI 81	Inequality gap in the achievement of a Level 3 qualification by the age of 19
NI 102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4
NI 106	Young people from low income backgrounds progressing to higher education
NI 118	Take up of formal childcare by low-income working families
NI 116	Proportion of children in poverty
NI175	Access to services and facilities by public transport, walking and cycling

“Our job is to work with people who are facing straitened circumstances and direct them in the right way so that, when they do return to work, we can give them the right support, for example through our children's centres.”

“We signpost them to the right agencies and provide the right infrastructure so that they can retain their jobs because it cannot be easy.”

Graham Badman -
Chair KCT



**Feedback
from children and young
people, parents, carers that helped
shape this plan:**

“Every young person should have a say”.

“Your clothes are different if you’re poor”.

“If you have lots of brothers and sisters, like I do sometimes my parents find it difficult to pay for us all to go on school trips”.

“Having an after school study place and special times at the library like a study club would help me learn more at school”.



This means:

- Reducing risk-taking behaviour
- Equipping children and young people with emotional skills to build on success and deal with life's challenges
- Encouraging healthy eating and being active
- Improving access to mental health services for children and young people
- Reducing the number of teenage pregnancies

What the data tells us:

- Over 22% of 5 year olds (Reception year) are obese or overweight, increasing to 30.9% by age 10 or 11 (Year 6).
- National figures tell us that 40% of young offenders have a diagnosable mental health disorder
- Over 15% of CYP living with a single parent have a mental health problem compared to 8% of those living with two parents
- There were 395 hospital admissions for self-harm in 2006; whilst a small number, it indicates a rising trend.
- Almost 1 in 10 young people aged between 11-16 and 1 in 4 over 16 admitted to getting drunk at least 1 or 2 times a week.
- Arrests of young people for drink offences have increased from 278 in 2005/06 to 403 in 2006/07.
- Kent Council for Addiction reports a rise from 463 to 526 young people engaged in their services for problematic drug and/or alcohol use between 2006-2008
- Between 1998 and 2006 there was an 11.9% reduction in teenage pregnancy across Kent.

Priority 2

To draw on and improve resilience in children and young people to help them make informed and healthy/safe choices and develop coping strategies.

To include a focus on children and young people with emotional and/or mental health problems



“Many of the young people who call ChildLine to talk about unprotected sex say that alcohol played a part in their decision-making. Internationally, there is evidence that drinking leads to reduced use of contraception.”

NSPCC, ChildLine Casenotes: alcohol and teenage sexual activity (2006)



What children, young people and parents have told us:

- Almost half of young people, mostly girls, said they did not get enough information about how to get advice about relationships.
- 1 in 10 children did not think getting drunk could be dangerous
- About 1 in 10 feel very sad or depressed most days.
- Over a quarter of parents said that it was difficult to access facilities where their children could exercise

What we will do to improve outcomes:

Outcome 2A:

Children and young people are resilient and equipped with social and emotional skills to deal with the challenges and pressures in their lives

We will:

10. Work with parents to promote well being, self confidence and self esteem in our children and young people
11. Make sure children and young people continue to develop personally and socially, tackling cultural, religious and moral issues that are part of growing up, using programmes such as Personal, Social, Health and Economic Education (PSHE) and Social Emotional Aspects of Learning(SEAL)



Outcome 2B:

Reduction in inappropriate risk-taking behaviour, which should lead to a reduction in drug and alcohol misuse and teenage pregnancy (LAA)

We will:

- 12. Further develop services in relation to healthy lifestyles and prevention including through community based nursing
- 13. Ensure young people have access to high quality Sex and Relationships Education and to confidential services delivered by trained professionals
- 14. Further improve access to services, support and information that help children and young people to stop misusing drugs and alcohol and to help them give up smoking

Outcome 2C:

Reduction in the proportion of children and young people who are not a healthy weight (LAA)

We will:

- 15. Increase access to physical activities including sports in school and colleges and after school clubs, especially for those aged 11-18
- 16. Encourage healthy eating and an understanding of the role of nutrition in living a healthy lifestyle
- 17. Further develop programmes that offer support to CYP who are, or are considered at risk of becoming, an unhealthy weight and engage their families in making healthy lifestyle choices together

“We don’t get enough information about sexual health and relationships and I would definitely like to learn more about it... what to do when we are older!”
 Young person

“They did the Jamie Oliver thing in my school and that worked”
 Teenage girl from a focus group



**Outcome 2D:
Improved access to Mental Health services (LAA)**

We will:

- 18. Improve access to child and adolescent mental health services (CAMHs) for looked after children (LAC), young offenders, and children and young people with a learning difficulty or disability
- 19. Avoid young people in need of in-patient mental health services from being admitted to adult psychiatric wards
- 20. Make sure children with mental health problems receive timely support and appropriate ongoing care

Monitoring

How will we know we have achieved this?

Kent Agreement /LAA Indicators

NI51	Effectiveness of child and adolescent mental health services (CAMHS)
NI55	Obesity among primary school children in reception year

Other Performance Indicators

NI 50	Emotional health of children
NI 113	Prevalence of Chlamydia in under 20 year olds – No data yet
NI 112	Under 18 conception rate
NI 115	Substance misuse by young people
CYP survey	percentage feeling sad or depressed most days
CYP survey	percentage of young people getting drunk at least once or twice a week

This means:

- Giving mothers and fathers the confidence and skills to parent positively
- Helping parents to bond with their children and promote their healthy attachment
- Making sure adults who are parents or part of the wider family get access quickly to services and support they need
- Making sure children who live in difficult domestic circumstances have the support and help they need
- Reducing smoking during pregnancy

What the data tells us:

- There was a rate of 11.6 incidents of domestic violence per 1,000 in the population in 2005/06.
- 80% of parents read with their 0-4 year olds everyday but 8% said they do this only once a week or less (4% of these “never”)
- 17% of mothers were recorded as smokers in Kent at the time of delivery of their baby in 2006/07. The incidence is greater in areas of deprivation.
- 69% of mothers in Kent started breastfeeding in 2006/07.
- The percentage of children being immunised in accordance with the national vaccination and immunisation schedule by the age of one is broadly lower than the national figure. By the age of two, the overall percentage of children immunised in Kent is better than the national average with the exception of Meningitis C.

Priority 3

To improve parenting by implementing Every Parent Matters and developing more effective multi-agency support and early intervention for families experiencing problems.





What children, young people and parents have told us:

- Parents want access to quality staff and services and to be respected
- Parents told us that they want to work with services but are not always aware how to access them
- Parents tell us they want their children to feel loved and important, be educated and healthy. They also want to be part of a community and to support their children into adulthood.

What we will do to improve outcomes:

Outcome 3A:

Mothers, fathers and carers have help when they need it

We will:

21. Make sure that good quality parenting programmes are available that help parents in their role
22. Do more to involve fathers and male carers regardless of whether they live in the family home or not
23. Make sure those families who need more intensive help or have children or young people facing special circumstances get the support they need
24. Promote family learning opportunities, encouraging parents to learn along with their children through strategies such as the Family Literacy, Language and Numeracy (FLLN) strategy

"...Sure Start is a really good idea. It's brilliant, not a problem, you know it cost me a fiver, I did five courses, it was really helpful, helped her sleep, things like that."

Mum in a focus group



Outcome 3B:

Mothers and fathers have information, advice and support that will help to give children the healthiest possible start in life by increasing rates of immunisation, breastfeeding and reducing rates of parents' smoking

We will:

25. Make sure mothers who wish to breastfeed have information and support
26. Find ways to increase rates of all immunisation for babies by 12 months and rates of MMR immunisation at 24 months
27. Make sure expectant parents have information and support to give up smoking

Outcome 3C:

There is a reduction in the repeat incidence and impact of domestic violence and substance misuse on children and families (LAA)

We will:

28. Improve the ways agencies work together to support vulnerable families who are experiencing the effects of domestic violence, drug or alcohol misuse
29. Work with providers of adult services to ensure parents have priority in accessing drug and alcohol services

"I always phone the health visitor or one of the community nurses and they are good"
Mum in a focus group



Monitoring

How will we know we have achieved this?

Kent Agreement /LAA Performance Indicators

NI32	Repeat incidents of domestic abuse data available from 2009-10
NI40	Drug users in effective treatment

Other Performance Indicators

NI 53	Prevalence of breastfeeding at 6 – 8 weeks from birth
2010 KCC	Number of parents supported through children’s centres and Family Liaison Officers
Vital Signs- Health- TBC	Percentage of children who complete immunisations recommended by age 1
Health	Smoking during pregnancy

This means:

- A focus on vulnerable groups including children with disabilities, care leavers, young offenders, homeless young people, young parents, homeless families
- Making sure vulnerable young people are supported during their journey into adulthood
- Preventing issues that lead to young people's homelessness or poor housing conditions (long-term and temporary periods)
- Ensuring housing is appropriate, decent and suitable

What the data tells us:

- Deprivation in the housing and services domain is significant in Kent, particularly affecting rural areas.
- About 1 in 10 people in Kent have housing related issues (ranging from having large amounts of consumer debt to very deprived areas with poor outcomes).
- 6.5% of households had no central heating and 5.3% were overcrowded in 2001.
- In 2006/07, there were 79 % of care leavers (including unaccompanied asylum seeking children) in suitable accommodation, which is lower than the national average.
- ChildLine reports triggers for young people becoming homeless/being thrown out as: poor parenting, conflicts with parents, arguments over boundaries and rules, getting into trouble – parents fed up, school/college problems, pregnancy, and homophobia (Casenotes “Calls to ChildLine about running away and homelessness”, NSPCC ChildLine)

Priority 4

To improve the quality and stability of housing provision for vulnerable children and young people through to early adulthood.





What children, young people and parents have told us:

- Economic wellbeing was a concern for parents and carers. During focus groups fathers/male carers were very concerned about how their children could become financially independent and economically active given the current lack of opportunities for employment, training and the lack of affordable housing.
- Care Leavers and LAC aged 16 years plus have told us that housing is an area of concern for them

What we will do to improve outcomes:

Outcome 4A

Families and vulnerable young people have access to decent and suitable housing (LAA)

We will:

30. Make sure care leavers and young offenders have access to decent housing
31. Improve the supply and standards of affordable accommodation that is accessible to young people and that adequate and appropriate support mechanisms are provided to enable successful transition into independent living
32. Reduce the time young people spend in temporary accommodation and ensure where temporary accommodation is used it is safe and appropriate
33. Work together to prevent young people from becoming homeless and find ways to identify hidden homelessness
34. Improve the time taken to secure housing adaptations to meet the needs of families with children with learning difficulties and/or disabilities and improve information available to families about this service
35. Develop a multi-agency response under the prevention agenda around mediation and tenancy sustainment



Monitoring

How will we know we have achieved this?

Kent Agreement /LAA

NII87	Tackling fuel poverty – people receiving income based benefits living in homes with a low energy efficiency rating
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Other NIs

NI 46	Young offenders access to suitable accommodation
NI 147	Care leavers in suitable accommodation
NI 156	Number of households living in temporary accommodation



**Feedback
from children and young
people, parents, carers that helped
shape this plan:**

"Competing for your school is so much more fun and you want to take part".

"If you don't follow the fashion you are an outcast".

"Another skill I think school should teach me? Learning how to manage money, pay bills and mortgages".

"Have get fit discos – so it's a social thing whilst you are getting fit".

This means:

- Ensuring all partners understand and address the needs of the most vulnerable groups in Kent
- Improving the outcomes of parents who rely on their children as carers by providing them with adult support services
- Making sure no child or young person is disadvantaged or discriminated against because of their circumstances, background, learning difficulties or disabilities, culture, gender, ethnicity or sexuality
- Implementing the Young Carers' Strategy

What the data tells us:

- Young carers, whilst not represented in data sets, are a nationally recognised vulnerable group. The 2001 census captured information on the number of children and young people providing unpaid care. Within Kent 1.1% of children (equivalent to 3,164) provided some unpaid care at that time.
- In addition to young carers, analysis across the Trust's priorities show the following to be more vulnerable to poor outcomes:
 - Children and young people with learning difficulties and disabilities (LDD), using Special Education Needs (SEN) data as a proxy
 - Looked after children and care leavers
 - Black and minority ethnic children (BME) particularly Gypsy/Roma and Irish Traveller children
 - Children and young people eligible for free school meals (FSM)
- National research tells us that looked after children face much poorer outcomes than their peers.
- As at January 2008 there were 5% of pupils whose home language was not English (English as an additional language -EAL)

Priority 5

Supporting vulnerable children to improve their life chances, including improving the achievement and quality of life for young carers by implementing the Kent Young Carer's Strategy.





What children, young people and parents have told us:

- More children with SEN than others said that their health was a barrier to activities they wanted to do.
- Looked after children and care leavers worried about being in financial difficulty, especially after the age of 18.

“When my Mum was ill everybody thought it was all OK - but I wasn’t.”

Young carer

What we will do to improve outcomes:

Outcome 5A

Young carers are supported to live a full and active life

We will:

36. Encourage young carers to identify themselves and make use of support services
37. Make sure that a range of support is available and easily accessible through both adult’s and children’s services to help young carers

Outcome 5B

Children and young people who are disabled and those with learning difficulties have access to services that meet their needs, experience better educational outcomes and improved outcomes in all aspects of their lives

We will:

83. Develop services to provide early and effective diagnosis and support for children who may have a learning difficulty and/or disability including those who may have an autistic spectrum disorder
39. Continue to monitor, evaluate and challenge the educational progress and attendance of young people who have learning difficulties and/or disabilities to make sure that specific and targeted support is provided
40. Give better support to young people with disabilities as they move into adulthood
41. Develop and extend the suitable range of services for children with disabilities such as respite, community and recreational activities

Outcome 5C

Looked after children are fulfilling their potential and have the help and support they need

We will:

42. Keep the promises we have made to looked after children in the Kent Pledge including making sure that every looked after child has a care, health and education pathway plan in place
43. Encourage looked after children to take up regular health and dental checks
44. Improve the educational achievements of looked after children and improve their attendance at school
45. Ensure looked after children have support and help as they reach critical stages of their life and particularly as they move into adulthood and out of care



Outcome 5D

Black and minority ethnic children and young people are fulfilling their potential

We will:

- 46. Ensure access, inclusion and equality of educational outcomes for minority ethnic children and children for whom english is an additional language
- 47. Focus resources at the lowest attaining groups where access to education is vulnerable, particularly Gypsy, Roma and Irish Traveller children and young people

Monitoring

How will we know we have achieved this?

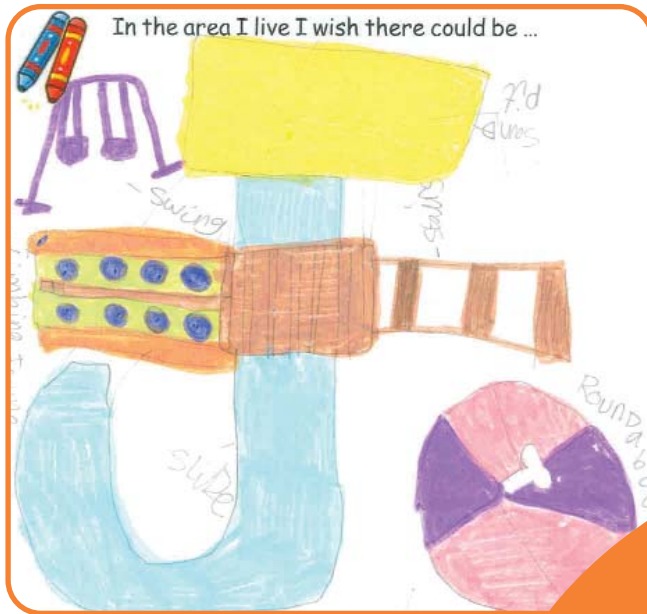
Kent Agreement /LAA Performance Indicators

NI 99	Children in care reaching level 4 in English at Key Stage 2
NI 100	Children in care reaching level 4 in Maths at Key Stage 2
NI 101	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)
NI 87	Secondary school persistent absence rate cut by vulnerable groups



Other Performance Indicators

NI54	Services for disabled children
NI 58	Emotional and behavioural health of children in care
NI 104	The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold
NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSEs inc. English and Maths
NI 107	Key Stage 2 attainment for Black and minority ethnic groups
NI 108	Key Stage 4 attainment for Black and minority ethnic groups
NI148	Care leavers in employment, education or training
PAF	Health checks and dental checks for LAC



**Feedback
from children and young
people, parents, carers that
helped shape this plan:**

"You need praise when you do something good and so you want to do it well again".

"Connexions when I left school were very good they gave me all the information and helped me to complete the forms".

"Being a parent is the hardest thing in the world to get right".

This means:

- Local, accessible, affordable activities
- Children and young people have their say in designing services to meet their needs
- Ensuring young people who may be at risk of offending or reoffending are engaged in positive activities
- Implementing the Integrated Youth Support Services Strategy including the Targeted Youth Strategy

What the data tells us:

- There were 1,897 first time entrants into the Youth Justice System in 2007/08 (1,728 in 2006/07) – a rate of about 1.3% of 10-17 year olds.
- Barriers stopping 11-16s from doing activities were: cost (33%), lack of time (30%), not available locally (27%), lack of transport (23%), and/or family safety concerns (11%).
- More than half of young people 11-19 said they never had the chance to have their say on what happened in the area in which they lived and a quarter felt they never had a say on what happened at school/college

What children, young people and parents have told us:

- Young people 11-19 said they would like to do things like: swimming, dancing (including hip-hop and Bollywood), ice skating, trampolining, keep fit, tennis, horse riding, music and martial arts.
- The majority of parents did not feel that their local area had sufficient affordable local activities for children and young people. This proportion was higher among parents of older children (63%), those living in East Kent (59%), and those who were lone parents (58%).

Priority 6

To ensure more young people have things to do and safe places to go in their leisure time and improve outcomes for adolescents at risk to themselves and potentially others, through for example implementation of the Integrated Youth Support Services Strategy.



"I think the main reason why young adults are out on the street and out drinking, causing hassle - because they are bored! We have nothing to do. You have to have money if you want to do something. If you want to go to the cinema you have to pay, if you want to go to the gym to keep yourself healthy you have to pay, you even have to pay to get anywhere by public transport. It is too expensive"

Young person



What we will do to improve outcomes:

Outcome 6A

Encourage all children and young people to take part in youth, cultural and community activities. (LAA)

We will:

48. Ensure that young people have safe places to meet and things to do that they want to do
49. Make sure that children have safe, accessible and exciting places to play
50. Use the opportunity represented by the 2012 Olympic and Paralympic Games to inspire children and young people to take part in a range of opportunities
51. Support, encourage and promote opportunities for children and young people to engage in volunteering

Outcome 6B

Reduce youth offending (LAA)

We will:

52. Make sure that the needs of vulnerable teenagers are identified early and met by agencies working together effectively in ways that are shaped by the views and experiences of young people themselves
53. Extend existing Youth Offending Prevention and Diversion schemes in targeted neighbourhoods in order to increase engagement with young people at risk of offending.
54. Ensure services and support are available to give young offenders the best opportunity not to reoffend



Monitoring

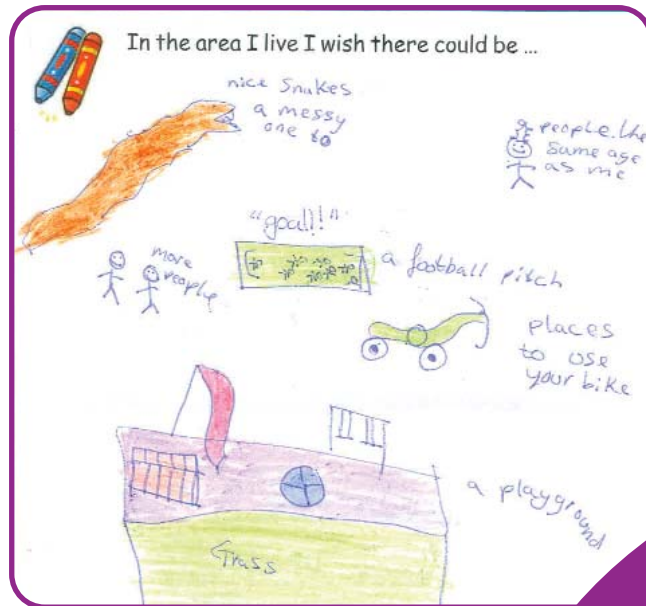
How will we know we have achieved this?

Kent Agreement /LAA Performance Indicators

NII 10	Young people's participation in positive activities
NII 11	First time entrants to the Youth Justice System aged 10-17

Other Performance Indicators

NI 19	Rate of proven reoffending by young offenders
CYP Kent Survey	Percentage of children and young people who feel they have their say at school/college and in their local area
CYP Kent Survey	Prevalence of barriers to activities (ie cost, location etc)



**Feedback
from children and young
people, parents, carers that helped
shape this plan:**

“There is not enough support for parents with out-of-control teenagers”.

“I have been working with a builder and can now see the benefit of English and Maths. I have to write quotes and calculate estimates and this makes me more keen to learn at school”.

“It would be easier if all the teachers understood what a young carer is but I don't want to be singled out”.

This means:

- Improving early childhood development by age 5
- Educational provision offers a variety of learning experiences
- Education in Kent is of the highest possible quality
- Children and young people attend school or college
- More young people move into employment, further education or training from school or college

What the data tells us:

- Under half (43%) of 5 year olds reached the national benchmark for the foundation stage in 2007 (46% nationally).
- Two-thirds (67%) of children achieved Level 4+ in Key Stage 2 in both English and Maths in 2007 (73% nationally)
- Persistent absence from education for primary pupils in 2006/07 was 1.7% in Kent (statistical neighbours 1.5% and England 1.8%.) for secondary pupils it was 6.8% in Kent (statistical neighbours 5.9% and England 6.7%.)
- 65% of young people achieved 5 or more A*-C GCSEs in 2007 compared to national of 60%.
- 47% of young people achieve full Level 3 qualifications by age 19 in 2006/07
- The proportion of young people who are not in employment, education or training is decreasing (5.3% in 2007/08) and has been lower than national; over-represented groups in Kent are teenage parents, young offenders, LAC and young people with LDD.
- The rate of re-offending stands at 40.2% in 2005 (35.7% nationally)
- In 2007 60% of pupils stayed on at school into year 12.

Priority 7

To increase engagement and participation by young people in education, employment and society in order to prevent disaffection and improve security





What children, young people and parents have told us:

- While over one-quarter of young people said nothing is making it difficult to learn, others said other pupils being disruptive were a barrier to learning (54% 11-16s and 43% of post-16s)
- About 1 in 10 young people thought it was okay to miss school or college if they felt like it
- Barriers to getting what they want from the future were: lack of money (26%), not having the right qualification (24%), lack of information or advice (14%), wanting to stay in the local area (14%) and/or lack of transport (12%)
- Reasons for persistent absence included boredom in lessons, dislike towards some teachers or dislike of a subject, suffering from tiredness, bullying or facing family pressure to stay at home.

What we will do to improve outcomes:

Outcome 7A:

Improved outcomes for children in their early years

We will:

55. Continue programmes that enhance personal, social and emotional development and communication, language and literacy which will drive up levels of attainment in early years settings
56. Recognise the importance of creativity in early education and childcare settings and the vital role of creative play in learning and development
57. Strengthen the links between pre-schools/nurseries and primary schools, sharing good practice and preparing children for school
58. Support settings and providers to work together with parents and agencies to improve outcomes for all children



Outcome 7B

Improved attainment across all the key stages with a particular focus on Key Stage 2

We will:

59. Make the most of opportunities through numeracy and literacy strategies to target groups vulnerable to underachievement with a particular focus on Key Stage 2
60. Increase attendance in schools and colleges - reducing persistent absence and permanent exclusions through intervention strategies

Outcome 7C:

Improved participation, achievement and progression in and through the 11-19 education and training offer

We will:

61. Plan and deliver a broad and inclusive 14-19 curriculum and qualifications framework with clear and accessible pathways for progression that meet the needs of young people and employers, through the active collaboration of schools, colleges, further education colleges, higher education Institutions, work-based learning providers and employers.
62. Improve the engagement and achievement of vulnerable learners through early identification, effective support and the provision of an accessible and appropriate curriculum
63. Make sure that those young people not in mainstream education receive effective provision and support to meet their learning needs.
64. Increase the proportion of young people who participate in education, training and employment post-16.

"I think in year 8 you should have taught me about careers advice."

Young person

Outcome 7D:

Young people are equipped with the personal, employability and learning skills and attributes for success in higher levels of learning, training and employment. (LAA)

We will:

- 65. Provide impartial, up-to-date and personalised information, advice and guidance (IAG) for all young people, and ensure that their parents or carers have access to information to support their child's decision-making process,
- 66. Effectively embed the provision of careers education, work-related learning and enterprise within the curriculum.
- 67. Make sure learning settings provide opportunities for children and young people to develop their personal, learning and thinking skills as part of the broader curriculum

Monitoring

How will we know we have achieved this?

Kent Agreement /LAA Performance Indicators

NI 87	Secondary school persistent absence rate
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest
NI 117	16-18 year olds who are not in education, employment



LAA/ DCSF statutory indicators

NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)
NI 75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)

Other Performance Indicators

NI 45	Young offenders engagement in suitable education, employment or training
NI 79	Achievement of a Level 2 qualification by age 19
NI 80	Achievement of a Level 3 qualification by age 19
NI 174	Skills gap in the current workforce reported by employers (Bi-annual)



**Feedback
from children and young
people, parents, carers that helped
shape this plan:**

“I want my children to say they had a good childhood”.

“I want to live somewhere nice, in a good area, with lots of people around me. Wherever you live will affect how you behave. I don't want to live in a bad area as people can lead me astray”.

“We need to let young children play”.

“Recognise that young people involved in ASB are a small minority and praise the great stuff young people do”.



This means:

- Decreasing incidence of discriminatory incidents and of bullying at school, in local areas and getting to/from school or college
- Reducing the rate of young people who are victims of crime and addressing concerns of those who do not feel safe where they live.
- Taking action to make sure children and young people are protected and safe from harm
- Promoting a closer community by enabling a safe and inclusive environment for all and especially for vulnerable groups.

What the data tells us:

- During the 2006/07 school year 31% of 11-16s said they had been bullied. Of these, 34% said it happened most days. 38% of primary children said they had been picked on or bullied at school, 27% in the area where they lived and 13% going to or from school.
- More children and young people with SEN or eligible for FSM were bullied compared to their peers.
- The rate of hospital admissions for injury shows a rising trend. In Kent in 2006/07, there were over 5,100 admissions (a 7.4% increase on last year). Falls are the most common cause (29%) followed by other forms of injury due to external causes, transport accidents, self-harm and assaults/undetermined events.
- About 3.3% of CYP were victims of crime in 2005/6
- 903 children were on the child protection register as at 31st December 2007

Priority 8

Children and young people are safe and feel safe in the communities where they live, go to school, play and work, with a focus on taking action to reduce the incidence and impact of bullying in school and the community.





What children, young people and parents have told us:

- 1 in 10 said bullying was making it difficult for them to learn.
- A quarter of children felt they needed more information on internet safety
- Less than 10% never or rarely feel safe in the area where they live. Of those who do not feel safe, these are more often girls and young people with SEN and/or are eligible for FSM.
- The issues that most concerned parents in terms of keeping their children safe were:
 - busy roads
 - lack of safe places to play
 - lack of security or supervision in public places

"I was a bully - I think it had an impact on whether or not people came to school. I regret it now."

Young person

What we will do to improve outcomes:

Outcome 8A:

The incidence and impact of bullying has been reduced

We will:

68. Extend the use of restorative approaches as a way of repairing harm caused by bullying and changing bullying behaviours
69. Expect all providers to have a safe and inclusive environment, promoting community cohesion with policies, systems and strategies in place that are clearly sign posted if parents, children and young people need help or advice about dealing with bullying or discriminatory behaviour



Outcome 8B:

Reduction in perception of crime and Anti-Social Behaviour where the offender or victim is aged 17 years or under (LAA)

We will:

- 70. Reduce alcohol and drug related anti-social behaviour involving young people
- 71. Identify and target specific areas to reduce crime and disorder

Outcome 8C

Ensure vulnerable children are safeguarded

We will:

- 72. Make sure the wellbeing of children and young people is paramount and their needs are taken into account if their parents/carers are assessed as needing support from adult services
- 73. Provide advice and guidance to children and young people and their families about E-safety (internet, mobile phones)
- 74. Reduce the number of child deaths and injuries
- 75. Make sure vulnerable groups can access advice and information about fire safety through Kent Fire and Rescue Service's free home fire safety check

“I feel that public transport could be made safer as in my area and travelling to and from school there have been a couple of incidents in which we were threatened and mugged.”

Young person



Monitoring

How will we know we have achieved this?

Kent Agreement /LAA Performance Indicators

NI 21	Dealing with local concerns about anti-social behaviour and crime by the local council and police
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Other Performance Indicators

NI 48	Children killed or seriously injured in road traffic accidents
NI 69	Children who have experienced bullying
NI 70	Hospital admissions caused by unintentional and deliberate injuries to CYP
CYP Kent Survey	Percentage of children and young people who say they feel safe most days
KCT	Rate of CYP who are victims of crime

Enablers

This plan has identified the most important priorities of the Kent Children's Trust and described some of the things we want to do to improve outcomes for all CYP in Kent over the next three years.

Our services, our staff and the way we work together with parents and carers underpins the future success of this plan. Quality services, well trained staff, systems and processes that make things easier and more efficient will drive the Trust's vision forward and make sure we can turn that vision into a reality.

What children, young people and parents have told us:

- Parents told us that they wanted clearer and more timely information and support so that they could work as equal partners in supporting their children. They want professionals with good listening skills that communicate with them regularly so that they don't feel they have to keep on asking to be kept informed. They want to know what is realistic. They understand how complex some of the issues can be, do not want to repeat their story to a number of different professionals and want the opportunity to have more input into decisions made at meetings relating to their children.

(Source: Consultation with foster carers, adoptive parents, and parents and carers with children with additional educational needs)

- Young people were asked to say what they felt made a 'good' worker, which gives an idea of what young people look for in the staff they encounter:
 - friendly
 - approachable
 - appearance (good hygiene, knowledgeable, calm)
 - passionate about their job and helping people
 - someone to look up to
 - a good listener

(Source: 2007 Consultation conducted by Connexions Kent and Medway young people who are not in Education, Employment, or Training (NEET))

Enabling measures
to support delivery
of the eight Kent
Children's Trust
priorities.



What we will do to improve outcomes:

Enabler A - Integrated service delivery teams that are easily accessible

We will:

- Develop a strong network of Local Children's Services Partnerships (LCSPs) where partners make sure their agency is actively engaged at the local level
- Support LCSPs to make decisions at the most local level that promote excellent performance, value for money and are within the strategic framework established by the Kent Children and Young People's Plan
- Make sure there are strong performance management arrangements with clear performance reporting
- Further improve multi-agency approaches to safeguarding children in Kent and work closely with the Kent Safeguarding Children Board (KSCB)
- Continue the children's centre programme and extended services programme
- Promote, facilitate and enable improved joint working through more multi-agency front line services

Enabler B - Workforce planning and development:

A quality workforce in place that ensures there is a range of skills to meet the varied and different needs of children and young people

We will:

- Develop and implement an inter-agency strategy for workforce development including the recruitment and retention of high calibre professionals, career progression and integrated continuous professional training and development to support integrated working. The revised workforce strategy will focus on the key priorities of the Trust in line with the revised CYPP
- Continue to develop and introduce the lead professional function in Kent to provide a better experience for children, young people and their families who need co-ordinated support
- Make sure that all those who work with children and young people are able to identify vulnerable children and children with additional needs at the earliest possible opportunity
- Ensure quality of leadership to deliver best outcomes for all
- Give our workforce the skills to identify issues faced by families and the knowledge of services available to signpost parents to the help they need
- Provide training and support to staff in early years settings

Enabler C - Integrated processes:

Common processes for early assessment (including multi-agency assessment), allocation/referral and response from the most appropriate services are in place and working effectively

We will:

- Put in place the multi-agency common assessment framework for children and make sure quick, easy access to help and support is available for all
- Streamline access to information by integrating systems and processes, promoting use of the Kent Resource Directory for children's services and Contactpoint
- Invest in improved data and intelligence collecting to inform planning and commissioning, ensuring the needs of specific and vulnerable groups are identified.
- Agree and implement an operational strategy to progress integrated commissioning across children's services

Enabler D - Participation and involvement of children, young people and parents/carers in all key decisions

- Implement the Engagement and Participation framework and make sure that seldom heard groups have their say in key decisions affecting children and young people
- Ensure that parents' involvement in the design, delivery, evaluation and development of services is encouraged and continuously supported
- Listen to young people's views and opinions and develop their ideas to improve life in Kent, including their education and leisure time, and tell them how their ideas have made a difference
- Increase young people's participation in important decision making and recruitment interview panels



**Feedback
from children and young
people, parents, carers that helped
shape this plan:**

“I want my son to be happy, safe, confident”.

“Not to have so much pressure from school and parents please”.

*“In the sixth form you have to wear suits and some people
can’t afford it”.*

*“Giving out dinner cards makes it obvious that some
children haven’t got much money – they should
be more discreet or find another way”.*



Appendix 1

Narrowing the Gap

How we are planning to mitigate the effects of poverty and disadvantage in Kent

There are a number of programmes and initiatives that will help support the most disadvantaged sections of our community:

Supporting Independence Programme

The Supporting Independence Programme aims to make a real difference to the lives of people living in Kent's most disadvantaged communities. It brings together a wide range of organisations to help people lift themselves out of dependency and into independence, employment and more fulfilling lives.

Economic Development and Regeneration

Kent Prospects 2007 to 2012 serves as the detailed economic development and regeneration framework for Kent. It sets out how we will secure Kent's future economic success, including growth and regeneration opportunities, and includes important areas of work that will help to narrow the gap:

- greater access to learning, skills, job opportunities, and community facilities in Kent's disadvantaged and deprived communities
- closing the skills gap
- strengthening the rural economy.

The Kent Agreement (Local Area Agreement/LAA)

The new Kent Agreement for 2008-2011 harnesses the power of wellbeing and influence contained within the Kent partnership and will help to promote positive experiences, optimism and capability in people and communities. The activity planned across the Kent Partnership will help to improve the lives of children and their families and reduce the number of children in Kent that live in poverty or disadvantage.

A number of the high level LAA priorities for the Kent Partnership focus specifically on children and young people including targets to improve:

Appendix



- school performance – attainment and attendance – 16 targets set by the department for children, schools and families
- levels of obesity in children in reception year (children aged 4-5)
- effectiveness of child and adolescent mental health (CAMHs) services
- numbers of first time entrants to the youth justice system aged 10-17
- young people's participation in positive activities
- the number of 16-18 year olds who are in education, employment or training
- the health and sustainability considerations of children's choices when travelling to school

Other LAA performance indicators will also have a direct impact on the wellbeing of children and their families, including:

- alcohol-harm related hospital admission rates
- drug users in effective treatment
- dealing with local concerns about anti-social behaviour and crime by the local council and police
- repeat incidents of domestic violence
- civic participation in the local area
- participation in regular volunteering
- engagement in the arts
- people (including children) killed or seriously injured in road traffic accidents
- tackling fuel poverty - people receiving income based benefits living in homes with a low energy efficiency rating
- number of affordable homes delivered
- number of vulnerable people living independently

The LAA will also focus on activity across Kent to protect the environment. We know that our children and young people are

concerned about the environment, climate change and the world they will inherit. The LAA will enable partners to come together with children and young people and find ways to help tackle climate change. The links between climate change, sustainability and the impact on the most vulnerable in society is again reflected in the LAA. Child poverty is linked to rising energy costs, resulting in fuel poverty and rising food bills; flooding caused by climate change is most likely to affect some of the more deprived coastal areas in Kent.

The activity related to achieving Kent's LAA priorities and the associated performance indicators are reflected throughout the Children and Young People's Plan.

For more information about Kent's LAA visit www.kentpartnership.org.uk

Groups we are targeting in Kent

There are also children who, whilst not living in poverty, are also vulnerable to under achievement and face poorer outcomes in life. Our research shows that the groups most likely to face disadvantage in Kent are:

- children eligible for free school meals (FSM)
- children and young people with learning difficulties and disabilities (LDD)
- looked after children and care leavers (LAC)
- Gypsy/Roma and Irish Traveller children
- teenage parents

There are many services and projects across Kent supporting these groups of children and their families. We must continue to focus attention on the most vulnerable in our society to make sure that

children and young people fulfill their potential regardless of their circumstances or background.

See Appendix 2: Narrowing the gap table

The priority for the KCT and LCSPs will be the wellbeing of families, promoting the positive influence of parents on children and children on parents. We will provide ways to deal with both income and physical conditions such as housing and nutrition, and will work to break the cycle of deprivation by instilling:

Capability in families and communities

Helping families break out of cycles of generational poverty and embedded traditions by focusing on changing economic and social deprivation and its results- poor housing, crime, domestic violence, poor nutrition and health problems through:

- focus on preventative work
- increasing employability and offering support to make sure families get the most out of their disposable income
- use of children's centres and extended services programmes through schools
- providing breakfast clubs to support parents, children and learning
- access to health services through school nurses
- address all types of inequality

Learned optimism/self efficacy in children and young people

Helping CYP make the most of their opportunities, make healthy choices and believe that they are the best that they can be by:

- putting strategies in place at school that narrow the gaps between underachieving groups and their peers
- having strong and successful role models

- providing a range of learning opportunities and a broad curriculum so that all children can learn and enjoy doing well in activities
- being able to take part in activities that are beyond reach because of cost or access/transport barriers
- making sure children and young people feel positive about themselves

Resilience in children and young people

Supporting and providing children and young people with the emotional and social skills to deal with challenges and setbacks.

We will:

- improve the aspirations and confidence of young people
- ensure that children and young people do not feel stigmatised if they take free school meals
- make sure children and young people have access to ICT and have somewhere to do their homework
- give young people help and advice about managing relationships

Appendix 2

Specifying known gaps¹

Please note:

- 1: The figure shown in brackets indicates the gap that needs narrowing- i.e. of all the children who do not take free school meals 80% achieved level 4 KS2 English. However of all the children who do take free school meals only 54% achieve the same level at KS2. This is the way the gap is assessed nationally. The effect of these vulnerable groups under-performing can be seen in the Kent column.
- 2: The data identifying gaps is taken from the pupil census. The performance of LAC therefore, is referring to those pupils identified as LAC in the census, which is a different group to the LAC who are looked after by KCC.

Indicator	National (SN)	Kent	Boys	Girls	FSM (non-FSM)	SEN (non-SEN)	LAC (non-LAC)	Gypsy / Roma (unless stated)	Age
% of school population			50.9%	49.1%	9.7%	24.2%	1%	0.4%	
% young people aged 11-16 indicating that they “get drunk” at least 1 or 2 times a week		9%				11% (7%)	10% (8%)		7% (Yr 9) 20% (Yr 11)
% who do not get enough information about how to get advice about relationships (2007)		43% 11-16s 48% post-16s	44% post-16	59% post-16					
% who do not get enough information about sexual health (2007)		26% 11-16s 29% post-16s	25% post-16	37% post-16					
Rate of first time entrants 10-17 into the youth justice system (2007/08)	1.6% (2006/07)	1.3%	70% of cohort	30% of cohort	90% are “white” ethnic background				
% who say they never have the chance to have their say on issues at school/college (2007)		14% 7-11s 25% 11-16s 24% post-16s	post-16s 30%	post-16s 20%	post-16s 66% (24%)				
% reaching 78+ points and 6+ points each in PSED and CLL in Foundation Stage Profile (5 yr olds) (2007) ²	46%	43%	34%	52%	22%	13%		38% BME	

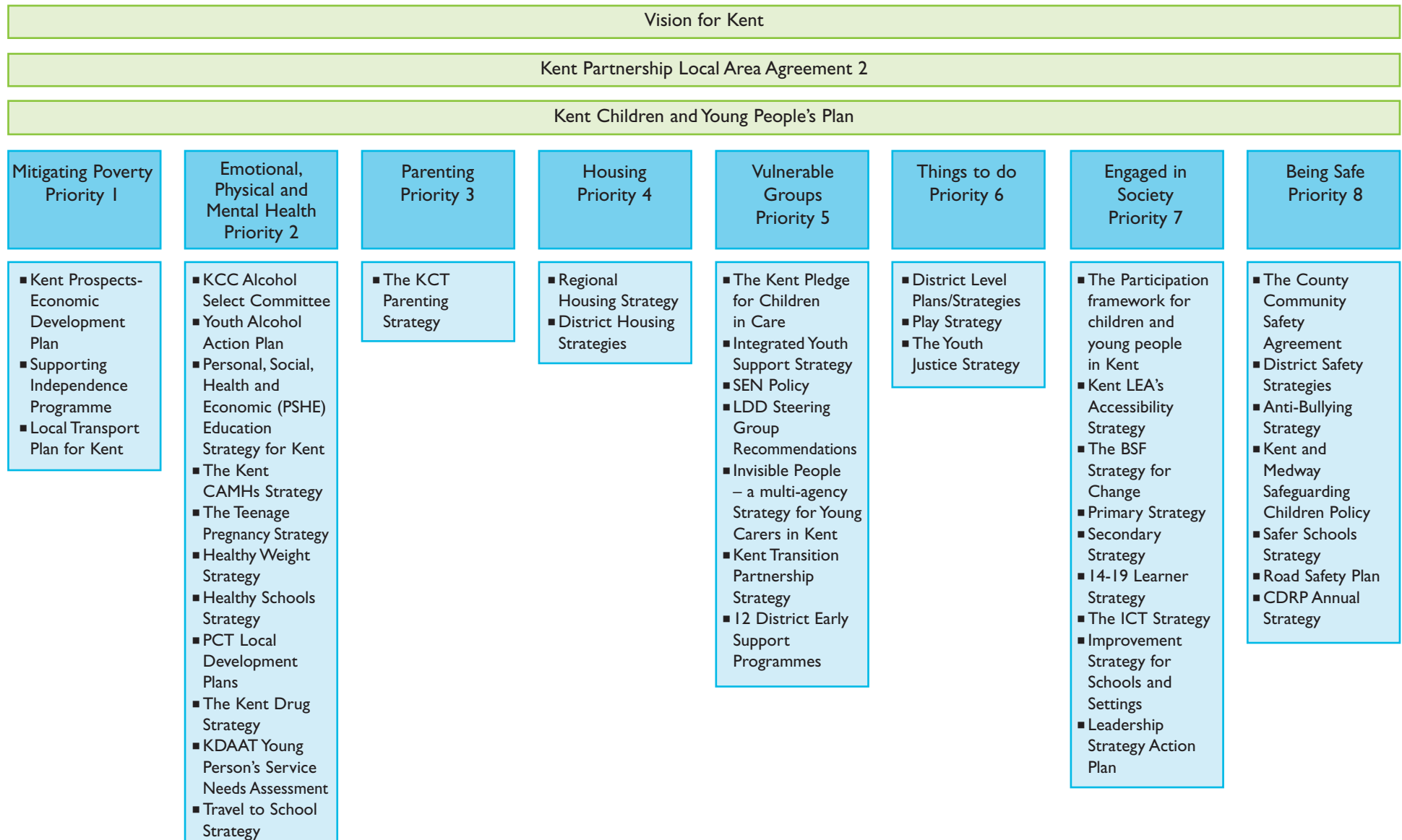
Indicator	National (SN)	Kent	Boys	Girls	FSM (non-FSM)	SEN (non-SEN)	LAC (non-LAC)	Gypsy / Roma (unless stated)	Age
% achieving Level 4+ in Key Stage 2 English	80%	77%	73%	82%	54% (80%)	41% (92%)	43% (77%)	23%	
% achieving Level 4+ in Key Stage 2 Maths	77%	73%	73%	71%	48% (75%)	38% (86%)	36% (73%)	26%	
% achieving 5 or more GCSEs or equivalent including English and Maths	45.9%	48.5%	45%	52%	19% (52%)	14% (61%)	6.5% (50%)	0%	
% reaching Level 3 Qualifications by age 19	48%	47%			18% (50%)				
% persistently absent in Secondary (2007) ²	6.7% (5.9%)	6.8%				16.2% (SAplus) 8.4% (SSEN)		26%	
% being bullied in last year		31% 11-16s			42% (31%)	44% (29%)			Decreases with age
% who strongly agree that they enjoy their life		39% 11-16s	50% 11-16s	38% 11-16s					
% of 11-19s who smoke most days		7% 11-16 15% post-16			12% (6%)	10% (6%)	15% (7%)		Increases with age

¹ This table is not exhaustive, many other gaps may exist, but data to identify these is not yet available.

² National and Kent figures based on DCSF statistical release, subgroups identified by CFE Management Information data and children and young people of Kent survey.

Appendix 3

Plans that will underpin the delivery of the CYPP



Plans/Strategies supporting more than one Priority of the Kent Children and Young People's Plan

- * KCC Equality Action Plan 2007-2010; * KCT Governance Framework; * Common Assessment Framework for Kent; * Working Together to Safeguard Children Plan;
- * The Joint Strategic Needs Assessment for Children's Health 2008; * Live life to the Full – A Strategy for Public Health in Kent; * The Early Years and Childcare Strategy
- * The Extended Schools Plan; * The Children's Centres Plan; * The Kent Sure Start Plan; * The Kent Children and Young People's Workforce Strategy; * The Kent Compact

Appendix 4

Proposed Performance Monitoring Arrangements

Performance monitoring of the Kent Children and Young People's Plan (CYPP)

Introduction:

The Kent CYPP is based on a thorough needs assessment conducted by the local authority, primary care trusts (PCTs) and other partners. This assessment highlighted the areas of activity, and in some cases specific groups of children and young people, that needed additional or different types of support from the Trust to improve their life chances and outcomes.

This plan is based on a Kent wide analysis and given the variety and complexity of the social and demographic situation across the County some of these priorities will be more important in some localities than others. These differences in local emphasis will be reflected in the Local Children's Services Partnership plans.

Structure of the plan

This plan sets out eight key priorities that the KCT partnership will focus on over the next three years.

Under each priority the Trust has agreed the key outcomes or 'results' it aims to achieve to address the eight priorities.

The Trust has identified a number of key actions that it believes will be critical to delivering the outcomes. The actions included are not an

exhaustive list of everything that will happen or contribute to the delivery of any one result, rather they are some of the vital key steps to achieving a successful outcome.

A number of key performance indicators have been identified against each priority.

These will be used to monitor progress.

How will progress against the plan be monitored?

The KCT board will monitor progress against the Kent CYPP twice a year. Monitoring will be done through:

- performance indicators identified in the plan. A number of these are produced annually and are collected and published at different times of the year. A twice yearly reporting structure will provide the Board with more timely access to data as it becomes available across the partnership. Where possible and appropriate these indicators will be dis-aggregated to provide information by local partnership areas and specific vulnerable groups identified in the plan
- light touch, summary feedback against key actions, using a red/amber/green system. Each key action will have an identified lead officer or organisation.
- reporting for Kent's LAA will support the performance monitoring of the CYPP
- as part of the monitoring cycle there will be an annual refresh of the needs assessment and the associated outcomes and actions to make sure that the plan is still relevant and appropriate e.g. picking up emerging needs.
- identifying and managing risks to delivery of any action to help increase the probability of success supported by the production of an annual risk register

Monitoring local performance through the Local Children's Services Partnership CYPPs

Local Children's Services Partnership plans will

- reflect the Kent wide needs assessment in their plan
- identify specific challenges and needs within their local communities
- use local information to help target scarce resources

Progress will be monitored through:

- regular twice yearly reports to the LCSP Board, produced by the LCSP manager, including their contribution to the success of the strategic CYPP through local activity
- local data where available through dis-aggregation of performance indicators identified in the strategic plan and where appropriate locally identified and agreed performance measures.
- annual risk register, regularly reviewed

Performance management arrangements across the Trust

The KCT is a sub group of the Kent Partnership and will work to deliver the priorities of the Partnership set down in the Local Area Agreement relating to children and young people and their families. These priorities are reflected throughout the CYPP and will be regular monitored through reports to the Kent Partnership.

Underpinning the monitoring mechanisms described here there is an expectation that all parts of the partnership will have effective operational performance management mechanisms in place.

Appendix 5

Resources

On 22 May 2008 all the partners from the KCT signed a partner agency agreement. This set out a number of commitments that will support the delivery of services through the Trust partnership and included:

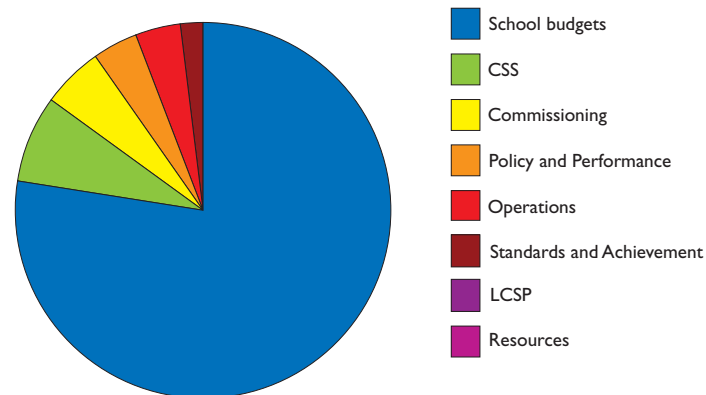
- Each lead officer from the partner organisations will make sure their agency makes an appropriate contribution to the resourcing of the Children and Young People's Plan

Budgets Supporting Children's Services

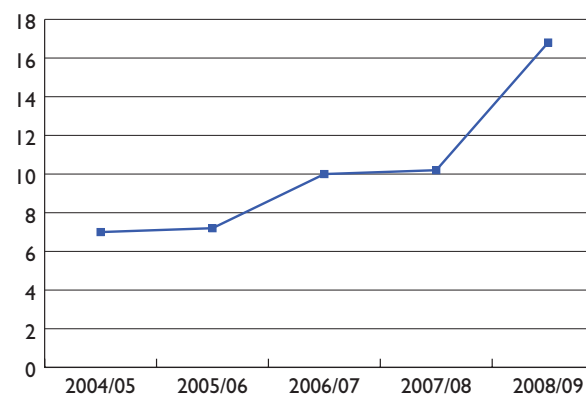
One of the essential features of a Children's Trust is the effective joint planning and commissioning of services and the flexible use of pooled budgets. In Kent we are already finding ways for all agencies to come together as we work towards integrated, seamless and effective service provision. KCT will influence the way in which mainstream funding is used in order to improve outcomes for children, families and young people. This will include:

- identifying opportunities for integrated commissioning and developing stronger partnership arrangements
- aligning budgets on shared priorities
- total CFE budget 2008-9 – **£299.6m**
- child health budget 2008-9 – £170m

Kent County Council CFE Budgets 2008-2009



Budget devolved to LCSPs 2004-2009



Value for Money

KCT will ensure the most efficient use of resources, minimise duplication and improve the targeting of scarce resources. It will work through the 23 LCSPs which will make sure decision making at the most local level that is consistent with excellent performance (i.e. improved outcomes for children), value for money (quality and

infrastructure) and within the strategic framework established by the Kent Children and Young People's Plan.

Children's workforce

Our workforce is our most valuable resource. The children and young people's workforce in Kent includes all those who work with children and young people whether their work is paid or unpaid, employed or self-employed, full-time or parttime.

An effective Trust must have integrated front line delivery organised around the child, young person or family rather than professional boundaries of existing agencies. The size of the challenge of transforming the wide range of different paid and unpaid workers into one integrated children's workforce cannot be underestimated. It will involve a significant change management process which will help to create the agreements and sharing of information and resources that will be necessary. New ways of thinking will be required alongside new professional identities and new ways of accrediting competence, which in turn could create new meanings for the word "qualified".

The Children and Young People's Workforce Strategy Group carried out an initial mapping exercise for Kent in 2006 (this data is currently being updated).

- the school workforce is covered by about 36,500 contracts, 42% of which are for teachers and tutors, and 27% of which are for teaching assistants.
- the non-school education workforce is covered by about 2850 contracts.
- those that work in the PVI early years and childcare sector number approximately 7,000, not including childminders.
- National Health Service staffing figures need to be revised in the

light of PCT reviews in 2005. However 1st and 2nd level Nurses represent 60% of the Paediatrics workforce, and Midwives constitute 59% of Maternity Services.

- Children's Social Services number around 1100 full time equivalent staff. The staff breakdown is 31% Social Workers, 16% Social Work Assistants, 20% Administrative staff, 14% Management and Supervision.
- there is a wide range of other services, notably Youth and Community, Youth Justice, Connexions, and Sport/Leisure that still needs analysis.

The children's workforce including everyone who works with children and young people and their families



- **Core Children's Workforce:** People who work or volunteer with children, young people and their families, or are responsible for their outcomes all the time.
- **Wider Children's Workforce:** People who work or volunteer with children, young people and/or their families part of the time, or are responsible for their outcomes as part of their jobs.

Appendix 6

Index of Activity Identified in the CYPP

	See Priority	Outcome	Key action
Alcohol misuse - CYP	2	2B	16
Anti-social behaviour	8	8B	67
Attainment	7	7B	54
Attendance	7	7B	55
Black, Minority and Ethnic children	5	5D	42-43
Breastfeeding	3	3C	27
Bullying	8	8A	64-66
CAF, ContactPoint- Integrated processes	Enabler	B	77-81
Care leavers - accommodation	4	4A	29 15
Care leavers - transition into adulthood	5	5C	41 18
Carers - young carers	5	5A	
CAMHs	2	2D	20
Childcare	1	1A	3
Community Cohesion	8	8A	66
Children centres	1	1A	1-2
Crime and young people who are victims of crime	8	8B	68
Death - reduce number of deaths and injuries CYP	8	8C	72
Domestic violence	3	3B	24
Disabled children - achieving at school	5	5B	35-36
Disabled children- play and recreation	6	6A	47
Disabled children - transition to adulthood	5	5B	37
Early identification - children with a learning difficulty and or disability	5	5B	35
Early identification - emotional wellbeing	2	2D	21
Early identification - family support	3	3A	22
Early identification - young people more likely to offend	6	6B	49
Early identification - training for those who work with CYP	Enabler	A	76
Emotional wellbeing, resilience	2	2A	11-12
Extended Services	1	1A	1-3
Fire safety	8	8C	72

	See Priority	Outcome	Key action
Free School meals- narrowing the gap	1	1B	5-8
Early Years- attainment, quality of provision	7	7A	51-52
Early Years - social development of children	0-5	3	3A 23
Healthy lifestyle choices	2	2B	14, 17
Healthy weight	2	2C	18-19
Housing	4	4A	29-32
Homelessness	4	4A	32
Information, advice, guidance- careers	7	7D	63
Internet safety	8	8C	71
Immunisation for babies up to 1	3	3C	28
Key Stage 2	7	7B	54
Looked After Children	5	5c	38-41
Not in school- alternative provision	7	7C	59
Olympic and Paralympic Games	6	6A	46
Parenting support and advice	3	3A	22
Parents supported to work	1	1A	1-4
Parents in financial difficulties	1	1C	9-10
Parents as role models, bonding in the early years	3	3A	23
Parents as role models, sharing learning	7	7A	53
Parents - Participation and engagement	Enabler	C	84
Parenting programmes	2	2A	13
Participation and engagement - CYP	Enabler	C	83, 85,86
Participation- service design - things to do	6	6A	44
Personal Social Health and Economic Education	2	2A	11
Play	6	6A	48
Poverty	1	1A-1C	1-10
Road safety	8	8C	72
Safeguarding	8	8C	69-70
Sex and Relationships Education	2	2B	15
Smoking cessation - CYP	2	2B	16
Smoking cessation - parents	3	3C	26
Sports-at school	2	2C	

	See Priority	Outcome	Key action
Sports - for leisure	6	6A	45
Substance misuse - CYP	2	2B	16
Substance misuse - parents	3	3B	24-25
Supporting Independence	1	1A	4
Transport	1	1B	7
Things to do	6	6A	44-48
Teenage pregnancy	2	2B	15
Vocational learning	7	7C	56-57
Workforce planning	Enabler	A	73-76
Work - preparing for work	7	7C & 7D	56-63
Young offenders - accommodation	4	4A	29
Young offenders - reduce offending	6	6B	49-50

Appendix 7

Glossary of terms

Child Poverty Data

The key source of data on income poverty and material deprivation, *Households Below Average Incomes* (HBAI) is published annually by the Department for Work and Pensions (DWP). It provides the data, which is used to measure progress against the Government's target to halve child poverty by 2010/11 and eradicate it by 2020.

Those children living in a household on less than 60% of median income are said to be living in poverty. The median is the halfway point between the nation's highest and lowest incomes.

Child and Adolescent Mental Health Services (CAMHs)

Child and Adolescent Mental Health services promote the mental health and psychological wellbeing of children and young people and provide high quality, multidisciplinary mental health services to all children and young people with mental health problems and disorders to make sure there is effective assessment, treatment and support for them and their families.

Children's Centres

Children's centres bring together a range of services for children under five years old and their families.

Common Assessment Framework (CAF)

Assessing additional needs at an early stage and deciding on what action to take is the purpose of the CAF. The CAF is designed to enable practitioners across several agencies, (after training) to participate in one assessment process that includes the child and their family. The aim is to achieve more consistent and co-ordinated support for children

and their families by agencies working together more effectively.

Community Cohesion

Factors such as age, wealth, gender, ethnicity, religion, sexuality and political ideology can create divisions in communities. The partners who come together in the Kent Children's Trust have an important community leadership role in bringing communities together.

A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances is appreciated and positively valued
- those from different backgrounds have similar life opportunities
- strong and positive relationships are being developed between people from different backgrounds and circumstances in the workplace, in schools and within neighbourhoods.

ContactPoint

ContactPoint will be the quick way for a practitioner to find out who else is working with the same child or young person, making it easier to deliver more co-ordinated support. It will be a basic online directory, available to authorised staff who need this resource as part of their work. This process should support and facilitate more integrated working amongst professionals supporting children and young people. It is a key part of the Every Child Matters programme to improve outcomes for children.

Extended Services

Extended services are mainly provided through schools that offer a range of services that go beyond the school day, including childcare, parenting support, swift referral to specialist services, providing wider community access to services such as adult learning.

Integrated Youth Support Services Strategy (IYSS) and Targeted Youth Support (TYS)

IYSS is about providing universal access to services for all young people according to their needs. The government intends that IYSS should be driven by the same principles of ECM reform: inter-agency governance and integrated strategy, processes and frontline delivery. It will need to address issues such as closer integration of planning, commissioning and delivery of services, and the active involvement of young people in these processes.

Targeted Youth Support: TYS is a key branch of Integrated Youth Support Services. It sets out how agencies can work together to help vulnerable young people with complex needs to access the intensive support they require. Key elements of TYS include identifying vulnerable young people early, providing personalised support by a trusted lead professional and making services accessible and relevant.

Jobcentre Plus

Jobcentre Plus provides help and advice on jobs and training for people who can work and financial help for those who cannot.

Kent Safeguarding Children Board (KSCB)

The Kent Safeguarding Children Board brings together representatives from each of the main agencies and professionals responsible for helping to protect children from abuse and neglect. It is an inter-agency forum for agreeing how the different services and professional groups should co-operate to safeguard children throughout Kent and for making sure that arrangements work effectively in bringing about better outcomes for children.

Key stages and qualifications:

The National Curriculum states which subjects children must study at school. It also divides them into age groups called Key Stages.

The Key Stages are as follows:

Key Stage	Year groups	Ages
Foundation Stage	Preschool - end of Reception Year	0-5
Key Stage 1	Years 1-2	5-7
Key Stage 2	Years 3-6	7-11
Key Stage 3	Years 7-9	11-14
Key Stage 4	Years 10-11	14-16

Qualifications:

Level 1 qualification– equivalent to five GCSEs at grade A* - G

Level 2 qualification– equivalent to five or more GCSEs at grade A* - C

Level 3 qualification– equivalent to A-level

Lead Professional

The lead professional role is a key element of integrated support. The lead professional takes the lead to coordinate provision and act as a single point of contact for a child and their family when a range of services are involved and an integrated response is required.

They will make sure that professional involvement is rationalised, co-ordinated and achieves the intended outcomes.

The Local Area Agreement (LAA)

The LAA is a three-year 'rolling' written agreement between central government and a 'local area', in this case Kent. Central government is represented by the regional Government Office (GOSE). The local area is represented by the Local Authority and the Local Strategic Partnership (which includes representatives from key agencies such as District Councils, the Police, Primary Care Trusts, voluntary sector, local business and the local community).

The agreement is made up of outcomes, indicators and targets aimed at delivering a better quality of life for people through improving performance on a range of national and local priorities.

Looked after Children

Children in the care of the local authority.

Parents and Carers

Includes any adults with significant caring responsibilities. This might be for example, birth mothers and fathers, adoptive parents, foster carers, stepparents, members of the extended family and grandparents.

Preventative and Early Intervention Services

The services that reach every child and young person have a crucial role to play in shifting the focus from dealing with the consequences of difficulties in children's lives to preventing things from escalating or going wrong in the first place.

Restorative Approaches

Restorative approaches in schools aim to reduce bullying and victimisation, manage conflict and improve attendance in schools. Research evidence supports restorative approaches in schools as a particularly promising approach to improving behaviour and attendance. Restorative approaches bring together students affected by bullying, or other serious behavioural incidents, and those responsible to agree on how the harm caused by their actions or done to them is to be repaired. Restorative approaches are also being established in local communities.

Settings/Providers

Interchangeable terms used to encompass the range of provision across Kent including any provision that provides early education and childcare, (including nurseries and childminders), any provision that provides access to learning including schools, colleges, vocational centres and alternative education units.

Universal Services

The key universal services - services available to all children and

young people- are:

- GPs, health visitors, midwives and school nurses
- Early education and childcare
- Primary and Secondary education

Young Carer

A young carer is a child or young person (under the age of 18) who is carrying out significant caring tasks and assuming a level of responsibility which would usually be undertaken by an adult. This could be caring for a parent(s) or sibling(s).

Acronyms

ASB	anti-social behaviour
BME	black and minority ethnic
CAF	Common Assessment Framework
CAMHs	child and adolescent mental health services
CYP	children and young people
CYPP	Children and Young People's Plan
EAL	English as an additional language - pupils whose first language is not English
FSM	children eligible for free school meals
LDD	children and young people with learning difficulties and disabilities
JSNA	Joint Strategic Needs Assessment
KS2	Key Stage 2
KCT	Kent Children's Trust
KCT(B)	Kent Children's Trust (Board)
LAA2	Local Area Agreement 2
LAC	looked after children
LCSP	Local Children's Services Partnerships (local arms of the KCT)
PSHE	Personal, Social, Health and Economic Education
SEN	special education needs

Feedback and comments

Your feedback and comments are always welcome

Contact: childrentrustadmin@kent.gov.uk

Internet: www.kent.gov.uk/publications/education-and-learning/kccchildren-young-people-plan.htm

Tel: 01622 694195

Fax: 01622 694186

Address:

Strategic Planning and Review Team

Room 2.70, Sessions House

County Hall

Maidstone

Kent

ME14 1XQ

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