

A Better Brighter Future for All Children and Young People in Shetland



Shetland's
Integrated Children and Young People's Services Plan
2011-14

A Better Brighter future for all children and young people in Shetland

Welcome to Shetland's integrated Children and Young People's Services Plan 2011-14.

Our Vision, Our ambition

We have a vision for a Better Brighter future for all children and young people in Shetland This plan sets out how we hope to achieve this vision. The plan aims to give sense of purpose to agencies, practitioners and members of the public and is designed to make sure we all pull in the same direction.

Children are the future of our community and have the right to a safe, nurtured, happy, healthy childhood, and opportunities to reach their potential.

Aims

We aim for our services to be:

- Child centred
- Inclusive
- Equitable
- Holistic
- Integrated
- Locally delivered, wherever possible
- Delivered in partnership with children, young people and their families.

This Plan aims to contribute to the four national strategic objectives, set out in the Curriculum for Excellence, that children should have the opportunity to be successful learners, confident individuals, effective contributors and responsible citizens through being:

- safe,
- nurtured,
- healthy,
- achieving,
- active,
- respected,
- responsible and included.¹

Partnership

Partnership working is an essential element of integrated services. Better integration leads to better services. The voluntary and independent sector makes an essential contribution in delivering services to children and young people in Shetland. Over the next three years there will be continuing opportunities to work creatively across all sectors to encourage initiatives and build capacity.

¹ Scottish Government (SG) 2008

This plan provides:

- The national and local context within which our services are planned and delivered
- A shared vision, 5 cross cutting themes and key strategic priorities
- The strategic and operational framework for integrated children's services
- The action plan which sets out what we are going to do, how we are going to do it, by when, and the outcomes we are seeking to achieve.
- It will be supported by annual reviews, which will allow us to assess the context and resources to ensure that plans are appropriate and achieving.
- Focus on new developments, and action that needs to be taken in order to further integrate our services and promote continuous improvement.

It complements, but does not replace existing individual agency and service plans, which are essential to maintain service delivery.

Challenges

After several years of relative stability, Shetland, like all other areas in Scotland, is facing a number of serious challenges. Instead of public sector growth, we are now faced with significant financial pressures, which are likely to continue over a period of years. This is impacting on both statutory and voluntary agencies.

This presents us with a challenge, which is to deliver better services and outcomes within the same or reduced resources. We see this as an opportunity to find creative ways of doing things differently and better. We also recognise that this requires clear and imaginative strategic leadership.

National outcomes:

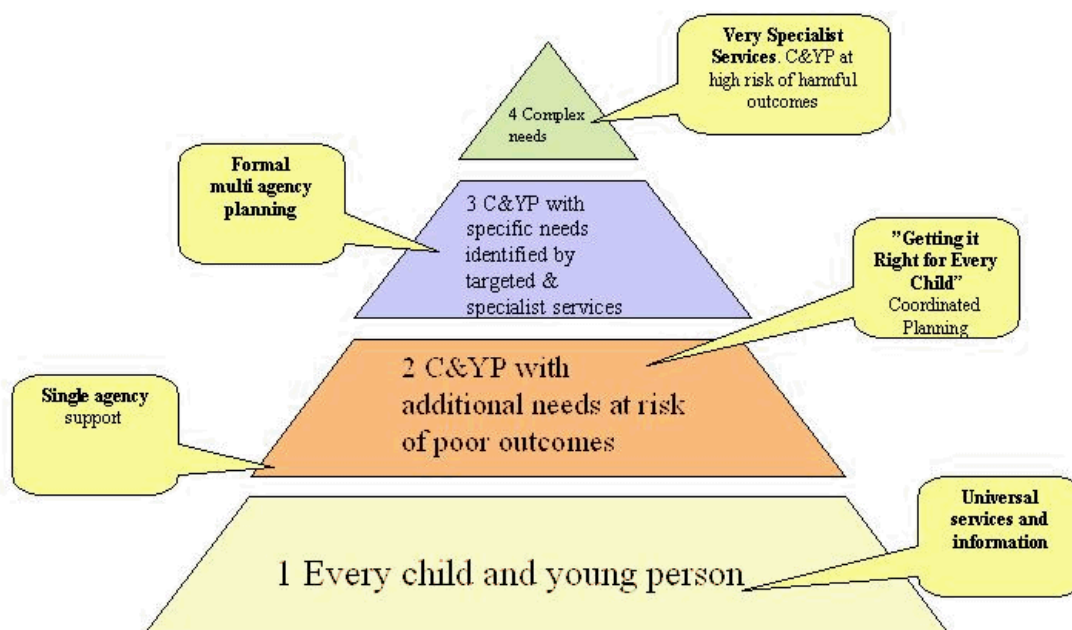
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- We have improved the life chances for children, young people and families at risk
- Our children have the best start in life and are ready to succeed

Local outcomes

- To shift from crisis intervention to prevention and early intervention
- To shift from service provision, to building the capacity resilience and wellbeing of children and young people parents, families and communities
- Genuine engagement with and respect for children and young people
- To build capacity in our workforce and interagency processes

We believe that these themes are largely complementary and reinforce each other. They are detailed in the Action Plan.

Needs and Services



The diagram represents the relationship of needs and support for children and young people in Shetland.

1 Most children and young people will have their needs met by their families and carers and the provision of universal services (Health care and Education). Additionally there are leisure and play facilities, as well as housing and voluntary sector services.

2 Some children and young people have additional needs that are met by more targeted support from a single service or through coordinated support from more than one agency.

3 Some children and young people will be identified as being at risk of poor outcomes. These children and young people may require additional targeted services. Planning to meet these needs is more formal, and is likely to include a range of services, including voluntary and statutory provision. Children with more complex health needs are included in this level of need. Other examples include "Children in Need" and those having a Coordinated Support plan.

4 A small number of children and young people will be identified as having high risk of harmful outcomes or the need for more specialist interventions. Interventions include intense and specialist support from health, education, social work, voluntary agencies, and sometimes the Children's Hearing system.

The "triangle" outlines the different levels of need. Thorough assessment and effective targeting of resources and making early intervention a priority will ensure only a small proportion of children and young people will require more targeted and specialist services.

Although Shetland does not show as a deprived area using national indices, there are pockets of poverty and numbers of local people are disadvantaged, as detailed in the "Fairer Shetland " report

which aims to tackle legacies of poverty, poor health and unemployment. Although children can be disadvantaged by deprivation, it is also important to understand that poor child care can occur for a range of reasons across all social classes. This Plan proposes a long-term programme of investment in the early years of children's lives and in early intervention to improve the life chances of all children, young people and families at risk.

MAIN ISSUES/AREAS FOR ACTION

1. Early Intervention

We recognise the early years of children's lives as crucial, and the best time to take steps for those children and families at risk of poor outcomes. This is an approach that evidence has shown to be effective. We want good outcomes for all children, so early intervention may apply at any age or stage of a child's life.

An early intervention approach requires change in the way in which services are provided. It requires:

- development of the children's sector workforce to have the capacity and skills for the new roles involved. This includes streamlining and improving capacity in the systems, pathways and processes between agencies.
 - a shift from service provision to deliver outcomes for children, to building the capacity of parents, families and communities to secure outcomes for themselves.
- 2. GIRFEC** – Getting it right for every child is a programme that aims to improve outcomes for all children and young people.

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

"Getting It Right For Every Child" is the pathway for all services to children and young people in Shetland. "Getting It Right For Every Child" assessment and planning will be used when there is a need for integrated working to support individual children and young people and their families.

Sharing personal information about children and young people between partner agencies is vital to the provision of coordinated and seamless services. "Getting It Right For Every Child" provides a secure process for the sharing of personal information. It is consistent with the Shetland Personal Information Sharing Policy, which has been ratified by all partner agencies.

Getting it right for every child builds on universal health and education services, and is embedded in the developing pre-birth, early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The programme also links to other policies such as the Pathway for Vulnerable Families.

3. Early Years Framework

The Early Years Framework defines early years as pre-birth to 8 years old. This broad definition of early years recognises the importance of pregnancy in influencing outcomes and also that the transition into primary school is a critical period in children's lives.

At the heart of this framework is an approach which recognises the right of all young children to high quality relationships, environments and services which offer a holistic approach to meeting their needs. Such needs should be interpreted broadly and encompass play, learning, social relationships and emotional and physical wellbeing. This approach is important for all children but is of particular benefit in offering effective support to those children and families requiring higher levels of support.

There are 4 principles of early intervention. These are:

- we want to have the best outcome for each child and family and the same opportunities;
- we identify those at risk of not achieving those outcomes and take steps to prevent that risk materialising;
- where the risk has materialised, we take effective action;
- we work to help parents, families and communities to develop their own solutions, using accessible, high quality public services as required. The Shetland Parenting Strategy will play a key role in delivering the Early Years Framework.

4. Curriculum for Excellence

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It provides all children and young people with entitlements in their education:

- Every child and young person is entitled to experience a **curriculum** which is coherent from 3 to 18
- Every child and young person is entitled to experience a broad general education
- Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications
- Every child and young person is entitled to develop skills **for** learning, skills **for** life and skills **for** work, with a continuous focus on literacy and numeracy and health and wellbeing
- Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which **Curriculum for Excellence** can provide
- Every young person is entitled to support in moving into a positive and sustained destination

5. **A Workforce Planning Strategy** will be developed which will support the vision and enable practical changes to take place. This will help to

- ensure that children, young people and families experience a consistent approach from any profession;

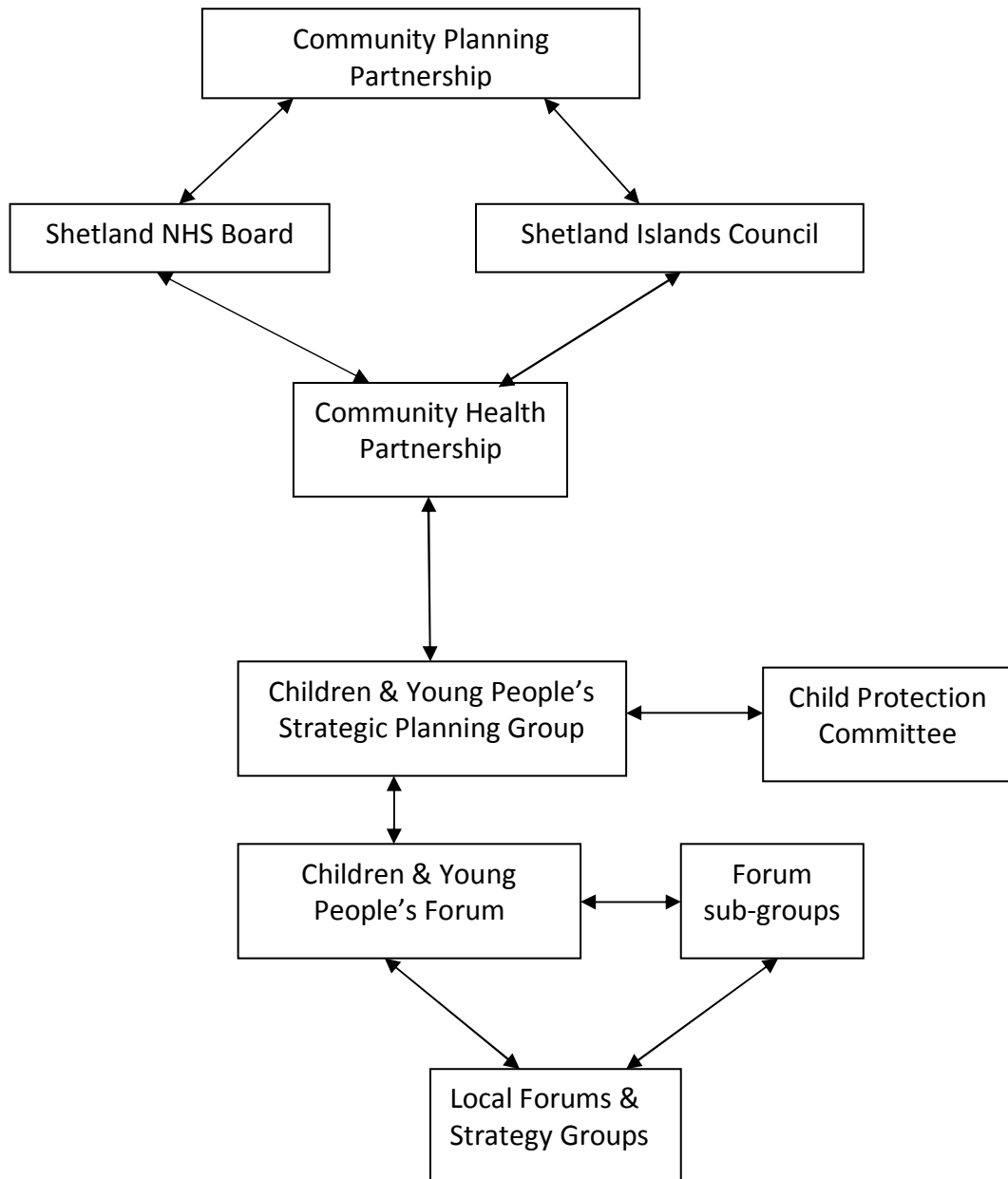
- make clear the minimum level of service they can expect, thus helping to improve the wellbeing and opportunities for children, young people and families;
 - reduce unhelpful barriers that exist across different professions to help them work and communicate better together;
 - create opportunities for more flexible jobs, where appropriate, with workers able to work across different parts of the children's sector knowing they have a core of skills, knowledge & understanding that they can bring with them to a new profession,;
 - make these roles potentially easier to recruit to and provide training for.
- 6. Quality Assurance and Performance Management.** The partnership recognises self-evaluation as a powerful planning tool and driver for improvement that is built on evidence-based self-assessment against quality indicators. Our objective is to embed these self-evaluation approaches into our planning processes.
- 7. A Strategy for the Participation of Children and Young People** is to be developed and will ensure that children and young people's views are heard and their rights respected. In the recent national consultation, 'A Right Blether', young people voted for their priorities:
- To help them be safe and secure in their homes
 - To help them have the same chances, no matter how much money their families have.
 - To help them feel safe and respected.
 - To help everyone to include each other, no matter how different we all are.
- 8. Information Sharing.** We will comply with Data Protection legislation and use Information Technology effectively to support the Plan.

Information sharing is a critical component in inter-agency work with children. Shetland Data Sharing Partnership continues to develop information sharing protocols and Information Technology.

Planning and Delivery Structure

Shetland Children and Young People's Forum comprises members from: NHS Shetland, Social Work, Community Planning, the Voluntary Sector, Housing, Northern Constabulary, Sport and Leisure, and Child Protection

This Forum has been given responsibility to establish the vision and develop the Plan, priorities and outcomes. It is accountable to the Children and Young People's Strategic Planning Group.



Children's Services Action Plan 2011 – 14 (June 2011)

National outcomes

Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

We have improved the life chances for children, young people and families at risk.

Our children have the best start in life and are ready to succeed.

Local outcomes

- Shift from crisis intervention to prevention and early intervention.
- Shift from a reliance on service provision, to building the capacity, resilience and wellbeing of children and young people, parents, families and communities.
- Have in place Integrated Children's Services which meet the needs of children and young people and make best use of resources.
- Increased capacity within our workforce to support interagency processes, bearing in mind reduced levels of funding.
- Children and young people are safe, healthy, active, nurtured achieving, respected responsible and included.

Actions

1. Early Intervention and Getting It Right For Every Child (GIRFEC)

1.1 Fully implement GIRFEC. Lead Responsibility-Children's Service Improvement Officer

- a. Ensure all children and young people with an identified need for support have an appropriate assessment and Child's Plan in place to meet their needs.
- b. Targeted support in early intervention for vulnerable children, young people and families.

Indicators:

- We want to increase the number of open GIRFEC assessments
- We want all children and young people with higher level needs to have a Child's Plan.
- We want to better identify unmet need.
- We want to reduce referrals to the Reporter and reduce child protection referrals.
- We want to reduce the number of children and young people looked after at home or accommodated.

1.2 Finalise and Implement Parenting Strategy. Lead Responsibility-Service Manager, Children and Families

- a. Provide a range of readily accessible parenting support services which meet the needs of parents and carers of children of all ages.
- b. Targeted intensive support for vulnerable and high risk families.

Indicators:

- We want to increase the number of vulnerable parents with a parenting assessment.

- We want to ensure they have services in place to meet their needs.
- We want more children living in their own families without the need for protection.
- We want fewer adverse health outcomes, e.g. fewer young people smoking, fewer young people drinking to excess, fewer teenage pregnancies.
- We want fewer adverse social outcomes, e.g. homelessness, anti-social behaviour, unemployment, offending.
- We want fewer children living in households which put them at risk, e.g. parental substance misuse and domestic abuse.

1.3 Develop a plan to ensure that those young people vulnerable to not having a positive destination from school are identified and supported. - Lead Responsibility-Schools Development Scotland

Indicators:

- We want to increase the % of young people in positive post school destinations.
- We want to reduce levels of homelessness.
- We want to reduce levels of youth offending.

2. Implement Early Years Framework. Lead Responsibility- NHS Shetland

- a. Review and update early years action plan.
- b. Themes will include parenting strategy, maternity / child health services, pre-school education, childcare and families living in deprivation.

Indicators:

- We want to reduce the percentage of children living in households that are dependent on out of work benefits OR child tax credit. (proxy indicator for poverty) .
- We want to provide co-ordinated support to people who have experienced domestic abuse and who had dependent children living with them.

3. Promote multi-agency input to Curriculum for Excellence. Lead Responsibility- Director of Children's Services

- a. To work with partners, such as Shetland College, North Atlantic Fisheries College Marine Centre, NHS, Skills development Scotland, Train Shetland etc, to ensure Curriculum for Excellence is fully implemented by 2014.
- b. Themes will include:
 - The structure and provision of the Senior Phase (Secondary 4 to 6).
 - Numeracy.
 - Skills for Life Work and Learning (Building the Curriculum 4).
 - Moderation of Assessment Working Group Planning for the hub model
 - Curriculum mapping.
 - Learning outcomes.

Indicators:

- We want children and young people move on to positive and sustained destinations.

4. Ensure that the children's workforce in Shetland have the appropriate skills and experience to best meet children's - Chair of Children and Young People's Strategic Planning Group

- a. Use national skills and competencies frameworks to inform staff training and development.
- b. Ensure we use staff, volunteers and the community creatively and flexibly to meet the needs of young people.
- c. Further integrate service provision including information sharing.

Indicators:

- We want to increase multi agency training
- We want to have no gaps in service due to unfilled posts.

5. Develop Children & Young People participation framework to improve engagement with children and young people-Lead Responsibility – Executive Manager, Quality Improvement.

- a. Service planning.
- b. Routinely hearing the voice of children and young people in service delivery.

Indicators:

- We want more feedback from children & young people.
- We want to see changes to services in response to what children & young people have told us.

6. Build quality assurance and performance management of the services we provide to support delivery of the children's plan and to improve outcomes for children and young people. -Lead Responsibility – Executive Manager, Quality Improvement.

- a. We want to monitor and audit implementation of specific programmes within the Children's Plan such as GIRFEC and the Parenting Strategy.
- b. We want to improve our use of quality indicators to demonstrate progress and improvement in outcomes.
- c. We want a culture of self assessment, learning and continuous improvement.

Children's Services Work Programme 2011-2014

Fully implement GIRFEC: Lead Responsibility - Children's Services Improvement Officer

Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
<p>Embed the GIRFEC ethos and values across agencies.</p> <p>Through the GIRFEC approach, all children and young people with an identified need for support have:</p> <ul style="list-style-type: none"> • an appropriate assessment of their needs • a plan put in place to meet their needs • access to the services they require • regular review of their needs 	<p>10% annual increase in the number of new GIRFEC plans established, across all agencies.</p> <p>Increased number of open GIRFEC assessments.</p> <p>100% of children and young people with higher level needs, who require targeted support will have a Child's Plan.</p> <p>All agencies participating in the GIRFEC process consistently to assess, support and plan for meeting needs.</p> <p>Internal referrals within NHS regarding Children and Young People, use the wellbeing indicators.</p>	<p>Pilot the GIRFEC Outreach Group as an advisory group, for six months.</p> <p>Evaluation of pilot by an independent professional.</p> <p>Consider evaluation and develop the way forward for GIRFEC Outreach Group.</p> <p>Pilot the use of the Early Years GIRFEC Outreach Group as an advisory group for early identification of needs for young people up to the age of five.</p> <p>Evaluation of pilot by an independent professional.</p> <p>Consider evaluation and develop the way forward for GIRFEC Outreach Group.</p> <p>Establish a multi-agency implementation group with a clear remit which will include: Ensuring that children and young people in transition have the GIRFEC ethos applied and have a GIRFEC or WYFY plan in place.</p>	<p>August 2011 – January 2012.</p> <p>The GIRFEC Outreach Group will have regular fortnightly meetings.</p> <p>Evaluate pilot, by April 2012.</p> <p>September 2012.</p> <p>December 2011 – May 2012.</p> <p>Evaluate pilot, by August 2012.</p> <p>September 2012.</p> <p>December 2011.</p>	<p>Quarterly reporting to the Integrated Children and Young Peoples Forum.</p> <p>Independent evaluation including questionnaires to head teachers and feedback form practitioners.</p> <p>Independent evaluation including questionnaires to head teachers and feedback form practitioners.</p> <p>Feedback from service users and professionals participating in the GIRFEC process.</p>

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	<p>100% front line staff trained in the GIRFEC process across all agencies.</p>	<p>Provide clarification on how existing processes e.g. early years child development initiative can be taken forward using the GIRFEC model.</p> <p>Continue with the training programme for staff in the GIRFEC approach.</p>	<p>April 2011- March 2014.</p>	<p>Database of staff trained in implementing the GIRFEC process across all agencies.</p>
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Children's Services Work Programme 2011-2014

Implement the Parenting Strategy: Lead Responsibility - Service Manager, Children and Families				
Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
<p>Provide a range of appropriate, accessible parenting support services which meet the needs of parents and carers of children of all ages.</p> <p>Provide targeted intensive support for vulnerable and high risk families.</p>	<p>All parents identified as vulnerable have an assessment of their parenting needs.</p> <p>A reduction in the number adverse health outcomes: smoking at booking currently 18.1%, drinking to excess currently 1100:100,000.</p> <p>The target is to reduce the number of homeless presentations of the age group 16 – 24 from females 44 to 40 and males 48 to 40.</p> <p>Establish a baseline of the number of vulnerable parents.</p> <p>Increase the number of parents who are identified as having parenting needs.</p>	<p>To develop services that focus on prevention and early intervention to support parents before they reach crisis.</p> <p>To enable parents and carers to have the information and knowledge they need to make informed, independent and confident decisions and choices about how to bring up their children.</p> <p>To ensure universal support is developed and delivered where there are currently recognised gaps in provision.</p> <p>To enable parents to have the skills and confidence to adopt healthy lifestyles and bring up their children in supportive, positive and health-promoting environments.</p> <p>To enable specialised and targeted support to be available at a local level to meet the needs of families facing additional difficulties.</p> <p>To ensure that services are accessible and there is no stigma associated with asking for help.</p> <p>Family Centre to co-ordinate a multi-agency approach to promoting positive parenting and to provide a focus for Early Years support.</p>	<p>Commencing September 2011.</p> <p>Commencing September 2011.</p> <p>March 2014.</p> <p>Commencing September 2011.</p> <p>Commencing September 2011.</p> <p>December 2011 – March 2014.</p>	<p>Quarterly reporting to the Integrated Children & Young Peoples Forum Monitor Implementation.</p> <p>Evaluate against objectives and targets.</p> <p>Ensure sustainability of programmes in terms of resources, human and financial.</p> <p>Identify and make best use of funding.</p>

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Ensure that vulnerable young people secure a positive and sustained destination post-school: Lead Responsibility - Skills Development Scotland

Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
All Vulnerable young people secure a positive destination.	An increase in the percentage of young people in positive post school destination.	To complete a planning template detailing how the local authority and its partners will deliver Activity Agreements (AAs) in order to support vulnerable young people.	June 2011.	Planning template completed by June 2011.
	A reduction in the number of young people presenting as homelessness.	To develop the trusted professional role.	Ongoing.	Partners identified to undertaking the 'Trusted Professional' role have been identified and confirmed. It has been decided that management of Activity Agreements will fit into existing provision and structures.
	A reduction in the level of youth offending.	To develop an approach to identifying young people likely to benefit from an Activity Agreement either through a targeted (e.g. particular catchment area/schools or universal approach).	June 2011.	Identification and referral of young people in need of an Activity Agreement will be led by local Skills Development Scotland staff, thus allowing for a universal approach. Groups in schools have been established to identify, at the earliest possible point, young people at risk of disengaging from formal education and who may be in need of an Activity Agreement.
		To ensure that processes are in place to both identify young people and their needs. To decide how to use "With you for you" and GIRFEC (Getting it right for every child), that ensures a multi-agency approach.	Ongoing.	Discussions are being held that will finalise the approach to early identification in relation to Activity Agreements.
		To work with partners, to ensure provision is available to support those young people identified as benefiting from an Activity Agreement with emphasis on the support / processes necessary for addressing the needs of Looked After young people.	Ongoing.	Locally, a Service Providers group exists of the majority of providers for young people who are in need of More Choices More Chances sit. Review, monitor and evaluate in the light of national information.

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Implement the Early Years Framework: Lead Responsibility - NHS Shetland				
Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
Early Years Framework fully implemented in practice by 2014.	To be developed from national set provided, once local audit is complete.	<p>Audit progress against Early Years Framework.</p> <p>Establish Multi-agency Steering Group to ensure clear vision and understanding of the importance of early years development across agencies.</p> <p>Multi-agency steering group will review and update early years action plan with actions relevant to each theme.</p> <p>Specific targets will be set as part of developing the action plan.</p>	<p>Initial audit complete by December 2011.</p> <p>By January 2012.</p> <p>Plan for addressing gaps identified to be in place by February 2012.</p>	<p>Initial audit currently in progress.</p> <p>Membership being agreed and will include representation from all multi-agency partners.</p> <p>Action Plan in place and progress reported to the Children and Young People's Forum quarterly.</p>
Children in Shetland have the best possible start in life. Vulnerable children and families receive the support required to break the cycle of poverty, inequality and poor outcomes in and through early years.	<p>All identified vulnerable children receive additional support to assist with the achievement of a positive outcome (ongoing).</p> <p>Establish baseline data on number of young people (under 19 years)</p>	<p>Implement new Health Visiting schedule from antenatal period through to 19 years, with targeted support for vulnerable families.</p> <p>Develop integrated "Children and Family Health Services"</p>	<p>From 01 December 2011.</p> <p>As per Clinical Strategy timescales.</p>	<p>Monitoring via management data and safeguarding supervision.</p> <p>Clinical Strategy Implementation monitored through NHS Senior</p>

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	accessing Drop-In sexual health services (April 2011)	through implementation of the Clinical Strategy. Services involved Health Visiting, Child Health, Paediatric Services, Maternity Services, and Sexual Health Services.		Management Team. Changes to Children's services reported to Child Health Strategy Group and Children and Young People's Forum.
	Numbers of children and carers able to access appropriate and stimulating childcare.	<p>Identify gaps and, where needed, develop integrated, flexible services to provide effective learning and childcare for all children and families.</p> <p>Identify need for development of learning through play opportunities and active learning as integral parts of the Early Years service.</p>	September 2012.	

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Promote multi-agency input to Curriculum for Excellence: Lead Responsibility- Director of Children's Services				
Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
<p>To work with partners, such as Shetland College, North Atlantic Fisheries College Marine Centre, NHS, Skills development Scotland, Train Shetland, Life Skills etc, to ensure Curriculum for Excellence is fully implemented by 2014.</p> <p>Key pieces of work are:</p> <ul style="list-style-type: none"> • The structure and provision of the Senior Phase (Secondary 4 to 6). • Development of Numeracy, literacy Health and Wellbeing. • Skills for Life Work and Learning (Building the Curriculum 4). • Moderation of Assessment • Planning for the hub model • Curriculum mapping to Learning outcomes. <p>Use the flexibility provided through the curriculum for excellence to make extra</p>	<p>All children and young people have access to a curriculum which meets their individual needs and embodies the principles and entitlements of Curriculum for Excellence.</p> <p>All Children and young people move on to positive and sustained destinations.</p>	<p>To build on the Recognition of Achievement partnership conference that was held on 11th Feb 2011 at which representatives from Shetland College/ NAFC Marine Centre, NHS, Skills development Scotland, Train Shetland and others attended and worked together.</p> <p>To develop Personal Learning Planning and pupil profiles that recognise achievement of pupils that has been gained by young people's work with partners</p> <p>To work with representatives from Shetland College/NAFC Marine Centre and Skills Development Scotland to develop appropriate mechanisms and strategies to implement the 16+ Learning Choices offers by way of a 16+LC co-ordinators group.</p> <p>To plan with Shetland College/NAFC Marine Centre to offer suitable vocational pathways that contribute to a mixed programme of learning for individual pupils.</p> <p>Senior Phase: To work with secondary head teachers to consult on and develop secondary and Senior Phase principles.</p>	<p>Ongoing.</p> <p>By June 2012.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>By August 2013.</p>	<p>Quarterly reporting to the Integrated Children & Young Peoples Forum.</p> <p>Draft principles have been developed and individual consultation with Head Teachers has taken place. The next step is further refinement of the principles.</p> <p>Visits are organised with Scottish Qualifications Association reps.</p> <p>The group is being supported by a Quality Improvement Officer and Education Scotland.</p> <p>The new council structure is being developed.</p> <p>The Moderation of Assessment working</p>

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<p>curriculum arrangements to meet the sometimes complex needs of looked after children and young carers.</p>		<p>To work with a representative from the Scottish Qualifications Agency to enable managers and teachers to become familiar with developments towards the new qualifications, which will in turn inform our provision.</p> <p>Numeracy: To build on the work of the numeracy working group, which developed into a group of secondary maths teachers, to support teachers of other subjects to encourage relevance and cross-curricular approaches to numeracy.</p> <p>To establish a multi agency working group to support the further development of 'Health and Wellbeing across Learning: the Responsibility of All'.</p> <p>To decide how the previous Skills and Learning Partnership, and its working groups, will progress within the new council structure.</p> <p>To continue with the Moderation of Assessment working group and to facilitate communication from schools to inform eventual guidelines on moderation.</p> <p>To engage with national projects that trial the implementation of moderation strategies</p> <p>To meet with secondary Head Teachers to take forward plans to encourage the sharing of staff and resources within the hub model.</p> <p>To encourage all Head teachers to have the implementation of Curriculum for Excellence on their school improvement plans so that teachers can map progress.</p>	<p>By August 2013.</p> <p>Ongoing.</p> <p>February 2012.</p> <p>By December 2011.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>By December 201.1</p> <p>Ongoing.</p>	<p>group has issued advice on moderation.</p> <p>Two national projects are being developed.</p> <p>All secondary Head teachers have been engaged in discussions.</p>
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		To ensure that all schools are planning to deliver a curriculum that meets the learning outcomes at all stages of the Broad General education.	Ongoing.	
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Children's Services Work Programme 2011-2014

Ensure the workforce in Shetland have the appropriate skills and experience to best meet children's needs: Lead responsibility - Chair of Children and Young People's Strategic Planning Group

Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
<p>National skills and competencies frameworks in use to inform staff training and development.</p> <p>Creative use of staff, volunteers, and the community to meet the needs of young people</p> <p>Integrated service provision, including information sharing through the GIRFEC Outreach Group, Early Years GIRFEC Group and the Additional Support Needs Management Team</p> <p>Appropriately skilled and trained staff to support children and young people with additional support needs.</p> <p>An appropriately qualified workforce delivering services to children and young people, and their families.</p>	<p>An increase in the number of multi agency training opportunities linked to strategic planning priorities.</p> <p>Continuity of service provision.</p> <p>100% of staff have an annual review of their professional needs which informs training plans.</p> <p>GIRFEC ethos and values adopted by all agencies to respond appropriately and quickly to meet needs.</p> <p>100% staff in services registered with the Care Inspectorate are trained to meet Scottish Social Services Council requirements.</p>	<p>Regular supervision meetings to discuss progress on individual's training.</p> <p>Annual reviews held with all staff to identify training, and development programme of training which meet the skills required for posts.</p> <p>Improve co-ordination of training and Continuing Professional Development across agencies.</p> <p>Continuing Professional Development to be linked to identified priorities in the children's plan.</p> <p>Development of a flexible and skilled staff team who can support children and young people with challenging behaviour.</p> <p>Training in non-violent crisis intervention management.</p> <p>Establish a Workforce Development Strategy.</p> <p>Develop flexible approaches to learning in the workplace in partnership with other agencies e.g. Shetland College, Train Shetland.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>March 2011.</p> <p>Ongoing.</p>	<p>Quarterly reporting to the Integrated Children & Young Peoples Forum.</p> <p>Evaluation of training programmes.</p>

Children's Services Work Programme 2011-2014

Develop a Children and Young People participation framework to improve engagement with children and young people: Lead Responsibility – Executive Manager, Quality Improvement

Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
<p>Children and young people's views are sought in a systematic way influence policy, planning and development of services.</p> <p>That their views are heard when decisions are being made about their lives.</p> <p>Children and Young people feel listened to and valued.</p>	<p>Feedback from children and young people gathered in a systematic way.</p> <p>Feedback to be given to children and young people about the difference their views have made to service planning.</p> <p>Specific changes made to services as a result of feedback from children and young people.</p> <p>All children and young people have an opportunity to participate and have their views listened to when plans and decisions about them are being made.</p>	<p>Further develop approaches in collaboration with Youth Voice and other local young people representation.</p> <p>Develop further the work of Youth Services in schools raise awareness of social issues which affect them, and to encourage empowerment.</p> <p>Continue to participate in national opportunities for young people:</p> <ul style="list-style-type: none"> • Youth Voice • Scottish Youth Parliament • A Right wee Blether. <p>Continue to develop the work of Pupil Councils in representing pupils' views e.g. rollout Rights Respecting Schools Award.</p> <p>Agree a process for collecting feedback and using this to monitor impact of service improvements.</p> <p>Undertake research into effectiveness of early intervention strategies through peer research project with teenagers Secure participation of young people in community planning process.</p> <p>Overarching Participation Strategy to be developed setting out core principles and expectations.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>By December 2011.</p> <p>By June 2012.</p> <p>March 2012.</p>	<p>Quarterly reporting to the Integrated Children & Young Peoples Forum.</p> <p>Evidence from Care Plans, Individual Educational Plans and reviews.</p> <p>Minutes of meetings.</p>

Children's Services Work Programme 2011-2014

Develop a systematic approach to quality assure the services we provide to support delivery of the Children's and Young People's Services Plan: Lead Responsibility – Executive Manager, Quality Improvement

Outcome	Indicators /Targets	Actions	Timescale	Monitoring and Evaluation
<p>A system in place to monitor the targets in the Children and Young people's Services Plan.</p> <p>A systematic approach to self evaluation developed to identify future priorities for the plan.</p>	<p>Monitor and audit implementation of specific programmes within the Children's Plan e.g. GIRFEC and the Parenting Strategy.</p> <p>Benchmarking information in place.</p> <p>Targets set for each priority.</p>	<p>Use benchmarking information to identify specific targets for each priority in the plan.</p> <p>Use benchmarking information to develop a cycle of validated self-evaluation using the quality indicators to monitor the impact of the Children and Young People's Plan.</p> <p>Continue to develop our continuous improvement at Quality Assurance Sub-committee by monitoring the reports from the Children's Services Improvement Officer.</p>	<p>Immediate – By November 2011.</p>	<p>Quarterly reporting to the Integrated Children & Young Peoples Forum.</p> <p>Regular meetings of Quality Assurance Sub-committee.</p> <p>Regular meetings of Quality Assurance Sub-committee.</p>