



Shared Planning for Better Outcomes

Planning Guidance and Regulations for Local Authorities and their Partners on
Children and Young People's Plans

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Guidance

Welsh Assembly Government Circular No: 31/2007
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Shared Planning for Better Outcomes

Audience	<p>Chief Executives of County and County Borough Councils in Wales; Chief Executives of Local Health Boards; Chief Executives of NHS Trusts (Wales); local authority Lead Directors and Members for children and young people's services; Local Health Board Executive Directors and designated non-officer Board Members for children and young people's services; NHS Trust Lead Executives and Non-executive Directors for children and young people's services; Police Authorities and Chief Constables of Welsh police forces; the Fire and Rescue Service; Chief Probation Officers; Youth Offending Teams.</p> <p>Local authority maintained schools; Further Education providers; Local Safeguarding Children Boards; Welsh medium organisations for children and young people; Community Strategy, HSC&WB, Community Safety and Communities First Partnerships and the local planning authority (including the 3 National Parks); Youth Justice Board and Local Criminal Justice Board; The Children's Commissioner for Wales; The Welsh Language Board; Directors of Public Health; Community Health Councils; Wales Council for Voluntary Action; Race Equality Organisations in Wales; Funky Dragon; school councils; local youth forums; Welsh Local Government Association; Care Council for Wales; individuals and organisations involved in the delivery of services to children and young people.</p>
Overview	<p>This document is statutory guidance to local authorities and their partners on Children and Young People's Plans, required under section 26 of the Children Act 2004.</p>
Action required	<p>Local Authorities and other partners to follow guidance in preparing Children and Young People's Plans.</p>
Further information	<p>Enquiries about this document should be directed to: David Middleton Tel: 029 2082 5919 E-mail: cft@wales.gsi.gov.uk</p>
Additional copies	<p>Can be received from: Jane Hanbury Tel: 029 2082 5101 E-mail: cft@wales.gsi.gov.uk</p>
Related documents	<p>Stronger Partnerships for Better Outcomes: Guidance on Local Co-operation under the Children Act 2004, issued in July 2006.</p>

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Summary

This circular contains statutory guidance under section 26 of the Children Act 2004, which requires local authorities in Wales to prepare and publish a plan setting out the authority's strategy for discharging their functions in relation to children and relevant young people.

The Children and Young People's Plan (Wales) Regulations 2007 (copied at annex 3) relate to this guidance and come into force on 1 September 2007. This guidance also applies from this date.

Section 26 requires local authorities to have regard to this guidance in discharging their functions under the regulations. This guidance is supported by and should be read in conjunction with *Stronger Partnerships for Better Outcomes* Circular 35/2006 (July 2006), setting out local duties to co-operate among a range of partners to improve the well being of children and young people in each local authority area.

Section 1 sets out the foundations of the Plan in the context of the UN Convention on the Rights of the Child, the principles on which it is based, its purpose and relationship to other plans.

Section 2 sets out in detail the phases for developing the Plan.

Sections 4 to 10 describe the structure of the Plan in relation to the 7 Core Aims and the narrative required in relation to each core Aim, including templates that supplement the narrative by summarising outcome measures and targets.

Section 11 sets out how workforce issues will be addressed in the Plan.

1. Introduction

Legal Basis

1.1 Section 26 of the Children Act 2004 (the 2004 Act) and regulations under this section require a local authority to publish a plan setting out its strategy for discharging its functions in relation to all children and young people - defined as all those up to and including age 19 and those over the age of 19 receiving services under Sections 23C to 23D of the Children Act 1989 (care leavers) or youth support services within the meaning of Section 123 of the Learning and Skills Act 2000.

1.2 The Children and Young People's Plan (Wales) Regulations 2007 are at annex 2. Section 26 also requires local authorities to have regard to guidance given to them by the Assembly Government as to how to discharge their functions under the regulations. This guidance constitutes statutory guidance under section 26. Through the Children and Young People's Plan, local authorities also have to discharge their responsibilities under sections 22 and 26 of the Childcare Act 2006.

1.3 The guidance and regulations replace the requirements for:

- The (Social Services) Children's Services Plan.
- The Single Education Plan.
- The Children's Partnership Plan.
- The Young People's Partnership Strategy and Annual Plan for Youth Support Services.
- The Children First Management Action Plan.

1.4 Current statutory duties and responsibilities for delivery of services remain. These include responsibilities in respect of equality legislation, set out in paragraph 1.16. Each partner retains their existing accountability for the delivery of services for which they are responsible. The Partnership does not have a power to direct its partner organisations. Its success in achieving cooperation rests on its ability to reach collective decisions.

1.5 Directions under the Learning and Skill Act 2000 requiring local authorities to make provision for Youth Support Services also remain in place. They require authorities to ensure that young people are able to:

- participate effectively in education or training;

- take advantage of opportunities for employment; and
- participate effectively in community life.

1.6 The Directions and Guidance contained in *Extending Entitlement: supporting young people in Wales* (2002) provide for establishment of Young People's Partnerships (YPPs) to oversee planning and delivery of youth support services. *Stronger Partnerships for Better Outcomes* (paragraphs 3.19 and 3.20) allows for local decision on whether separate meetings are held for age-based partnerships within the Children and Young People's Partnership.

Foundation in Partnership and Rights

1.7 The Welsh Assembly Government set out its vision for children and young people in *Children and Young People: Rights to Action* (2004) and *Extending Entitlement: supporting young people in Wales* (2002). This is supported by *Stronger Partnerships for Better Outcomes Circular 35/2006* (July 2006), providing guidance on local duties to co-operate and lead roles in local authorities, LHBs and NHS Trusts; and the expectation that this duty to co-operate under the 2004 Act will be manifest in local Children and Young People's Partnerships. Since the circular was published, Section 38 of the Education and Inspection Act 2006 has required school governing bodies to take account of the local Children and Young People's Plan.

1.8 In accordance with their statutory responsibilities, the Assembly Government expects local authorities to take the lead in driving forward partnership working that puts in place effective integrated services for all children and young people. The responsibilities of those with lead roles in the health sector are detailed in *Stronger Partnerships for Better Outcomes paragraphs 9.18 - 9.22*. Local partnerships are vital to achieving the aspirations the Assembly Government shares with its local partners to improve the quality of services in Wales, as set out in *Making the Connections: Delivering better services for Wales* (2002).

1.9 Since 2002 considerable energy and commitment have been devoted by local partners to establishing joint working across Wales. The revised arrangements for Children and Young People's Plans (CYPPs) carry forward this approach, and seek to drive improvement of outcomes for children and young people through strengthening co-operation across public services and with voluntary and private sector partners. In this respect the CYPP has to be the defining

statement of strategic planning intent and priorities for all children and young people's services in the area. The arrangements have to be citizen-focussed, placing the needs of children and young people at the centre and enabling their active participation in service planning. The focus is on outcomes, not compliance with process.

1.10 Local partners, led by the local authority in the context of its community leadership role, are expected to work together to implement the necessary changes in organisational culture and practice. The responsibility of partnerships is joint strategic planning, driven by shared profiling of service provision and identification of need, to support integrated provision of services.

1.11 The Assembly Government has adopted the UN Convention on the Rights of the Child as the basis of all its work for children and young people. This is expressed in 7 core aims that all children and young people:

- (1) have a flying start in life;
- (2) have a comprehensive range of education and learning opportunities;
- (3) enjoy the best possible health and are free from abuse, victimisation and exploitation;
- (4) have access to play, leisure, sporting and cultural activities;
- (5) are listened to, treated with respect, and have their race and cultural identity recognised;
- (6) have a safe home and a community which supports physical and emotional wellbeing; and
- (7) are not disadvantaged by poverty.

1.12 These aims form the basis for decisions on priorities and objectives nationally and should form the basis for decisions on strategy and service provision locally. They summarise the UN Convention on the Rights of the Child and it is intended that the development of the CYPP reporting process will, over time, enable the implementation of children's rights in Wales to be measured. The Convention can be found at: <http://www.unicef.org/crc/>

1.13 The requirements for youth support services (para 1.5) are underpinned by 10 entitlements for all young people in Wales aged 11-25, set out in Directions and Guidance. As with other aspects of

this guidance, each entitlement contributes to more than one core aim. However, to avoid duplication, the general principle adopted is that each theme should be covered under only one core aim. Strategic planning in respect of each entitlement should therefore be described in the CYPP under the core aim to which it relates, as follows:

(2) have a comprehensive range of education and learning opportunities

- education, training and work experience - tailored to their needs;
- basic skills which open doors to a full life and promote social inclusion;
- independent, specialist careers advice and guidance and student support and counselling services;

(3) enjoy the best possible health and are free from abuse, victimisation and exploitation

- personal support and advice - where and when needed and in appropriate formats - with clear ground rules on confidentiality;
- advice on health, housing benefits and other issues provided in accessible and welcoming settings;

(4) have access to play, leisure, sporting and cultural activities

- recreational and social opportunities in a safe and accessible environment;
- sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons and promote rounded perspectives including both national and international contexts;

(5) are listened to, treated with respect, and have their race and cultural identity recognised

- a wide and varied range of opportunities to participate in volunteering and active citizenship;
- the right to be consulted, to participate in decision-making, and to be heard, on all matters which concern them or have an impact on their lives.

These entitlements should be delivered by high quality, responsive, and accessible services and facilities, in an environment where there is:

- a positive focus on achievement overall and what young people have to contribute;
- a focus on building young people's capacity to become independent, make choices, and participate in the democratic process; and
- celebration of young people's successes.

1.14 Current arrangements to produce five year strategic plans and annual delivery plans for youth support services are replaced by the CYPP process.

1.15 Section 25(3) of the 2004 Act refers to the important part played by parents and others in caring for children and young people. Raising children is a responsibility shared between families and the wider community. Effective service provision for adults who are parents and carers is vital in achieving successful outcomes for children and young people, as well as in preventing development of future need. Partnerships should be mindful of the impact of adult services on children and young people and give due weight to the needs and views of parents and carers in preparing their Plans.

Principles Underlying Co-Operation

1.16 The main principles underpinning partnership working for children and young people are set out in *Stronger Partnership for Better Outcomes*. They are:

- **Apply the principles of the UN Convention on the Rights of the Child**

The Assembly Government has adopted the UN Convention as the foundation for all of its dealings with children and young people. Local authorities and their relevant partners should have regard to these rights in providing services. A key principle underpinning all services for children and young people is that the recipients are children and young people first. Services must be provided in ways that support children and young people to remain with their families and carers and are sensitive to their emotional, social and educational development needs.

- **Increase the priority given to meeting need**

Professionals and organisations need to plan to work together to meet jointly identified needs of individual children and young people, using tools such as the Framework for the Assessment of Children in Need and their Families and the Common Assessment Framework.

- **Ensure that the voices of children, young people and families are heard**

Children and young people must be able to influence the planning and provision of services affecting them. Ensuring children have a voice can best be achieved through a matrix of advocacy, participation and children's rights that is mainstreamed and at the core of all service planning. Partnerships and partner organisations must make the necessary arrangements for effective participation in all relevant aspects of their work, including the planning process. The Assembly Government is committed to achieving the Participation Standards and expects partnerships to meet them too. These are referred to in Chapter 9.

It is vital, for the quality and safe provision of services, that individual children and young people are able to express their views, have them heard and receive a response when things go wrong. All complaints should receive responses, and children and young people should have access to quality independent advocacy services in Welsh or English as appropriate. Advocacy also promotes a culture of participative practices, encourages user feedback that can be incorporated into planning and service delivery to enhance the way services are provided.

- **Give the highest priority to those in greatest need**

The scope of local co-operation should encompass all children and young people. Some need a greater degree of attention from a range of professionals if they are to realise their potential. These include (but not exclusively) children and young people in need including:

- those who are disabled or have a limiting illness;
- those in need of protection, on the periphery of care, in care, or who have left care;
- those with mental health problems or illness;
- those with complex needs;

- those who have offended (this may include young people who are serving their sentence in England due to lack of provision in Wales) or who are at risk of offending;
- those with additional learning needs;
- asylum seekers and refugees; and
- those living in poverty.

Partnerships should give due consideration under each core aim in their Plans to children and young people with particular needs or who find it hard to reach services.

• **Plan for preventative services**

The earlier an intervention can be made, the greater is the likelihood of its success. Not only is this better for the individual child or young person but it should result in earlier identification of potential problems and, help to reduce more expensive interventions at a later stage. Access to relevant diagnostic assessment such as by educational psychologists is a key activity at an early stage. A number of health services, including speech and language therapy, physiotherapy, and immunisation programmes can be particularly effective in making preventative interventions.

Much preventative work has been funded by the Cymorth grant scheme, but the Assembly Government expects local partners to make commitments from their core budgets to preventative work.

• **Integrate safeguards for children and young people**

Safeguarding must be an integral part of all services provided for children and young people and is a responsibility of all providers. Robust human resources policies and recruitment processes, including vetting procedures, are essential and need to be supported by sound professional practice in safeguarding, together with listening to children and young people. Guidance on duties under section 28 of the 2004 Act, to have regard to the need to safeguard and promote the welfare of children and young people, is set out in *Safeguarding Children: Working together under the Children Act 2004 (Circular 12/2007)*. Links between the CYPP and the plans of Local Safeguarding Children Boards are particularly important. Further guidance appears in paragraph 1.25.

- **Inclusion of universal services**

A common weakness of joint working is that it concentrates on services funded by specific grants and does not address universal service priorities and mainstream funding. Joint working cannot succeed in improving outcomes for all children and young people unless it encompasses universal service provision and the use of mainstream local authority, NHS and other funding.

The CYPP must bridge the policy and service interfaces across sectors, in particular between health and education as the two key universal services. Healthy outcomes for children and young people require collaboration with schools and other education and training providers to help deliver the learning, attitudinal and behavioural changes needed to improve lifestyle choices. A key delivery vehicle here is the Welsh Network of Healthy School Schemes. Improvement in learning outcomes is also strongly influenced by factors outside the school including poverty, health and diet, family relationships and housing standards.

The National Service Framework for Children, Young People and Maternity Services and the accompanying Self Assessment Audit Tool (see paragraph 2.14) provide a basis for the planning and review of a wide range of services, including education, social services and health provision across the statutory and independent sectors. Needs assessment processes used by partners should be drawn together to establish the single integrated process described in Chapter 2.

- **Integrate delivery through joint commissioning and pooled funding**

It is essential that plans cover arrangements to enable providers to co-operate to deliver effective services. The effectiveness of integrated services can be increased where appropriate by joint commissioning and pooled funding and the contributions (including resources other than funding) of different partners should be covered in the CYPP. However, given the resource implications of joint commissioning, partners will need to consider carefully where it can be best applied. Further information can be found in the chapters on *Joint Commissioning and Integrating Service Delivery in Stronger Partnerships for Better Outcomes*.

- **Value diversity and promote equality of opportunity**

It is essential that equality is built into all policies and services covered by the CYPP. *Iaith Pawb* sets out the Assembly Government's commitment to Wales becoming a truly bilingual country. By this we mean a country where people can live their lives through English, Welsh or both languages. Language choice is an important component in the provision of quality services. For specific groups, in particular, children and young people with learning difficulties or mental health problems, research has shown that it is particularly important that services are delivered in their mother tongue.

In line with the requirements of the Welsh Language Act 1993, the Assembly Government is committed to the importance of planning and delivering services in the service user's language of choice and is working with service delivery organisations to help achieve this aim. Partners need to set out in the CYPP their intentions in respect of Welsh medium service provision and how they will work together to improve provision. Partnerships should also take account of the need for appropriate provision of services in languages other than Welsh and English to children and young people.

The Assembly Government is committed to promoting gender and race equality and to tackling discrimination. In working together, partners must have due regard to their responsibilities to promote equality of opportunity and eliminate discrimination under equality legislation.

Each CYPP must contain a statement setting out how the relevant partners will discharge their responsibilities under the following equality legislation:

- The Sex Discrimination Act 1975.
- The Race Relations Act 1976 and the Race Relations Amendment Act 2000, including its policy on the promotion of racial awareness and its strategy for preventing and addressing racism.
- The Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005, including from December 2006 requirements for disability equality schemes.
- The Human Rights Act 1998.

Work with the Minority Ethnic Youth Forum highlights the fact that young people from minority ethnic backgrounds do not feel part of the mainstream; and cultural issues seem to be a factor in this lack of engagement. It is critical that this is addressed at the outset of

strategy, policy making and service delivery and is identified through impact assessment.

Partnerships need to arrange for their self-assessment and review procedures to include an evaluation of equality impact. Measures to indicate progress in implementing provisions relating to equality of opportunities and Welsh medium services will be developed for consultation.

Purpose and Scope of the Plan

1.17 The CYPP is a 3-year strategic plan developed and owned by the Children and Young People's Partnership. The purpose of the CYPP is to:

- provide strategic vision and state the agreed priorities that will direct the work of all partners;
- describe how requirements of national and local strategies, policies and priorities will be tackled locally and the main elements that will deliver service improvement under each of the seven core aims;
- set out agreed joint targets to enable progress in improving outcomes to be measured over the planning timescale;
- identify the contribution made by individual partners towards meeting joint objectives, ensuring that they are consistent and mutually supportive; and
- provide a basis for the joint commissioning of services and sharing of available funding, including core budgets of statutory partners and resource or financial contributions from the voluntary sector.

1.18 The scope of the Plan extends across services for all children and young people from the ante-natal stage to the age of 19 years, together with care leavers up to 21 (or above if in continuing education or training) and those receiving youth support services (within the meaning of Section 123 of the Learning and Skills Act) up to the age of 25.

1.19 The CYPP is to be the defining statement of strategic planning intent and priorities for all children and young people's services in the area. In this respect it will act as the reference point for all other plans. Those with lead responsibilities under the 2004 Act have an important role in ensuring that this is the case. The plan should cover the full range of services provided for the age group by partners - for example, all health services for the age group, including health

services provided outside the local authority boundary, and not just those that link with services provided by the local authority.

Review of the Plan

1.20 Partnerships will have to publish a new plan every three years but they need also to review progress annually. Requirements for annual review are described in chapter 2.

Relationship with other Partnerships and Plans

Community Strategy

1.21 The Local Government Act 2000 requires each local authority to prepare and agree with its partners a community strategy to promote the economic, social and environmental well-being of their area and to contribute to the achievement of sustainable development in the UK. The Strategy provides an overarching statement covering a 10-15 year period that informs and reflects shorter 3-year strategic plans covering relevant themes.

1.22 Further information can be found in paragraph 2.2, and Chapter 3 of the revised Community Strategy Guidance to be issued for consultation by autumn 2007.

Health, Social Care and Well-Being Strategies

1.23 Health, Social Care and Well-Being Strategies (HSCWBSs) are a joint statutory responsibility of local authorities (LAs) and local health boards (LHBs). They have a focus on local joint action to achieve demonstrable improvement in well-being and reduction in inequalities. New HSCWBSs are required from April 2008. Guidance was issued in March 2007.

1.24 The final version of the CYPP must be approved by the Local Health Board and appropriate links with the HSCWB Strategies need to be in place. For example, information on the health and social care needs of children and young people needs to be considered for both contexts; and the element of HSCWB needs assessment that relates to children and young people should constitute the health and social care element of the CYPP needs assessment. Over time, CYPP planning should become the lead planning mechanism for health, social care and well-being issues for children and young people, and their priorities should be reflected in the Health, Social Care and Well-being Strategies.

Local Safeguarding Children Boards

1.25 Local Safeguarding Children Boards are required to co-ordinate action to safeguard and promote the welfare of children. *Safeguarding Children: working together under the Children Act 2004* requires that they plan their work to fit clearly within the priorities and action set out in the CYPP. They are responsible for developing criteria for measuring the performance of the local authority against the CYPP in so far as the Plan relates to safeguarding and promoting the welfare of children in the area. They must be consulted by the CYP Partnership on issues which affect the safeguarding and welfare of children. They must also be represented on the CYP Partnership.

Local Development Plans

1.26 Preparation of Local Development Plans (LDPs) should take account of priorities and strategies identified in CYPPs.

Community Safety Partnerships

1.27 Community Safety Partnerships are required to carry out an audit and consult local communities in developing their strategy. Current strategies cover the period 2005-08 and have targets to reduce crime in key areas including: youth crime, alcohol related crime, anti social behaviour, substance misuse and violent crime.

1.28 The CYPP should take account of the CSP strategy and the local youth justice plan for reduction of offending and re-offending. These plans in turn need to be informed by the CYPP.

Learning Pathway 14-19 Network Development Plans

1.29 Local authorities are required to provide annual Learning Pathway 14-19 Network Development Plans until the current additional funding is mainstreamed. This is currently planned for 2010. The CYPP should cover the authority's strategic priorities for development of 14-19 provision and refer to its 14-19 Annual Network Development Plan. Beyond 2010 the strategic networks set up to oversee 14-19 planning will be incorporated into Children and Young People's Partnerships.

Operational Plans

1.30 The CYPP should be a strategic document of manageable length and needs to be supported by operational plans. Their format

is a matter for local decision, bearing in mind that such plans are likely to be examined in the course of inspection.

Working with other Partnerships

1.31 *Stronger Partnerships for Better Outcomes and Safeguarding Children: working together under the Children Act 2004* contain advice on co-ordination of planning across Local Safeguarding Children Boards, Children and Young People's Partnerships, Health Social Care and Wellbeing Partnerships and Community Safety Partnerships, where there is a common core membership of statutory partners (see Annex 1 of *Stronger Partnerships for Better Outcomes*). Partners should work together to optimise joint working arrangements, reduce duplication and provide clear lines of accountability across Partnerships.

1.32 The Assembly Government is committed to continuing to ensure the consistency of roles and functions across partnerships and plans in order to reduce duplication and increase coherence.

Local Service Boards

1.33 In accordance with *Making the Connections: Delivering Beyond Boundaries (2006)*, Local Service Boards are to be established in each local authority area to lead the delivery of the Community Strategy and agreed national strategic priorities across services. They will help to ensure that community strategies take account of, and link appropriately to, other local strategies and are founded on a strong local commitment to delivery. The Boards will have an important role in ensuring that difficult issues are confidently managed. This may include tackling barriers to co-operation and delivery and action to enhance capacity and expertise in partnerships. It will be appropriate for the key strategic priorities identified in the CYPP to be reflected in the Board's Local Service Agreement.

Coherence of Planning Cycles

1.34 The CYPP is a 3-year strategic plan. The initial plan is required to cover the financial years 2008-09 to 2010-11. This aligns with Assembly Government plans to introduce 3-year local government revenue and capital settlements from 2008-09; the next round of HSCWBSs; the next cycle of *Designed for Life* (that describes the development of health services in Wales over the next 10 years); and the start of the next 4-year cycle for Community Strategies.

2. Developing The Plan

2.1 The CYPP is the written outcome of the Partnership planning process. The Partnership needs to ensure in the preparation of the CYPP that there is a change from parallel, service-based planning, to joint planning that focuses on the needs and rights of children and young people. Outcomes-based planning based on achieving outcomes for children and young people will help all stakeholders to make a difference to the lives of children, young people and their families and measure jointly the impact of all relevant services and interventions.

2.2 In order to plan improvements in outcomes for children and young people, local partners need to have frank and open debate about current services and joint agreement about changes that need to be made. Joint planning and agreed changes need to drive the operational planning of all service providers in the local area. The Partnership needs to ensure the CYPP drives the operational plans of its constituent bodies.

2.3 The Partnership must engage with and involve all relevant partners (see guidance in *Stronger Partnerships for Better Outcomes*) and children, young people and their families. The planning process involves a number of overlapping phases:

- Needs assessment and service profiling.
- Strategy Development.
- Consultation.
- Revision and Adoption.
- Publication.
- Annual Review.

Overall Timetable

2.4 Adoption of the Plan by the CYP Partnership, individual partners and (by 31 July), formal approval by local authority should take place by 31 July 2008. The Plan should be published on the local authority's website and come into force by 30 September 2008.

2.5 For subsequent 3-year cycles Partnerships will be required to adopt and publish their plans by 1 April in the first year to which the plan relates.

2.6 This timetable recognises the need for partners to become familiar with the new process and to undertake a needs assessment and service provision mapping. Accordingly, though plans relate to the 3 financial years starting on 1 April 2008, Partnerships can comply with the regulatory requirements provided their final plan is approved and adopted by 31 July 2008 and published on the local authority's website by 30 September 2008.

Phase 1: Needs Assessment and Service Profiling

2.7 All partners need to be involved in identifying need as each has a contribution to make. A shared process for assessment of need is required to underpin joint commissioning of services. Those with leadership responsibilities under Section 27 of the 2004 Act have responsibility for ensuring that this takes place.

2.8 Responsibility for providing the necessary resources for the planning and review process lies with the local authority as the lead agency. Assembly Government Cymorth grant funding continues to be available to support the partnership planning process and the participation of children and young people in it. The new planning arrangements set out in this guidance replace a number of current requirements and can be expected to release staff time and resources for work on the CYPP in each partner body.

Participation of children, young people and families

2.9 Of key importance is the participation of children, young people and families, who should contribute to needs assessment and later to strategy development and delivery. Some authorities have an effective county youth forum that represents the views of a broad range of young people. Effective parents' networks also exist in many counties. School councils are an appropriate vehicle for seeking the views of children and young people and parent groups involved with schools can also provide opportunities for participation. The Partnership should utilise these structures and refer to guidance on Local Participation Strategies. Partnerships should also work to identify opportunities for reaching out to other groups of children and young people, particularly those who have special interests or are hard to reach, making sure that approaches are in terms that can easily be understood by the children and young people. Such groups could be asked to give their views on needs and on what would make a positive difference. A summary of users' views needs to be part of the joint needs assessment.

Data sources

2.10 Relevant data is held by a number of partners: the local authority (primarily education, social services, leisure, youth service and housing departments); LHBs and health trusts; schools; the police; youth offending teams; and local voluntary, community and private providers. Data is available from the Local Government Data Unit Website: www.lgdu-wales.gov.uk and through the National Public Health Service for Wales: www.nphs.wales.nhs.uk. The Assembly Government publishes a wide range of data across all policy areas, much of it relating to children and young people. This can be found on the Assembly Government's website at: www.wales.gov.uk/statistics or www.cymru.gov.uk/ystadegau.

2.11 Examples of relevant research, information and data include:

- data routinely collected by partner agencies, particularly local performance against the priority outcomes and outcome measures;
- information on need included in current plans e.g. Community Strategy, Single Education Plan, LSCB Business Plan;
- data collected and collated by services & practitioners e.g. Social Services Departments, Youth Service, Health Visitors, Libraries and Leisure Centres;
- local research undertaken by for example youth offending teams, Careers Companies, individual schools, Communities First and other Partnerships and in Communities that Care Surveys;
- the NSF Self Assessment Audit Tool (SAAT);
- information on school places and take-up, including Welsh medium supply and demand, and results of surveys undertaken to ascertain future demand for Welsh medium education;
- annual review of the sufficiency of childcare;
- Extending Entitlement survey data;
- 'Demonstrating Success' outcome based policy model;
- YOT data on young people who offend and effectiveness of services to support them;
- local analysis of complaints;
- reports on national and international surveys e.g. Health Behaviour in School-aged Children (HBSC) study, Participation in Sport Survey (Sports Council for Wales), Young Carers Survey (Princess Royal Trust for Carers);

- reports that bring together a range of information on children's well-being e.g. Annual Reports of the Children's Commissioner for Wales and Wellbeing of Children in the UK (Save the Children);
- academic studies and service evaluations on performance and effectiveness;
- consultation with stakeholders including children, young people and their families, local communities and staff;
- local reviews of services that give information on quality, costs, effectiveness and service users' views; and
- inspection reports including reports by the Chief Inspectors and the Wales Audit Office.

2.12 Data collected at LA/LHB levels does not necessarily reflect the needs of particular geographical communities or communities of need. Partnerships are encouraged to analyse data below LA/LHB level, for example by ward, mindful that where small numbers are involved data may be misleading or confidentiality may be an issue.

2.13 The childcare sufficiency assessment required from 2007-08 under the Childcare Act 2006 should form part of the needs assessment process and should be published separately. The local authority needs to review the assessment as new childcare data becomes available and, at a minimum, every year. This revised information should form part of the annual review of the Plan. A full assessment is needed every three years.

The National Service Framework for Children, Young People and Maternity Services

2.14 The National Service Framework for Children, Young People and Maternity Services (NSF) sets out standards for services delivered to children and young people. Each standard is supported by key actions. The NSF relates to services provided by a number of partners and plays a vital role in securing shared responsibility for meeting need and joint priority setting. Relevant organisations score their services against each NSF Key Action and record their scores in the Self Assessment Audit Tool (SAAT). Annual completion of the SAAT provides the Partnership with information on standards of service delivery. The information from the SAAT is now highlighting the areas of strength and weakness across Partnerships and within agencies. This information should inform priority setting. Within the CYPP the Partnership should clearly demonstrate its commitment to

implementing the NSF. The toolkits being developed on Emotional Intelligence as part of Demonstrating Success will also be relevant.

Data analysis

2.15 Once gathered, the information needs to be organised and analysed. The framework of core aims and priority outcomes set out in chapters 4-10 provides a structure. The analysis should include trends over time and an assessment of future demand. The assessment of need should highlight where local performance is below the Welsh average, where local performance is average but the Welsh average is generally low; or where national priorities or trends indicate an issue that needs to be addressed.

2.16 The needs assessment should recognise particular groups of children and young people who need a greater degree of attention from a range of professionals if they are to realise their potential. These include children in need, including disabled children and young people; children in need of protection and looked after by local authorities; children and young people with complex needs; children and young people who have offended or who are at risk of offending; children with additional learning needs; asylum seekers and refugees; children living in poverty; and groups marginalised as a result of their sexual orientation or ethnic background. Partnerships should also take account of the number of children going through family court proceedings, using information available from CAFCASS Cymru. Partnerships may wish to consider bringing together staff from partner agencies to produce a single local needs assessment to underpin development of the CYPP, HSCWBS, Community Safety Strategy, LSCB Business Plan and Community Strategy.

Annual updating

2.17 The needs assessment should be updated as part of the annual review and planning cycle.

Mapping services

2.18 Mapping of services provided by all partners is essential to inform the planning process. Information collected from all partners (statutory, voluntary, independent and non-devolved) should include:

- the type(s) of services provided;
- types and ages of children, young people and families the service(s) target or that use the service;

- numbers of staff, together with their roles;
- buildings owned and used to deliver services; and
- use of funding from mainstream service budgets and grants.

2.19 The service profile needs to include information on the sources and amounts of mainstream funding and grant funding used for individual service areas.

2.20 The information needs to be analysed and collated into a service profile. This could be organised thematically, separating out universal and targeted services, or by age group on a county-wide basis. Information on services at a ward or similar geographical level is useful so that overlaps can be identified.

2.21 When brought together, the needs assessment and service profile should be used to identify strengths and weaknesses in service provision - gaps and overlaps or duplication. This provides an indication of opportunities for new and existing services to be jointly commissioned, brought together and commissioned differently, or decommissioned.

2.22 The needs assessment, including the views of children and young people and families and a summary of source documents, and the service profile should be published on the authority's website. Commercially sensitive data can be omitted but a note to this effect should be included in the narrative. The service profile will be a valuable resource for the local Children's Information Service.

Phase 2: Strategy Development

Vision

2.23 Based on its view of what success will look like in terms of outcomes for children and young people at the end of the 3-year planning cycle, the Partnership should agree a vision statement to convey to all stakeholders, service users, and the public the direction of travel and progress to be achieved. This could emerge at the beginning of the development of the Plan and guide its production or at a later stage in the planning process. It should refer to the Partnership's priority shared outcomes, the commitments of partners and future patterns of service delivery.

Agree Changes

2.24 Each Core Aim should be considered in the light of the needs analysis and service profile. It may be appropriate to involve additional partners and service providers in Partnership discussions of particular core aims. Most services will, in practice, contribute to most or all of the core aims but, to avoid duplication, the same material should not appear under different core aims. Joint planning for each core aim should consider:

- the evidence base;
- identification of gaps or duplication and overlap in provision;
- options for early preventative interventions;
- how boundaries between professionals and sectors can be broken down to ensure better services and outcomes for users; and
- opportunities for joint commissioning or improvements.

2.25 *Stronger Partnerships for Better Outcomes* contains guidance on joint commissioning. The process of joint commissioning of services can be strategic, operational or for an individual child or young person. The Partnership Support Unit within the WLGA will be able to assist in ensuring that coherent advice and guidance is available to support partnership working.

2.26 Pooled budgets and other resources can support joint commissioning arrangements. Partners are expected to make effective use of contributions from statutory, voluntary and private sectors to build a whole systems approach to the delivery of services. Voluntary sector organisations can contribute by providing offices for co-located staff, contributing staff to multi-agency teams or accessing finance not available to statutory partners. All mainstream and targeted grant funding should be considered in arrangements to pool budgets where conditions of grant would allow this. Partners may wish to consider extending the scope of formal agreements, made under section 33 of the National Health Service (Wales) Act 2006 (previously section 31 of the Health Act 1999) to underpin joint funding.

2.27 *Making the Connections: Delivering Beyond Boundaries* states that joint working at national and regional levels is necessary to ensure service quality and efficiency. Some specialist services can be provided most effectively where there is a critical mass of service users. Local commissioning should therefore include consideration of collaboration with other service bodies or partnerships at a regional or all Wales level.

2.28 Proposals for joint commissioning should be set out in the sections of the Plans on the relevant Core Aims. Details of contributions to pooled funds and the purposes for which they are intended should be set out in the supporting operational plans.

Outcome measures and targets

2.29 Work has been undertaken, linked to core data sets for measurement of performance in local authorities, to describe a range of priority outcomes for children and young people together with relevant outcome measures. The resulting outcome measures framework, set out in the following chapters on the Core Aims, uses measures that are currently available and collected. It is intended to:

- demonstrate improving outcomes for children and young people and provide basic data for inspection and regulation of services delivered in partnership;
- show progress being made in implementing the rights of children and young people, thereby meeting reporting requirements under the UN Convention on the Rights of the Child; and
- provide a framework for moving from a service-based focus to a focus based on the needs of children and young people in accordance with the Seven Core Aims.

2.30 In a number of instances suitable outcome measures are not available, either at all or at local level. In these cases, input, process or output measures are used as proxies, or Partnerships can set local measures. In designing local measures, Partnerships will wish to take account of the data sources referred to in paragraph 2.11 above. Further work will be carried out to develop and consult on appropriate outcome measures ready for the 2011 planning cycle. The work will be informed by changes to the national performance measurement framework, HSCWB measures and the development of Demonstrating Success for assessing impacts on 11-25 year olds.

2.31 Targets should reflect the collective aspirations of partners. The joint needs assessment should provide the Partnership with information on current performance. Based on this information and an understanding of local needs and conditions, the Partnership needs to agree its priorities for the 3 years of the Plan, select appropriate measures and set targets as necessary for each priority. The targets should be set out using the template within the sections on each Core Aim in this guidance.

2.32 Targets should be informed by judgements about the effects of agreed changes in the light of past and current performance. Where there are national targets these need to inform local targets. Targets should be set using relevant statutory performance indicators or local outcome measures. They should describe the performance expected at the end of the 3-year planning cycle, though in some instances targets are required for each year of the cycle. Where annual targets are not required the Partnership may nonetheless find them helpful in driving improvements.

2.33 Some targets relate to meeting statutory requirements or are statutorily required, including targets for education, children's social services and non-devolved services such as police, probation and YOT services. Where agencies are not achieving full compliance stretching targets for improvement need to be set to achieve this.

Identify responsibility and links to operational plans

2.34 Discussions should result in agreement to the changes needed to current services and actions to be taken. A member of the Partnership should be identified to take the lead for a particular action, or implementation could be assigned to a specific planning group. There should also be reference to the relevant operational plan, for implementing the agreed changes.

Workforce Development Aspects

2.35 Consideration will need to be given to the implications for workforce development of what is proposed in the CYPP.

Phase 3: Consultation

2.36 Once the draft CYPP is completed, it must be issued for consultation in accordance with the regulations. Consultation copies should be provided to each of the authority's relevant partners:

- the police authority and the chief officer of police for the area;
- the local probation board;
- the youth offending team;
- the Local Health Board;
- NHS trusts providing services in the area of the authority;
- the Assembly Government.

in addition, they should be provided to:

- FE providers and work-based learning providers;
- the Local Safeguarding Children Board for the authority's area;
- the head teacher and the governing body of every school maintained by the authority;
- the appropriate diocesan authority for any Church in Wales school or Roman Catholic school maintained by the authority;
- the Children's Commissioner for Wales;
- the Welsh Language Board (within the meaning of section 1 of the Welsh Language Act 1993);
- members of the Children and Young People's Partnership, other than members named elsewhere, including children, young people, their families and bodies representing them;
- any sub group of the Children and Young People's Partnership;
- the Early Years Development and Childcare Partnership (within the meaning of section 119 of the 1998 Act);
- the Standing Advisory Council on Religious Education (within the meaning of section 390 of the 1996 Act);
- Community Safety Partnerships;
- Communities First Partnerships;
- the Community Strategy Partnership;
- the Health, Social Care and Well Being Partnership;
- Criminal Justice Board;
- Welsh medium organisations;
- the Fire and Rescue Service;
- Relevant voluntary organisations;
- school councils;
- local youth forums;
- Estyn; and
- the local public health team of the National Public Health Service.

2.37 Local authorities should also consult any other organisations or groups they consider appropriate. It is recommended that authorities consider consulting:

- relevant trades unions;
- local groups representing particular professions and staff;
- Community Health Councils,
- Health Commission Wales;
- Maternity Services Liaison Committees;
- CAMHS Commissioning Networks (CCNs);
- local parent groups e.g. Parents Network, RhAG (Parents for Welsh Medium Education) and PTAs;
- representatives of local religious, community and business organisations;
- organisations working locally to address discrimination on grounds of race, sex, disability or sexual orientation;
- neighbouring local authorities;
- 14-19 Networks;
- relevant national voluntary organisations;
- the Sports Council for Wales.

2.38 Local authorities should consider the need to produce accessible versions for the public and in particular for children and young people. Consultation with children and young people should be on the basis of materials (written, audio-visual) and methods suitable for the purpose. A summary of the document framed for a young readership can also serve as a publicly accessible version. The accessible summary should be provided to the local youth forum, school councils in primary, secondary and special schools and local parents' networks. Copies must be made available electronically and on paper. The Partnership should also consider how best to create opportunities for children and young people to contribute to the consultation process. Further information is available in the Local Participation Strategy Guidance.

2.39 In drawing up and implementing the Plan, authorities need to comply with their Welsh Language Schemes and with their responsibilities under Disability legislation.

2.40 The consultation period must be at least 12 weeks as specified in the regulations.

Phase 4: Revision and Adoption

2.41 In the light of consultation responses, the Plan needs to be revised and approved formally by the partners. Once this has taken place and the Partnership has approved the final version, it needs to be formally adopted by the local authority as the lead partner. Feedback will need to be given to children and young people to show the extent to which their views have or have not been taken into account and the reasons for these decisions.

Phase 5: Publication

2.42 The publication requirement is met by placing the plan electronically on the authority's website and making copies available for inspection by members of the public at the authority's offices and any other appropriate place.

2.43 Copies of the plan should be provided (electronically or in hard copy) to those the Partnership is required to consult; and should also be provided to all those consulted. A copy of the plan should be provided to anyone who requests it.

2.44 Partnerships should make an accessible version of the plan available to children and young people through the local youth forum and school councils, and to any children and young people who request a copy.

Phase 6: Annual Review

2.45 Local authorities need to publish on their website a review of the Partnership's progress in delivering the CYPP by 30 October in each year, starting in October 2009. The review should include contributions from all partners and the views of children, young people and families. The timing of the review should fit with performance management and financial reporting cycles of the authority and its partners.

2.46 Self-monitoring, annual performance review, including any self assessment undertaken by partners, use of the NSF Self Assessment Audit Tool (SAAT), data published on statutory PIs and inspection reports can all be used to assess progress in delivering outcomes and whether joint planning is working effectively. The results will show which services are working well, whether the needs assessment was accurate and how well the CYPP is being implemented. Whilst some

data for the previous year will not be available at the time the review is due, this should not prevent assessment of progress using the most up to date data available.

2.47 The annual review should include updates and changes made to the CYPP and any revision of priorities, targets and funding. It should also include the childcare sufficiency assessment and annual reporting requirements for youth support services. In the case of Core Aim 2, the targets must be reset annually.

2.48 Copies of the review should be provided to all partners represented on the CYP Partnership. Annual meetings will take place with Assembly Government officials based on each CYP Partnership review.

Scrutiny

2.49 Local authority scrutiny arrangements apply to the plan. Scrutiny committees should evaluate whether the plan reflects the needs of local communities and whether objectives are being met; and report their findings to the council's executive or board. In recognition of the partnership approach, overview and scrutiny committees should consider the co-option of representatives of relevant sectors and interests to add expertise to the committee's investigations and weight to its findings. They should take the views of a wide range of stakeholders and users.

Regulation and Inspection

2.50 To enable the new partnership and planning arrangements to work effectively, the systems that operate across partner agencies for monitoring, regulation and inspection need to support partnership working. The relevant inspectorates and regulatory bodies, which include CSSIW, Estyn, HIW, WAO, HMI Probation and HMI Constabulary, are working together to develop protocols and plan work to inspect and evaluate the effectiveness of services for children and young people, including the CYP Partnerships.

3. Content of the Plan

3.1 The CYPP is a high level strategic document, with detailed delivery information left to supporting operational plans. It must contain sufficient detail to meet the requirement that it drives the relevant operational plan content. Large amounts of narrative information are not required. Priority outcomes, together with measures and targets where appropriate are needed. As a guide, it is suggested the plan should be around 50-70 pages.

3.2 The required content of the CYPP is:

A: Introduction (Around 5 pages)

- principles and values that underpin the CYPP, including the commitment to implementing rights, as expressed in the Seven Core Aims and the NSF, and the ten entitlements for 11-25 year olds;
- a brief description of the process undertaken to develop the CYPP (key points derived from the joint needs assessment, including the views of children, young people and families, and the service profile.

B: Vision statement (Around 2 pages)

- as described in chapter 2 - with key priorities of the Partnership, cross referred to the body of the plan.

C: A section on each core aim (Around 50 pages in total)

The scope and content of core aims vary and so the size of the Plan section relevant to each will also vary. As a minimum, plans should be set out in the format of chapters 4-10 of this guidance. The section for each should include:

- the Partnership's strategic intentions and priorities;
- a description of how appropriate UK and all Wales policies and strategies and local priorities will be delivered. Relevant aspects to be covered are described under each core aim in this guidance;
- the contributions of local partners to delivering priorities;
- the intended contribution of activity supported by Assembly Government grants, such as Cymorth and Better Schools Fund;
- agreed performance measures, and targets for priority outcomes, using the template contained in the chapters on each Core Aim; and

- a coherent summary of intended improvement in outcomes for children and young people (framed in terms suitable for inclusion in a version accessible to children, young people and members of the public).

D: Local Workforce Development Strategy (Around 5 pages)

To include:

- the local priorities of the partnership for 2008-11; and
- the links between the Partnership's Workforce Development Strategy and the workforce plans of individual partners.

Supporting Papers

3.3 Supporting papers, to be published separately but simultaneously with the CYPP on the local authority's website and made available in hard copy to partners, should cover:

- full needs assessment (to include the childcare sufficiency assessment);
- a service profile resulting from the mapping process;
- a concise description of the Partnership's rationale for deciding priorities and setting targets;
- a list of those responding to the planning consultation;
- a list of issues raised by children and young people, and families and how these have been addressed;
- membership of the Children and Young People's Partnership and terms of reference; and
- a diagram setting out the local joint planning structure.

4. Core Aim 1: The Early Years

4.1 Core Aim 1 is that every child should have a flying start in life and the best possible basis for their future growth and development (UN Convention on the Rights of the Child Articles 3, 6, 29, 36). This core aim relates to children aged 0-7 years.

4.2 Local authority and health services, voluntary sector and community groups provide a network of services which support families with young children. If there are concerns about a child's welfare or development other specialist services become involved.

4.3 Provision of excellent healthcare before and during birth and through the early years of a child's life is crucial for optimum health and development, as are early play and learning opportunities.

4.4 Evaluations have shown that the appropriate interventions at this stage can be amongst the most effective for future life chances and have proven cost benefit. High quality childcare, early years education, good parental health promotion/education and the provision of information to parents are particularly important.

4.5 The Assembly Government's Childcare Strategy, "Childcare is for Children", sets out three broad inter-related objectives:

- to ensure that all childcare supports the developmental needs of children in Wales;
- to ensure that childcare is widely available and affordable, to enable parents to train or work and thus raise levels of economic activity in Wales;
- to provide childcare so that parents can have flexibility and choice in how they balance family, work and other commitments within their lives and in doing so promote gender equality within the workforce.

4.7 The Strategy states that the objective of supporting children's development is paramount, not least because investment in childcare delivers significant long term returns to society. Action in promoting quality childcare provision should be documented within the CYPP under Core Aim 1, though specific action to promote out of school hours activity and childcare specifically for children of school age should be shown under Core Aim 4.

4.8 Local authorities have a statutory responsibility to ensure the availability of a good quality part-time education place for all three-year-olds whose parents or carers choose one. This provision

should be accessible from the child's home and consideration should be given to parental wishes for Welsh medium provision. The Foundation Phase is being introduced on a statutory basis from September 2008. It will aim to give all children aged 3-7 the best start in life as learners. Rollout will be completed by July 2011.

4.9 Under Core Aim 1, all key strategic services (including details of services that will be jointly commissioned), the partner(s) responsible, the name of the local operational plan(s) through which change will be delivered, planned completion dates and the finance involved in driving change should be shown in relation to:

- priorities arising from the childcare sufficiency assessment carried out under the Childcare Act 2006;
- implementation of Flying Start to support the most disadvantaged families;
- roll out of the Foundation Phase; and fulfilment of the duty to provide a free part-time education place for all three-year-olds;
- support for parents bringing up their children in line with the Parenting Action Plan, including support for pregnant teenagers and teenage parents and action to be taken to promote non-smacking messages;
- progressive integration of services, based around Integrated Children's Centres and co-ordinated approaches to meet the needs of individual children and families;
- ante-natal and maternity services; and
- the local breastfeeding strategy.

4.10 The template for Core Aim 1 that follows must be completed to supplement the narrative on this Core Aim by summarising the outcome measures and targets that will help to demonstrate the impact of services on outcomes for children.

Core Aim 1					
Have a Flying Start in life and the best possible basis for their future growth and development					
Priority Outcome For every child and young person.....	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
1.1 Is healthy at birth and through the early years	Low birth weight rate per 1000 population (ONS)				
	Additional Local Outcome Measures:				
1.2 Is well nourished	Local Outcome Measures				
1.3 Achieves Developmental Milestones	Local Outcome Measures				
1.4 Has any special needs addressed	Local Outcome Measures				
1.5 Makes good and secure attachments	% of Looked After Children adopted (SSD A903)				
	Additional Local Outcome Measures				

5. Core Aim 2: Education and Learning Opportunities

5.1 Core Aim 2 requires that every child and young person has access to a comprehensive range of education, training and learning opportunities, including the acquisition of essential personal and social skills (UN Convention on the Rights of the Child Articles 3, 13, 22, 28, 29, 30; supported by entitlements 1, 2 and 5).

5.2 Achieving at least a minimum level of educational attainment is critical to the happiness, success and wellbeing of individuals. Access to appropriate and effective learning provision is crucial for children and young people. The objectives are that all children and young people should engage in full-time education; have any barriers to learning identified early and removed; reach their full potential; continue in purposeful formal and informal education training or employment to age 19; and achieve social and economic well being.

5.3 The Assembly Government is committed to ensuring that all young people have access to high quality education and training wherever they live, as well as a range of non-formal learning opportunities for 11-25 year olds. Lead responsibility under this Core Aim lies with the local authorities and education and training providers. However the multi-agency planning, involvement and support provided through the Partnership will contribute to achievement of Core Aim 2 outcomes for children and young people.

5.4 Local authorities have statutory responsibilities to:

- support school improvement through monitoring, challenge and intervention so as to promote high standards;
- promote social inclusion and high standards through policies for:
 - preventing and tackling bullying;
 - child protection and well being;
 - support for attendance at school;
 - support for positive behaviour in schools; and
 - pupils with Special Educational Needs.
- provide access to education through:
 - provision of an appropriate number and range of school places, including Welsh medium provision;
 - provision for those being educated outside school;
 - investment in school buildings;
 - school admission arrangements;

- home to school transport;
- funding for schools; and
- disability access strategies.
- address the needs of pupils with additional learning needs, as identified in NAW Circular 47 /06 on inclusion and pupil support. The groups include:
 - minority ethnic groups including those for whom English is an additional language;
 - children and young people of families seeking asylum or who have refugee status, and unaccompanied asylum seeking children;
 - children of migrant workers;
 - children from Gypsy and Traveller communities;
 - pupils with severe, complex and/or specific learning difficulties (special educational needs);
 - disabled pupils;
 - more able and talented pupils;
 - pupils who are looked after by a local authority;
 - pupils with medical needs;
 - young parents and pregnant young women;
 - young carers;
 - children and young people who have offended or are at risk of offending;
 - children and young people of families in difficult circumstances including families of offenders;
 - lesbian, gay, bisexual and transgender pupils;
 - school phobics and school refusers; and
 - pupils who perform or who have employment.
- provide, participate in or secure the provision of youth support services for 11-25 year olds in partnership with other statutory organisations and the voluntary sector so as to secure for every young person in Wales those of the 10 entitlements set out in Extending Entitlement that are appropriate to core aim 2, including;

- education, training and work experience that are tailored to individual needs and promote the welfare of pupils;
- basic skills that promote social inclusion;
- accessible personal support and advice and guidance from the careers service.
- consult with pupils about decisions affecting them; and
- meet the requirements of the National Planning and Funding System (NPFS) in respect of provision of proper education and training facilities for 16-18 year olds through post 16 provision in schools.

5.5 FE institutions are important providers of education and learning opportunities as well as access to a range of sport, leisure and cultural activities for young people, particularly in the 16-25 age range. They play an important role in widening participation and tackling exclusion, by providing opportunities to young people who have not been successful at school. Local FE providers, as well as HE providers where appropriate, should contribute to the CYPP.

5.6 In preparing their Plans, Children and Young People's Partnerships need also to take account of key Assembly Government policies as set out in *'The Learning Country: Vision into Action'*. These include:

- introducing a skills based curriculum from 2008 and revised assessment arrangements;
- improving school performance, in particular by raising standards in the least well performing schools;
- improving transition between the stages of learning, in particular from primary to secondary schooling;
- rolling out the elements of 14-19 Learning Pathways in all schools, further education and work based learning settings i.e. individual learning pathways, wider choice from an options menu, the learning core, learning coach support, access to personal support and careers advice;
- helping practitioners to engage in the most effective learning and teaching;
- developing a community focus for schools and out of school learning activities;
- ensuring that all maintained schools become part of the Welsh Network of Healthy School Schemes; and
- delivering and commissioning school-based counselling services.

5.7 In the relevant section of the CYPP under Core Aim 2, all key strategic services (including details of services that will be jointly commissioned), the partner(s) responsible, the name of the local operational plan(s) through which change will be delivered, planned completion dates and the finance involved in driving change should be included to cover:

- school improvement;
- investment in school buildings linked with planning and supply of school places;
- action needed to match supply of school places to the number of pupils in the locality, taking account of parental preference and pupil need, including preference for Welsh medium education;
- anti-bullying strategies and strategies to promote positive behaviour;
- school attendance and monitoring the whereabouts of children and young people not attending school for any reason;
- the contribution of schools working with the police, health and voluntary sectors to health education, including tackling substance misuse, the promotion of healthy lifestyles and access to confidential advice and information;
- development of 14-19 provision as set out in the local 14-19 Annual Network Development Plan;
- youth support services, provided in accordance with Extending Entitlement and the Youth Service as set out in the Wales Youth Service Strategy;
- contribution to the work of the Youth Offending Teams' management boards;
- assessment of and provision for the additional learning needs of children and young people; and
- programmes of non-formal learning.

5.8 The Template for Core Aim 2 which follows must be completed to supplement the narrative on this Core Aim by summarising the outcome measures and targets that will demonstrate the impact of services on outcomes for children and young people.

Core Aim 2					
Have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills					
Priority Outcome	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
Every child and young person.....					
2.1 Achieves early learning goals	% of pupils achieving Key Stage 2 CSI (National Performance Indicator (EDU/S/F/003/01-003) (National Target: 75 % by 2007 80% by 2010)				
	% pupils achieving Key Stage 3 CSI (NPI EDU/S/F/004/01-004) (National Target: 60% by 2007 65% by 2010)				
	Additional Local Outcome Measures				
2.2 Engages in full time education	% of pupil attendance in primary schools (EDU/007)				
	% of pupil attendance in secondary schools (EDU/001) (National Target: 92 % by 2007 60% by 2010) Permanent exclusions per 1000 pupils for secondary schools (EDU/008)				

Core Aim 2 (cont'd)				
Have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills				
Priority Outcome Every child and young person.....	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility
	% attendance of looked after pupils whilst in care in primary schools (SCC/022a)			
	% attendance of looked after pupils whilst in care in secondary schools (SCC/022b)			
	% of days lost due to fixed-term exclusions - (EDU/010)			
	% of young offenders serving community penalties in education, training or employment – (YOTs)			
	Additional Local Outcome Measures			
2.3 Achieves their full learning potential	Average points score per 15 year old pupil for all qualifications approved for pre-16 use in Wales to improve year on year (EDU/011)			

Core Aim 2 (cont'd)				
Have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills				
Priority Outcome	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility
Every child and young person.....	% pupils leaving full time education etc. without an approved qualification (NPI EDU/S/F/002/01-002(i) (National Target: 0% 2010))			
	% pupils who are in care leaving full time education etc. without an approved qualification (LA) (EDU 002 ii)			
2.4 Early identification and removal of barriers to learning	% of final statements of SEN issued within 26 weeks (EDU/015).			
	Additional Local Outcome Measures			
2.5 Every pupil and young person (16-19) engages in purposeful formal and informal education, training or employment	% of young people aged 19 formerly looked after with whom the local authority is in contact, known to be in education, employment or training. (Children First SCC/033c)			
	Additional Local Outcome Measures			

6. Core Aim 3: Health, Freedom from Abuse and Exploitation

6.1 Core Aim 3 requires that every child and young person enjoys the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation (UN Convention on the Rights of the Child Articles 3, 6, 9, 11, 13, 19, 20, 21, 22, 23, 24, 25, 32, 33, 34, 35, 36, 37, 38, 39, 40; supported by entitlements 6 and 7).

6.2 The NHS is responsible for assessing, arranging and funding a wide range of services to meet the long term health care needs of the population including primary care, hospital-based acute and specialist services; rehabilitation, respite, equipment, transport and palliative care. These services are provided for children and young people as well as adults, and key priorities for these services should form part of the CYPP.

6.3 Promoting better health, while reducing inequalities, is a major policy aim of the Assembly Government. Preventative action must be a high priority for all children and young people. Work is beginning on a new Public Health Strategic Framework for Wales and Health Challenge Wales has raised the profile of health improvement as the national focus for efforts to improve the health and wellbeing of all people in Wales. Health services have a vital contribution to make, working with schools, voluntary organisations and others to provide health education, including the promotion of healthy behaviour, advice on particular issues, such as nutrition and activity, and confidential access to advice and information.

6.4 The NSF standard 'Promoting Health and Well Being' requires that all children, young people and their parents and carers have access to a range of services that promote health and well being and prevent ill health. Through Personal and Social Education in school, and the Welsh Network of Healthy School Schemes, all children and young people have the opportunity to learn how to lead a healthy life. The Food and Fitness (Promoting Healthy Eating and Physical Activity for Children and Young People in Wales) 5 year Plan and Appetite for Life should ensure healthy food and drink are available in schools; growing numbers of primary schools are providing free healthy breakfasts.

6.5 Section 28 of the 2004 Act places a duty upon local authorities and their relevant partners, including LHBs, NHS Trusts, Police, Probation, YOTs and prisons who detain children and young people, to ensure that their functions are discharged having regard for the need to safeguard and promote the welfare of children and young people in their area.

6.6 Duties of local authorities, in discharging their statutory functions under the Children Acts of 1989 and 2004, Adoption and Children Act 2002, Children (Leaving Care) Act 2000, Carers and Disabled Children Act 2000 include:

- having regard to the views of children and young people, parents, carers and other relevant people and agencies;
- co-operating with Partners involved with the child;
- instituting proceedings in the family court in order to safeguard children and promote their future care;
- having in place a care plan for the child or young person, that meets their emotional, physical and educational needs and ensures independent review of the plan;
- ensuring arrangements are made and services are accessible for complaints and advocacy;
- supporting children to live with their, families and friends and in their communities;
- having a corporate and elected member line of responsibility for children and young people;
- providing accommodation for children who cannot live with their families and in their communities;
- maintaining a register of children at risk of harm, disabled or looked after;
- ensuring that in the planning, provision and commissioning of a range of services:
 - children and young people's needs are assessed;
 - neglect and abuse are prevented;
 - family support is offered;
 - accommodation is provided where appropriate (foster care and residential care);
 - disabled children and their families are supported, including with respite care; and
 - young carers are supported.
- providing services for young people to assist their transition to independent living, including;
 - leaving care services;
 - support for 16 and 17 year olds in need; and
 - services for disabled young people.

6.7 In respect of safeguarding, local authorities have statutory responsibilities:

- to safeguard and promote the welfare of children within their area who are in need, and, so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs;
- to make such enquiries as they consider necessary to decide whether they should take any action to safeguard or promote the child's welfare when they are informed that a child who lives, or is found in their area:
 - is the subject of an emergency protection order; or
 - is in police protection; or
 - they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or is likely to suffer, significant harm.
- to provide support and services for children in need, including children looked after by the local authority, and those in secure accommodation;
- to establish a Local Safeguarding Children Board for their area; and
- to provide an adoption service, designed to meet the needs of children who may be adopted, their parents and guardians, persons wishing to adopt a child and adopted persons, their parents, natural parents and former guardians.

6.8 In the relevant section of the CYPP under Core Aim 3, it is expected that all key strategic services (including details of services that will be jointly commissioned), the partner(s) responsible, the name of the local operational plan(s) through which change will be delivered, planned completion dates and the finance involved in driving change will be included. Key elements of local strategies relating to the following should be covered:

- the health, social care and well being of children and young people;
- the LSCB and how different partners will contribute;
- local implementation of Food and Fitness (Promoting Healthy Eating and Physical Activity for Children and Young People in Wales) 5 year Implementation Plan including links with activities under core aim 4;
- Child and Adolescent Mental Health;

- substance misuse services;
- sexual health provision;
- health advice and information including services linked with youth support services through entitlement 9; and
- children and young people experiencing parental separation, including those in families of offenders - nearly one in four children experiences parental separation in their lives and this can have a devastating effect on outcomes for them.

6.9 The template for Core Aim 3 that follows must be completed to supplement the narrative on this Core Aim by summarising the outcome measures and targets that will help to demonstrate the impact of services on outcomes for children and young people.

Core Aim 3					
Enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation					
Outcome	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
3.1 Every child and young person has a healthy lifestyle:					
3.1.1 Are healthy	Local Outcome Measures				
3.1.2 Adopt healthy sexual behaviours	Teenage conceptions <16, (ONS)				
	Additional Local Outcome Measures				
3.1.3 Have Access to specialist services	Local Outcome Measures				
3.2 Safe and protected from abuse, victimisation and exploitation:	% of initial assessments that took place during the year where there is evidence that: a) The child has been seen by the Social Worker b) The child has been seen alone by the Social Worker (SCC/011)				

Core Aim 3 (cont'd)					
Enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation					
Outcome	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
	a) The percentage of initial assessments carried out within 7 working days; b) The average time taken to complete initial assessments that took longer than 7 working days to complete. (SCC/008)				
	a) The percentage of required core assessments carried out within 35 working days b) The average time taken to complete those required core assessments that took longer than 35 days (SCC/009)				

Core Aim 3 (cont'd)				
Enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation				
Outcome	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility
	a) The percentage of open cases of children with an allocated social worker in each of the following groups; b) The percentage of open cases of children allocated to someone other than a social worker where the child is receiving a service in each of the following groups; i) Children on the child protection register ii) Children looked after iii) Children in need (SCC/013)			
	Additional Local Outcome Measures			

7. Core Aim 4: Play, Sport, Leisure and Culture

7.1 Core Aim 4 requires that all children and young people have access to play, leisure, sporting and cultural activities (UN Convention on the Rights of the Child Articles 15, 31; supported by entitlements 8 and 9).

7.2 To secure optimum health and wellbeing all children and young people should have access to a variety of recreational activities. A range of organisations, including local authority leisure and recreation services, Integrated Children's Centres, youth support services and voluntary organisations, provide play, leisure, sporting and cultural activities for to children and young people across Wales.

7.3 Local authorities should plan with their partners to provide or secure play opportunities for children and young people. Youth support services should provide young people with their entitlement to accessible recreational and social opportunities, sports, culture, music and arts.

7.4 The Play Policy (2002) and related Play Policy Implementation Plan (2006) set out the Assembly Government's vision and practical action to promote play. The policy recognises that the impact of modern society on children's lives has significantly restricted their opportunity to play freely and has resulted in a poverty of play opportunities in the general environment. The Assembly Government is committed to encouraging the creation of high quality 'compensatory' play provision that is appropriate, local, stimulating and challenging. The Assembly Government wishes to see additional staffed adventure play that provides children with a rich play environment to compensate for the loss of natural open space. A wide range of partners, including for example local authority planning and transport departments, need to be engaged in support of children and young people's right to play to ensure that open spaces and playgrounds are provided and accessible through affordable public transport.

7.5 Play should be inclusive of all children; none should be excluded for reasons of ability, language, race or gender.

7.6 *Climbing Higher: Next Steps* sets out the actions to be taken to encourage all children and young people to become involved in extra curricular sporting activities and to support the most talented athletes.

7.7 Each child and young person has a statutory entitlement to sport and creative skills in school, which is laid out in the National Curriculum.

7.8 Local authorities have a statutory duty to provide a library service and powers to provide a local museum service. For libraries, Partnerships should have regard to CyMAL's Public Libraries Standards, and for museums the Inspiring Learning Framework.

7.9 The relevant section of the CYPP under Core Aim 4 should identify the key strategic services (including details of services that will be jointly commissioned), the partner(s) responsible, the name of the local operational plan(s) through which change will be delivered, planned completion date and the finance required to drive change. The following should be covered:

- play strategies, including plans for staffed adventure play;
- leisure and sporting opportunities;
- out of school hours childcare and holiday play-schemes;
- action to promote other out of school hours activity;
- the contribution of the Dragon Sport and PE in Schools initiatives;
- arts and cultural opportunities including museums provision;
- access to transport;
- appropriate recreational, sporting, arts and cultural experiences provided through youth support services that deliver the entitlements to:
 - recreational and social activities:
 - sporting, artistic, musical and outdoor experiences; and
 - participate in volunteering and active citizenship.
- walking and cycling routes to schools and play areas that integrate appropriately and safely with other means of transport.

7.10 The template for Core Aim 4 that follows must be completed to supplement the narrative on this Core Aim by summarising the outcome measures and targets that will help to demonstrate the impact of services on outcomes for children and young people.

Core Aim 4					
Have access to play, leisure, sporting and cultural activities					
Priority Outcome Every Child and Young Person.....	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
4.1 Engages in age appropriate play	Local Outcome Measures				
4.2 Participates in sport, leisure and cultural activities	% 7-11 and 11-16 year olds visiting leisure centres: frequency of visits (SCW) % 7-11 and 11-16 year olds participating in extra curricular sports (SCW) Additional Local Outcome				
4.3 Is able to achieve their potential	Local Outcome Measures				

8. Core Aim 5: Participation in Decision-making

8.1 Core Aim 5 requires that all children and young people are listened to, treated with respect and have their race and cultural identity recognised (UN Convention on the Rights of the Child Articles 12, 13, 14, 15, 21, 22, 30; supported by entitlements 3, and 10).

8.2 The Assembly Government's vision is that Wales should be a place where children and young people are treated as valued members of the community whose voices are heard and needs considered across the range of policy making. The Assembly Government is committed to driving this forward in relation to its own activities which activity impact on or relate to 0-25 year olds and in terms of the activity of other organisations which it funds. The Assembly Government has developed this descriptor in consultation with children and young people.

"Participation means that it is my right to be involved in making decisions or planning and reviewing any action that might affect me. Having a voice, having a choice."

8.3 *Stronger Partnerships for Better Outcomes* states as a key principle that 'children and young people must be able to influence the planning and provision of services affecting them.' The NSF Universal Key Actions 2.1-2.3 describe the participation of children, young people and families in developing service standards.

8.4 The Participation Consortium has developed a set of National Standards for Participation. Quality marking systems are under development to support the standards. The standards have been adopted by the Welsh Assembly Government, which expects all providers of services to children and young people to work towards them. Creative ways of engaging children and young people from all backgrounds are needed to ensure effective dialogue. The standards provide a means of inspecting and assessing participatory practice.

8.5 Partnerships should ensure the involvement of children, young people and their families in the development, planning and evaluation of services that affect them. This can be achieved through links with school councils, participative structures such as local youth forums, school councils, Funky Dragon (the Children and Young People's Assembly for Wales) and local parent networks. Engagement should be through the medium of Welsh where appropriate.

8.6 A list of issues raised by children and young people and families in developing the CYPP and the way the plan addresses them should be published electronically as supporting documentation.

8.7 To meet fully the requirements implicit in Article 12 of the UN Convention and to ensure the quality and safety of services it is essential that individual children and young people are able to make complaints when things go wrong and have these addressed. Partners should ensure that they have complaints systems in place that are accessible to children and young people.

8.8 Children and young people need to have access to quality independent advocacy services to support them in pursuing complaints. The Assembly Government is committed to developing such provision and has consulted on an integrated model for advocacy services, to be commissioned through CYP Partnerships, to ensure that advocacy services are developed alongside local participation arrangements. Partnerships should take a lead in planning and commissioning advocacy services in their area and set out arrangements for doing this in the CYPP. Further guidance will be provided in late 2007.

8.9 In the section of the CYPP under Core Aim 5, it is expected that all key strategic services should be outlined, including details of services that will be jointly commissioned, the partner(s) responsible, the name of the local operational plan(s) through which they will be delivered, planned timescales and the finance involved. Key elements of the following should be included:

- participation arrangements and the role of partners, including measures to ensure inclusivity (Local Participation Strategy Guidance); and
- complaints and advocacy arrangements for children and young people.

8.10 The template for Core Aim 5 that follows must be completed to supplement the narrative on this Core Aim by summarising the outcome measures and targets that will help to demonstrate the impact of services on outcomes for children and young people.

Core Aim 5					
Children are listened to, treated with respect and are able to have their play and cultural identity recognised					
Priority Outcome Every Child and Young Person.....	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
5.1 Engages in meaningful decisions making on issues that affect their lives	Independent Advocacy freely available (NSF 2.6)				
	Additional Local Outcome Measures				
5.2 Knows about their rights and how to obtain them	Local Outcome Measures				
5.3 Is valued and respected as a member of society	Local Outcome Measures				
5.4 Is able to freely express their cultural identity and race	Children and young people receiving services are involved in reviewing them in their preferred language (NSF 2.2)				
	Additional Local Outcome Measures				

9. Core Aim 6: A Safe Home and Community

9.1 Core Aim 6 states that all children and young people should have a safe home and community which supports physical and emotional wellbeing. (UN Convention on the Rights of the Child Articles 9, 11, 16, 23, 33). This needs to be considered alongside services under core aim 3 concerning the responsibilities of partners for safeguarding and protecting individual children and young people; and actions under core aim 2 to address poor behaviour in school, including bullying.

9.2 Community Safety Partnerships (CSPs) facilitate key services to protect children and young people from crime and the effects of criminal behaviour. The responsible authorities (local authorities, fire and rescue authorities, police authorities and local health boards) have a duty under the Crime and Disorder Act 1998, as amended by the Police Reform Act 2002, to work with other local agencies and organisations to develop and implement strategies to tackle crime and disorder including anti-social behaviour. The legislation also requires the responsible authorities to contribute towards, formulate and implement a local Youth Justice Plan and a Substance Misuse Action Plan.

9.3 There has to be close collaboration between CSPs and LSCBs to enable child protection and substance misuse referrals to be made in relevant cases and, more generally, to ensure co-ordination of assessment and support.

9.4 Children and young people witnessing or suffering domestic abuse must be adequately protected and supported. The Assembly Government's *Tackling Domestic Abuse: The All Wales National Strategy - A Joint Agency Approach* emphasises that domestic abuse has a devastating effect on children, who suffer from its effects either directly or indirectly. CSPs lead on delivering the Strategy but, for their work to be effective, there must be close collaboration with statutory and voluntary agencies.

9.5 Reducing youth crime and improving the youth justice system are central to building safer communities. The Youth Justice Board, youth offending teams (YOTs) and the CSPs are responsible for identifying the needs of those who have offended or are at risk of offending - both particularly vulnerable groups.

9.6 In pursuit of Core Aim 6, Partnerships need to engage with the strategic work of youth justice agencies. This should ensure that local Youth Justice Plans and the CYPP are aligned in supporting children,

young people and their families who are at risk of offending or re-offending, or at risk of becoming victims of crime. CYPPs need to work with YOTs to put in place arrangements which will prevent young people from offending and support those who have turned their lives around to prevent re-offending.

9.7 The National Housing Strategy “Better Homes for People in Wales” sets out a clear vision that “everyone in Wales has the opportunity to live in good quality, affordable housing; to be able to choose where they live and decide whether buying or renting is best for them and their families”. The strategy guides a range of activities including the development of overall local strategies, local strategies for homelessness and a range of actions to provide affordable housing and improve housing quality.

9.8 Local authorities have a range of statutory housing responsibilities, which include the assessment of housing needs within their area. Authorities have a duty to secure accommodation for priority needs groups who are unintentionally homeless and who have a local connection. Priority need groups include homeless households with dependent children, care leavers, those under 21 at risk of financial or sexual exploitation and all young people under 18.

9.9 In the relevant section of the CYPP under Core Aim 6, all key strategic services should be included, with details of services that will be jointly commissioned, the partner(s) responsible, the name of the local operational plan(s) through which change will be delivered, planned timescales and the finance involved in driving change. The links with the key elements of the following local strategies should be covered:

- work of Community Safety Partnerships with children and young people;
- youth justice and policing plans as they affect children and young people;
- the Local Housing Strategy as it affects children, young people and their families; and
- measures aimed at prevention or reduction of accidents to children and young people.

9.10 The template for Core Aim 6 that follows must be completed to supplement the narrative on this Core Aim by summarising the outcome measures and targets that will help to demonstrate the impact of services on outcomes for children and young people.

Core Aim 6					
Have a safe home and a community that supports physical and emotional well being					
Priority Outcome Every Child and Young Person.....	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
6.1 Is safe from Crime and the effects of Crime	Number of children and young people 10-17 entering the youth justice system at reprimand and above (YJB)				
	Frequency and seriousness of re-offending for children and young people 10-17 already within the youth justice system (YJB)				
	Additional Local Outcome Measures				
6.2 Is safe from injury and death resulting from preventable accidents	Rate of child pedestrian injuries (Eradicating Child Poverty in Wales- Measuring Success)				
	Additional Local Outcome Measures				

Core Aim 6 (cont'd)					
Have a safe home and a community that supports physical and emotional well being					
Priority Outcome Every Child and Young Person.....	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
6.3 Is safe from environmental pollution	Local Outcome Measures				
6.4 Lives in a decent home	% of young people formerly looked after with whom the local authority is in contact known to be in suitable non-emergency accommodation age 19 (LA) (SCC033b)				
	No of families with dependant children living in temporary accommodation. (LA WHO 12)				
	Additional Local Outcome Measures				

10. Core Aim 7: Not Disadvantaged by Poverty

10.1 Core Aim 7 requires that no child or young person is disadvantaged by poverty (UN Convention on the Rights of the Child Articles 26, 27).

10.2 While elimination of child poverty is a core aim in itself, if it is to be tackled successfully actions addressing it need to be taken under all of the core aims. To that end, and recognising that poverty is not simply about income, the Assembly Government's Child Poverty Strategy is widely focussed to cover the key aspects of poverty and social inclusion that undermine children and young people's capacity to participate fully in society and achieve their full potential. Three principal dimensions of child poverty are identified - income poverty; participation poverty and service poverty.

10.3 The Child Poverty Implementation Plan (2006) contains a range of cross-cutting activity aimed at combating child poverty. The associated paper, 'Eradicating Child Poverty in Wales - Measuring Success' contains 2010 milestones and 2020 targets to monitor progress in eradicating child poverty.

10.4 In terms of income poverty, UK and Assembly Government policies are of key importance in relation to low income households. However, local partners have an important role to play in improving the economic well-being of children and young people through development and regeneration activities and return to work support and benefit/debt advice for their carers. Local partners play a key role in removing barriers to employment by, for example, the provision of childcare and transport. The Assembly Government is currently funding a two-year Save the Children-led pilot project that will support local authorities in raising the awareness of and in tackling child poverty at local level.

10.5 CYP Partnerships have a key role in developing local action to address child poverty through provision of high quality and accessible housing, health, transport, and education services; and to remove the barriers to participation in community life. The Core Aim 7 section of the CYPP should bring together or cross refer to actions in the other core aim sections of the plan which are designed to have a particular impact on child poverty.

10.6 The template for Core Aim 7 that follows must be completed to supplement the narrative on this Core Aim by summarising the outcome measures and targets that will help to demonstrate the impact of services on outcomes for children and young people.

Core Aim 7					
Is not disadvantaged by Child Poverty					
Priority Outcome Every Child and Young Person.....	Outcome Measure	Current Performance (last year of validated data)	Local Targets	Responsibility	
7.1 Is free from poverty due to low income	<p>% of Children living in workless households (Labour Force Survey) (National Target: 13.5% by 2010/11)</p> <p>% of lone parents in employment (Labour Force Survey) (National Target: 70% employment rate by 2016*) Both measures to be available at local level end 2007</p>				
	Additional Local Outcome Measures				

Chapter 11: Workforce Planning

Introduction

11.1 A well trained professional workforce is fundamental to the delivery of quality services. The agenda set out in *Stronger Partnerships for Better Outcomes*, with its increased emphasis on integrated service provision, requires professionals who value each other's contribution and are able to understand each other's language. In addition, there are key professions that are in short supply. The CYPP therefore needs to describe how workforce issues are to be addressed.

11.2 The Children and Young People's Workforce Development Network, brought together by the Care Council for Wales, is developing a children and young people's workforce strategy for Wales, which will be the subject of consultation. When complete, it will provide the basis for the workforce sections of the CYPP, alongside workforce development for youth workers, teachers, lecturers, careers advisors, social workers, YOT workers, health professionals, housing workers and other professional groups. However, the workforce is of such crucial importance that partnerships need to begin their consideration of workforce issues as part of the first round of CYPPs.

Scope of Workforce Section

11.3 The workforce section of the plan should not be confined to the statutory sector, but should span the statutory, voluntary and private sectors, including the large numbers of self-employed providers, carers and volunteers amongst the children and young people's workforce. Only in this way can there be a properly joined up approach that avoids unhelpful competition. This approach has already proved successful in social care. Social Care Workforce Development Partnerships, spanning voluntary, private and public social care providers as well as further and higher education and training providers, are in place in each local authority area. The CYPP workforce plan should build on these arrangements.

11.4 In time, the workforce section of the CYPP will need to provide an overview of the local workforce by type, number and setting, and indicate areas of difficulty in recruiting or retaining staff, self employed carers and volunteers. This will be accompanied by analysis of the reasons, such as general skills shortages or local pay and conditions, together with action to be taken to address the problems. The Welsh Assembly Government (SSIW) published in 2003 a document on workforce planning 'Planning for training and staff development' taken up by social services departments in Wales.

This included workforce development tools which have been adapted by many authorities for use by all services, including independent and voluntary bodies. Partnerships may wish to consider this as a model.

11.5 However, at this stage, there is a lack of both data and the tools to collect it. Moreover, joint workforce planning will be a new activity for most partnerships although there is opportunity to build on the expertise that has been developed by the Social Care Workforce Development Partnerships, particularly on data and information sharing and innovative arrangements for joint training to meet local need.

11.6 Partnerships should therefore determine a small number of priorities for their first CYPP. The needs and service provision analyses (Chapter 2) provide the basis for identifying how these priorities will be settled. All proposed developments under the Core Aims should be scrutinised to identify workforce issues.

11.7 Partnerships need to cover issues such as the labour market implications of new or expanded services, skills required, and the need for training. Joint training can be a useful mechanism for different professions to gain a closer understanding of each other's perspectives.

11.8 As with other aspects of the plan, there should be a comprehensive statement of measurable objectives, with clear timescales, and responsibilities

Training Providers

11.9 Partnerships will need to make contact with higher and further education institutions, training providers and regional offices of the Department for Children, Education, Lifelong Learning and Skills of the Assembly Government to ensure that their proposals are deliverable.

Priorities

11.10 In determining their priorities, it is likely that partnerships will need to include at least some of the following in the light of current policy developments:

- children's social workers;
- foster carers;

- staff with qualifications in early years, childcare and play work to deliver the Childcare Strategy, Play Policy Implementation Plan, childcare element of Flying Start, and Foundation Phase;
- staff to deliver other aspects of Flying Start, including health visitors and parenting support workers;
- trained counsellors for school - based counselling services;
- advocacy providers;
- learning coaches for 14-19 pathways provision;
- youth workers;
- staff able to deliver services through the medium of Welsh;
- careers advisers;
- teachers, including learning assistants; and
- youth justice practitioners.

Diversity issues

11.11 Partnerships need to consider the extent to which the local workforce reflects the ethnic and linguistic composition of the local community and service users, and indicate priorities for addressing the issue where there is a mismatch.

Managing Change

11.12 Responsibilities for taking forward aspects of the workforce section of the CYPP should be set out, together with an indication of timescale for implementation.

Resource Requirements and Opportunities to Pool Resources

11.13 The workforce section of the CYPP should set out where pooled funding, in this case for joint recruitment or training, could support integrated working. The implementation of an integrated approach to workforce issues does not in itself necessarily require significant additional resources. Costs involved in the development of the strategy can be met from the funding provided for partnership work through Cymorth.

Annex 1: CYPP Planning Phases

Phase 1	Needs Assessment and Service Profiling <ol style="list-style-type: none"> 1. Collection of all relevant data, information and research, consultation with users and stakeholders and careful analysis to produce a needs assessment 2. Mapping of all services brought together into a service profile 3. Identify opportunities for integration and joint commissioning for further consideration
Phase 2	Strategy Development <ol style="list-style-type: none"> 1. Agree vision 2. Under each core aim agree changes and agree where budgets will be pooled and services jointly commissioned 3. Set local targets against national and local requirements and agree outcome measures 4. Partner agencies, singly or jointly, identify lead responsibility and operational plan or programme through which improvements and changes will be effected 5. Agree Workforce Development Plan
Phase 3	Consultation <p>Partnership approves draft plan and leads process of consultation with all partners and Welsh Assembly Government (12 weeks minimum)</p>
Phase 4	Revision and Adoption <ol style="list-style-type: none"> 1. Revision of Plan in light of consultation. Partnership approves final draft 2. Approval by partners 3. Approval by local authority as lead partner 4. Translation, preparation of public version, printing
Phase 5	Publication <p>Plan is issued</p>
Phase 6	Annual Review <p>Review of progress against plan</p>

Annex 2 - Children Act 2004: Sections 25-28

25 Co-operation to improve well-being: Wales

- (1) Each children's services authority in Wales must make arrangements to promote co-operation between:
 - (a) the authority;
 - (b) each of the authority's relevant partners; and
 - (c) such other persons or bodies as the authority consider appropriate, being persons or bodies of any nature who exercise functions or are engaged in activities in relation to children in the authority's area.
- (2) The arrangements are to be made with a view to improving the well-being of children in the authority's area so far as relating to:
 - (a) physical and mental health and emotional well-being;
 - (b) protection from harm and neglect;
 - (c) education, training and recreation;
 - (d) the contribution made by them to society;
 - (e) social and economic well-being.
- (3) In making arrangements under this section a children's services authority in Wales must have regard to the importance of parents and other persons caring for children in improving the well-being of children.
- (4) For the purposes of this section each of the following is the relevant partner of a children's services authority in Wales:
 - (a) the police authority and the chief officer of police for a police area any part of which falls within the area of the children's services authority;
 - (b) a local probation board for an area any part of which falls within the area of the authority;
 - (c) a youth offending team for an area any part of which falls within the area of the authority;
 - (d) a Local Health Board for an area any part of which falls within the area of the authority;
 - (e) an NHS trust providing services in the area of the authority;
 - (f) the Assembly to the extent that it is discharging functions under Part 2 of the Learning and Skills Act 2000.

- (5) The relevant partners of a children's services authority in Wales must co-operate with the authority in the making of arrangements under this section.
- (6) A children's services authority in Wales and any of their relevant partners may for the purposes of arrangements under this section:
 - (a) provide staff, goods, services, accommodation or other resources;
 - (b) establish and maintain a pooled fund.
- (7) For the purposes of subsection (6) a pooled fund is a fund:
 - (a) which is made up of contributions by the authority and the relevant partner or partners concerned; and
 - (b) out of which payments may be made towards expenditure incurred in the discharge of functions of the authority and functions of the relevant partner or partners.
- (8) A children's services authority in Wales and each of their relevant partners must in exercising their functions under this section have regard to any guidance given to them for the purpose by the Assembly.
- (9) The Assembly must obtain the consent of the Secretary of State before giving guidance under subsection (8) at any time after the coming into force of any of paragraphs (a) to (c) of subsection (4).
- (10) Arrangements under this section may include arrangements relating to:
 - (a) persons aged 18 and 19;
 - (b) persons over the age of 19 who are receiving:
 - (i) services under sections 23C to 24D of the Children Act 1989 (c. 41); or
 - (ii) youth support services (within the meaning of section 123 of the Learning and Skills Act 2000 (c. 21)).

26 Children and young people's plans: Wales

- (1) The Assembly may by regulations require a children's services authority in Wales from time to time to prepare and publish a plan setting out the authority's strategy for discharging their functions in relation to children and relevant young persons.
- (2) Regulations under this section may in particular make provision as to:
 - (a) the matters to be dealt with in a plan under this section;
 - (b) the period to which a plan under this section is to relate;
 - (c) when and how a plan under this section must be published;
 - (d) keeping a plan under this section under review;
 - (e) consultation to be carried out before a plan under this section is published;
 - (f) implementation of a plan under this section.
- (3) The matters for which provision may be made under subsection (2)(a) include in particular:
 - (a) the arrangements made or to be made under section 25 by a children's services authority in Wales;
 - (b) the strategy or proposals in relation to children and relevant young persons of any person or body with whom a children's services authority in Wales makes or proposes to make such arrangements.
- (4) Regulations under this section may require a children's services authority in Wales to obtain the Assembly's approval before publishing a plan under this section; and may provide that the Assembly may modify a plan before approving it.
- (5) A children's services authority in Wales must have regard to any guidance given to them by the Assembly in relation to how they are to discharge their functions under regulations under this section.
- (6) In this section "relevant young persons" means the persons, in addition to children, in relation to whom arrangements under section 25 may be made.

27 Responsibility for functions under sections 25 and 26

- (1) A children's services authority in Wales must:
 - (a) appoint an officer, to be known as the "lead Director for children and young people's services", for the purposes of co-ordinating and overseeing arrangements made under sections 25 and 26; and
 - (b) designate one of their members, to be known as the "lead member for children and young people's services", to have as his special care the discharge of the authority's functions under those sections.
- (2) A Local Health Board must:
 - (a) appoint an officer, to be known as the Board's "lead officer for children and young people's services", for the purposes of the Board's functions under section 25; and
 - (b) designate one of the Board's members who is not an officer as its "lead member.
- (3) An NHS trust to which section 25 applies must:
 - (a) appoint an executive director, to be known as the trust's "lead executive director for children and young people's services", for the purposes of the trust's functions under that section; and
 - (b) designate one of the trust's non-executive directors as its "lead non-executive director for children and young people's services" to have the discharge of those functions as his special care.
- (4) Each children's services authority in Wales, Local Health Board and NHS trust to which section 25 applies must have regard to any guidance given to them by the Assembly in relation to:
 - (a) their functions under this section;
 - (b) the responsibilities of the persons appointed or designated by them under this section.

28 Arrangements to safeguard and promote welfare: Wales

- (1) This section applies to each of the following:
 - (a) a children's services authority in Wales;

- (b) a Local Health Board;
 - (c) an NHS trust all or most of whose hospitals, establishments and facilities are situated in Wales;
 - (d) the police authority and chief officer of police for a police area in Wales;
 - (e) the British Transport Police Authority, so far as exercising functions in relation to Wales;
 - (f) a local probation board for an area in Wales;
 - (g) a youth offending team for an area in Wales;
 - (h) the governor of a prison or secure training centre in Wales (or, in the case of a contracted out prison or secure training centre, its director);
 - (i) any person to the extent that he is providing services pursuant to arrangements made by a children's services authority in Wales under section 123(1)(b) of the Learning and Skills Act 2000 (c. 21) (youth support services).
- (2) Each person and body to whom this section applies must make arrangements for ensuring that:
- (a) their functions are discharged having regard to the need to safeguard and promote the welfare of children; and
 - (b) any services provided by another person pursuant to arrangements made by the person or body in the discharge of their functions are provided having regard to that need.
- (3) In the case of a children's services authority in Wales, the reference in subsection (2) to functions of the authority does not include functions to which section 175 of the Education Act 2002 (c. 32) applies.
- (4) The persons and bodies referred to in subsection (1)(a) to (c) and (i) must in discharging their duty under this section have regard to any guidance given to them for the purpose by the Assembly.
- (5) The persons and bodies referred to in subsection (1)(d) to (h) must in discharging their duty under this section have regard to any guidance given to them for the purpose by the Secretary of State after consultation with the Assembly.

Annex 3 Regulations

2007 No. 2316 (W.187)

**CHILDREN AND YOUNG
PERSONS, WALES**

**The Children and Young People's
Plan (Wales) Regulations 2007**

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations provide for children's services authorities in Wales to each prepare, consult upon, publish and review a children and young people's plan. Such a plan must set out the authority's strategy for discharging their functions in relation to children and young persons. The content of the plan is not prescribed by the Regulations but will be determined by the authority having regard to guidance issued by the Welsh Ministers.

The Children and Young People's Plan will replace the Single Education Plan which local education authorities were required to prepare and publish under the Single Education Plan (Wales) Regulations 2006 (SI 2006/877). These Regulations do not revoke the Single Education Plan (Wales) Regulations 2006 as there is no ongoing duty to publish a Single Education Plan after the publication of such a plan on 1 September 2006 for the period ending on 31 August 2008.

Regulations 4 and 5 provide for the plans to be prepared and published on a three yearly basis, the first plan to be effective from 1 August 2008 and published by 30 September 2008.

Regulation 6 provides for the way in which the plan shall be published; regulation 7 provides for consultation on the draft plan; and regulation 8 provides for the authority to review the plan annually with provision made for further consultation.

2007 No. 2316 (W.187)

**CHILDREN AND YOUNG
PERSONS, WALES**

**The Children and Young People's
Plan (Wales) Regulations 2007**

Made 4 August 2007

Laid before the National Assembly for Wales
7 August 2007

Coming into force 1 September 2007

The Welsh Ministers make these Regulations in exercise of the powers conferred on the National Assembly for Wales by sections 26 and 66 (1) of the Children Act 2004⁽¹⁾ and now vested in them⁽²⁾:

Title, commencement and application

1.—(1) The title of these Regulations is the Children and Young People's Plan (Wales) Regulations 2007 and they come into force on 1 September 2007.

(2) These Regulations apply in relation to Wales

Interpretation

2. In these Regulations—

“the 1998 Act” (“*Deddf 1998*”) means the School Standards and Framework Act 1998⁽³⁾;

“the 2004 Act” (“*Deddf 2004*”) means the Children Act 2004;

“appropriate diocesan authority” (“*awdurdod esgobaethol perthnasol*”) means in relation to a Church in Wales school or a Roman Catholic Church school—

⁽¹⁾ 2004 c.31

⁽²⁾ The functions of the National Assembly for Wales under these sections were vested in the Welsh Ministers by the operation of section 162 of and paragraph 30 of Schedule 11 to the Government of Wales Act 2006 (c.32)

⁽³⁾ 1998 c.31

(i) the Diocesan Board of Finance or other person designated by the National Assembly for Wales under section 142 (1) of the 1998 Act (as the case may be) for every diocese of the Church of Wales, and

(ii) the bishop of every diocese of the Roman Catholic Church,

any part of the area of which (in each case) lies within the authority's area;

"authority" (*"awdurdod"*) means a children's services authority;

"Children and Young People's Partnership" (*"Partneriaeth Plant a Phobl Ifanc"*) means the partnership between the authority, each of the authorities relevant partners and other persons or bodies who exercise functions or are engaged in activities in relation to children and young people in the authority's area;

"Children and Young People's Plan" (*"Cynllun Plant a Phobl Ifanc"*) means the plan referred to in regulation 3 (2);

"Church in Wales school" (*"ysgol yr Eglwys yng Nghymru"*) has the meaning given to it by section 142 (1) of the 1998 Act;

"relevant partners" (*"partneriaid perthnasol"*) has the same meaning as in section 25 of the 2004 Act;

"relevant young persons" (*"personau ifanc perthnasol"*) has the same meaning as in section 26 (6) of the 2004 Act;

"Roman Catholic Church school" (*"ysgol yr Eglwys Gatholig"*) has the meaning given to it by section 142 (1) of the 1998 Act;

"school maintained by a local education authority" (*"ysgol a gynhelir gan awdurdod addysg lleol"*) (including any reference to a school maintained by a specific authority) has the meaning given to it by section 142 (1) of the 1998 Act.

Requirement to prepare and publish a Children and Young People's Plan

3.—(1) Each authority must prepare and publish a Children and Young People's Plan in accordance with these Regulations.

(2) In this regulation a "Children and Young People's Plan" means a plan of the kind referred to in section 26 (1) of the 2004 Act setting out the authority's strategy for discharging their functions in relation to children and relevant young persons.

Duration of plan

4.—(1) The first Children and Young People's Plan is to have effect for the period commencing on 1 August 2008 and ending on 31 March 2011.

(2) The second and subsequent Children and Young People's Plans are to have effect for the period of three years commencing on 1 April in the year when the previous plan period expires.

Timing of publication of the plan

5.—(1) The first Children and Young People's Plan must be published on or before 30 September 2008.

(2) The second and subsequent Children and Young People's Plans must be published on or before 1 April in the year in which the plan period for that plan commences in accordance with regulation 4 (2).

Manner of publication of the plan

6. The authority must publish the Children and Young People's plan by—

- (a) placing it on the authority's website;
- (b) making copies of the plan available for inspection by members of the public—
 - (i) at the authority's offices; and
 - (ii) at any other appropriate place.

Consultation

7.—(1) This regulation prescribes the consultation which each authority are required to carry out in drawing up their Children and Young People's Plan.

(2) The following must be consulted on the plan in draft—

- (a) each of the authority's relevant partners;
- (b) the Local Safeguarding Children Board for the authority's area;
- (c) the Welsh Ministers;
- (d) the head teacher and the governing body of every school maintained by the authority;
- (e) the principal of every further education college in the authority's area;
- (f) the appropriate diocesan authority for any Church in Wales school or Roman Catholic Church school maintained by the authority;
- (g) The Children's Commissioner for Wales;

- (h) the Welsh Language Board (within the meaning of section 1 of the Welsh Language Act 1993⁽¹⁾);
- (i) the local planning authority (within the meaning of section 1(1B) of the Town and Country Planning Act 1990⁽²⁾);
- (j) A National Park authority for a National Park in Wales;
- (k) members of the Children and Young People's Partnership, other than members who are required to be consulted in accordance with this regulation, including children, young people, their families and bodies representing them;
- (l) any sub group of the Children and Young People's Partnership;
- (m) the Early Years Development and Childcare Partnership (within the meaning of section 119 of the 1998 Act);
- (n) the Standing Advisory Council on Religious Education (within the meaning of section 390 of the Education Act 1996⁽³⁾);
- (o) Community Safety Partnerships if in existence in the authority's area;
- (p) Communities First Partnerships if in existence in the authority's area;
- (q) the Community Strategy Partnership if in existence in the authority's area;
- (r) the Health, Social Care and Well Being Partnership if in existence in the authority's area;
- (s) the Criminal Justice Board if in existence in the authority's area;
- (t) organisations providing services to children and young people in the Welsh language;
- (u) the Fire and Rescue Service;
- (v) the local public health team of the National Public Health Service;
- (w) Further Education providers and work-based learning providers;
- (x) School councils;
- (y) Local youth forums;
- (z) Estyn;
- (aa) voluntary organisations providing services to children and young people;

⁽¹⁾ 1993 c.38

⁽²⁾ 1990 c.8

⁽³⁾ 1996 c.56

(bb) such other persons or bodies as appear to the authority to be appropriate.

(3) In the case of the bodies referred to in subparagraphs (i) to (z) of paragraph (2) only bodies which cover the whole or any part of the authority's area are to be consulted.

(4) The authority must consult on the draft plan for a period of not less than twelve weeks.

(5) The authority must carry out the consultation by sending to every consultee a draft of the plan inviting comments on it within a specified period.

(6) The requirement in paragraph (5) to send a draft of the plan to the consultees may be satisfied by sending copies by electronic mail.

Review of the plan

8.—(1) The authority must review their Children and Young People's Plan by 30 October every year, commencing 2009.

(2) During the conduct of such a review the authority must consult such persons as they consider appropriate, having regard to guidance issued by the Welsh Ministers under section 26 (5) of the 2004 Act.

(3) The authority must publish a report of the result of the review in such manner as they consider appropriate, having regard to guidance issued by the Welsh Ministers under section 26 (5) of the 2004 Act.

Jane E. Hutt

Minister for Children, Education, Lifelong Learning and Skills

4 August 2007

Annex 4 Glossary

Abuse (emotional)

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.

Abuse (neglect)

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold, starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Abuse (physical)

The hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.

Abuse (sexual)

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including:

- physical contact, including penetrative or non penetrative acts;
- non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities; or
- encouraging children to behave in sexually inappropriate ways.

Active citizenship

Taking an active role in society and in the local community. Active citizenship is about engagement and participation. Active citizens are those who are willing, able and equipped to have an influence in public life. In relation to children and young people, active citizenship also refers to those learning opportunities which equip children and young people with the knowledge, skills and behaviours to become active citizens.

Advocacy - see Independent advocacy

Care leavers

Young people aged 16 and over who have been looked after by a local authority for at least 13 weeks since their 14th birthday.

Care and Social Services Inspectorate Wales (CSSIW)

An operationally distinct division of the Department of Public Services and Performance in the Welsh Assembly Government. The CSSIW service regulation and inspection unit is responsible for regulating over 6,000 services using the regulations and national minimum standards set by the Welsh Assembly Government. The CSSIW local authority inspection and review unit promotes improvement through evaluating the quality and effectiveness of social services in all 22 local authorities. CSSIW service analysis and improvement units for children and adults promote good practice and service development in social care and social services, and provides professional advice on these matters.

Childcare sufficiency assessment

The assessment is a measurement of the nature and extent of the need for, and supply of, childcare within each local area.

Children

Article 1 of the UN Convention on the Rights of the Child states that everyone under 18 years of age has all the rights set out in the Convention. More generally, the term “children” is used when referring to the under-10s, and “young people” of the 11-18 age range (sometimes extended up to age 25, depending on the context).

Children in need

In accordance with the Children Act 1989, a child shall be taken to be in need if:

- He/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

Children with complex needs

A child or young person has complex needs when they require services from more than two agencies, not including the universal services which all children receive.

Children and young people

Refers usually to persons aged 0-18, or persons up to the age of 25 depending on the context or age range of the service or policy in question. The under 10s are usually referred to as “children”, the over 10s as “young people”.

Children’s Commissioner for Wales

The Commissioner acts as an independent champion for children and young people in Wales, and his principle aim is to safeguard and promote the rights and welfare of children and young people in Wales. The Commissioner can review the way the National Assembly for Wales, Welsh Assembly Government and other public bodies exercise their functions in relation to children and young people. For further information see: www.childcomwales.org.uk

Children’s Information Service

Under the Childcare Act 2006, each Local Authority has a duty to provide information, advice and assistance on childcare and free nursery education places in their area. These information services must also be able to provide information to parents on what other local services (non-childcare) have to offer and how to access the available provision. The expectation is that they will be able to sign post parents to sources of national information as appropriate, such as information on tax credits.

Commissioning

In the context of health and social care services, commissioning refers to the process of securing services to address needs. It includes identifying needs, assessing potential responses and suppliers, agreeing the volume, quality and cost of the service and managing and evaluating its impact.

Community Focused School

A school which provides a range of services and activities often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Schools work with local partners to develop the provision they think suitable for their own community.

Community Health Councils

Community Health Councils have a statutory duty to review the operation of the National Health Service in the local area and to make recommendations for improvement to relevant health bodies.

Community Safety Partnerships

The Crime and Disorder Act 1998 placed a statutory responsibility on the chief officers of police and of local authorities to work with other partners to formulate and implement a community safety strategy. This led to the formation of Crime and Disorder Reduction Partnerships which, in Wales, over time have become known as Community Safety Partnerships. There are 22 Community Safety Partnerships in Wales, one in each unitary authority area. New authorities recently added - police authorities, the Fire Service and Local Health Boards.

Community Strategy

The Local Government Act 2000 places a duty on county/country borough councils in Wales to prepare community strategies for promoting or improving the economic, social and environmental well-being of their areas and contributing to the achievement of sustainable development.

Complex needs

A child or young person has complex needs when they require services from more than two agencies, not including the universal services which all children receive.

Core Aims - see Seven Core Aims

County Voluntary Council

County Voluntary Councils represent and promote the voluntary sector within their Local Authority area.

Crime and Disorder Reduction Strategy

Drawn up by Community Safety Partnerships (see above). The Police Reform Act 2002 Act requires Community Safety Partnerships to formulate and implement strategies for combating substance misuse, alongside those for crime and disorder; it thus gives statutory backing to substance misuse strategies for the first time and also highlights the very clear links between drugs and crime.

Cymorth

Assembly Government Grant scheme that funds preventative interventions that promote physical, intellectual, social and emotional development particularly in disadvantaged areas, based on plans submitted annually by Children and Young People's Partnerships. Cymorth also provides much of the revenue for a programme of integrated centres in each local authority area.

Disabled child

A child who is restricted or lacks ability (due to an impairment) to perform an activity in a manner or range considered normal for a child of a similar age.

Early preventative interventions - see prevention

Early Years Development and Childcare Partnership

Early Years Development and Childcare Partnerships plan local education provision for children below compulsory school age, and plan childcare for children aged from 0 to 14. There is one partnership per local education authority area.

Estyn

Estyn is the office of Her Majesty's Chief Inspector of Education and Training in Wales. Its overall aim is to raise standards and quality of education and training in Wales through inspection and advice, in support of the vision and strategic direction set out by the Welsh Assembly Government.

Evaluation

An in-depth study which takes place at a discrete point in time to form a judgement on the value of an intervention, to analyse a project, programme, or policy to assess how successful or otherwise it has been, and what lessons can be learnt for the future. Typically, evaluations are interested in addressing "what works for whom in what context".

Flying Start

Flying Start is a specific grant to local authorities, launched by the Welsh Assembly Government in 2006-07 and running initially until the 2010-2011 financial year. It aims to make a decisive difference to the life chances of children aged 0-3 in the areas in which it runs.

Foundation Phase

The Foundation Phase is a new approach to the learning opportunities for 3 to 7-year-olds. It combines the Desirable Outcomes for Children's Learning before Compulsory School Age and Key Stage 1 of the National Curriculum. The statutory rollout of the Foundation Phase will start in September 2008 with 3 to 5 year-olds.

Funky Dragon

Funky Dragon is the Children and Young People's Assembly for Wales, established as a charity in 2004. It is a young people led organisation, core funded by the Welsh Assembly Government. Its main aim is to provide an opportunity for 0-25 year olds to get their voices heard on issues that affect them.

Health Behaviour in School-aged Children (HBSC) Study

A cross-national research study conducted in collaboration with the World Health Organisation Regional Office for Europe, with 41 countries/regions across Europe and North America participating in 2005/06. The study aims to gain new insight into, and increase understanding of, young people's health and well-being, health behaviours and their social context. The findings from the HBSC surveys are used to inform and influence health promotion and health education policy and practice at national and international levels.

Healthcare Inspectorate Wales

The Healthcare Inspectorate Wales (HIW) was established on 1 April 2004 and its purpose is to promote continuous improvement in the quality and safety of patient care within NHS Wales. To fulfil this purpose, HIW undertakes reviews and investigations into the provision of NHS funded care, either by or for Welsh NHS organisations.

Health, Social Care and Wellbeing Partnerships

Health, Social Care and Well-being Partnerships consist of the Local Authority (LA) and Local Health Board (LHB) in an area that must work together to formulate and implement the Health, Social Care and Well-being Strategy for their community.

Health, Social Care and Wellbeing Strategies

There is a joint statutory duty on each Local Health Board (LHB) and Local Authority (LA) in Wales to formulate and implement a Health, Social Care and Well-being Strategy for the members of the public in the LA's area. From April 2008, each Strategy will run for 3 years to align with Children and Young People's Plans (2008-11).

Impact assessment

Impact is a general term used to describe the effects of a programme on society. Impacts can be either positive or negative and foreseen or unforeseen. Initial impacts are called results, whilst longer-term impacts are called outcomes. An impact assessment assesses the overall longer-term effect of a programme.

Independent advocacy

An individual or service that acts exclusively on behalf of the child or young person and has no conflict of interest or pressures. For example, they should have sufficient independence and distance from policy making, service provision, complaints procedures, planning and resources.

Input measures

These quantify the human and financial resources involved in the implementation of an intervention.

Intervention

A generic term used to cover all public actions.

Joint commissioning

Arrangements for one or more agencies or bodies (statutory or independent) to commission a service or services for an individual or client group.

Joint needs assessment - see needs assessment/ needs analysis

Local Development Plans

The Planning and Compulsory Purchase Act 2004 requires that local planning authorities move away from the old style plans known as Unitary Development Plans (UDPs) and replace them with new Local Development Plans (LDPs). LDPs are subject to an Annual Monitoring Report (AMR) and a full review every four years.

Learning difficulty

Learning difficulty is a term used to describe any one of a number of barriers to learning that a child may experience. Children with learning difficulties may find activities that involve thinking and understanding particularly difficult, and many need support in their everyday lives as well as at school. This broad term can cover a wide range of needs and problems, including dyslexia and behavioural problems. A child who has such a learning difficulty is also defined as being a child with special educational needs.

Although learning difficulty is the preferred term within education, the term learning disability is also widely used elsewhere, particularly by health services and some voluntary sector organisations when referring to adults. Some people use the two terms as though they are interchangeable.

Learning Pathways

'Learning Pathways 14-19' is a Welsh Assembly Government initiative committed to the transformation of learning provision for all young people in Wales, providing a wider range of experiences which will suit the diverse needs of Wales' young people.

Learning Pathways 14-19 Network Development Plans

14-19 Networks are groups of strategic organisations, learning providers and learners within a local authority area. They secure a range of programme and support necessary to ensure learners have access to all elements of Learning Pathways at age 14-19. Each has produced a Network Development Plan.

Local Criminal Justice Board

At a local level, the work of the Criminal Justice System agencies is co-ordinated by Local Criminal Justice Boards (LCJBs) across England and Wales. These boards bring together the chief officers of the CJS agencies to co-ordinate activity and share responsibility for delivering criminal justice in their areas. There are three four in Wales: North Wales, Dyfed Powys and South Wales.

Local Development Plan

The required statutory development plan for each local planning authority area in Wales that is subject to independent examination.

Local Health Boards (LHBs)

The 22 Local Health Boards (LHBs) were established on 1 April 2003 following the abolition of the 5 Local Health Authorities and their boundaries are coterminous with Local Authority boundaries. The prime responsibilities of LHBs are to assess the health needs of their population and meet those needs by securing health services;

Local Safeguarding Children Boards (LSCBs)

Local Safeguarding Children's Boards (LSCBs) replaced Area Child Protection Committees in Wales from 1 October 2006. The Children Act 2004 defined the objectives of LSCBs as:

- to co-ordinate what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the authority by which it is established; and
- to ensure the effectiveness of what is done by each such person or body for these purposes.

Local Service Boards

Local Service Boards have been established in each local authority area to agree and deliver a set of priority actions. These actions are expressed in a Local Service Agreement signed by the partners and the Welsh Assembly Government address key service outcomes for the local community. The Board is the local leadership team, comprising elected, appointed, executive and non-executive members of the statutory authorities, the voluntary and private sectors, and other key stakeholders, working as equal partners and taking joint responsibility for connecting the whole network of public services in an area.

Looked after child

A child or young person (less than 18 years old) who is in the care of a local authority under a care order by the courts, or accommodated

under a voluntary arrangement as a result of there being no person who has parental responsibility, he/she is lost or abandoned, or the person caring for him/her being prevented from providing him/her with suitable accommodation or care.

Monitoring

The continuous process of examining the delivery of programme outputs to intended beneficiaries, which is carried out during the execution of a programme with the intention of immediately correcting any deviation from operational objectives. Involves the systematic collection of financial, management and outcomes information during implementation. This information should be fed back to allow the necessary steps to be taken to ensure benefits from the policy or project are realised and often generates data which can be used in evaluations. Evaluation, on the other hand, is carried out at a discrete point in time, and consists of an in-depth study.

National Offender Management Service (NOMS)

Part of the Ministry of Justice, NOMS is the system through which the UK Government commissions and provides the highest quality correctional services and interventions in order to protect the public and reduce re-offending. There is a Wales office, headed by a Director of Offender Management, responsible for delivering a reduction in re-offending and the management of offenders in Wales.

National Public Health Service for Wales

The National Public Health Service for Wales (NPHS) provides the resources, information and advice to enable the Welsh Assembly Government, Health Commission Wales, Local Health Boards, Local Authorities and NHS Trusts to discharge their statutory public health functions. To do this, the NPHS delivers a full range of public health services, seeking to:

- Improve the health and wellbeing of the people of Wales and reduce inequalities in health;
- Protect against existing, new and emerging diseases and health threats; and
- Contribute to improvement in health and social care services.

National Service Framework

The National Service Framework (NSF) for Children, Young People and Maternity Services was launched in September 2005. It sets out the quality of services that children, young people and their families have a right to receive, and sets out over 200 specific key actions which will deliver standards of service in health, social care, and other local government services (education, transport and environment), from before birth to adulthood. Implementation of the NSF is a joint requirement for the NHS and local authorities in partnership with other key local stakeholders.

Needs

The socio-economic problems which an intervention aims to address, expressed from the point of view of its target population. For example, the need to improve job opportunities for long-term unemployed workers who may suffer from a lack of relevant skills.

NHS Trusts

NHS Trusts are statutory bodies that provide a range of integrated hospital and community services. There are 14 NHS Trusts in Wales and their boundaries, excluding Powys, where the roles of LHB and Trust are combined are coterminous.

Needs assessment/ needs analysis

Needs are the socio-economic problems which an intervention aims to address, expressed from the point of view of its target population. For example, the need to improve job opportunities for long-term unemployed workers who may suffer from a lack of relevant skills.

Objectives

The desired effects of an intervention.

Outcomes/ Outcome Measures

The longer-term impact, usually expressed in terms of broad socio-economic consequences, which can be attributed to an intervention (e.g. a reduction in the number of long-term unemployed).

Output/ Output measures

The goods and services produced by an intervention (e.g. training courses for the long-term unemployed).

Parents

A “parent” is anyone who undertakes a parenting role. This can include mothers and fathers, foster carers and adoptive parents, step-parents, and grandparents. All of these play a crucial role in giving the children in their care a flying start in life, providing the best basis for children and young people’s growth and development. Local authorities also act as corporate parents for children and young people in care.

Parent Networks

Parent Networks take various forms, but one of their main purposes is to help parents have a voice in decision-making at a strategic level. They also have a role in providing support, information and events for parents.

Participation

Participation of children and young people is been defined in Wales as: “Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect. Having a voice, having a choice.”

Participation Consortium/ Participation Unit

The Participation Consortium consists of statutory and voluntary sector organisations committed to ensuring that participative practice is embedded across these sectors in Wales. Members of the Consortium share ideas and good practice around participation, and have developed a set of principles and standards for children and young people’s participation. The Participation Unit has been established to take this work forward. The Consortium and Unit are hosted by Save the Children Cymru, and funded by the Welsh Assembly Government.

Participation standards

The National Standards for Children and Young People's Partnerships are seven quality standards that can provide a means for inspecting and assessing participatory practice. They have been consulted upon and endorsed by young people in Funky Dragon, and by the Welsh Assembly Government. They were launched in January 2007.

Performance measurement

The use of statistical evidence to determine progress toward specific defined organisational objectives.

Personal and Social Education (PSE)

Part of the basic curriculum for all registered pupils at maintained schools who are of compulsory school age. PSE comprises all that a school or college undertakes to support and promote the personal and social development and well-being of its learners. It is the responsibility of schools to deliver a broad, balanced programme of PSE to meet the specific needs of learners. In reviewing and developing existing PSE provision for 7-19 year olds, schools should have regard to the PSE Framework produced by the Welsh Assembly Government.

Policy development

Policies are set of activities, which may differ in type and have different direct beneficiaries, directed towards common general objectives. Policies are not delimited in terms of time schedule or budget. Policy making is the process by which governments translate their political vision into programmes and activities to deliver 'outcomes' - desired changes in the real world.

WHO definition: "an agreement or consensus on the issues, goals and objectives to be addressed, the priorities among those objectives and the main directions for achieving them."

Pooled funding

One of the long-term objectives of community planning is a more co-ordinated allocation of resources towards communities' needs. This may result, over time, in the pooling budgets and resources for individual projects, as well as more integrated service delivery.

Process measures

Process measures are measures of activity, outputs or resources consumed. At best they measure activity not outcome.

Process measures, in particular cost, time and quantity, are relatively easy to measure because they can be readily sourced.

Proxy measures

Proxy measures are “next best” or surrogate measures, and are incomplete in that they possess only a limited set of the attributes needed to define performance.

Prevention

Used to describe services or strategies that are intended to prevent problems arising.

Respite care

Care that is provided on a short term basis so that carers can have a break from caring. The term “short breaks” is sometimes used for shorter periods of care for a few hours or a couple of days. The term “respite” usually means longer periods of alternative care. Respite care is therefore care that is given to one person for the benefit of another person, the carer. The experience of respite care should be a positive one for both the carer and the cared for person.

Review

A wide-ranging investigation that looks at whether programme or policy objectives themselves remain valid. Reviews may be designed to focus on a single programme or policy, on a themed basis (e.g. grant schemes, social inclusion, etc.), or on the role of an organisation.

Rights - see UN Convention on the Rights of the Child

Safeguarding

A relatively new term which is broader than “child protection” as it also includes prevention. Safeguarding has been defined as:

- Protecting children from abuse and neglect, preventing impairment of their health or development, and ensuring that they receive safe and effective care, so as to enable them to have optimum life chances.
- All agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and
- Where there are concerns about children and young people's welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies.

Self Assessment Audit Tool (SAAT)

The Self Assessment Audit Tool (SAAT) is designed to enable local partners to jointly assess and monitor their progress with each of the action points in the National Service Framework for Children, Young People and Maternity Services (NSF), and to report on progress to the Welsh Assembly Government.

Seven Core Aims for Children and Young People

The Welsh Assembly Government's overarching aims for children and young people, each based on Articles in the UN Convention on the Rights of the Child. The Seven Core Aims underpin all the Assembly Government's work with and for children and young people in Wales, and provide a common framework for planning for children and young people throughout Wales, at national and local level.

School councils

A school council is a representative group of pupils elected by their peers to discuss matters about their education and raise concerns with the senior managers and governors of their school. It has been a legal requirement for all maintained primary (apart from nursery and infant schools), secondary and special schools in Wales to have a school council since 1 November 2006.

Social inclusion

Social Justice is at the heart of the Welsh Assembly Government's objectives. It is the principle that everyone is entitled to enjoy a basic set of human rights, standards of treatment and level of material welfare regardless of differences in economic position, class, gender, ethnicity, age, sexual orientation, religions affiliation, health etc.

Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty (refer) which calls for special educational provision to be made for them.

Stakeholders

The various individuals and organisations who are directly and indirectly affected by the implementation and results of a given intervention, and who are likely to have an interest in its evaluation (e.g. programme managers, policy-makers, the programme's target population).

Statutory PIs

Performance indicators (PIs) are quantifiable measures used to monitor performance and report progress. They also facilitate learning.

Sustainable development

Sustainable Development is about ensuring that everything we do can be maintained in the future, especially ensuring the well-being and better quality of life for everyone now and for generations to come: it means planning for the long term. It also means considering impacts beyond the local area and ensuring the full integration of social, environmental and economic dimensions of development.

Targets

Targets specify time bound desired levels of improvement.

UN Convention on the Rights of the Child (UNCRC)

The UNCRC is an international convention that draws together the rights of children and young people up to the age of 18. It was adopted by the United Nations General Assembly on 20 November 1989, and was ratified by the UK on 16 December 1991. The Welsh Assembly Government has adopted the Convention Rights as the underpinning for all its work with and for children and young people in Wales. Its Seven Core Aims for Children and Young People are each based on the UN Convention Articles.

Universal service provision

Provision to which everybody is entitled by law, such as National Health Service provision and compulsory education for children and young people up to the age of 16.

Young carers

According to the Carers and Disabled Children Act 2000, a “young carer” is someone aged under 18 who takes responsibility for someone who is ill, disabled, elderly, experiencing mental distress or affected by substance use, or substantial responsibility for caring for a sibling.

Young people

Usually refers to 11-18 year olds, but sometimes used up to the age of 25.

Youth forum/ youth council

Most local authorities in Wales have set up youth forums or youth councils to help young people at a local level to develop the skills and confidence to put forward their views in meeting where adults are making decisions.

Youth Justice Board

The Youth Justice Board for England and Wales (YJB) is an executive non-departmental public body whose 112 board members are appointed jointly by the Secretary of State for Justice and the

Secretary of State for Children, Schools and Families. The YJB oversees the youth justice system in England and Wales, working to prevent offending and re-offending by children and young people under the age of 18, and to ensure that custody for them is safe, secure, and addresses the causes of offending behaviour. The YJB reports on the performance of the youth justice system to the Home Secretary Ministry of Justice and the Department of Children, Schools and Families through the youth justice plans submitted by each Youth Offending Team (YOT) and through the collection of performance data. The YJB in Wales also convenes the Wales Youth Justice Committee with the Assembly Government.

Youth Justice Plan

Youth Offending Team (YOT) management boards Teams (YOTs) are required to prepare oversee the preparation of a Youth Justice Plan under section 40 of the Crime and Disorder Act 1998. The Youth Justice Plan is the primary document for YOT management boards YOTs to set out how they will deliver against the Youth Justice Board's Performance Management Framework for YOTs. The plans are designed to be useful planning tools for YOTs, but they also provide useful and comparable information to the Youth Justice Board about the activities of YOTs. Youth justice plan guidance is issued by the Youth Justice Board and includes the need to cross reference to the seven core aims and Young People's Partnerships. The guidance is being revised for 2008 onwards and will be developed for Wales in the light of relevant Assembly planning requirements as well as those relating to criminal justice.

Youth Offending Teams

There is a YOT in every local authority in England and Wales, made up of representatives from the police, Probation Service, social services, health, education, drugs and alcohol misuse and housing officers. The Crime and Disorder Act 1998 requires that each local authority Chief Executive oversees in their area the setting up of a multi agency Youth Offending Team, led by a steering group comprising representatives of the Police, Probation Service, Social Services, Local Education Authority and Health Authority. These steering groups have now developed into YOT management boards, which in all parts of Wales oversee the prevention of youth offending and the production by YOTs of an annual statutory youth justice plan. YOTs assess the needs of each young offender to identify the

specific factors that underlie offending behaviour, facilitate suitable programmes to prevent further offending and supervise those serving community penalties.

Youth Support Services

These are defined, in the Learning and Skills Act 2000, as services which will encourage, enable or assist young persons (directly or indirectly) to:

- participate effectively in education or training;
- to take advantage of opportunities for employment; or
- participate effectively and responsibly in the life of their communities.

Youth Service

This comprises the provisions by the local authority and the vol sector of non formal service to young people carried out in a range of settings which is underpinned by the following characteristics:

- voluntary involvement of young people who have chosen to engage in the process;
- Age specific (11-25);
- Being driven by young people - first approach; and
- A universal approach.