

# The Edinburgh Children's Partnership Children's Services Plan 2017 to 2020



## Annual Report for Year 1 2017-18

## **Introduction**

This is the first annual report by the Edinburgh Children's Partnership setting out the progress made in delivering the vision and outcomes set out within our three year Children's Services Plan (2017 to 2020).

Statutory Guidance on Part 3 (Children's Services Planning) of the Children and Young People (Scotland) Act 2014, requires that each local authority, here being the City of Edinburgh Council, and the relevant partner health board, here being NHS Lothian, must publish an annual report demonstrating:

- How children's and related services have been provided in accordance with the aims and objectives we set in our Children's Services Plan.
- That our service provision has achieved the five aims of statutory children's services planning (see Appendix 1).

This report contains the following sections.

### **What we said we are going to do**

A summary of the vision, strategic outcomes and objectives and the core principles underpinning the work we do with children, young people, families and communities as set out in the Children's Services Plan 2017-20.

### **How we will know we are making progress**

A description of the governance and reporting arrangements put in place to ensure we are able to monitor and communicate the progress of work within the plan.

### **The progress we have made in the past year**

A description, structured around the five strategic outcomes, of what has been working well for partners and achievements during the first year of the plan alongside some of the key challenges being faced.

### **The priorities for the next year**

A summary of the key priorities for the year ahead emerging from the ongoing work within the plan as well as from the various self-evaluation and engagement activities undertaken by partners.

## What we said we are going to do

At the heart of this Children's Services Plan is an ambition to create a child friendly city, where children and young people's rights are respected. There is also a focus on restorative practice, where preventing problems becomes as important as dealing with crisis.

The aims of this plan are aligned with the Edinburgh City Vision 2050. Children and young people across the city helped shape this vision and the things they said that were most important to them are education and schools; physical and mental health; transport and cycling; sport and physical activity; and housing. Delivery of this Edinburgh Children's Services Plan will ensure that children and young people's views are responded to.

The Edinburgh Children's Partnership's vision is:

*'Edinburgh's children and young people enjoy their childhood and achieve their potential'*

Towards delivery of this vision, our work is structured around five Strategic Outcomes which sit at the heart of all our planning along with 25 improvement objectives. Over the period 2017 to 2020, the Children's Partnership is committed to ensuring that Edinburgh is a city in which:

1. Every child will have the best start in life.
2. Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
3. Every child and young person will have good wellbeing and achieve the best possible health.
4. Equity amongst children and young people and their families will be advanced.
5. Children and young people, their families and their communities will be empowered to improve their wellbeing.

This plan is built around a set of core principles that guide everything we do as a Partnership. We are committed to ensuring that we:

- Place Children and young people at the centre of practice
- Focus on strengths and building resilience
- Prioritise prevention
- Improve fairness
- Listen to and respond to children and young people

Appendix 2 summarises this vision and the 25 objectives sitting underneath the five strategic outcomes.

## **How we will know we are making progress**

The Edinburgh Children's Partnership is responsible for coordinating delivery of the improvement actions and objectives outlined in our plan. The Partnership, which meets on a bi-monthly basis, comprises representatives from the City of Edinburgh Council, the voluntary sector, NHS Lothian, the Scottish Children's Reporter Administration, Police Scotland and Edinburgh College.

To take forward the delivery of the plan and reporting progress on this, joint strategic leads were identified for each outcome from across the partners. Additionally leads, joint where possible, were identified for each of the 25 objectives.

A schedule of progress briefings across the year was established to allow joint strategic leads to update the Partnership. These briefings included what is working well, what is a key challenge and what are children, young people and the wider community telling us. These briefings were also an opportunity to seek further support from the Partnership if required and to set out the priority actions for the year ahead.

The Partnership meetings also allow for reports relating to any of the objectives, core principles or other wider developments to be presented and discussed.

In addition to the progress briefings and associated papers, the Partnership looked to establish a set of indicators that could be used to provide another view of progress across the strategic outcomes and objectives set out in the plan.

As the plan progresses it is expected that these, and other measures where available, will be used to complement the narrative provided through the progress briefings to communicate progress towards achieving the strategic outcomes of the plan.

The set is provided in Appendix 3.

Additionally a Self Evaluation and Improvement Group (SEIG), chaired by the Executive Director of Communities and Families within the council, was established. The purpose of this group being to oversee and co-ordinate ongoing self-evaluation work around the strategic outcomes set out within the plan and to consider wider improvement activity taking place.

## The progress we have made in the past year

The following sections set out for each strategic outcome and related objectives what has been working well and what the key challenges are.

### Strategic Outcome 1

#### Every child will have the best start in life

Objectives
Implement the new universal pre-birth to pre-school pathway
Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140
Improve early years pathways for young disabled children
Improve partnership working in the provision of early years services
Increase the percentage of children across all SIMD quintiles reaching developmental milestones

#### *Implement the new universal pre-birth to pre-school pathway*

##### What is working well

The Scottish Government has introduced a new Pathway of care which increases the universal contacts and developmental and wellbeing assessments to all families. In Lothian, women booking from maternity care from October 2016 onwards were in the new pathway model. Babies born from May 2017 commenced the increased home visiting and developmental assessment model. 40% of 0-5 children in Edinburgh are on the new pathway model at March 2018, compared to the baseline of 0% at April 2017 (when the model had not commenced in Lothian). All babies born from May 2017 are on pathway, and babies who turned 13-15 months of age from May 2017 are on the new pathway. Older children remain on the older model and will progress as before.

##### What the key challenges are

The service redesign of health visiting is a significant transformational change, for both increasing the qualified health visitor workforce numbers and change in model of delivery. Such a change takes a longer period of time, and therefore the challenge continues to be to co-ordinate the growth in delivery of the pathway with growth in workforce. NHS Lothian continues their implementation and anticipates steady progress to full health visitor numbers and pathway implementation.

#### *Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140*

##### What is working well

The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children. 216 settings provide funded Early Learning and Childcare (ELC). This is made up of 98 local authority and 118 partner provider settings. 17 local

authority settings are open all year round and the rest are open term time only. Almost all partner providers are open all year round.

In August 2017, 25 local authority settings started phasing in the increased hours with approximately 1,000 children having access to the expanded service. A further 71 children are accessing the additional hours through a blended model of delivery where they attend nursery for part of the day and a forest kindergarten for the remainder of the session. The phase 1 expansion settings have reviewed progress and evaluated early impact. Overall feedback was positive with settings reporting the increased hours had allowed more time to extend children's learning and provided more opportunities to enhance social skills e.g. lunch time routines. Learning environments have been enhanced across the early year's estate. As well as our ongoing new build programme, we have refurbished many settings to provide high quality environments to support children's learning both indoors and outdoors.

#### **What the key challenges are**

Delivering 1140 across all early years settings requires a significant increase in the early year's workforce. Approximately 700 additional staff will need to be recruited for local authority settings. An Edinburgh city 1140 expansion plan was submitted to Scottish Government, which outlines the estimated cost of our model for expansion in Edinburgh. There is a significant funding gap between our local expansion estimates and the allocated SG funding. A potential risk is that we will be less able to provide models of delivery for the 1140 hours to support parents being able to access work. Information on ongoing annual funding from 2020 is limited, which is impacting on building a sustainable infrastructure and workforce.

#### ***Improve early years pathways for young disabled children***

##### **What is working well**

Our Additional Support for Learning Service (ASLS) has established locality based multi-disciplinary early years teams, working closely with allied health professionals to meet the needs of pre-school children including those making the transition to primary 1. The team supports families through the transition service, working with children and parents at home as well as working directly in the early years or school setting. The service provides post-diagnosis training and support for parents whose children are diagnosed with autism, teaching them how best to respond to need, signposting them to relevant services and setting up support networks with parents. Staff working in early years settings are trained by experienced ASLS workers in how best to respond to children with a range of disabilities.

##### **What the key challenges are**

ASLS staff have high caseloads and the level of need is increasing due to population growth and better diagnosis of autism. The service is developing models of advice and consultancy work in order to maximise the effectiveness of staff and the impact of their work on outcomes for families.

#### ***Improve partnership working in the provision of early years services***

##### **What is working well**

We currently have 118 Funded Providers in partnership with the City of Edinburgh Council to deliver funded ELC to approximately 4,000 (40%) of eligible 2-4 year olds. Edinburgh has 35 voluntary playgroups and 10 are in partnership with the council. All voluntary playgroups can access support and advice from a designated member of the central early year's team and they can apply for a council grant to fund resources and the development of their indoor and outdoor learning environments. 15 Third Sector projects in receipt of 3-year funding until 31st March 2019 have an early year's remit supporting families with children under 5 years. These Early Years projects are located across the City and offer a range of early intervention services.

**What the key challenges are**

The expansion of early years provision linked to the 1140 hours means that the demand for early year's workforce is higher. To improve partnership working, we must ensure that sector variation in terms and conditions does not have unintended impacts on staffing within partner providers. Training and joint planning, with a phased approach to increasing the 1140 provision is aimed to partially reduce this risk. Approximately 40% of children entitled to funded early learning and childcare attend our partner provider provision. There is a level of uncertainty about future partner provision due to concern about the hourly rate they are paid to deliver an increase in funded ELC.

***Increase the percentage of children across all SIMD quintiles reaching developmental milestones***

**What is working well**

We have robust data on the uptake of this assessment for children and the developmental outcomes for children at this point in their early years. We have a data system where we can explore this at area level and explore variations in SIMD, neighbourhoods, and explore areas for increased joint effort e.g. communication development, child healthy weight. The uptake of the 27-30 month assessment in Edinburgh city is 83.1% in 2016/17 and the percentage of children assessed, with no developmental concerns for the same year was 70.2%.

**What the key challenges are**

The key challenge for 18/19 is to continue to transition from a clinic based assessment by a nursery nurse or staff nurse to an assessment in the home by a health visitor. This will progress more rapidly in the latter quarter of 18/19 when health visitor numbers move into new higher numbers.

An ongoing key challenge is to increase reach to the families with highest vulnerability who have previously not attended for appointments. This will be aided by the home visiting outreach model and continuity of relationship with their health visitor.

## Strategic Outcome 2

### Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced

Objectives
Deliver school improvement plans that are effective across the four areas of the National Improvement Framework
Reduce the poverty-related attainment gap through the Pupil Equity Fund
Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities
Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey
Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations

#### ***Deliver school improvement plans that are effective across the four areas of the National Improvement Framework***

##### **What is working well**

All schools currently plan for improvement to meet the national priorities. These processes have been in place for many years: all schools have well-embedded processes in place. Plans are submitted following self-evaluation and make clear reference to national and local guidance. In many cases the plans make reference to the school Working Time Agreements which underpin the professional actions necessary to deliver improvement actions. Revised guidance will provide greater autonomy for headteachers to prioritise which improvement objectives are to be delivered in which year, over a three-year planning cycle.

Almost all schools identified through the Scottish Attainment Challenge are making very good progress in setting specific, measurable targets, following intensive support in the use of improvement methodology and additional resource from Attainment Advisors. This methodology has been rolled out beyond SAC schools and will be an area for further activity in subsequent sessions.

##### **What the key challenges are**

Using data, including SIMD, comparators and virtual comparators to determine targets and set measurable next steps.

Ensuring appropriate professional learning, including collaborative practitioner enquiry underpins improvement activity.

Ensuring collegiate hours (Working Time Agreement) are available to underpin work.

Developing cluster-wide and locality-wide approaches to the planning and delivery of services.



### ***Reduce the poverty-related attainment gap through the Pupil Equity Fund***

#### **What is working well**

All schools have planned to reduce impact of poverty through PEF plans though some actions have not yet been taken forward due to shortages in staffing. The need to ensure compliance with national and European legislation has resulted in good levels of central support. Until now, measurement of the poverty related attainment gap has been left to individual schools resulting in a mixed picture of targets and actions. Stretch aims for the City have recently been agreed and a pilot is underway in two clusters: Liberton and Castlebrae, to identify how best to support schools to make use of data to refine actions. These stretch aims cover attainment in literacy and numeracy in P1, P4, P7 and S3.

#### **What the key challenges are**

Securing resources, particularly staffing to meet the aims identified in plans.

### ***Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities***

#### **What is working well**

There is a strong shared understanding across schools and their partners of pathways to support children with additional support needs to progress and achieve their potential in education. These pathways are supported by the Additional Support for Learning (ASL) Family Support Service.

There are good arrangements for assessing support needs and child planning for children in need in place in almost all schools and there is a well established, systematic approach to training school leaders in child planning which is subject to continuing improvement.

Local relationships are developing between Educational Psychologists, Additional Support for Learning service leaders, schools and practice teams which are beginning to enable stronger early intervention and support for children and young people with additional support needs.

Strategic planning for special schools has led to increased capacity for children with a disability requiring specialist provision in response to demographic change.

#### **What the key challenges are**

All schools will implement effective approaches to recording, tracking and monitoring with learners whose progress and wellbeing is at risk due to poverty, social circumstances, protected characteristics or other additional needs.

The ASL Service and partners will support schools to develop flexible learning pathways to reduce number of pupils on part-time timetables.

Developing collaborative cluster-wide and locality-wide approaches to planning and delivery of improvements.

***Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey***

**What is working well**

Schools college partnership groups have helped informed curriculum development to meet the needs of students and employers.

The college leadership team have introduced guaranteed places for all eligible school leavers. Schools will have direct access to our tracking system to enable them to monitor the status of each pupil and ensure that effective provision is put in place to support their transition.

The college Academies programme is a successful project which reflects constructive partnership working between universities, the college, employers and schools.

**What the key challenges are**

Developing appropriate college offers that will ensure young people make the right choice, right offer and have the right support. A Senior Phase Academy is being scoped.

***Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations***

**What is working well**

Skills Development Scotland (SDS) has strong partnerships across the mainstream schools in Edinburgh with processes in place to support young people via the SDS service offer in school.

In line with continuous improvement SDS and schools will come together in localities to review the strategic and policy information and share good practice. School Depute Headteachers also have the opportunity to meet with SDS Team leaders on an individual basis to discuss key strategic requirements for their own schools.

At an operational level our careers advisers are in school delivering against our service offer. Early intervention from P7/S1 supports the idea of improving sustained destinations for young people as they get the support quicker.

We are at the early stages of scoping alternative pathways for young people in late broad general education. This will work with partners, including police, employers and 3rd sector to provide local, targeted support to maintain young people within the 'system'.

**What the key challenges are**

Recent statistics demonstrate a drop in the number of positive destinations with particular challenges emerging for the S5 cohort in certain schools. Work is underway to analyse issues. Where good practice occurs, robust processes are in place to identify and support young people, with good use of the SDS data hub and strong relationships. Focus visits are due to start in April with good practice being disseminated thereafter.

SDS are keen to work in partnership with schools to improve, for example, 16 plus arrangements in schools where required and take a transition team approach to working with young people so a full team approach with early handovers to the post school team are in place.

## Strategic Outcome 3

### Every child and young person will have good wellbeing and achieve the best possible health

Objectives
Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations
Improve the quality of drugs and alcohol prevention work and substance misuse services
Minimise the need for children and young people to become looked after and improve the balance of care
Reduce the number of children who are overweight or obese, or malnourished
Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan

#### *Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations*

##### **What is working well**

There is a multi-agency approach to developing recommendations around improving mental health services in Edinburgh and this has been underpinned by robust analysis, stakeholder engagement and review of current evidence and literature.

Commitment to mental health is demonstrated through the agreement to implementing the review recommendations, including:

- Realigning the Child and Adolescent Mental Health Services Outpatient Teams to four locality teams.
- Ensuring emotional wellbeing support is available on a 1:1 and group work basis for children and young people in each locality.
- Introducing a pilot service for young adult services to increase uptake and engagement for young people in transition and young people accessing support for the first time.
- Ensuring that appropriate interventions are available at A &E for children and young people and that staff are cognisant of issues relating to children and young people's mental health and wellbeing.
- Ensuring that appropriate interventions are available within secure settings or there are clear and agreed pathways for children and young people and that staff are trained and supported in relating and responding to children and young people's mental health and wellbeing.

We are working in partnership with Young Edinburgh Action to ensure the young person's voice is active in the work we do and ensuring their involvement in monitoring and evaluating progress and that what was said by young people at the 'Piece of Mind' event is embedded.

All schools are part of the National Improvement Framework (NIF) to address Health and Wellbeing for pupils, including mental health and wellbeing. Schools are actively supporting steps towards specifically improving mental health and wellbeing outcomes for pupils by accessing training, resources and encouraging greater use of Pupil Surveys. All schools are encouraged to use A Young People's Mental Health Survey which is available in all schools.

We have developed a multi-agency anxiety pathway for emotionally based school refusal which includes training staff in low intensity anxiety management – a staff supported model. So far 33 members of staff have been trained in Low Intensity Anxiety Management (LIAM) with further training being planned.

We ensure access to targeted parenting interventions (Incredible Years and Triple P) for parents and carers of preschool and primary aged children. In this academic year 2017/2018 we will have run 17 groups.

#### **What the key challenges are**

Ensuring children and young people with the longest wait are seen whilst realigning Child and Adolescent Mental Health Services Outpatient Teams.

Increased partnership working between agencies is challenging as it takes time to build relationships, trust, and appreciate what each other is doing.

#### ***Improve the quality of drugs and alcohol prevention work and substance misuse services***

##### **What is working well**

The Edinburgh Alcohol and Drugs Partnership (EADP) has a high level aim that children and young people's health and wellbeing is not damaged by alcohol and drugs. The EADP has three work streams for children and young people.

##### **1. Developing Services for Children / Young People with Alcohol/Drug Problems:**

The Young People's Substance Use Services (YPSUS) network has recently been launched with a single point of referral and allocation for young people seeking support. This rationalises the provision by ensuring that one service covers each locality in the city and offers comparable services. Funding for the services comes from a range of council, NHS, EADP and grant-giving body sources and offering a co-ordinated service has been a long-standing problem.

##### **2. Preventing of Alcohol and Drug Problems amongst Young People:**

We have recently finalised guidance for all schools on drug and alcohol education (i.e. the messages provided to all pupils, largely by teachers). This aims to standardise the quality of approaches, as in the past some fear inducing approaches have been found to be ineffective and have a negative impact. The new guidance aims to guide teachers towards those which are thought to be more likely to have a preventative effect.

##### **3. Improving Services for Children Affected by Parental Substance Use:**

Circle services are now co-located in the hubs in all four localities and work increasingly closely with adult treatment. They offer intensive assessment of and

support with parenting for parents with substance misuse. Sunflower garden is available to offer 1:1 support to the children and young people themselves.

**What the key challenges are**

YPSUS continue to focus on how their services reach those children and young people who are in high risk groups or harder to reach – those in care, involved in the criminal justice system, excluded from school etc. In addition, they wish to ensure that the structured psychological therapies are consistently available for young people at risk of or experiencing problematic substance use.

Alcohol use in the Scottish society continues to be a challenge for all and Edinburgh has seen an increase in hospital admissions for alcohol related reasons in young people. The number and rate of drugs or alcohol related presentations in A&E for young people aged under 18 in Edinburgh has also shown a rising trend in recent years.

We will explore this in 2018/19 and work on areas of prevention using a quality improvement approach to learn what may be effective in reducing the risk to young people from substance use.

***Minimise the need for children and young people to become looked after and improve the balance of care***

**What is working well**

The number of Looked After Children has reduced to its lowest level since 2011. The service has significantly reduced the numbers of children in secure accommodation. We have recruited a small pool of carers specifically for unaccompanied asylum-seeking children. Preventive services such as Family Group Decision Making are building strengths in families, allowing more children to live safely at home or within their own family networks.

**What the key challenges are**

The number of unaccompanied asylum-seeking children who are looked after in Edinburgh has increased significantly in the last two years and their placements in our residential units has created a lack of capacity for some other children. The service has been addressing this with appropriately supported shared living alternatives to meet the needs of UASC aged over 16. The service will also be reviewing its residential care provision in order to meet needs of a rising number of young people who are placed in out of authority residential care. The service continues to look to place children looked after in City of Edinburgh foster placements wherever possible.

***Reduce the number of children who are overweight or obese, or malnourished***

**What is working well**

We have a strong prevention agenda to support children developing a health weight and growth pattern. This includes supporting healthy maternal weight in pregnancy, healthy birth weight, advice on infant feeding, monitoring of growth at child health development assessments.

The new universal pre-birth to preschool pathway has introduced increased contacts for families with health visitors, and this will support the prevention and early intervention agenda for child healthy weight.

We have a paediatric obesity collaborative service 'Get Going' delivered locally by Edinburgh Leisure with additional support from our specialist NHS Lothian services. This service is also complemented by the maintenance programme Keep Going available to families either pre or post participation in the Get Going programme.

**What the key challenges are**

Recording of growth at child developmental and wellbeing assessments has been a challenge to date, linked to a number of factors such as: not attendance at clinic, children not wanting to be measured, parental sensitivities to growth assessment.

Ongoing public health and societal increases in obesity remain a challenge in Edinburgh similar to all of Scotland, and the Edinburgh partnership continues to work with Scottish Government to help address some of these contributory factors (e.g. healthy eating options in schools, leisure and recreation availability).

***Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan***

**What is working well**

We have reduced the numbers of young people who are missing from residential units and are testing a new model of engagement with those young people after they have been missing.

We are developing our approach to young people who may be at risk of child sexual exploitation by providing training for trainers and appointing champions in locality teams to mentor practitioners in this area of work.

We have trained staff in the Safe and Together approach to domestic abuse and there is evidence from case file audit that this has improved assessment and practice.

We have established a champions board of Looked After Children. Looked After Children and young adults entitled to Throughcare and Aftercare are provided with low cost or no cost access to council supported leisure facilities.

Family Group Decision Making has been expanded to offer care experienced young people opportunities to re-establish contact with family members.

We are developing the Hub for SUCCESS with universities and colleges to increase progression to higher education for Looked After Children.

We have expanded accommodation options for unaccompanied asylum-seeking children.

**What the key challenges are**

We need to further raise awareness of child sexual exploitation among staff and young people.

We need to improve standards of chronologies and will undertake a test of change on the feasibility of combining single agency chronologies into a multi-agency format.

We will be implementing Mind of My Own as a tool to make it easier for looked after children and young people, and those in the child protection process, to express and have their views taken into account.

We need to improve links between schools, social workers and other support services to help children and young people to improve attendance, attainment and positive destinations.

## Strategic Outcome 4

### Equity amongst children and young people and their families will be advanced

Objectives
Deliver the '1 in 5' project and develop an equity framework for each school
Deliver income maximisation programme amongst all families on low incomes
Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation
Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing
Co-produce a community entitlement for children and young people in each locality to improve access to universal services

#### *Deliver the '1 in 5' project and develop an equity framework for each school*

##### **What is working well**

The 1 in 5 Raising Awareness of Child Poverty training delivered to an increasing number of schools (16 secondary, 57 primary, 3 special and early years), all of which are implementing its recommendations and developing poverty-proofing approaches. Evaluation from 168 staff from all schools shows over 80% have improved understanding of child poverty and feel better able to support children affected by it.

Lothian Association of Youth Clubs (LAYC) has delivered the 1 in 5 training to 13 youth and children's organisations. As well as improved understanding and awareness, this is also promoting improved partnership working with schools.

The Pupil Equity Framework provides guidance to schools in reducing the poverty-related attainment gap through practical steps to minimise costs and reduce pressure on family budgets, and ensure equal access to opportunities regardless of income.

##### **What the key challenges are**

Ongoing funding to support the roll-out of 1 in 5 to all schools and other sectors.

To encourage more joined-up thinking between service areas, e.g. does the Parent Pay system and its inflexible systems for refunds undermine the 1 in 5 message?

Support schools to ensure that some pupils are not deterred from some curricular subjects by ability to pay for some materials.

Develop the School Holiday Challenge project re 'holiday hunger'.

### ***Deliver income maximisation programme amongst all families on low incomes***

#### **What is working well**

A Financial Support and Advice Service is being piloted in the Tynecastle cluster. This is a partnership between Schools and Lifelong Learning, NHS and Community Help and Advice Initiative (CHAI). It aims to make its service to low income families as accessible as possible and provides a full-time worker who offers appointments in Tynecastle HS, Dalry PS and Stenhouse PS. Appointments are also available in Rowanfield SS and Pilrig Park SS.

To date, financial gains of £136,712 have benefited 45 families. These are mainly from unclaimed benefits that clients were unaware they were entitled to. The adviser is also identifying unclaimed disability benefits for children in the schools where children have additional needs.

The wider voluntary sector also delivers income maximisation programmes using an outreach model, e.g. in family homes and early years settings. This has enabled families to increase their resilience, improve their budgeting skills, better manage debts, sustain tenancies and avoid bankruptcy.

#### **What the key challenges are**

Ongoing funding for the income maximisation work and creating a plan for income maximisation services across the city as part of the community plan priorities.

### ***Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation***

#### **What is working well**

The City of Edinburgh Council's Early Years Service currently provides 600 hours of funded Early Learning and Childcare to all 3-4 year olds and eligible 2 year olds. This is approximately 11,000 children. 216 settings provide funded Early Learning and Childcare. This is made up of 98 local authority and 118 partner provider settings. 17 local authority settings are open all year round and the rest are open term time only. Almost all partner providers are open all year round. In March 2017, The Scottish Government launched 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - 2017-18 Action Plan', which sets out a vision for the expansion of Early Learning and Childcare (ELC) in Scotland from 600 hours to 1140 hours and is underpinned by four clear guiding principles: Quality, Flexibility, Accessibility and Affordability.

#### **What the key challenges are**

Key Challenges in phase 1 (August 2017-June 2018) have been

- Recruitment of qualified staff to support delivery of the phase in plan
- Lunch provision for all children accessing the additional hours has highlighted the need for additional catering staff, equipment and space.

Key Challenges moving forward



- The estimated revenue and capital cost of delivering the expansion for all Edinburgh's entitled children (approximately 11,000) is significantly more than the cost proposed by the Scottish Government.

The timeline for the expansion is very tight given the changes to infrastructure and level of recruitment required for the expansion.

***Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing***

**What is working well**

The Families in Temporary Accommodation Project was established in 2014 with the aim of helping young children under 5 years of age, being placed in temporary accommodation, get the key support they need at a time of transition and upheaval in their lives, this has led to some good working relationships and joint support for families.

**What the key challenges are**

The project team have identified several areas of improvement and include:

- Ensure that a robust process for linking children in temporary accommodation with the Named Person/Agencies is properly integrated and prioritised within services
- Identifying a sustainable process for linking school age children and young people in temporary accommodation with the Named Person/School Nursing Service

Identify a mechanism to continue the collection of data

***Co-produce a community entitlement for children and young people in each locality to improve access to universal services***

**What is working well**

The community entitlement work is underway. Children and young people in South West Edinburgh have already contributed to some of this work telling us what community services they use and why and what the gaps are in their area. Work is underway with Lifelong Learning managers to begin this work in other localities linking in with Youth Talk where it exists.

**What the key challenges are**

The key challenge is to ensure that this links in with other similar initiatives such as Youth Talk and that young people's views are fed into local CSMGs to support their planning of community based services.

## Strategic Outcome 5

### Children and young people, their families and their communities will be empowered to improve their wellbeing

Objectives
Extend personalisation and choice including expansion of self-directed support and direct payment
Ensure continued delivery of effective universal youth work programme
Enhance children's rights across the city in line with the UNCRC
Implement the Parenting Framework and improve engagement between parents and schools and wider community sector
Deliver a citywide partnership learning and development programme to improve restorative practice

#### ***Extend personalisation and choice including expansion of self-directed support and direct payment***

##### **What is working well**

An increasing number of Self Directed Support plans have been recorded in children's disability social work service. A large number of practitioners in Communities and Families have been trained in the approach. Lessons have been learned from its implementation in disability services and it has been extended to other groups such as children in need, Looked After Children and those with low school attendance. We will extend development of the SDS practice network and survey families to learn from experience so far and inform development.

##### **What the key challenges are**

To support the work of champions to lead the culture change within the service so that we are using Self Directed Support to do more things with people to improve life experiences and outcomes for our children.

#### ***Ensure continued delivery of effective universal youth work programme***

##### **What is working well**

We have a strong cross sector youth work strategy, an effective umbrella organisation for training and support in Lothian Association of Youth Clubs, and a broad range of universal youth work activity in localities. We have a sector leading engagement team in the form of Young Edinburgh Action.

##### **What the key challenges are**

Greater consistency of youth work provision across the city – the council review of participatory budgeting may help with this if it can focus decision making in localities.

#### ***Enhance children's rights across the city in line with the UNCRC***

##### **What is working well**

88 schools are registered as working within the UNICEF Rights Respecting Schools Award (RRSA) and head teachers report positive impact on children and young people's

relationships, behaviour, respect for self and others, engagement in learning and positive attitudes to diversity.

We have formed a Champions Board of Looked After Children to guide the development of our corporate parenting approach. Through Young Edinburgh Action and the Children's Parliament we have successfully piloted a Scottish Government model for engaging children and young people in service planning. We are developing this into a series of engagement events involving 40 young people from a wide range of social backgrounds whose views will help us decide on future priorities for action. We are working with young people to develop an over-arching Child Friendly Edinburgh approach to put children and young people at the centre and increase their participation and engagement across the city.

Children's social workers are trained in a range of communication methods to best involve, engage and listen to children and young people. Family Group Decision Making builds strengths in families, engaging kinship networks around children in ways that improve relationships and can prevent the need for removing children from their own families.

**What the key challenges are**

Increasing the number of schools registered for RRSA and increase the proportion of those schools that have evidenced bronze, silver or gold level.

The "Better Hearings" programme will be implemented within our Children's Hearing centre, including refurbishments intended to improve children's experiences of hearings and help them feel listened to.

***Implement the Parenting Framework and improve engagement between parents and schools and wider community sector***

**What is working well**

"Supporting Parents and Carers – Framework for Practitioners 2017-20" was launched along with a self-evaluation and improvement toolkit in October 2017. There are locality Lifelong Learning and Development Officers promoting the toolkit locally and 200 parents will have been consulted by the end of 2017-18. In 2016-17, 200 courses in evidence based parenting programmes were delivered to over 1600 parents and carers, of whom 80% reported improved relationships and increased awareness of how to promote wellbeing.

**What the key challenges are**

Members of the Children's Partnership supporting managers and staff in their own agencies to participate in the delivery of evidence based parenting programmes.

***Deliver a citywide partnership learning and development programme to improve restorative practice***

**What is working well**

The Council has appointed two full time Workforce Learning and Development Officers to work with partners through 2018-19 to develop a city-wide programme of restorative practice training. The training model will be designed to put children at the centre,

improve relationships, increase awareness and respect for children's rights and increase resilience.

**What the key challenges are**

To achieve significant progress within 2018-19 so that by the end of the financial year, there is a community of practice in each locality leading on restorative practice, and a train the trainers course in place to ensure continuity.

## **The priorities for the next year**

In addition to addressing the key challenges set out in this report, in the next year we will be:

- launching Edinburgh as a 'Child Friendly City'
- undertaking strategic engagement of children and young people
- working closely with the Edinburgh Partnership Board and the four localities in Edinburgh to ensure that the inequality and poverty aims in the Local Outcome Improvement Plan are connected closely to Strategic Aim 4 (Equity)
- ensuring senior public and third sector leadership effort is brought to support the agenda of the Edinburgh Poverty commission being established in 2018 and enabling our joint reporting duties under the Child Poverty Act

## **Appendix 1 – the five aims of statutory children's services planning**

That “children’s services” in the area are provided in the way which –

1. best safeguards, supports and promotes the wellbeing of children in the area concerned.
2. ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising.
3. is most integrated from the point of view of recipients.
4. constitutes the best use of available resources.
5. that “related services” in the area are provided in the way which so far as consistent with the objects and proper delivery of the service concerned, safeguards, supports and promotes the wellbeing of children in the area concerned.

## Appendix 2

# The Edinburgh Children's Partnership

## Children's Services Plan 2017-20

### Our vision

*'Edinburgh's children and young people enjoy their childhood and achieve their potential'*

#### We aim to ensure that:

1. Every child will have the best start in life.
2. Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced.
3. Every child and young person will have good wellbeing and achieve the best possible health.
4. Equity amongst children and young people and their families will be advanced.
5. Children and young people, their families and their communities will be empowered to improve their wellbeing.

#### In doing so we will always look to:

1. Place Children and young people at the centre of practice
2. Focus on strengths and building resilience
3. Prioritise prevention
4. Improve fairness
5. Listen to and respond to children and young people

#### Supporting this we will:

1. Work better together
2. Develop our people
3. Commit to participation

And realise our ambition to make Edinburgh a child-friendly city where children and young people's rights are respected



## Best Start in Life

Implement the new universal pre-birth to pre-school pathway

Continue to provide high quality early years services across the city whilst implementing the increase in hours to 1140

Improve early years pathways for young disabled children

Improve partnership working in the provision of early years services, particularly playgroups and communityrun early years services

Increase the percentage of children across all SIMD quintiles reaching developmental milestones



## Attendance and Achievement

Deliver school improvement plans that are effective across the four areas of the National Improvement Framework

Reduce the poverty-related attainment gap through the Pupil Equity Fund

Improve educational outcomes for disadvantaged groups, including Looked After Children and children with disabilities

Support the Edinburgh College Curriculum Strategy to create the best opportunities for the learner journey

Improve the level of participation in education, employment and training for all 16-19 years and continue to increase positive destinations



## Health and Wellbeing

Improve mental health services for children and young people and implement the children and young peoples' mental health review recommendations

Improve the quality of drugs and alcohol prevention work and substance misuse services

Minimise the need for children and young people to become looked after and improve the balance of care

Reduce the number of children who are overweight or obese, or malnourished

Achieve the outcomes contained within the Child Protection Committee's Child Protection Improvement Plan and the Corporate Parenting Plan



## Equity

Deliver the '1 in 5' project and develop an equity framework for each school

Deliver income maximisation programme amongst all families on low incomes

Improve the availability of accessible, affordable and flexible early learning and childcare, particularly in areas of deprivation

Reduce the number of children, young people and their families who need homeless and emergency accommodation services and improve access to suitable housing

Co-produce a community entitlement for children and young people in each locality to improve access to universal services



## Empowered

Extend personalisation and choice including expansion of self-directed support and direct payments

Ensure continued delivery of effective universal youth work programmes

Enhance children's rights across the city in line with the UNCRC

Implement the Parenting Framework and improve engagement between parents and schools and wider community sector

Deliver a citywide partnership learning and development programme to improve restorative practice



## Appendix 3 – Progress Indicators for the Strategic Outcomes

The aim is to have a relatively small number of relevant and robust indicators for each Strategic Outcome that allow further quantitative analysis of progress sitting alongside the narrative provided by the strategic leads.

This set should:

- 1) Wherever possible use existing measures that partners have available.
- 2) Have updates at least on an annual frequency.
- 3) Build trend data as the plan progresses.
- 4) Support more detailed analysis of progress to be included in the annual reports.

The set should also be dynamic, so that additional indicators that are felt to add value to this view of progress can be included.

Strategic Leads are encouraged to reference other related data and indicators, in the regular progress briefings to the Children's Partnership, where this enhances our understanding of progress and/or the challenges faced.

### Progress Indicators for the Strategic Outcomes

Strategic Outcomes and Progress Indicators	Baseline
<b>Every child will have the best start in life</b>	
% of preschool children on the new Universal Pathway	40% (Mar 2018)
% of Early Years settings providing 1140 hours of funded Early Learning and Childcare	29% (Mar 2018)
% children with no concerns at 27-30 month assessment	70.9% (2016/17)
% of P1 achieving Early Level Literacy	76.0% (2016/17)
<b>Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced</b>	
Percentage point gap between least and most deprived for Primary Literacy	29 pts (2016/17)
% of Primary pupils with low attendance	6.4% (2016/17)
Percentage point gap between least and most deprived for 1+ SCQF level 5 for school leavers	20 pts (2016/17)
Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college	251 (2017/18)
% of 16-19 year olds participating in education, training or employment	90.8% (2017)
<b>Every child and young person will have good wellbeing and achieve the best possible health</b>	
% of children and young people seen for CAMHS treatment within 18 weeks of referral	37.2% (2017/18)
Number of Drugs and Alcohol related A&E attendances for young people (rate per 1,000)	6.8 (2017/18)
Number of Looked After Children (rate per 1,000)	15.5 (Mar 2018)
% of healthy weight children in Primary 1	76.0% (2016/17)
<b>Equity amongst children and young people and their families will be advanced</b>	
Numbers of families accessing income maximisation service and reporting increase in income	45 (to Mar 2018)
% of LA Early Years settings offering a flexible and accessible service	45% (Mar 2018)
Number of children in temporary accommodation	1,095 (Mar 2018)
<b>Children, young people, their families and communities will be empowered to improve their wellbeing</b>	
Number of financial authorisations for SDS packages within the Locality Practice teams	30 (Mar 2018)
% of schools working at Bronze Level or above for the Rights Respecting School Award	45% (Mar 2018)

Other Progress Indicators being considered and/or data being collated

SO1: % of eligible 2s with a disability receiving appropriate Early Learning and Childcare

SO3: % of actions achieved within the Child Protection Improvement Plan

SO4: % of schools with equity framework ; Number of children and young people taking part in community entitlement services

SO5: Number of children and young people participating in youth work activities aimed at 5-18 year olds ; Number of practitioners attending training programmes and framework events to better support parents and carers ; Number of staff receiving Learning and Development in Restorative Practice