

JOINT AREA REVIEW THINK TANK – 24 APRIL 2008

What is life like in Oldham for Children and Young People with Additional or Complex needs?

On 24 April 2008 partners from across Oldham Children's Trust came together for the fourth Stakeholder Partnership Event at the Queen Elizabeth Hall.

The event looked at a number of important issues affecting children and young people including the new Children and Young People Plan 2008-11 and the progress being made in services for children with complex needs and disabilities.

Attendees also had the opportunity to contribute to the preparations for the inspection through a 'Think Tank' exercise where they discussed in groups what life is like in Oldham for children and young people with additional and complex needs.

Each group had a particular focus – either Children with Learning Difficulties and/or Disabilities, Looked After Children or Children at Risk or Requiring Safeguarding. Delegates were asked to discuss and comment on what they think works well, what doesn't and why, and what they can do to improve services.

You can read the feedback from the 'Think Tank' below.

The information gathered at the 'Think Tank' will feed into our Children and Young People Plan and into the Joint Area Review and Annual Performance Assessment Self-Assessment process. Initiatives which had areas of improvement identified through the feedback will be directed to the relevant service and organisation to investigate further.

For further information about the 'Think Tank' or preparations for the Joint Area Review, please contact Programme Manager Stella Probert on 0161 770 8731 or email jar@oldham.gov.uk.

Focus Group: Children with Learning Difficulties and/or Disabilities

WHAT'S WORKING WELL?

	Initiative/Activity	Outcomes/Impact	Key Contact (inc email, tel)
1	Opportunities for accessing sport/leisure multi agency developments parental involvement/partnership	<ul style="list-style-type: none"> Improves health and well-being and leadership qualities for young people (Health in the broad sense) - physical, emotional, social 	<ul style="list-style-type: none"> Football programme Leisure pass targeted to children with Additional needs and Looked After Children Oldham Athletic LD league School sport week emma.jenks@oldham.gov.uk
2	Shaping services Parents reference group developed to develop and shape future service provision at operational and strategic level	<ul style="list-style-type: none"> Funding from OPCT for specialist posts Training opportunities for parents/carers – partners in policy making Workshops on sleep facilitated cerebra Parents delivering training/presentations to services/providers 	Dawn Mills dmills@nhs.net 627 1749
3	Transitions Worker Three way funding for post in Children's Services Transitions worker in Adult services appointed Learning Disability Partnership Board funded support worker for 2 years	<ul style="list-style-type: none"> Increased support for children and families Supports timely planning between Children and Adult services Promotes choices for children and young people 	Karen Walker 627 1749 Sean Cook 770 6776
4	Voluntary provision Expansion opportunities for	<ul style="list-style-type: none"> Training Youth Club 	Angela Wellon angela@first4disabilities.org.uk

	commissioners First 4 disabilities	<ul style="list-style-type: none"> • Social and daily living skills 	622 2939 OCVYS - 621 9671
5	New Bridge School Term and out of school programmes	<ul style="list-style-type: none"> • Contributed to extended schools for children/YP • Integrated with mainstream secondary schools 	
6	Youth Council – additional funding from Kerrching, given by YP to Children and YP with disabilities	<ul style="list-style-type: none"> • Raising of awareness for YP re disabilities and providing additional support/activities 	OMBC Youth Forum 678 4222
7	Additional Educational Needs Early Years Service	<ul style="list-style-type: none"> • Constant reporting throughout a child's Early Years – parents aware that their child's performance/provision etc is recorded. • Support for parents – parents feel supported 	
8	Including children 2-4 in mainstream pre-school voluntary provision, where the children might have a disability	<ul style="list-style-type: none"> • On C/YP themselves through inclusion in mainstream activity, learning tolerance of children who are not the same as they are • On the other children/YP in the group in developing understanding of children who are different in some way • Developing confidence in the adults working with the C/YP and breaking down barriers 	Pauline Lancaster 07876728483

9	Inclusion of a YP with a complex need in a voluntary sector group (Girls Brigade) New Bridge School is used as a weekly venue for a bus operated by the Youth Service for groups and individuals to access support around issues such as self esteem, confidence building, IT etc		Judith Haughton 01706 844366 Judith.haughton@talktalk.net debbie.lyons@oldham.gov.uk
10	Raising money to buy a minibus for New Bridge School – voluntary groups across Oldham are helping fund raising, at the same time raising awareness of the needs of the C/YP who attend	<ul style="list-style-type: none"> • Hopefully the purchase of a minibus and resultant inclusion in activities that may otherwise not be accessible to them 	New Bridge School
11	Development of Contact Point – should make all agencies aware of who is working with which vulnerable children	<ul style="list-style-type: none"> • Lead professional co-ordinated to ensure that children get the best services 	Andy Stobbie
12	CAF initiative – concept/multi agency (work in progress) Extensive staff training	<ul style="list-style-type: none"> • Information sharing is having a positive impact on services delivered. • Multi agency approach – contact with all team – integrated working at centres like Glodwick Primary Care Centre – all services are based there. • Work very well together – practitioners building relationships • Building Lead Maintenance role • Gives family single point of contact 	

13	Introduction of the concept of Children's Trust approach Locality working – however, need to ensure that all localities match	<ul style="list-style-type: none"> • Integrated working between partners • Cascade information on services provided through all levels • More accessible services at local levels 	
14	Skilled operational workforce with commitment		
15	Increasing capacity in mainstream schools person centred "Accessibility Strategy" to promote opportunities that children and YP want - on their terms	<ul style="list-style-type: none"> • Fully accessible mainstream primary and secondary school in every ward • Schools with personal care facilities/customised learning spaces • Inclusion friendly curriculum graduated response • More children and YP with disabilities making progress in mainstream schools - 9% in special 	Mary Byron Julie Sweeting
16	Wider opportunities Whole Class Instrumental Tuition at KS2	<ul style="list-style-type: none"> • Totally inclusive – all children will have the opportunity to learn to play a musical instrument for 12 months at KS2 This is seen as very positive by heads • Issues – continuity for some children at the end of 12 months - funding 	Eileen Bentley 627 2332 Eileen.bentley@oldham.gov.uk
17	Providing music therapy for specific groups of YP with special needs	Positive impact on behaviour, communication, self esteem etc where it is provided BUT funding/specialised staff limited and needs to be expanded	As above
18	PHAB group at Fitton Hill Youth Centre brings together YP with disabilities	<ul style="list-style-type: none"> • Inclusive project where the YP meet up • This provision needs to be increase and accessed more by YP 	Gerri Barry Esc.gerri.barry@oldham.gov.uk 770 4206

GROUP: Children with Learning Difficulties and/or Disabilities

WHAT'S NOT WORKING WELL?

	Initiative/Activity	Outcomes/Impact	Key Contact (inc email, tel)
1	Lack of shared policies, protocols and procedures that support joint working for children with additional needs	<ul style="list-style-type: none"> • Multi agency support at strategic level. Integrated working under Children's Trust Arrangements • Common/shared language 	
2	Locality working with regard to specialist knowledge and skills	<ul style="list-style-type: none"> • Raising awareness of what is available • Balance generic work and specialist 	
3	Being inclusive – access to parks (having the opportunity to play on equipment)	<ul style="list-style-type: none"> • Work together within play partnership must include CYPF 	
4	Transition from Children's to adults services - especially 19 years and up	<ul style="list-style-type: none"> • Training programmes geared to specific Learning Difficulties Educate mainstream employers/utilise pupil tracking team to identify Children/YP 	Positive Steps
5	Training/education – for children with SEN Yr 10 & 11 if not included in GCSE work	<ul style="list-style-type: none"> • Realistic targets and outcomes for children within this group rather than seen to not meet targeted outcomes 	
6	Issues around leisure – e.g. swimming baths changing rooms. Not appropriate for people with special needs	<ul style="list-style-type: none"> • Create more family changing rooms/disabled changing rooms 	
7	Childminding – childminders reluctant to take on children with special needs for fear of insufficient knowledge and training. Also charging inequities due to perceptions of time commitment.	<ul style="list-style-type: none"> • More training, raising awareness, also enabling them to know they have access to funding, equipment etc • Raise awareness of help and advice 	

7 cont	Getting the right advice on various special needs e.g. Benefits advice Difficult to gain access to other organisations	available. Keyworkers etc.	
8	Transition process – Clarity around responsibility. Some services end at a younger age than others. Many grey areas.	<ul style="list-style-type: none"> • Transition Co-ordinator • Multi agency working • More communication 	
9	Identifying all children with any additional needs	<ul style="list-style-type: none"> • Have a central point to collate this information e.g. Contact Point • CAF 	
10	Some bureaucracy prevents widening the scope of services	<ul style="list-style-type: none"> • Mainstream – services for children • Adaptation of services to ensure they are accessible to children with learning difficulties and disabilities • Train all those coming into contact with the children and ensure awareness 	
11	Some parents feel isolated and that there insufficient communication of accessibility to services- impact on children	<ul style="list-style-type: none"> • Review and update list of services • Use vehicles such as service delivery partnership • They need lead professional to contact them rather than being expected to contact agencies – more proactive approach by having database 	
12	Locality working not working as well as it should be	<ul style="list-style-type: none"> • Match different localities – multi agency boundaries. Remove complexities • Easier for signposting families 	

13	Sharing of information between some primary and secondary re disability/LAC to services that work with schools e.g. Partnerships for Schools (PfS), community group/voluntary. Do head teachers consider referring LAC, Children with mobility issues to access activities in the community?	<ul style="list-style-type: none"> • Can Headteachers invite support services that work with schools, to school. INSET, so community/voluntary sector can learn how to work with pupils with dyslexia, autism etc • Do headteachers really see all pupils as equal or are they making decision on access to services on their behalf? 	Victoria Catton 770 8997 eic.victoria.catton@oldham.gov.uk
14	YP with disabilities accessing mainstream youth service provision?	<ul style="list-style-type: none"> • Increase the number of YP with disabilities accessing Youth Service provisions 	Gerri Barry 770 4206 ecs.gerri.barry@oldham.gov.uk
15	Engaging in voluntary activities out of school Organised youth provision in communities is not being widely accessed by children and YP with complex mobility needs	<ul style="list-style-type: none"> • Survey known users who attend disability specific activities to identify access issues in the community • Promote community activities to people with learning difficulties and disabilities <ul style="list-style-type: none"> - raise awareness in school FUSION - consult with identified children, YP and families - identify what they need to experience - what access needs are - how can be supported to attend • Raise awareness in schools of the value 	Karen Stapleton Julie Sweeting
16	Some voluntary providers of out of school activities not reaching children	<ul style="list-style-type: none"> • Survey established groups to identify what is needed in the community 	Kalpana Patel (Asha)

	and YP with disability	sector rather than specialist provision <ul style="list-style-type: none"> • Raise awareness in community of the value of out of school activities with parent/carer of C & YP with learning difficulties 	
17	Transition Planning from Yr 8 to Y 14 Some inconsistencies with FE world of work	<ul style="list-style-type: none"> • Maximise Pilot status from Department for Work and Pensions, Department of health, DCSF skills • "Getting a Life Project" re energise process from a person centred inclusive perspective support by agreed protocol • Systematic multi agency working • Cohesive transparent vision and buy in across all providers • Utilise transition working 	Direct payments

GROUP: Looked After Children

WHAT'S WORKING WELL?

	Initiative/Activity	Outcomes/Impact	Key Contact (inc email, tel)
1	Partnership Board Teen pregnancy commissions Brook to provide sexual health service to children in residential homes	<ul style="list-style-type: none"> • Prevention of teen pregnancy • Improved self esteem • Protective factor 	Sharon West 621 9347
2	Dedicated post in Corporate Parenting – participation worker engaging different LAC groups and consults, supports	<ul style="list-style-type: none"> • Outstanding in Fostering Inspection • Self esteem improved • Safeguarding improved 	Bernadette Deakin
3	Connexions – After Care Worker to support re employment and education, being integrated with one stop shop Youth Centre	<ul style="list-style-type: none"> • Can access Connexions and After Care Advisors in one place – integration 	Steph Bolshaw
4	Virtual school Connexions input	<ul style="list-style-type: none"> • Enhancing partnership working to improve achievements 	Stephanie Doherty Joe McDonough (After Care)
5	GOOD INFORMATION Database of LAC Texting system to track LAC not in school	<ul style="list-style-type: none"> • Keeping track of every C/YP by all depts. 	
6	Substance misuse training for staff in residential care and substance misuse education/drop in for YP in care	<ul style="list-style-type: none"> • YP are screened and staff are equipped to deal with substance misuse issues 	S Johan 621 9346

7	Life Chances Team Multi agency team with regular meetings flagging up LAC Partner agencies also involved in this process	<ul style="list-style-type: none"> • YP being flagged up by team as requiring additional services 	
8	CAMHS training initiatives to support residential social concerns with children and YP	<ul style="list-style-type: none"> • Residential staff are supporting in working with children with mental health needs 	Zoe Rawlings 627 8080
9	Named youth worker in each children's home Co-location of LAC empowerment and youth service empowerment team	<ul style="list-style-type: none"> • YP have regular access to a youth worker and activities provided by youth services • LAC YP fully engage in Oldham Youth Council and CiC Youth Forum 	Pam Griffin
10	Fostering team additional staffing and inspection results	<ul style="list-style-type: none"> • Increase in number of foster carers and quality of placements 	
11	Fostering – outstanding service	<ul style="list-style-type: none"> • Stability of placements • Youth service works well with LAC – sports development, more integration • School Admissions • Support for care leavers • More at University than average • Consultation with LAC 	Steve.slater@oldham.gov.uk

12	<p>Children in Care Forum and links to Oldham Youth Council</p> <p>Development of children in care forum in giving YP advice and access to decision making</p> <p>Also there are four members who have been co-opted on to the Oldham Youth Council</p>	<ul style="list-style-type: none"> • Enabling YP to feel valued • Providing access for YP to shape and influence services • Enables YP to develop skills, knowledge and abilities • Ensure services are effective and meet both the needs and wants of YP • Increases citizenship development 	<p>bernadette.deakin@oldham.gov.uk</p> <p>Jodie.barber@oldham.gov.uk</p>
13	<p>Partnership working – services/organisations are working together to provide a range of services/provisions to LAC YP</p>	<ul style="list-style-type: none"> • Better access to services • Greater range of resources available • Better integration for YP in provision available in Oldham 	
14	<p>Positive activities for LAC YP who are targeted so they can access 'mainstream' opportunities</p>	<ul style="list-style-type: none"> • Enabling LAC to integrate in mainstream activities • Provides development opportunities for YP • Diversionary activity enable YP to establish sustainable access with a variety of activity providers 	<p>Kash Ashraf</p>

GROUP: Looked After Children

WHAT'S NOT WORKING WELL?

	Initiative/Activity	Outcomes/Impact	Key Contact (inc email, tel)
1	Communication and knowledge of different initiatives and who does what, keeping up to date	<ul style="list-style-type: none"> • Intranet partnership • Directory with good search facility – add to Our Oldham – is service delivery focussed • Get user feedback – promote, expand zone for practitioners e.g. attendees from today, contacts could be added? 	
2	Children with Disabilities and in LAC – confusion re so many professionals and appointments	<ul style="list-style-type: none"> • Is improving 	
3	Child care provision for events is a barrier to engagement Do we ask children what they want and listen enough?		
4	Getting LAC into employment	<ul style="list-style-type: none"> • Push for the ‘modern apprenticeship’ to be targeted to LAC 	Steve.slater@oldham.gov.uk
5	Involving children in volunteering – Active citizenship	<ul style="list-style-type: none"> • Link from citizenship in school to once children become involved after secondary school 	Mark Simmons
6	Achievement levels are low, because of NEETs (not in employment, education and training) and worklessness Targeting children at risk before becoming LAC		

7	Some services not involving all relevant services	<ul style="list-style-type: none"> • Information showing names and contact details of YP with AEN across relevant services • We need an information directory about what different services do 	Cathy Lingard Catherine.lingard@oldham.gov.uk 770 3298
8	CAF not completed on all C&YP therefore in some cases it has limited multi agency working CAF training not completed by all professionals which is the main problem	<ul style="list-style-type: none"> • Need Contact Point and all to be trained • Making sure all necessary staff access and take on the CAF training 	Karuna.mohandes@oldham.gov.uk 770 3662
9	Delivery of screening and assessment training to social care staff and then referral to substance misuse services for YP who use substances problematically	<ul style="list-style-type: none"> • Ensure all staff are equipped with the skills and competence to screen and refer YP who have substance misuse problems 	Susan Johal 621 9346
10	Stability and continuity of foster care for some children and YP Delay in undertaking assessments (whole range)	<ul style="list-style-type: none"> • Identify other and additional options for parents, which may prevent children and YP becoming LAC. • Ensure knowledge, skills of foster carers are matched to the needs of the child or young person • Recruitment and retention of experienced social workers 	
11		<ul style="list-style-type: none"> • Increase parenting support and training available to parents 	
12	Employment for LAC	<ul style="list-style-type: none"> • All to consider available posts - is it suitable for a care leaver? 	
13	Access to education		

GROUP: Children at Risk or Requiring Safeguarding

WHAT'S WORKING WELL?

	Initiative/Activity	Outcomes/Impact	Key Contact (inc email, tel)
1	Screening assessment in substance misuse for all professionals working with YP who have complex needs Training for professionals	<ul style="list-style-type: none"> • Implementation of screening • Standardised screening • Training professionals • Effective referral pathways from identified services • Better care co-ordination 	
2	Joint working protocols could be more effectively developed Optimum use of money coming into the borough	<ul style="list-style-type: none"> • Kingfisher and New Bridge Schools excellent models of practice 	
3	Lots of service providers who tailor delivery for YP with complex needs YOS NEET LAC Specialist services set up and responding to need Working well – we recognise the needs of YP as differing Working well – we recognise the needs of YP as differing	<ul style="list-style-type: none"> • Identifying those who are not ‘known’ to services and not accessing provision – need to find how this can happen 	
4	CAF Pockets of locality based working	<ul style="list-style-type: none"> • Agencies pulling together and an earlier stage to reduce crisis incidence 	
5	DV Counselling services – The Children’s Society	<ul style="list-style-type: none"> • Quality support/specialist support for children • Parents feel more supported in dealing with effects of DV on their children 	

6	<p>Children subject to or witnessing Domestic violence</p> <ul style="list-style-type: none"> • Counselling 1:1 therapeutic work with children • Group work for children following 1:1 • outreach workers @ Oldham family Crisis – support for mothers and children • Drop in • Training children affected by DV in schools • Signpost to other services as appropriate • Will go to where child is 	<ul style="list-style-type: none"> • Supporting YP to enable them to achieve • YP aware of issues • To provide best outcomes for children 	<p>Nasim Akhtar Oldham Family Crisis outreach@ofcg.org.uk</p>
7	<p>Referrals – everywhere, schools, police, social care, self referrals, parents referring children Zindadil – supports Asian women with mental health issues (often resulting from DV) Parenting PPP</p>	<ul style="list-style-type: none"> • Works well when families are referred • Listen to what children are saying and believe them • More positive relationship building 	<p>Domestic violence Donna Chadwick dmc@childsoc.org.uk</p>
8	<p>Oldham Family Crisis Refugees MESSANGER PROJECT Messenger partnership is a multi agency approach to tackling the sexual exploitation of C & YP (CSE)</p>	<ul style="list-style-type: none"> • Supporting families and YP • 80+ YP referred to Messenger and assessed to determine support needed • 20+ perpetrators brought to justice • Awareness of CSE raised across the Borough with all partners 	<p>More of FCG meetings Children's rights Advocacy Janet.depledge@oldham.gov.uk Jason.byrne@gmp.police.uk Nic.dunn@barnardos.org.uk</p>

8 cont	Messenger – multi agency	<ul style="list-style-type: none"> • Information re CSE going into schools, youth centres • FCG 	
9	Area Action teams	<ul style="list-style-type: none"> • Early identification of YP at risk of social exclusion and risk of offending/need for safeguarding • Multi agency • Ownership of local issues/concerns 	
10	Multi agency Sexual health training E learning Safeguarding website	<ul style="list-style-type: none"> • Understanding of key professional roles • Wider impact of safeguarding v inappropriate sexual behaviour • Consistent awareness of safeguarding • - greater access to all staff 	
11	Development of the Philosophy for Children/communities initiative	<ul style="list-style-type: none"> • Pilot schemes with parents have been very positive in helping parents develop the skills of dialogue and engagement with family members 	richard.gore@oldham.gov.uk
12	Children's Centre Strategy mainstreaming SEN early support projects and promoting models to be adopted by CC Advisory Board	<ul style="list-style-type: none"> • Developing professional practice in SEN 	Jenny.dennis@oldham.gov.uk

GROUP: Children at Risk or Requiring Safeguarding

WHAT'S NOT WORKING WELL?

	Initiative/Activity	Outcomes/Impact	Key Contact (inc email, tel)
1	Services working 9-5 hours	<ul style="list-style-type: none"> • Look at more flexible working to ensure services available after 5 	
2	On Track support service in Holts, Alt and Roundthorn to continue	<ul style="list-style-type: none"> • Look at replicating • Locality model • Review funding for these services • (On Track services are being reviewed) 	
3	Some voluntary sector e.g. cubs, scouts, etc not sure how to access support/advice about children and YP they may have concerns about	<ul style="list-style-type: none"> • More training/support required 	
4	Children missing from home strategy and implementation		
5	DV accommodation DV (Children's Society) Family Crisis Funding issues Risk assessment (using work sheets)	<ul style="list-style-type: none"> • Appropriate and suitable • Housing for families fleeing DV (domestic violence) • Placing all siblings in one school, identified as the most 'appropriate' • DV picking up referrals from CAMHS and working with CAMHS but funding not secure • Need more long term services for children and families • Not being completed 	Links between partners teaching CYP DV substance misuse, alcohol, teen pregnancy, obesity – YP DV and children with disabilities

6	<p>More training to “professionals”</p> <ul style="list-style-type: none"> • DV • Issue of forced marriages • MARAC – families at high risk • CAFs (Common Assessment Framework) • Perpetrator programmes • Links with CAFCASS 	<ul style="list-style-type: none"> • Need to understand how they can alleviate distress of YP subject to DV • Children “missing from school” need to be tracked – including RUNAWAYS • Improve awareness of what stat services can offer • Need to look at how group work • Need to identify reasons for non completion and action • Not in existence • Re DV – and impact on families • Some focus on evidence (hard) rather than listen and observe children • DV needs embedding into local agenda long term rather than small pots of funding 	
7	Communication	<ul style="list-style-type: none"> • Improvements needed across the partners 	
8	Commissioning	<ul style="list-style-type: none"> • Impact on planning • Recruitment • Unsettling for staff and families • Closure/gaps in service provision 	
9	Management information (data)	<ul style="list-style-type: none"> • In some areas/services etc 	
10	Mapping and communication – we don’t capture and share activities well. We work harder but not necessarily smarter	<ul style="list-style-type: none"> • Better system to capture activities across the borough • Communications strategy to ensure wider access to above 	