



Cambridgeshire
County Council

Targeted Youth Support Delivery and Partnership Work

Updated August 2011



connexions
It's all about youth

Index

Page number

Aims and Rationale for Targeted Youth Support Delivery	3
Appendix 1 – IYSS Implementation Plan 2011-12	7
Appendix 2 – IYSS Central Team Structure diagram	28
Practice Standards, Performance and Quality	29
Appendix 3 – 2011-12 Performance Measures	34
Appendix 4 – Six-monthly Area Review Locality data collection	42
Appendix 5 – Caseload Management Guidelines	43
Appendix 6 – Evaluating Professional Practice	46
Appendix 7 – 16-19 Follow Up Procedures	66
Appendix 8 – Assessment and Action Plan template (S139a)	69
Appendix 9 – Assessment and Action Plan note-taking template (S139a)	72
Appendix 10 – Assessment and Action Plan Prompt Sheet (S139a)	76
Appendix 11 – Assessment and Action Plan – Examples of Good Practice	81
Appendix 12 – LDA / S139a Questions and Answers	89
Appendix 13 – Process for Learning Difficulty Assessments (S139a)	91
Appendix 14 – Section 139a Quality Check	92
Partnership Work with Schools and other Services	93
Appendix 15 – School/Locality Working Arrangements Document	94
Appendix 16 – IYSS Referral and Support Routes	105
Appendix 17 – Identifying Young People requiring Guidance Adviser Support	106
Appendix 18 – Locality Referral Systems – Work with Specialist Services	108
Appendix 19 – Early Identification and monitoring of Progression (Example)	109
Appendix 20 – Frequently asked questions and case studies	110
Appendix 21 – Activity Menu	112
Participation Strategy	113
Appendix 22 – Young People’s Charter for Youth Support Services	115
Appendix 23 – Charter of Shared Values	116
Calculating Full Cost Recovery	117
Appendix 24 – Cost Effectiveness Model	119
Appendix 25 – Standard Service Level Agreement Template	120

Produced by the Central IYSS Team

Aims and Rationale for Targeted Youth Support Delivery

The purpose of Integrated Youth Support is to provide a service to young people in Cambridgeshire that supports them with their health, lifestyle and career aspirations enabling them to achieve their full potential in their transition to adulthood.

We do this by:

- Involving young people in every aspect of services provided for them, especially those young people that need us most.
- Working in partnership with all who work with young people, at the local level.
- Assessing the local needs so that we put the right level of resources in the right places.
- Undertaking equality impact assessments to make sure that the most vulnerable and disadvantaged have appropriate access and support.
- Ensuring that our priorities are targeted meeting the needs of those young people that have the most complex issues such as our looked after young people, young offenders, young people with disabilities or special education needs, etc.

We want all young people to:

- Be safe, feel protected and be able to make the right decisions when taking risks. We also want to make sure that there is always someone they can turn to for information, advice and guidance.
- Be healthy in mind and body so that they respect and value both their lives and others and make the right decisions regarding their relationships and sexual health, their attitude towards alcohol and substance misuse, their physical and mental wellbeing.
- Be the best they can be, enjoying school and learning, striving to do well, building a resilience that gets them to a positive destination in higher education, employment or training.
- Be positive contributors to their community and society as a whole, who are active and respected citizens, enjoy volunteering opportunities and being engaged with all parts of their community.
- Be prepared for and excited about the world of work, able to work alongside others, manage their own affairs and contribute to the economic wellbeing of society as a whole.

The majority of our young people will achieve the above through their family, school, college and social activities. Some may need extra support over a particular episode in their life and others will have complex needs. Targeted Youth Support focuses on the latter two categories and, hopefully, is able to make an early enough intervention that prevents the young person from escalating towards more acute situations and life-damaging outcomes. Targeted Youth Support is also about being able to bring young people back from the brink and support them towards a more positive destination.

1. Introduction

There are a number of factors which influence where and how targeted youth support work is delivered by Cambridgeshire County Council. These currently influence the work at county, area and locality level and have an impact on the provision.

The aim of these guidelines is to describe how targeted youth support work will be planned and delivered in the future and to use this information to describe how this can be 'sharpened' to enable the service to be clearer about why it is doing particular work in particular areas and with whom it works.

2. Key Strands that Impact on Delivery

2.1. Introduction

Within the context of large scale budget savings and reductions in staffing there are a number of factors which will impact on how Targeted Youth Support Work in Cambridgeshire will operate in certain Localities and with particular projects. These are described below: -

2.2. Historical Legacy

Much of the advice, information and guidance and youth work in Cambridgeshire have been operating for many years. This 'Youth Offer' has been set up for a range of reasons to respond to needs or perceived needs. The distribution of provision broadly correlates with areas of densest population and areas that have higher crime statistics. Additionally there are projects where the rationale for setting them up is not immediately apparent and these should be scrutinised in line with current priorities.

2.3. Local Analysis and Planning

Many clubs, projects and activities have been developed to respond to the needs as voiced by young people either attending or living within the locality. Some projects are targeted on specific issues and groups of young people, i.e. not having a place to meet, while others are linked to ongoing individual needs such as anger management.

2.4. District and Sub District Analysis and Planning

Different teams working in a locality, area or district may identify a need and respond to statistical analysis. This will often take the form of working in partnership with voluntary agencies, schools and/or the local council to support particular pieces of work. Examples of these include:-

- Anti-social behaviour projects
- Teens and Toddlers Project

2.5. County Analysis and Planning

Quantitative needs analysis provided by a range of agencies enables the service to identify need both geographically and issue based across the County. These in turn inform both County and Area Development Plans. Examples of this include:-

- Data profile of Children and Young People in Cambridgeshire November 2009
- Crime statistics (Community Safety Partnerships) e.g. Criminal Damage or Anti-social Behaviour
- Drug and Alcohol Abuse (Drug Action Team)
- Teenage Pregnancy statistics (Public Health Network)
- Ward Indices of Deprivation (2001 Census)
- Education statistics e.g. GCSE passes (2001 Census and Education Dept.)
- Not in Education, Employment or Training statistics (Connexions Management Information Team)

Targeted Youth Support work will also be a key contributor to county plans such as the Children and Young People's Plan, Community Safety, DAAT and Teenage Pregnancy Plans.

Related IYSS targets include:-

- Participation – the number of targeted young people engaging in supported positive activities
- Accreditation – the number of targeted young people achieving a recorded or accredited outcome

2.6. National Analysis and Planning

Needs analysis at national level uncovers similar statistics to county analysis and highlights areas with expectations and targets for service involvement.

Related IYSS targets include:-

- NEET – the number of young people not in education, employment or training
- Participation in Education – the number of young people in full time education

Some of these targets are cross agency targets where youth support work has to describe what interventions can be offered to contribute to the targets e.g. Teenage Pregnancy, Social Inclusion and reduction of numbers of young people Not in Education, Employment or Training (NEET).

2.7. County Council

The County Council makes the key decisions on budget priorities and has agreed to prioritise the age range of 10 – 19 (and up to 25 for those who have LDD). The Council has also decided to prioritise where work is targeted i.e. targeting specific communities through detached work.

3. Partnership Working

3.1 Other key programmes, which are directed at the same age range, can have a major impact on service delivery. Some initiatives are joint partnerships where the agenda is specified closely, other relationships are looser where organisations share referrals, information etc.

3.2 Voluntary Organisations

In line with the voluntary sector Compact agreement some services will be procured through a tendering process leading to contracts being put in place.

3.3 District and Parish Councils

A number of community based youth projects are delivered through funding agreements with District, Town and Parish Councils for specific services. Where these are provided an agreement is drawn up to specify the scope of the work and the outcomes.

3.4 Schools

A range of targeted youth support work takes place within the County's secondary and Primary Schools. This work along with other locality team interventions should be agreed and specified in a partnership agreement.

By identifying which areas of work are core, joint or additional, schools and locality teams can ensure cost effective delivery of agreed work programmes.

4 Conclusion

- 4.1 The move to targeted youth support creates a number of pressures on Central and Locality IYSS Teams particularly in meeting the challenge of reducing numbers of staff and moving into different ways of working. An implementation plan has therefore been developed to help support this transition. (See Appendix 1)
- 4.2 In service delivery there is a continued need for Localities to consider where services are currently operating, whether this is appropriate or should delivery be repositioned. Secondly, at the point of delivery how does the work with young people (the curriculum delivery) connect with the County priorities for the service?
- 4.3 Each Locality receives money on a formula basis and at this level should be ensuring that resources are directed to respond to priorities identified by the area as well as those arising locally. This information needs to be fed into the planning cycle at a county level as well as being used operationally.
- 4.4 The service will work alongside key agencies such as schools and voluntary agencies to ensure close co-ordination of planning and delivery to ensure young people have good access to the support they require.

Integrated Youth Support Services Strategic Development Plan 2011-12

February 2011

Development Plan for Integrated Youth Support Services 2011-2012

This plan has been prepared as a response to the recent consultation and move to integrate Connexions Youth Work and Information, Advice and Careers Guidance Services which lie within the Enhanced and Preventative Services Directorate of Children and Young People's Services. It addresses the key work streams required to implement a programme of change management that will enable the new service to define its role and delivery through the 14 Locality Teams within a context of reduced resources.

The Government has confirmed its direction of travel in Raising the Participation Age, monitoring NEET and establishing an all age Careers Service. However, no information is yet available on what specific targets we will be expected to work towards. Once this is clearer new locality related targets will be developed and disseminated. Apart from the pilot National Citizenship Scheme there has been little youth policy to speak of, although a paper is now expected in early summer. Meanwhile the Local Authority will continue to monitor the current National BVPIs on 16-18 NEET and In-learning as well as developing work on local participation targets and their relation to evidenced based outcomes.

It is envisaged that this plan will be overseen by the Area Managers Localities and Partnership and reviewed on an annual basis by a multi-agency Youth Support Stakeholders Group drawing from the expertise developed through the Youth Offer Project Board.

SERVICE PLAN FOR INTEGRATED YOUTH SUPPORT SERVICE	
Purpose of the Service	The purpose of Integrated Youth Support is to provide a service to young people in Cambridgeshire that supports them with their health, lifestyle and career aspirations enabling them to achieve their full potential in their transition to adulthood.
Contact details for the Service	<p>Steve White, County Manager - Integrated Youth Support Service – 01223 715493 or steve.white@cambridgeshire.gov.uk</p> <p>Jeannette Perkins, Performance and Development Manager, IYSS – 01480 373757 or jeannette.perkins@cambridgeshire.gov.uk</p>

Achieving and demonstrating benefits for children and young people in Cambridgeshire

Our priorities for Children and Young People's Services from 2011 to 2012

Priority 1	Improve outcomes for every child and young person through high quality provision in schools, colleges and settings, and access to universal services
1a	Every school, college and setting provides high quality teaching and learning
1b	Every child and young person has a place in learning (that they can access)
1c	Every child and young person can access universal health services
Priority 2	Narrow the gap in education and health outcomes for our vulnerable children and young people
2a	Support more families, particularly in the Early Years, to build resilience and prevent the escalation of need
2b	Support vulnerable children and young people to attend and remain in learning, employment or training
2c	Learning, employment and training is at the right level and in the right place for our vulnerable children and young people
Priority 3	Keep children and young people safe
3a	The right children and young people become Looked After at the right time, place and cost
3b	Safeguarding of children and young people is embedded across our Services
Priority 4	Support change to enable Children and Young People's Services to achieve benefits for our children and young people
4a	Children's services are delivered effectively and can demonstrate benefits for children and young people
4b	To develop and effective, efficient and motivated workforce

Service objectives for 2011 to 12

CYPS Priority:

Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3.

CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b

Objective 1: CYPS staff, schools and other partners are clear on the role of IYSS staff and Learning Directorate staff involved in IAG support for schools.

Dependencies:

Delivery of actions via Area Managers Performance and Planning

<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
1.1 Develop guidance on clear referral pathways for career guidance and targeted support for internal and external use, including the use of CAF in relation to potential NEET (WD) (March 2011)	<ul style="list-style-type: none"> Define the guidance offer as part of an IAG system with schools. Methods of delivery to be articulated i.e. individual. group/area programmes that lead to accredited and recorded outcomes where possible FAQs / case studies 	Pathways Working Group	
1.2 Agree one to one caseload levels for all IYSS field staff (February 2011)	<ul style="list-style-type: none"> Link to revised caseload management guidance Practice standard guidelines (Link to E&P QA group) Thresholds for targeted groups included in this 	IYSS County Lead Area Managers L& P	
1.3 Provide guidelines (April 2011)	<ul style="list-style-type: none"> Full cost recovery for externally funded open access youth clubs , including standard management fee Template for SLAs with external funders 	IYSS County Lead	

<p>1.4 New Locality/School Working Agreements developed and in place (May 2011)</p>	<ul style="list-style-type: none"> • Transitional arrangements • Link to referral pathways document • Ensure IYSS and Learning Directorate IAG support are an integral part of amendment to Working Arrangements Document 	<p>Area Managers Pathways Working Group Locality Managers</p>	
<p>1.5 Agree clear work boundaries with other youth support service providers i.e. YOS, EOTAS, Leaving Care Team, Aiming High, In School Support and Locality Managers (July 2011)</p>	<ul style="list-style-type: none"> • Ensure boundaries link to Model of Staged Intervention • Regular review mechanisms put in place to monitor young people's use of services • Provide IYSS Induction Module training to specialist services (WD) 	<p>Area Managers County Leads Locality Managers</p>	
<p>1.6 Provide a staff IYSS e-newsletter, update web pages and links to new education portal with access to curriculum support and guidelines (Commence April 2011)</p>	<ul style="list-style-type: none"> • Introduce new structures & central team • Clarify FIS role in service support • Clarify contributors 	<p>Central Business Support Officer Family Information Service IAG/WRLE Teams</p>	
<p>1.7 Agree name for new service in light of the Connexions brand no longer being supported Nationally (August 2011)</p>	<ul style="list-style-type: none"> • Consultation with/involvement of Locality Managers • Proposals to be made to E&P Management (inc evidence base for decisions) 	<p>Pathways Working Group (TJ/AMLPS/LMs to give further consideration)</p>	

Service objectives for 2011 to 12

CYPS Priority:

Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3.

CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b

Objective 2: All staff have the skills required for them to deliver targeted youth support

Dependencies:

Clear links to Workforce Development Team and delivery of learning plans via Locality Managers

<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
2.1 Guidance Advisors supported to achieve L6 qualification (July 2012)	<ul style="list-style-type: none"> • Costings required • Staging • Skills analysis • Modules completed 	Workforce Dev. Team	Transition funding and core training budget
2.2 Youth Dev. Coordinators and Young People's Workers supported to access bursaries to gain JNC professional qualification and to undertake selected L5 Diploma modules (May 2011 – July 2014)	<ul style="list-style-type: none"> • Costings required • Time commitment required • Staging agreed • Bursary process in place 	Workforce Dev. Team/ County Lead	
2.3 All operational and support staff are trained in using One (See 3.1 below) (July 2012)	<ul style="list-style-type: none"> • Costings required • Time commitment required • Staging agreed • Staff trained 	Workforce Dev. Team	Costs yet to be defined.
2.4 Arrange Area IYSS Change Management Development half days (From July 2011)	<ul style="list-style-type: none"> • General and role specific to meet needs of development plan 	Workforce Dev. Team Area Managers	

<p>2.5 Provide termly IYSS Professional Development mornings (July, September, January, May)</p>	<ul style="list-style-type: none"> • Service issues identified and addressed 	<p>Central IYSS Team Workforce Dev. Team</p>	
<p>2.6 Update / training guidance on current policies including lone working, recruitment, induction, working hours, full cost recovery (April/May 2011)</p>	<ul style="list-style-type: none"> • All staff have engaged in IYSS induction modules 	<p>Workforce Dev. Team</p>	
<p>2.7 Provide a core professional development programme for all staff groups to include: (April/May 2011)</p>	<ul style="list-style-type: none"> • Introduction to IYSS core module work • Group work • Caseload management • Evidenced based outcomes • Working with families • IAG, including support for school staff and curriculum planning • Education Business Partnership, including work experience • Safeguarding • Sexual health • Risk taking behaviours • Young parents <p>Link the above areas to PDP learning objectives and learning from IYSS interviews</p>	<p>Workforce Dev. Team Central IYSS Team IAG/WRLE Teams</p>	

Service objectives for 2011 to 12

CYPS Priority:
 Children’s Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3.
 CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b

Objective 3: Quality Assurance and Management Information systems are in place to raise quality and to meet National and Local reporting requirements

Dependencies:
 Move from ASPIRE to ONE subject to speed and suitability of the ONE system to meet IYSS requirements
 Workforce Development and MI support in training staff in new systems

<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
3.1 Confirm locally agreed performance measures (March 2011)	<ul style="list-style-type: none"> Ensure performance measures disseminated and monitoring systems in place when known 	Central IYSS Team AMLPS	
3.2 Develop agreed systems for measuring outcomes and recording the evidence of impact of youth support services on young people linked to the CAF (September 2011)	<ul style="list-style-type: none"> A new distance travelled model developed, training rolled out and being used by IYS staff 	IYSS Central Team Time limited working group	
3.3 Review quality assurance indicators for Area Review meetings (May 2011)	<ul style="list-style-type: none"> New template developed to support desktop analysis quality assurance processes 	Central IYSS Team Area Managers	
3.4 Review role of IYSS MI Team in light of National and local MI requirements and outcome of consultation of CYPS performance	<ul style="list-style-type: none"> MI Team meet the requirements of the ONE system and is integrated into the ONE Vision Team 	HoS Performance Management	

<p>management functions (March 2012)</p> <p>3.5 Review Evaluation of Professional Practice (EPP) requirements and oversight (October 2011)</p> <p>3.6 Complete gap analysis and agree transfer implementation plan from APSIRE to ONE (July 2012)</p>	<ul style="list-style-type: none"> • Ensure EPP is fit for IYSS purposes • Costings • Time commitment • System is fit for purpose • Training 	<p>E&P Performance & Quality Assurance Performance and Devt. Manager</p> <p>One Vision Team IYSS MI Team Workforce Development Team</p>	
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Service objectives for 2011 to 12			
CYPS Priority: Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3. CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b			
Objective 4: Each Locality has a clearly defined core entitlement for young people			
Dependencies:			
<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
4.1 Locality Managers consult with partners, providers and young people to meet the statutory requirement on " <u>sufficiency</u> " of existing universal services with a particular focus on IYSS priority groups. Link with the development of locality data sets (February – July 2011)	<ul style="list-style-type: none"> • Minimum number of universal provision outlets are closed due to lack of external funding 	Area Managers L & P Locality Managers	Transition funding
4.2 Provide PlanWeb training to enable gap analysis as part of self-supported local planning with service providers and locality teams (WD) (July 2011)	<ul style="list-style-type: none"> • Locality Managers and Youth Development Coordinators are skilled in gap analysis processes 	Workforce Dev. Team	
4.3 Gaps identified and joint commissioning strategies and/or contracts agreed (September 2011)	<ul style="list-style-type: none"> • Gaps in provision identified and plans for collaboration with partners to meet those gaps in place 	Area Managers L & P Locality Managers	

Service objectives for 2011 to 12

CYPS Priority:
 Children’s Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3.
 CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b

Objective 5: Young people have access to appropriate Information, Advice and Guidance

(Cross-reference to referral pathways work 1.1)

(Take account of new responsibilities for schools and links to Learning Directorate support to schools to develop excellence and quality)

Dependencies:
 Raising Participation Project Board
 School engagement
 Locality Teams

<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
5.1 Continue to provide an Area Wide Prospectus of 16+ education and training opportunities (TBC)	<ul style="list-style-type: none"> Area wide prospectus provides comprehensive information on 16+ pathways Reduction in the levels of information currently held on Youthoria 	IYSS Perf. & Dev. Manager 14-19 Partnership Managers	Core budget
5.2 Continue the development of an all schools based On-line Application process (TBC)	<ul style="list-style-type: none"> Increase number of post 16 providers join the system 	IYSS Perf. & Dev. Manager IAG/WRLE Team	
5.3 Provide all young people leaving Year 11 with a September guarantee of a place in education or training, ensuring they are aware of the vacancy service	<ul style="list-style-type: none"> 95% year 11 participating in Learning 	Locality Managers	

<p>available via Youthoria (August 2011)</p> <p>5.4 Review and develop Youthoria as the prime web site for young people's information and on-line engagement and job search (December 2011)</p> <p>5.5 Review role of Additional Needs Personal Advisor with reference to how the role operates within the new structure</p> <ul style="list-style-type: none"> • Link to new arrangements for 14+ reviews (September 2011) <p>5.6 Review use of drop in facilities at libraries, including a review of use/ footfall and alternate models of delivery of support to vulnerable groups, with recommendations about future model of delivery (March 2012)</p>	<ul style="list-style-type: none"> • Increased number of visits to the site • Line management clarified and transparent links to Locality Teams agreed • Role and future purpose of drop-in facilities agreed 	<p>Family Information Service IYSS MI Team WRLE Team Cams.net/schools</p> <p>Part of Learning Directorate Review</p> <p>IYSS Perf and Dev Manager Area Managers L & P Locality Managers</p>	
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Service objectives for 2011 to 12

CYPS Priority:

Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3.

CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b

Objective 6: Increased levels of effective work with targeted groups of young people

Dependencies:

Raising Participation Project Board

Schools engagement in early identification and referral

ONE Vision Team

<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
6.1 Build on good practice examples of school's early identification processes for targeting and measuring outcomes for priority groups and link this to ONE development (April – July 2012)	<ul style="list-style-type: none"> • Link to 1.1 • Emphasis on Yr 6/7 and Yr 11 Transitions 	Pathways Working Group LMs/Schools	Early Intervention Grant 14-19 Partnership
6.2 Provide 6 residential U-Project programmes for young people at risk of NEET including one for young people with Special Needs (November 2011)	<ul style="list-style-type: none"> • 180 beneficiaries and 90 completions • Develop alternatives for future funding • In addition explore targeted work experience for those at risk of NEET or with Special Needs in conjunction with the WRLE Team 	IYSS County Lead Grafham Water Locality Managers	
6.3 Complete 3 pilot 14-19 Foundation Tier pilot projects and disseminate learning to expand to other Localities (July 2011)	<ul style="list-style-type: none"> • Evaluation completed and disseminated resulting in further pilots • Corporate agreement for Foundation Learning monies carry forward to complete final report 	County Lead Wisbech/Ramsey and City North YDCs 14-19 Advisor	

6.4 Review continuing role of Area Inclusion Workers (November 2011)	<ul style="list-style-type: none"> • Future role of AIYWs agreed with Area Managers 	Area Managers L & P	
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Service objectives for 2011 to 12			
CYPS Priority: Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3. CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b			
Objective 7: IYSS Locality Teams have suitable premises to deliver targeted youth support			
Dependencies: Schools and other partner agencies involvement in transfer issues to enable continued usage where required.			
<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
7.1 Localities identify service requirements with partners (April 2011) 7.2 Work in close association with the 'Making Assets Count Project' to meet future service requirements, including shared use of facilities (December 2011) 7.3 Disposal or asset transfer of all surplus building stock taking account of better utilization of property and Academy status (March 2012)	<ul style="list-style-type: none"> • Gap analysis undertaken • Building requirements identified • Service requirements identified • Partners identified • Premises transferred or disposed of ensuring an equitable recharge system of costs saved back into locality budgets for hire charges 	Area Managers L & P Central IYSS Team Locality Managers Estates Central IYSS Team Locality Managers Estates	Capital refurbishment budget

Service objectives for 2011 to 12

CYPS Priority:

Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3.

CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b

Objective 8: Young people exert their influence and active engagement in positive activities and service development

Dependencies:

Engagement of Area Partnerships and Neighbourhood Forums

Level of engagement by organisations in wishing to achieve the Investing in Children and Young People Award

<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
8.1 Provide 2 Area Agenda days that link with CYPS Management Team and Area Partnerships and Neighbourhood Forums (May 2011; October 2011)	<ul style="list-style-type: none"> • Pledges resulting from young people's recommendations made by Management Team and Area Partnership result in change • Any changes made fed back to participants • Process informs future events 	IYSS County Lead Area Managers L & P	Core budget Aiming High
8.2 Commission SEN providers to ensure young people with Disabilities have a voice in the development of services and resulting outcomes are addressed (April 2011)	<ul style="list-style-type: none"> • Engagement of three organisations to engage with young people to have a say • Level of engagement resulting from commissioned services 	Transitions Team Manager	
8.3 Publicise and engage Children's Trust Board Partners in the Investing in Children and Young People Award to further embed participation	<ul style="list-style-type: none"> • 10 partner organisations achieve the liCYP Award 	Participation Coordinator	

(July 2011)			
8.4 Locality Participation is escalated through engagement of Area Partnerships and Neighbourhood Forums (March 2012)	<ul style="list-style-type: none"> Parent, Children and Young Peoples Networks and pathways to decision makers developed 	Area Managers L & P CTB Participation Advisory Group	

Service objectives for 2011 to 12			
CYPS Priority: Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3. CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b			
Objective 9: New structures are developed to meet future service and central government requirements			
Dependencies: Government requirements for contestability and corporate policy related work			
<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
9.1 Meet government requirements to transfer resources to develop an all age Careers Service (September 2012)	<ul style="list-style-type: none"> Ensure IYSS is well positioned to meet central Government requirements when announced 	Project lead to be identified Service Manager IAG & WRLES	
9.2 Explore the development of a pilot Community Interest Company to deliver Youth Work (May 2011)	<ul style="list-style-type: none"> Agree area focused specifications with existing partners Business plan produced 	Head of Youth Support Services IYSS County Lead Area Managers L & P	

<p>9.3 Develop a community capacity building model utilising IYSS Transformation Funding (March 2012)</p>	<ul style="list-style-type: none"> • CIC established 	<p>Head of Youth Support Services Central IYSS Team Area Managers L & P</p>	<p>Transitions funding £10K</p>
<p>9.4 Prepare IYSS to meet Localism 'Right to Challenge' contestability requirements and put in place a process by which services are 'tested' in the market place (November 2012)</p>	<ul style="list-style-type: none"> • Processes in place to meet any challenge to services made 	<p>Head of Planning & Performance Area Managers L & P</p>	
<p>9.5 Review CYPS funded and joint funded county wide contracts ending March 2012 in the context of revised priorities and locality commissioning processes</p>	<ul style="list-style-type: none"> • All contracts procured and in place by April 2012 	<p>IYSS County Lead Area Managers L & P Head of Children's Joint Commissioning</p>	
<p>9.6 Explore involvement of young people in contract monitoring (September 2011)</p>	<ul style="list-style-type: none"> • Examples of best practice of young people's engagement in procurement and monitoring recorded and disseminated 		
<p>9.7 Explore regional models for future service delivery with IYS East (January 2011 onwards)</p>	<ul style="list-style-type: none"> • Network considers a range of options as central Government policy develops 	<p>Head of Youth Support Services Area Managers L & P</p>	

Service objectives for 2011 to 12			
CYPS Priority: Children's Trust Plan Priorities 1.1, 1.4, 2.1, 2.2 and 3. CYPS Strategy 2011-15 Priorities 1b, 2a, 2b, 3a, 4a & 4b			
Objective 10: Ensure the human resource requirements for the IYSS process are completed			
Dependencies: Workforce Development Team			
<i>SMART Actions</i>	<i>Progress measures</i>	<i>Lead officer</i>	<i>Resources to be used</i>
10.1 Line management structures to be completed (January 2011)	<ul style="list-style-type: none"> Line management structures agreed 	Locality Managers	
10.2 Payroll / Oracle data to be updated (March 2011)	<ul style="list-style-type: none"> Staff details updated 	E&P HR Officer	
10.3 Provide training to Locality Managers / Youth Development coordinators on HR paid and volunteer staff contract requirements (WD) (April 2011)	<ul style="list-style-type: none"> Time commitment Training 	Workforce Development Manager E&P HR Officer	
10.4 Establishment Control to be updated (June 2011)	<ul style="list-style-type: none"> New posts and contacts displayed on Camweb 	Locality BSOs	
10.5 Progression criteria for all roles to be updated/ revised (April 2011)	<ul style="list-style-type: none"> Criteria agreed by JNC Panel 	E&P HR Officer Perf & Dev Manager	

Service information and communications activity for 2011 to 2012

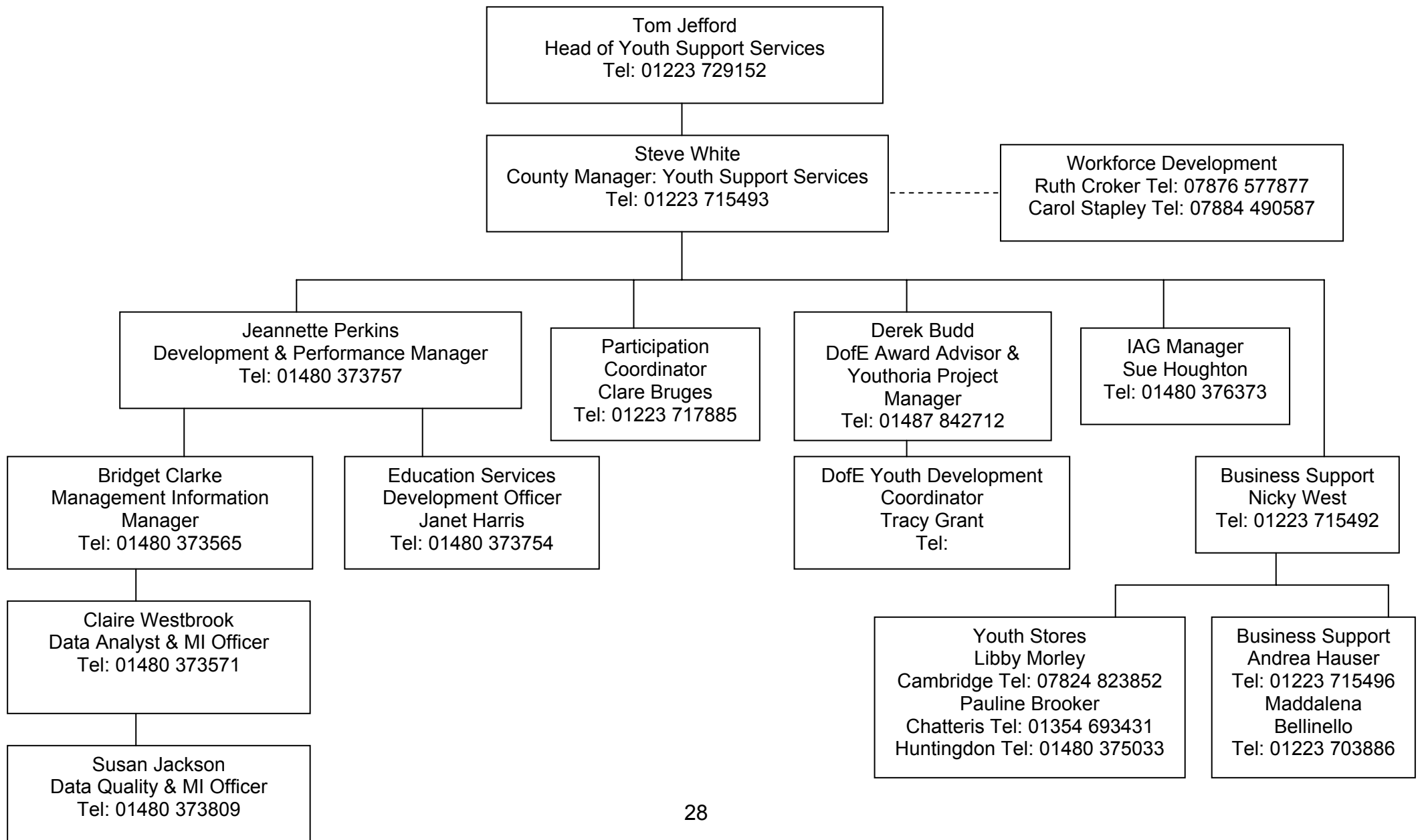
<i>Key messages the team/Service needs to communicate</i>	<i>How?</i>	<i>To whom (internal, external, stakeholders)</i>	<i>During</i>	<i>Who will do this?</i>
			April	
Provide guidance on branding process and what to use in the interim	IYSS Newsletter	Locality Teams	May	County Lead/BSO
Engagement of partners with a county wide brief Roll out of transformation funding Provide guidance for professional qualifications Provide guidance on performance measures and recording process	One off meeting Letter to Localities Letter to Localities Letter to Localities IYSS Newsletter Staff training	County wide services Locality Managers Locality Managers Locality Managers	June	County Lead Area Managers L&P County Lead County Lead
Provide guidance on move of EPP to Autumn	Letter to Localities	Locality Managers	July	PDM
Provide further guidance on progression of new QA Framework	IYSS Newsletter Locality Forums	Locality Teams	August	PDM/BSO
Provide further guidance on All Age Careers Service if available	IYSS Newsletter Locality Forums	Locality Teams	Sept	PDM/BSO
			Oct	
			Nov	
			Dec	
			Jan	
Provide guidance on progress of move from ASPIRE to ONE	IYSS Newsletter ASPIRE User Group	Area Managers & Locality Teams	Feb	PDM

Service workforce needs for 2011 to 2012

<i>Development objectives</i>	<i>SMART actions to deliver</i>	<i>Resources</i>	<i>No./job roles</i>	<i>By when</i>
Ensure unqualified IYSS staff enrol on JNC professional qualification and L6 Module programme	Rolling bursary programme adhered to	Transformation Fund	Young People's Workers (31)	March 2012
Ensure all LMs and YDCs are able to use Plan Web	Provide seminars	Link to GIS Team	Locality Managers & Youth Development Coordinators (28)	March 2012
Support staff in understanding their new roles	3 termly professional development sessions delivered	Central training budget	GAs and Information Advisors	July, Nov., March
Support staff in understanding their new roles	3 termly professional development sessions delivered	Central training budget	YDCs and YPWs	July, Nov., March

Service risk management for 2011 to 2012		
<i>Risk title</i>	<i>Risk description</i>	<i>Controls or actions to be taken to mitigate the risks</i>
Reduction in Careers Guidance to Schools	With new schools legislation duties, schools choose to deliver minimal delivery resulting in a post code lottery for young people's support particularly universal services	Continue to provide targeted youth support to all schools Explore options for drawing external funding in from Central Govt.
Cost of fixed buildings mitigates against funding of core activities	The balance of costs required to keep open some premises impacts on other localities that have no premises budget funding	Audit of current building responsibilities and explore whether transfer of assets can enable a shift in funding to a more equitable basis
Quality and number of young people worked with is reduced resulting from the move to targeted services	Skills levels in one to one case load management and group work and potential issues in targeting young people through early identification systems in place in schools may impact on service delivery	Continue to up-skill staff through formal training, sharing good practice and professional development days Design a fit for process destination travelled tool
Move from ASPIRE to ONE does not meet service requirements	ONE is currently unable to meet service specifications and needs to be made more compatible with service requirements	Continue work with the ONE Vision Team and Capita to develop and eventually move to ONE. All staff would then need to be retrained in the use of ONE.

IYSS Structure September 2011



IYSS Practice Standards, Performance and Quality

The purpose of Integrated Youth Support is to provide a service to young people in Cambridgeshire that supports them with their health, lifestyle and career aspirations enabling them to achieve their full potential in their transition to adulthood.

BACKGROUND

IYSS will focus on 10 – 19 year olds according to local need, ensuring that young people are supported at all ages within this range. A priority is to support young people through key transition points during this period of their lives. This is in line with the views expressed by young people.

We will ensure that an appropriate balance across the age range is maintained across the County to ensure young people get help when they need it. As a standard schools should receive no less than 1 day per week of support.

1. Statutory Requirements

There are a number of statutory requirements that IYSS work to:

The 1973 Employment and Training Act requires local authorities to ensure young people have access to careers guidance

The 2006 Education and Inspections Act requires access to sufficient educational leisure activities for young people 13 – 19 and up to 24 for those young people with learning difficulties and or Disabilities (LDD)

The 2008 Education and Skills Act places a responsibility on local authorities to ensure that a section 139a assessment is provided for all young people with LDD to assist their transition from school to post 16 learning

The 2008 Education and Skills Act requires local authorities to promote participation in learning and identify those young people who are not participating

2. The Priority Group

Targeted support will be available to young people if they:

- live in communities with high levels of deprivation
- have attendance and behaviour issues and at risk of being excluded from mainstream school or who have been excluded
- are at risk of not participating
- are at risk of not being in education, employment or training at 16 or 18
- are young parents
- are engaging in risky behaviour (anti-social behaviour/ sexual risk taking/ substance misuse/offending)
- have a Learning Difficulty and / or Disability (LDD)
- are Looked After Children/Care Leavers
- are Young Carers
- are at risk of becoming homeless

3. Services Offered

THE OFFER	Emerging need Level 1	Additional need Level 2	Complex need Level 3	Severe needs/ protection
Information, Advice and Guidance	<p>Provision of good information and advice (via OLAP/Area Wide Prospectus/ Youthoria/Family Information Service)</p> <p>Identifying those at risk early in the process through links to schools and OLAP (IAs/Client Researchers)</p> <p>Support schools via IAG Strategy and action plans (IAG/Work Related Learning Teams)</p>	<p>Targeted guidance to those at risk of becoming NEET (Guidance Advisers)</p> <p>Identifying those at risk early in the process (IAs/Client Researchers)</p>	<p>Assessing the needs of young people with LDD in order to access EET (ANPA/Guidance Advisers)</p>	<p>Priority assessment and 1:1 support</p>
Volunteering and Positive Contribution	<p>Support process through commissioning activity/locality based partnerships (Youth Development Co-ordinator/Central Team)</p> <p>Support young people to access positive activities volunteering opportunities who may not otherwise do so (Youthoria/ Guidance Adviser – signposting)</p>	<p>Support process through commissioning activity/locality based partnership (Youth Development Co-ordinator/Central Team)</p> <p>Support young people to access volunteering opportunities who may not otherwise do so (Youthoria/Young People’s Worker)</p>	<p>Support young people to access volunteering opportunities who may not otherwise do so (Young People’s Worker)</p>	<p>Commissioned activity where appropriate to encourage those least likely to participate to enter volunteering opportunities</p>
Positive Activities	<p>Support young people to access positive activities who may not otherwise have the opportunity to do so (IA/Guidance Adviser – signposting)</p>	<p>Support young people to access positive activities who may not otherwise have the opportunity to do so (Young People’s Worker/Youth Development Co-ordinator)</p>	<p>Support young people to access positive activities who may not otherwise have the opportunity to do so (Young People’s Worker)</p>	<p>Commissioned activity where appropriate to encourage those least likely to participate to engage in positive activities and to overcome barriers through engagement and 1:1 support</p>

THE OFFER	Emerging need Level 1	Additional need Level 2	Complex need Level 3	Severe needs/ protection
	Supporting other providers or communities to provide some positive activities (Youth Development Co-ordinator)	Providing some positive activities which will enable young people to achieve better outcomes and timely support (Young People's Worker)		
Targeted Support		Supporting young people who need more specialised or intensive support through 1:1 or group work (Young People's Worker) Signposting to more specialist services as needed.	Supporting young people who need more specialist or intensive support through 1:1 or group work (Young People's Worker) Signposting to more specialist services as needed.	Supporting young people who need more specialist or intensive support, through 1:1 or group work (Young People's Worker) as part of a wider package of intervention where another agency or service is the lead professional.

4. Delivery Staff

The following staff roles are fundamental to the successful delivery of IYSS. All roles are expected to work with a wide range of partners within both children's services and in the local community e.g. learning providers, Job Centre Plus, voluntary sector etc.

Full job descriptions and progression criteria can be found at the end of this document. (See Appendix 19 & 20)

Guidance Adviser

The role of the Guidance Adviser is to work with targeted young people, providing information, advice and guidance services and where necessary, support them to access services in order to realise their maximum potential in learning, personal development and employment opportunities and to promote their social inclusion as they move into adulthood.

A guidance worker will work with a caseload of approximately 400 offering group and individual interventions (including the S139a assessment as appropriate). It is envisaged that 1:1 work will be delivered predominantly in KS4 and post 16 with the younger age range supported through group work

Young People's Worker

The role of the Young People's Worker is to work directly with vulnerable young people following Youth Work professional principles and practices including best

practice in Information, Advice and Guidance (IAG) to meet the core outcomes defined within the specification for Cambridgeshire's Youth Support Service. This will also include working with the wider community and with key statutory and voluntary agencies to enable positive activities for young people and where appropriate raise external funding to provide positive activities.

The caseload of a Young People's Worker would be equivalent to 5/6 individual clients or 2/3 groups for each day worked (the balance to be determined by the needs of the locality and through appropriate negotiation). It is envisaged that 1:1 work will be delivered predominantly in KS4 and post 16 with the younger age ranges supported through group work. In order to make groups viable it is envisaged that a variety of methods could be employed including cross age and cross school. Young people's engagement in line with the ethos of the service will be voluntary.

Youth Development Co-ordinator

The role of the Youth Development Coordinator is to manage, coordinate, raise funding, deploy and deliver a high quality youth support service at locality and area level as required. It is also to liaise, support and work collaboratively with a range of agencies to ensure a holistic approach in service delivery to young people

Information Adviser

The focus of this role is to support young people who are NEET into education, employment, training or voluntary opportunities and to ensure they are signposted at an early stage for more intensive support if required.

Typically the caseload of an Information Adviser would be 50 young people.

Client Researcher

This role provides tracking and follow-up of young people to confirm their situation and offer signposting as appropriate where support is required.

5. Performance Measures

To ensure there is countywide consistency about overarching priorities and a clear focus on impact, the following outcomes will be measured:

- ❑ Supporting targeted young people into positive activities
- ❑ Increasing the percentage of young people participating in learning. (raising the age of 100% participation to 17 in 2013 and 18 in 2015)
- ❑ Reducing % 16-18 year olds, who are not in education, employment or training (NEET), including care leavers, PRU leavers and young people with SEN
- ❑ Reducing the numbers of first time entrants into the Youth Justice System aged 10-17 *
- ❑ Reducing substance misuse by young people*
- ❑ Reducing the under 18 conception rate *
- ❑ Reducing the numbers of 16-18 year olds presenting as homeless
- ❑ Ensuring young people participating in activities achieve recorded and accredited outcomes which will enable them to progress positively into adulthood

* *Not measured through the IYSS ASPIRE Database.*

Although no clear targets for participation in positive activities or NEET have been set by Central Government there is still the expectation to collect and submit specific data as before. An obvious requirement also still exists for the local authority to monitor and improve the quality of its services. To this end, work has taken place to set a number of IYS performance measures at County, Area and Locality level. (See Appendix 3)

The targets will be reviewed on an annual basis.

6. Quality Assurance

Quality assurance of services will be carried out through the following:-

- ❑ Six monthly Area Quality Review Meetings – Central Team and Area Managers (See Appendix 4)
- ❑ Caseload management through monthly line manager supervision (See Appendix 5)
- ❑ Monthly monitoring through Central M.I Team reporting to localities
- ❑ Individual Appraisal and Development Plan process
- ❑ Evaluation of Professional Practice – line managers with Central Team support (See Appendix 6)

7. 16-19 Follow Up Procedures

In order to provide clear guidelines for 16-19 follow up, a set of procedures have been developed to support Information Advisors and Client Researchers. (See Appendix 7)

8. Support available from the Central IYSS Team

The Central Support Team will continue to provide impartial and professional lead support to managers and IYSS staff in the following areas:

- ❑ Strategic, policy and curriculum support
- ❑ Performance monitoring relating to outcomes to be delivered
- ❑ Quality assurance of services
- ❑ Consultancy on professional aspects of the service
- ❑ Professional development

PERFORMANCE MEASURES FOR IYSS 2011

Background

Prior to April 1 this year NEET and In Learning data has been collected for young people who live and/or are educated in Cambridgeshire. In addition to this reporting for the main targets has been by age i.e. 16 – 18 not by cohort.

From April 1 there will be several changes:

1. Post 16 reporting will be by residency only. This means that we will only report on young people who reside in Cambridgeshire (this will include those educated outside the county.)
2. Post 16 reporting will be by cohort and will include years 12, 13 and 14. This means that we will be reporting on a large number of 19 year olds.
3. The annual activity survey which looks at the destinations of young people leaving year 11 will not change. So this will include all young people educated in Cambridgeshire regardless of residency.
4. The September Guarantee for year 11 will not change. Again this means all young people in year 11 regardless of residency. For year 12 we will report by residency only.

Whilst changes are made to software to enable new reporting the Department for Education has declared a data amnesty. There will be no official reports published until June 2011.

There is no government requirement to collect data on participation in positive activities but it remains important to ensure that we are delivering appropriate services to young people within the remit of the new integrated support service through group and one to one interventions. This work will be measured through a new participation “target” based on the capacity of staff within the locality delivering core IYSS services. Work has been undertaken to identify the broad number of young people who may fall into our core group, comprising for example those on free school meals, with statements of educational need, young people who are looked after, are from ethnic minority groups at risk of poor educational attainment, have had fixed term exclusions, are NEET etc. The target can be achieved through group sessions and individual work that is face to face or as a result of a substantial phone call. Changes will need to be made to the ASPIRE database to enable this recording and staff will need ASPIRE training. I would suggest therefore that the timeline for this new “target” runs from July 2011 to June 2012. This should fit with planned ASPIRE training and with individual objectives in appraisals.

It will be important to maintain the established way of recording youth work activities in order to measure non core work that has been commissioned and may require more detailed reporting. We will also wish to keep track of accredited outcomes as part of a young persons wider portfolio of qualifications.

Work is currently being carried out to develop a tool to evidence distance travelled that links to CAF. This will eventually replace recorded outcomes.

What does all this mean?

Whilst the government is not setting “targets” for local authorities the expectation is that NEET will reduce and participation in learning will increase. Performance will be published on the transparency website. It will be for individual local authorities to set their own measures but there will be no comparative data. 2011 will provide the baseline due to changes listed above.

My proposal is that we have a new NEET measure which is based on the years 12, 13 and 14 cohort i.e. 16–19. This will as before take in all 18 year olds but also a proportion of 19 year olds which is inevitable if reporting is by cohort.. However, for the In Learning measure we will mirror the group that fall into the statutory raising the age of participation i.e. years 12 and 13. This means that we will not be reporting on all 18 year olds. I would propose setting a year 12 measure as full participation must be achieved by 2012 and a separate year 13 measure bearing in mind we have until 2015 to meet this requirement.

There is also a measure for participation that will be based on the number of one to one interactions and individuals within a group session.

COUNTY Measures 2011

16 –19 NEET	4.8%
16-19 Unknowns	3%
16-19 NEET LDD	8%
16 – 19 LDD unknowns	3%
Teenage mothers 16 –19 in EET	60%
PRU leavers NEET	15%
Care Leavers in EET	75%
17 year olds in learning Year 12 cohort	95%
18 year olds in learning Year 13 cohort	90%

Participation Target Total Number of Interactions 71,050 based on staff capacity to deliver services to an estimated target population of 8,100 young people.

East Cambs and Fenland Area - 2011 Measures

16 –19 NEET	5.4%
16-18 Unknowns	3%
16-19 NEET LDD	8%
16 – 19 LDD unknowns	3%
Teenage mothers 16 –19 in EET	60%
Care Leavers in EET	75%
PRU leavers to become NEET	15 %
17 year olds in learning Year 12 cohort	95%
18 year olds in learning Year 13 cohort	90%

Participation Total Number of Interactions 25,070 based on staff capacity to deliver services to an estimated target population of 2,600 young people.

**Locality Measures with NEET and unknown numbers to help with tracking.
Each locality to adopt the Area In learning Measure.**

BBS 2011

16 – 19 NEET	3.6% (65)
16 - 19 Unknown	3% (40)
Participation	4365 (400 approx young people in target group)

ELW

16 – 19 NEET	5.1% (90)
16 - 18 Unknown	3% (50)
Participation	5970 (570 approx young people in the target group)

March Chatteris

16 – 19 NEET	6.4% (110)
16 - 19 Unknown	3% (40)
Participation	5180 (740 young people approx in the target group)

Wisbech

16 – 19 NEET 7% (115)

16 - 19 Unknown 3% (40)

Participation 8565 (680 approx young people in the target group)

Whittelsey

16 – 19 NEET 4.8% (35)

16 - 19 Unknown 3% (20)

Participation 990 (250 approx young people in the target group)

Hunts Area – 2011 Measures

16 –19 NEET	4.6%
16-19 Unknowns	3%
16-19 NEET LDD	8%
16 – 19 LDD unknowns	3%
Teenage mothers 16 –19 in EET	60%
Care Leavers in EET	75%
PRU leavers to become NEET	15 %
17 year olds in learning Year 12 cohort	95%
18 year olds in learning Year 13 cohort	90%

Participation – Total number of interactions 19,620 based on the capacity of staff to deliver services to an estimated target population of 2,100 young people.

**Locality Measures with NEET and unknown numbers to help with tracking.
Each locality to adopt the Area In Learning measure.**

Huntingdon 2011

16 – 19 NEET	5.1% (100)
16 - 19 Unknown	3% (55)
Participation	7,665 (750 young people approx in the target group)

RSY 2011

16 – 19 NEET	4.4% (85)
16 - 19 Unknown	3% (50)
Participation	5,055 (550 approx young people in target group)

St Ives

16 – 19 NEET	3.5% (35)
16 - 19 Unknown	3% (25)
Participation	3,270 (280 approx young people in the target group)

St Neots

16 – 19 NEET 5.4% (95)

16 - 19 Unknown 3% (55)

Participation 3,630 (550 approx young people in the target group)

South Cambs and Cambridge City Area Measures

16 –19 NEET	4.4%
16-19 Unknowns	3%
16-19 NEET LDD	8%
16 – 19 LDD unknowns	3%
Teenage mothers 16 –19 in EET	60%
Care Leavers in EET	75%
PRU leavers to become NEET	15 %
17 year olds in learning Year 12 cohort	95%
18 year olds In learning Year 13 cohort	90%

Participation – Total Number of Interactions 26,360 based on staff capacity to deliver services to an estimated target population of 3,300 young people.

**Locality Measures with NEET and unknown numbers to help with tracking.
Each locality to adopt the Area In Learning Measures.**

BMG 2011

16 – 19 NEET	3.2% (50)
16 - 19 Unknown	3% (50)
Participation	3,135 (500 approx young people in target group)

Cottenham/Swavesey

16 – 19 NEET	3% (40)
16 - 19 Unknown	3% (40)
Participation	4,110 (370 approx young people in the target group)

Sawston Linton

16 – 19 NEET	2.6% (30)
16 - 19 Unknown	3% (35)
Participation	4,745 (280 approx young people in the target group)

Cambridge North

16 – 19 NEET 6.6% (115)

16 - 19 Unknown 3% (55)

Participation 7,050 (1000 approx young people in the target group)

Cambridge South

16 – 19 NEET 5.7% (120)

16 - 19 Unknown 3% (60)

Participation 7,320 (1,100 approx young people in the target group)

Six-monthly Area Review Locality Data Collection

QA statistics

Training Attendance

	well attended
	not all attended training
	poor attendance

External Funding

Even though income was received between Dec and March, the funding may have been received in advance or arrears and so may not necessarily relate to an activity which took place during those four months

Locality

Open access v targeted group work

	Open Access	Targeted	% Targeted
Pre Year 7	0	0	%
Year 7	0	0	%
Year 8	0	0	%
Year 9	0	0	%
Year 10	0	0	%
Year 11	0	0	%
Year 12	0	0	%
Year 13	0	0	%
Year 14	0	0	%
Total	0	0	%

External Funding

Dec - March £0

Resource bases

kits hired 0

Trips & visits

0

16-19 NEET	0
16-19 Unknown	0
Participation Total - No of interventions	0
Participation - No of individual participants	0
Year 6	0
Year 7	0
Year 8	0
Year 9	0
Year 10	0
Year 11	0
Year 12	0
Year 13	0
Year 14	0
Total	0

Youthoria

	Quizzes	Good news	What's on
Dec			
Jan			
Feb			
March			
April			
May			
Total	0	0	0

Training attendance	
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Responses to newsletter	
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CASELOAD MANAGEMENT GUIDELINES

Appendix 5

	Context Role	Definition of Case	Referral Thresholds	Caseload Limit	Requirements For supervision	Areas to be Covered in supervision	Case closure arrangements
G.A Guidance Adviser	To work with Targeted young people in schools and other settings providing IAG services as necessary, supporting young people into education, employment and training. Individual work should be predominantly within KS4 & post 16 with the younger age range supported through group work activities.	Young people who are at risk of NEET and /or are identified within the priority group Referrals made through learning providers as outlined in the working arrangements document All cases are logged on ASPIRE	Level 2 predominantly Maybe part of a wider package of support for young people needing more intensive services where another agency takes a lead role.	Approximately 400 G.As support two or more schools and are unlikely to see a large number of young people for ongoing support.	Full ASPIRE summary of up to 5 clients GAs should come prepared to discuss progress in the settings they are linked to including how referral arrangements are working	Client progress and issues that need resolving CAF September Guarantee S139as Record writing Gaps in provision Learning and development needs and experiences	ASPIRE Updated. Referred to IA for support post 16 as necessary or client researcher for tracking.
I.A Information Adviser	To support young people who are NEET into employment, education or training. To support young people accessing benefits. To signpost to more intensive services as required.	Young people who are NEET requiring support with job seeking or training. All cases are logged on ASPIRE	Referrals made via G.As and YPWs when needs have been identified and the case closed.	Approx 50.	Full ASPIRE summary of up to 5 clients NEET and follow up progress Management of information. Links to training providers and other agencies	Client progress Where referrals need to be made Follow up procedures and referrals to client researchers where contact cannot be made Record writing Learning and development needs & experiences	ASPIRE updated and client moved to client researcher for tracking

	Context Role	Definition of Case	Referral Thresholds	Caseload Limit	Requirements For supervision	Areas to be Covered in supervision	Case closure arrangements
YPW Young People's Worker	To work directly with vulnerable young people (1:1 and in groups) following youth work principles and best IAG practice to meet the core outcomes for IYSS e.g. increase participation and reduce NEET. Individual work should be carried out predominantly in KS4 and post 16 with the younger age range supported through groups. Group work can be across schools and within the community to meet locality requirements. The YPW will also work with the wider community, key statutory and voluntary agencies to enable positive activities for young people and raise external funding to provide them.	Referrals for group work made through school as agreed in the working arrangements document. Individual referrals to be made through CAF/LARM All cases to be logged on ASPIRE	Level 2/3 with signposting to more specialist services as needed Maybe part of a wider package of support for young people with more complex needs where another agency has a lead role	A combination of 1:1 and group work according to the needs of the locality and the expertise of the YPW. 1 day = either 2/3 groups or 5/6 clients depending on complexity of need.	YPWs should come with a summary of progress on all individual cases/groups. YPWs should be prepared to discuss progress in the settings they are linked to and relationships within the wider community including fund raising activities.	Concerns relating to clients e.g. Safeguarding Outcomes for young people and distance travelled with evidence that has been recorded on ASPIRE School and Interagency working and any issues around thresholds – CAF Record writing Learning and development needs and experiences	ASPIRE updated and referral made to IA for support post 16 as necessary or to client researcher for tracking.

CASELOAD MANAGEMENT CHECKLIST FOR IYSS PRACTITIONERS

To help you prepare for supervision please use this checklist as a guide.

1. Check actions from previous supervision and gather evidence as appropriate.
2. ASPIRE record writing: **(All interactions should be recorded by the end of each month or Within a maximum of four weeks)**
 - Is the interaction content appropriate – is there sufficient information have the young persons needs been identified, were all options explored, was the advice given accurate and impartial, were referrals recorded correctly, were action notes issued, have submissions, participation been recorded accurately etc.?
 - Are there sufficient and current contact details e.g. mobile and email?
 - Is there evidence of distance travelled and outcomes recorded?
 - Are intended destinations appropriate and recorded accurately?
 - Are qualification levels/qualification/accreditation details recorded?
 - Are the correct individual circumstances showing and are they current?
 - Are all other workers recorded in the correct section?
 - Are personal notes appropriate and the source recorded if not from the young person?
 - Are the situations listed accurate – remember there must always be a situation prior to NEET?
 - Are the notes easy to follow should another worker need to use them?
 - Are follow up dates recorded and then acted upon?
 - Is the September Guarantee baseline correct?
3. Prepare a summary of all cases.
4. Prepare for 5 clients /groups you wish to discuss in detail with full ASPIRE printouts, checking the record writing is accurate in all cases.
5. Prepare to discuss progress with settings e.g. school, training provider etc.
6. Evaluate the learning from any professional development experience undertaken and identify any needs that have arisen.

Evaluating professional practice framework

Context

Aim

The Evaluation of Professional Practice framework (EPP) is used to assess one to one interventions and group work activity delivered by practitioners in Children's Services.

The aims of the EPP are:

1. To enable practitioners to offer a quality service to the children, young people, parents and carers they are working with
2. To support the professional development of practitioners
3. To provide the Children's Services with a mechanism to manage and monitor the quality and consistency of the services offered to children, young people and parents/carers.

Involvement of staff

Practitioners

All practitioners (apart from trainees and those who have completed appropriate NVQ units within the year) will be observed annually. Staff in their probationary period will be assessed using the same criteria but will be reported on separately. Exemptions will be considered on an individual basis by the Audit Team.

Assessors

Managers, senior practitioners and members of the Audit team are assessors. All Assessors will be trained to use the framework.

Auditors

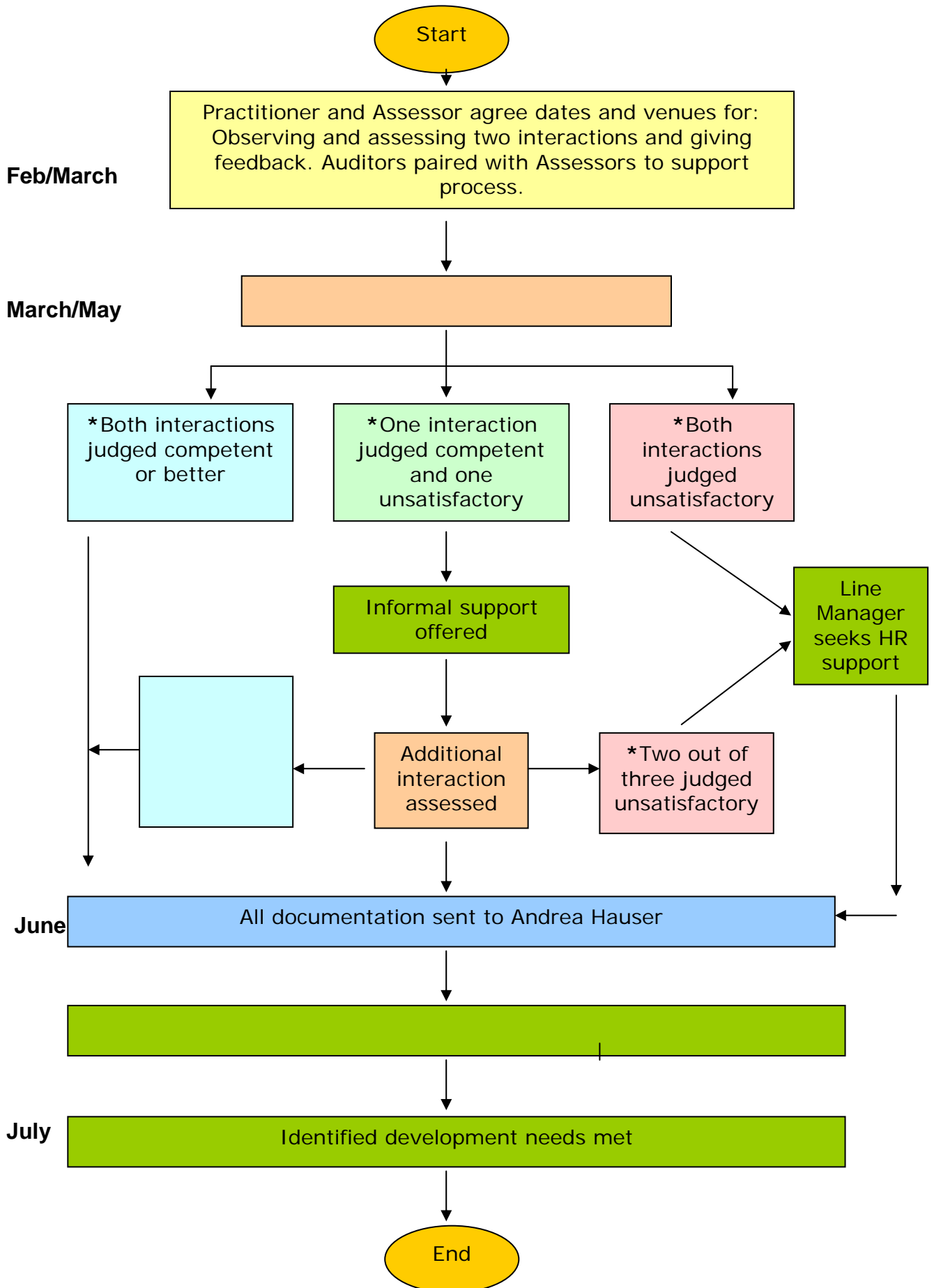
The Audit Team comprises of County Leads, Area Managers and Workforce Development representatives. The Audit Team fulfil 3 functions:

1. Observing assessors giving feedback to a practitioner annually to ensure consistency
2. Acting as the first line of appeal for any practitioner who disagrees with the judgement of their assessor
3. Supporting capacity issues around assessment

Independent Assessor

Practitioners can ask to be assessed by an independent Assessor if they disagree with the judgement after assessment by an EPP Auditor.

Procedure for assessment of interactions



Definitions

The areas to be assessed are:

Practice: this relates to the actions of the practitioner and how much positive or negative impact the actions are having on the young person or parent/carers learning and achievement. Assessors will look at:

- What works well or requires development
- How the intervention is organised and managed

Assessors won't be prescriptive about particular approaches since different methods work well with different young person or parent/carers.

Learning is the visible impact on the young person or parent/carers. Assessors will look at:

- How engaged, involved, interested is the young person or parent/carers
- How much development, growth, knowledge is gained in the session
- How the young person or parent/carers has benefited from the observed intervention

Achievement is the distance travelled and where the young person or parent/carers is going. Assessors will look at:

- The journey the young person or parent/carer is on
- Are they finding out about the right things, at the right speed and to the right standard?

Assessment Proforma

There are several Assessment Proformas which are to be used for:

1. Individual 1:1 interactions
2. Groupwork including team observation of support staff

The criteria to be observed are listed on the left hand side with grading in the boxes on the right. Some criteria will not be applicable to all practitioners in which case N/A can be marked in the grade column. Any additional comments can be made in the note box which is underneath each section on the proforma.

Two observations are required for each practitioner and can be a combination of 1:1 or groupwork.

Have your say

Feedback for each interaction/groupwork must be completed as part of this process.

Assessment Summary Form

In addition to the Assessment Proformas one Assessment Summary Form must be completed. The identified development needs section must be completed. Agreed actions could include:

- Attending a formal training course
- Discussion at supervision with the Line Manager
- Support/coaching/mentoring as appropriate
- Pairing with an expert practitioner

The Assessor will be specific as to how the development need will be met and by when.

The additional comments box allows the Assessor to provide information not included elsewhere under other sections e.g. comments on physical issues such as accommodation or IT facilities.

Remember the Assessment Summary Form must be agreed and signed by both parties.

Scores and scoring

Scoring will follow the Ofsted grading system and will be as follows:

1. = Outstanding

Practice is consistently high with noticeable impact on the young person or parent/carer and no areas for improvement.

To score **Outstanding** as an overall assessment all areas on the assessment pro forma must be graded 1. The expectation is that very few practitioners will meet this standard.

2. = Good

Practice is above average with impact on the young person or parent/carer although there may be some areas for improvement/development.

To score **Good** there must be no inadequate scores (4) on the assessment pro forma and there should be a higher proportion of good (2) than satisfactory (3).

3. = Satisfactory

Practice is broadly average there may or may not be visible impact on the young person or parent/carers and there will be areas for improvement/development.

To score **Satisfactory** areas for assessment on the pro forma should be predominately good (2) or satisfactory (3).

4. = Inadequate

Practice does not meet the required standard with little or no visible impact on the young person or parent/carer and will need significant improvement/development.

To score **Inadequate** the overall assessment on the proforma would be predominantly inadequate (4) and with some satisfactory (3).

If there is any doubt regarding scoring in the first instance please consult with:-

Richard Jenkins – Youth Work
Jeannette Perkins – Connexions
Sharon Byrne – PSA's
Sue Stubbings – Education Welfare
Andrew Powell – Youth Offending

Feedback

Assessors will aim to be objective throughout the assessment and be specific wherever possible e.g. "Has problems with communicating" could mean many things, whereas "Probing questions tend to lack structure and are difficult to follow", provides a clearer idea of the development areas. They will avoid describing personality traits unless they clearly affect the individual's performance.

Assessors will find it beneficial to pause before giving feedback on the observation day so that they can reflect on the observation. As there will be limited time for reflection they will try to give 1 or 2 positive points and 1 or 2 areas for development (use the boxes on the proforma). They will have the opportunity to provide more detailed feedback at the formal feedback meeting. They will remember to take into account the circumstances and nervousness of the practitioner.

	GRADE				
Style and Skills	1	2	3	4	N/A
Actively listens					
Equal opportunities and anti-discriminatory practice					
Content at appropriate level					
Encourages responsibility for decision making and behaviour					
Regularly reviews interaction and checks understanding					
Appropriately explores/challenges (areas of concern)					
Encourages expression of needs, views and circumstances					
Differing views and opinions managed					
Keeps session on track and responds appropriately to arising issues					
Notes					
	GRADE				
End	1	2	3	4	N/A
Pulls together the interaction and summarises the intervention					
Agrees needs, actions further interventions and offers other support (Action plan)					
Praise achievements and success of session					
Feedback on any challenges with session					
Explains legal position, breach and enforcement (EWO/YOS)					
Agree future contact					
Notes					
	GRADE				
Follow up	1	2	3	4	N/A
Record writing, contact recording reflects session accurately					
	GRADE				
CLIENT	1	2	3	4	N/A
Engagement/learning of client					
Understands purpose of meeting					
Responds positively to suggestions and challenges					
Shows ability to reflect on themselves and current situation					
Accepts responsibility for behaviour and for offending					
Understands what further support is available and how to access it					
Understands the consequences of non compliance (EWO/YOS)					
Participates in session and intervention					
Notes					

1. = **Outstanding** - Practice is consistently high with noticeable impact on the young person or parent/carer and no areas for improvement.
2. = **Good** - Practice is above average with impact on the young person or parent/carer although there may be some areas for improvement/development.
3. = **Satisfactory** - Practice is broadly average there may or may not be visible impact on the young person or parent/carers and there will be areas for improvement/development.
4. = **Inadequate** - Practice does not meet the required standard with little or no visible impact on the young person or parent/carer and will need significant improvement/development.

Group work assessment proforma EPP/1:1

Practitioner(s):	Job title:
Assessor:	Job title:
Type of meeting: (e.g. youth club, project, detached session)	
Present:	

PRACTITIONER	GRADE				
Scene Setting & preparation	1	2	3	4	N/A
Has clear aims and learning outcomes in a session plan					
Gives a clear introduction to the session including what the group should have learned by the end of it					
Establishes parameters at the outset including involvement, expectations and confidentiality					
Notes					
	GRADE				
Getting Started	1	2	3	4	N/A
Establishes a positive relationship at the outset of the session					
Ensures the tone of the session encourages the group to feel at ease and express themselves					
Notes					
	GRADE				
Style and skills	1	2	3	4	N/A
Makes sure the content is pitched at the appropriate level					
Manages group dynamics effectively					
Uses techniques to involve the whole group including those who are very quiet					
Uses tools/resources/equipment effectively					
Demonstrates a commitment to equal opportunities					
Respects the views of individuals					
Gives accurate, unbiased information at the appropriate level					
Challenges and encourages the group to make the most of themselves					
Encourages the group to take responsibility for decision making					
Regularly reviews the interaction and checks the group's understanding throughout					
Demonstrates knowledge of other support available					
Notes					

	GRADE				
	1	2	3	4	N/A
Ending					
Pulls together the session and summarises what's happened					
Helps the group to review what they've learnt and decide on next steps					
Ensures key issues and information arising from the session are recorded					
Notes					
THE GROUP	GRADE				
Learning and engagement e.g.	1	2	3	4	N/A
Have aspirations					
Respond to suggestions and challenges					
Actively participate in setting goals and targets (action planning)					
Want to achieve					
Feel confident about themselves and cope with new situations					
Take on responsibility and collaborate with others					
Show a greater understanding of themselves					
Able to handle conflict and confrontation					
Have good relationships with peers and staff					
Notes					
	GRADE				
Achievement and progress e.g.	1	2	3	4	N/A
Acquire new skills and interests					
Improve their understanding of opportunities available to them					
Improve their decision making ability					
Improve their ability to plan for and make transitions					
Improve their ability to reflect on themselves and their current situation					
Know how to identify barriers and plan to overcome them					
Know how to access information sources and other services in the future					
Contribute to the evaluation of their achievements					
Notes					

Assessment summary form EPP/ASF

Practitioner:		Assessor:		Date:	
Position held:		How long:			
Professional Qualifications:					
Context:		Description of young person or parent/carers: e.g. year group, background, ability			
Assessment A: Strengths		Assessment A: Areas for development and support strategies			
Assessment B: Strengths		Assessment B: Areas for development and support strategies			
Skills	Observed	Very good practice	Development need	*How will development need be met?	By when?
Preparation/planning					
Contracting/scene setting					
Engaging/listening					
Promoting change					
Using information/materials & delivery					
Challenging					
Summarising/Action Planning					
Recording/Record writing					
*1 = formal training, 2 = discussion at supervision, 3 = support/coaching/mentoring, 4 = pairing with an expert practitioner, 5 = other (please specify)					
Additional Comments:					
Practice A		Practice B			
Score: 1 = Outstanding, 2 = Good, 3 = Satisfactory, 4 = Inadequate					

Assessor's signature: Date:

Practitioner's signature: Date:

Team assessment summary form EPP/ASF- Youth Work Lead and Support Workers (to be used in conjunction with individual assessment summary form)

Practitioners:	Assessor:	Date:
Context:	Description of clients: e.g. age, background, ability	
Key points fed back to the team by the observer during post observation review: <ul style="list-style-type: none"> • • • • • 		
Comments from members of staff: <ul style="list-style-type: none"> • • • • • 		
Additional Comments:		

Assessor's signature: Date:

Individual assessment summary form EPP/ASF- Youth Work Lead and Support Workers

Practitioner: Position held: How long: Professional Qualifications:	Assessor:	Date:
Context:	Description of clients: e.g. age, background, ability	
Assessment A: Strengths	Assessment A: Areas for development	
Assessment B: Strengths	Assessment B: Areas for development	
Support Strategies* Assessment A		
Support Strategies* Assessment B		
Additional Comments:		
*1 = formal training, 2 = discussion at supervision, 3 = support/coaching/mentoring, 4 = pairing with an expert practitioner, 5 = other (please specify)		

Assessor's signature: Date:

Practitioner's signature: Date:

YOUTH WORKER - Evaluation

Youth Worker Name	
Young Person Name	

Have your say!

1. Did you find this meeting with a Youth Worker helpful?

Please circle one number

1 =yes definitely

2 =yes partly

3 =Not a lot

4 =Not at

2. On a scale of 1 to 4 please rate your Youth Worker and circle one number for each question.

1=yes definitely 2=yes partly 3=Not a lot 4=Not at all

How well did your Youth Worker explain the purpose of the meeting? 1 2 3 4

How well did your Youth Worker listen to you? 1 2 3 4

How well did your Youth Worker understand your concerns? 1 2 3 4

How satisfied are you with the support of your Youth Worker? 1 2 3 4

3. What impact do you think this meeting will have on you?

Please circle one number for each question.

1=yes definitely 2=yes partly 3=Not a lot 4=Not at all

I have gained more confidence 1 2 3 4

I have had a say about what goes on 1 2 3 4

I have found out more about myself 1 2 3 4

I have realised consequences of my actions 1 2 3 4

I understand the action plan we agreed 1 2 3 4

I have got information 1 2 3 4

I understand where to go for further help and support 1 2 3 4

I have learned something new 1 2 3 4

I understand my relationships better 1 2 3 4

Would you like to add anything?

Connexions Personal Adviser (P.A.) – Evaluation

P.A Name	
Client Name	

Have your say!

1. Did you find this meeting with helpful?

Please circle one number

1 =yes definitely 2 =yes partly 3 =Not a lot 4 =Not

2. On a scale of 1 to 4 please rate your meeting and circle one number for each question.

1=yes definitely 2=yes partly 3=Not a lot 4=Not at all

Do you feel your P.A explained the purpose of the meeting? 1 2 3 4

Do you feel your P.A listened to you? 1 2 3 4

Do you feel your P.A understood your concerns? 1 2 3 4

Do you understand all the options open to you? 1 2 3 4

3. What impact do you think this meeting will have on your future actions?

Please circle one number for each question.

1=yes definitely 2=yes partly 3=Not a lot 4=Not at all

I know what I need to do next 1 2 3 4

I feel more positive about my future plans 1 2 3 4

I understand where to go for further help and support 1 2 3 4

I would come back to see my P.A again 1 2 3 4

I would be happy to recommend Connexions to a friend 1 2 3 4

Would you like to add anything?

EDUCATION WELFARE OFFICER (EWO) – Evaluation

EWO Name	
Parent /Child Name	

Have your say!

1. Did you find this meeting with an EWO helpful?

Please circle one number

1 =yes definitely 2 =yes partly 3 =Not a lot 4 =Not

2. On a scale of 1 to 4 please rate your EWO and circle one number for each question.

1=yes definitely 2=yes partly 3=Not a lot 4=Not at all

- | | |
|--|---------------|
| How well did your EWO explain the purpose of the meeting? | 1 2 3 4 |
| How well did your EWO listen to you? | 1 2 3 4 |
| How well did your EWO understand your concerns? | 1 2 3 4 |
| How satisfied are you with the support of your EWO? | 1 2 3 4 |
| How well did the EWO explain the consequences?
if attendance did not improve? | 1 2 3 4 |

3. What impact do you think this meeting will have on your (your child's) attendance?

Please circle one number for each question.

1=yes definitely 2=yes partly 3=Not a lot 4=Not at all

- | | |
|---|---------------|
| My (my child's) attendance will improve | 1 2 3 4 |
| My relations with school will improve | 1 2 3 4 |
| I am (my child is) will be happier at home/school | 1 2 3 4 |
| My family relationships will improve | 1 2 3 4 |
| I understand the action plan we agreed | 1 2 3 4 |
| I understand where to go for further help and support | 1 2 3 4 |

Would you like to add anything?

YOS YOUNG PERSON EVALUATION

Please help us improve our service by answering some questions about the service you have received. We are interested in your honest opinions, whether positive or negative. Please answer all questions. We also welcome your comments and suggestions. Thank you very much; we really appreciate your help.

Name:

Date:

Supervising Officer:

Admin:

1) How would you rate the overall quality of the service you have received from your YOS Officer?



Very positive



Positive



Satisfactory



Problematic



Very problematic

2) Do you think that you have been listened to, heard and valued by your YOS Officer?



Yes,
definitely



Yes,
I think so



No,
I don't think so



No,
definitely not

3) Do you feel that your YOS Officer is supported you to look at your offending and ways to help you stop offending in the future?



Yes,
definitely



Yes,
I think so



No,
I don't think so



No,
definitely not

4) Did your YOS Officer explain things to you clearly and in a way you could understand?



Yes,
definitely



Yes,
I think so



No,
I don't think so



No,
definitely not

5) Do you feel you are developing a positive working relationship with your YOS Officer?



Yes,
definitely



Yes,
I think so



No,
I don't think so



No,
definitely not

YOS PARENT FEEDBACK

Please help us improve our service by answering some questions about the service you have received. We are interested in your honest opinions, whether positive or negative. Please answer all questions. We also welcome your comments and suggestions. Thank you very much; we really appreciate your help.

Name:

Date:

Parenting Officer:

Admin:

- 1) How would you rate the overall quality of the service you have received from your Parenting Officer?

Very positive Positive Satisfactory Problematic Very problematic

- 2) Do you think that you have been listened to, heard and valued by your Parenting Officer?

Yes,
definitely

Yes,
I think so

No,
I don't think so

No,
definitely not

- 3) Did your YOS Officer explain things to you clearly and in a way you could understand?

Yes,
definitely

Yes,
I think so

No,
I don't think so

No,
definitely not

- 4) Do you feel that your Parenting Officer is supported you to look at ways you can help your child to change their behaviour?

Yes,
definitely

Yes,
I think so

No,
I don't think so

No,
definitely not

- 5) Are you satisfied with the amount of support you received from your Parenting Officer?

Yes,
definitely

Yes,
I think so

No,
I don't think so

No,
definitely not

- 6) Do you feel you are developing a positive working relationship with your Parenting Officer?

Yes,
definitely

Yes,
I think so

No,
I don't think so

No,
definitely not

PSA Name	
Parent Name	
Closure Date	Mandatory

HAVE YOUR SAY! PARENT / CARER FEEDBACK

To help us provide the best service possible, please answer few questions below.

1. What did you hope to get from working with a Parent Support Adviser (PSA)?

Did you get it? YES NO

*Two out of three judged competent or better

3. What impact did PSA's work have on your parenting?
Please indicate by ticking all the appropriate.

My child's behaviour has improved I am more confident in my parenting skills

My child's attendance has improved My relations with school improved

My child seems happier at home/school My family relationships improved

My child gained new skills I have gained new skills

4. Would you recommend the PSA service to a friend? YES NO

If no, please tell us why?

Thank you for taking the time to share your opinion with us.

Observation checklist EPP/OBS

Assessor being observed:

Date:

Auditor:

Practitioner:

	Did the manager being observed	Evidence
1	Give feedback at an appropriate time and place	
2	Give constructive and encouraging feedback according to the candidate's level of confidence	
3	Clearly explain decision on candidate's evidence of competence	
4	Encourage candidates to reflect on own practice	
5	Discuss development needs and how these may be addressed	
6	Follow the agreed complaints and appeals procedures if there is disagreement on the decision	
7	Complete all recording according to the company requirements	

General Comments:

Points for development:

Signature of Assessor:

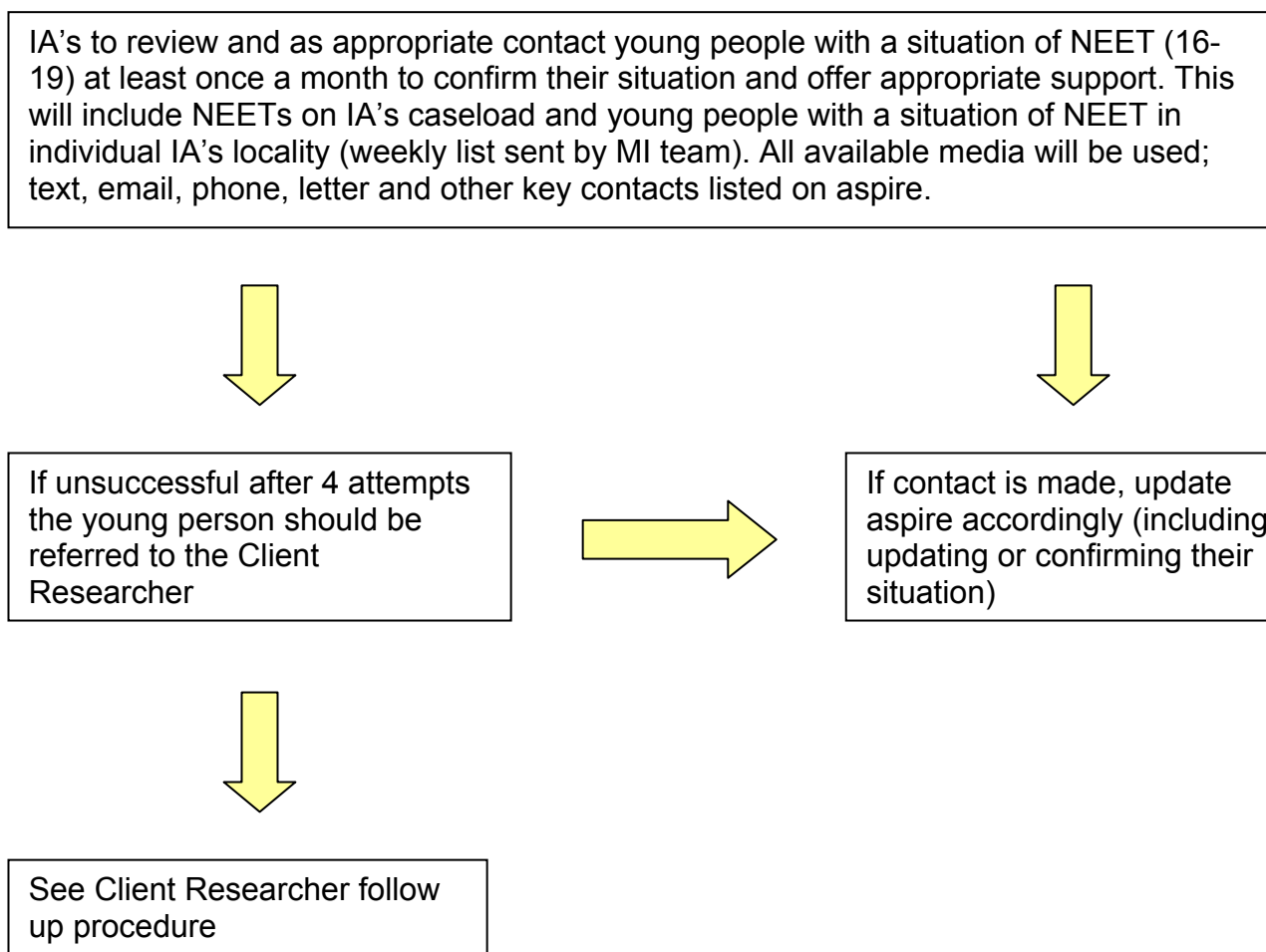
Date:

Signature of observer:

Date:

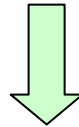
16 – 19 Follow Up Procedures

Information Adviser Follow Up Procedure (16 – 19 yrs)



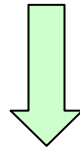
Client Researcher Follow Up Procedure (16 – 19 yrs)

CR's to contact young people (16-19) whose situation is expired or due to expire at the end of the current month by phone, to confirm their situation and offer appropriate support. This will include those who are expired on weekly list sent by MI team. All available media will be used; text, email, phone, letter and other key contacts listed on aspire.

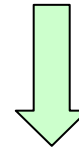


If there is no phone number so through alternative searches:

- Check ONE for alternative contact details
- Check siblings aspire/ONE records
- Postcode search on aspire for young people at the same address
- Contact partner agencies (school, job centre, training provider)
- Check online directory enquiries



If no response after 5 attempts refer to the Outreach procedure



If contact is made, update aspire accordingly (including updating or confirming their situation)

Outreach Follow Up Procedure (16 – 19 yrs)

Client Researcher to identify those who cannot be contacted through the CR and IA follow up procedures and add them to an 'Outreach List' by locality.



Each month the Client Researcher will email the 'Outreach List' to Locality Managers and Youth Development Coordinators.



LM or YDC to allocate a member of the locality team to undertake home visits within 10 working days to the young people on the list, to try to establish:

- If they still live there
- Their current situation
- If they need support from the locality



If successful inform Client Researcher so that aspire can be updated accordingly.



If unsuccessful after several attempts (and we have evidence that they no longer live at the address) inform Client Researcher who will update the situation to 'No Information'. If unsuccessful (and we have evidence that they still live at the same address) inform Client Researcher who will add a follow up for 5 months to try and phone/outreach again.

Assessment and Action Plan

Name:	Date of Birth:
--------------	-----------------------

Date plan created:	Date plan updated:
---------------------------	---------------------------

My Contact Details:

Where am I now?

My ideas for the future:

My options and views:

My Adviser's recommendation:

Next steps with timescale:

<p>Additional Needs: Statemented/School Action Plus/School Action/Medical Hours/Pupil Referral/EOTAS (Highlight one that applies) Description of difficulties and impact on learning</p> <p>References:</p>
--

Education support needs:

Training and work related needs:

Health/access and other support needs:

Communication needs:

Social/behavioural support needs:

Mobility, travel and transport Needs:

How will I travel to college / training? (Actions to make this happen should be included in Next Steps)

Is the support and provision described above available locally?
Indicate type of provision required.

Yes Tick Box

- Via local mainstream provision with additional learner support
- Via local existing special needs provision
- Via local training providers/employers

No – see below

Please state what action is needed if no suitable support is identified or if not all the support needs can be met:

Who else is there to help?	Y/N	Name	Contact Details
Parents:			
School Contact / SENCO:			
SEN Casework Officer:			
Social Care:			
Youth Offending Service:			
Others:			

Other information:

Please feel free to contact your Adviser again at anytime.
Adviser's Name:

Date:

Contact Details:

Signature:

S139a / LDA

This assessment is a Learning Disability Assessment as required by Section 139a of the Education and Skills Act 2008 when signed below.

Signed:

Date:

Name:

Role:

Assessment and Action Plan

Name:	Date of Birth:
--------------	-----------------------

Date plan created:	Date plan updated:
---------------------------	---------------------------

My Contact Details:

Where am I now?

My ideas for the future:

My options and views:

My Adviser's recommendation:

Next steps with timescale:

Additional Needs:

Statemented/School Action Plus/School Action/Medical Hours/Pupil Referral/EOTAS
(Highlight one that applies)

Description of difficulties and impact on learning

References:

Education support needs:

Training and work related needs:

Health/access and other support needs:

Communication needs:

Social/behavioural support needs:

Mobility, travel and transport Needs:

How will I travel to college / training? (Actions to make this happen should be included in Next Steps)

Is the support and provision described above available locally?
 Indicate type of provision required.

Yes Tick Box

- Via local mainstream provision with additional learner support
- Via local existing special needs provision
- Via local training providers/employers

No – see below

Please state what action is needed if no suitable support is identified or if not all the support needs can be met:

Who else is there to help?	Y/N	Name	Contact Details
Parents:			
School Contact / SENCO:			
SEN Casework Officer:			
Social Care:			
Youth Offending Service:			
Others:			

Other information:

Assessment and Action Plan Consent Form

Your Adviser may need to share this Action Plan with the people listed in the plan and below to make sure you will receive the support you need to succeed in learning

- Your School
- Your Parents / Carers
- Training Providers
- Further Education Colleges
- Local Authority

Other:

If your Adviser has explained why they will share this information and you are happy about this please sign below:

Signed:

Print Name:

Date:

Assessment and Action Plan

Name:	Date of Birth:
--------------	-----------------------

Date plan created:	Date plan updated:
---------------------------	---------------------------

My Contact Details: *Please record at least a working phone number. You may wish to include postal address and email.*

General Notes:

This is a professional assessment / report, so please ensure the following:

- Good grammar and spelling are used throughout including using full sentences and or bullets as appropriate. Generally the first section should be clear text, though bullets could be used for example for GCSE subjects / predicted grades.
- It is up to you whether it is written in the first person (I), second person (you) or 3rd person (he, she, name).
- Unnecessary spaces in the page are removed, the same font / text size / colour is used throughout, unless variations are used deliberately to better portray the information within.

Where am I now?

- *Current school and year group*
- *Previous school/history where relevant*
- *Summary of course/curriculum, levels/predicted or achieved*
- *Qualifications and accreditations*
- *Scaling of school subjects, i.e. enjoy, ok, dislike*
- *Background information (e.g. likes, dislikes, strengths, skills) both in and out of school*
- *Any work experience/part-time or voluntary work*
- *College link programmes*
- *Out of school achievements*
- *Hobbies / interests / use of leisure time in and out of school.*

My ideas for the future:

Short and long term aspirations – even if career plans are still uncertain.

Include:

- *Education*
- *Employment/training*
- *Personal development*
- *Social/accommodation*

My options and views:

- *Details of courses or training provision that would meet needs and aspirations of the young person.*
- *Where relevant, include details of accommodation/personal development activities or other non-educational needs*
- *Employment prospects*
- *State whether or not the young person has made a decision, applied for and been offered a place already*

My Adviser's recommendation:

- *When possible state what course is recommended for a young person. This is a requirement under S139a of the Act and makes the assessment legally compliant. Unless this is filled in this document is not a Learning Disability Assessment as described by the Act.*
- *Your recommendation may be different or the same as the young persons views but it is your recommendation not the young person's or parents. Of course we hope they are similar.*
- *Where this assessment is being completed early you may need to make some sort of statement that all the options described above would be suitable and would meet the young persons needs (or not). However this will need reviewing later on in the academic year to make the assessment legally compliant.*
- *Recommendations should be based on all sorts of issues including transport.*

Next steps with timescale:

Include all actions identified during interview to be taken by client, adviser or others. e.g.

- *Personal Adviser to talk to school staff if necessary by month / year*
- *Post school provider visit by month / year*
- *... to attend and open day and include dates and times.*
- *Applications to be completed by If ... needs help with this he can speak to*
- *... will apply for a bus pass by filling in ... form available from This needs to be sent in by ...*
- *Your adviser will arrange to meet you again by ... to check how your application are going..*
- *Provision of information*
- *Please feel free to contact your personal adviser at any time*

Additional Needs:

Statemented/School Action Plus/School Action/Medical Hours/Pupil Referral/EOTAS
(Highlight one that applies)

Description of difficulties and impact on learning

- *Details of difficulties and disabilities (e.g. learning difficulty, sensory impairment, Autistic Spectrum condition, behavioural/emotional difficulties etc)*
- *State how these affect the young person in education, work or social settings and any health care needs*
- *Level of support currently provided, e.g. 1:1, access to TA/LSA in class, use of Learning Support Centre etc*
- *Where there is a statement and annual review paperwork the adviser should have sight of this and may wish to use the description of needs in Part 2 as a starting point. Where this does not exist the adviser should speak to staff who know the young person well.*
- *Where the young person and or their parents have a clear view of their difficulties it is appropriate to record their description of their disability as well as describing professional views.*

References: *Please state where this information came from, e.g. statement, annual review, discussion with SENCO / Teaching Assistant, social care assessment, CAF etc.*

Education support needs:

- *Details of current support and what will be required post-16*
- *Include anything which will be required because it will be a new environment, strategies that work, exam concessions etc.*

n.b. see “examples of possible support” sheet

Training and work related needs:

- *Numeracy skills*
- *Communication skills*
- *ICT*
- *Working with others*
- *Managing own learning*
- *Problem solving*
- *CV development*
- *Support with portfolio development*
- *Further work experience/voluntary work*

n.b. see “examples of possible support” sheet

Health/access support needs:

- *Personal care requirements*
- *Specialist or adapted equipment*
- *Involvement agencies – include contact details if known of other*
- *Adaption's related to sensory impairments, eg signer, large print, Braille.*

n.b. see “examples of possible support” sheet

Communication needs:

- *Communication, speech and language therapy,*
- *Use of communication devices*
- *Techniques needed to enable client to take in information, process and then respond.*

Social/behavioural support needs:**Social/behavioural support needs:**

- *Relationship with peers and adults*
- *Confidence/self esteem*
- *Support for inappropriate behaviour*
- *Life skills, e.g. using money, telling the time, independent travel, etc*
- *Involvement of other agencies – include contact details if known*

n.b. See “examples of possible support needs” sheet

Mobility, travel and transport Needs:

- *Please state if the young person is able to travel independently.*
- *If not describe the support they will need to travel to college*
- *What sort of travel training will they need as part of their course / programme to enable them to travel independently in the future.*
- *Where a young person is not capable of travelling independently and will require a taxi please provide clear information, reasons for this and what actions should be taken to improve their travel skills.*

How will I travel to college / training? (Actions to make this happen should be included in Next Steps)
Please state, - eg. Travel on the bus independently, travel on the bus with a friend / peer, Travel in parents car / a request needs to be made to the local authority for transport by mini-bus / taxi.

Is the support and provision described above available locally?
 Indicate type of provision required.
 Yes Tick Box

- Via local mainstream provision with additional learner support
- Via local existing special needs provision
- Via local training providers/employers

No – see below

Please state what action is needed if no suitable support is identified or if not all the support needs can be met:
If it appears that no existing provision is likely to meet a young persons needs please discuss this with an Additional Needs Adviser who will then complete a S139a Alert form and will agree with you how this client will be supported and who will support them.

Who else is there to help?	Y/N	Name	Contact Details
Parents:			
School Contact / SENCO:			
SEN Casework Officer:			
Social Care:			
Youth Offending Service:			
Others:			

Other information:

Please feel free to contact your Adviser again at anytime.
Adviser's Name:

Date:

Contact Details:

Signature:
 You may wish to use a scanned signature that you copy in.

S139a / LDA

This assessment is a Learning Disability Assessment as required by Section 139a of the Education and Skills Act 2008 when signed below.

Signed:

Date:

Name:

Role:

The assessment will be signed by a manager within the Statutory Assessment and Resources team and when this is done it is formally a Learning Difficulty Assessment as required by the Act.

Assessment and Action Plan – Examples of Good Practice

Where am I now?

... is currently in year 12 at ... School in He is a friendly, popular and able young man, with the potential to do well in education and employment.

... enjoys cooking in school. He is an essential member of the enterprise team preparing staff lunches once a week. He also likes IT and has excellent computer skills. ... very much enjoys sport and displays lots of motivation and competitiveness within the school football team.

Out of school, sport is ...'s main interest. He plays football for a local men's team and is an excellent goalkeeper. He trains once or twice a week and plays in matches at weekends. ... has recently been asked to move up to the first team, a real achievement in adult football. ... is also interested in current affairs, likes topical discussions and enjoys watching Question Time on TV.

... is in year 13 and has settled well in the 6 form at school. She is a very kind and supportive student. ...'s progress, and in her ability to control her own behaviour and to remain calm in potentially stressful situations, has been remarkable. ... is involved in the sports leaders programme which focuses on students who have an aptitude for sports and games and gives them an insight into leadership. ... has a positive attitude towards learning and she will take on new challenges with lots of enthusiasm. ... is continuing to gain accredited modules in the OCR National Skills Profile Scheme. ... has taken part in the Duke of Edinburgh Award scheme.

... is an extremely well-behaved and motivated student who is keen to learn and takes on new ideas quickly. He approaches all tasks conscientiously, with a very mature focus. Showing a clear understanding in all areas, he is on target to gain grade C or above in all subjects. Coursework is up to date, homework is completed to a good standard and classwork reflects that he has taken on board suggestions for improvement. For his COPE course, he is willing to collect evidence from home and the community.

... is a very popular student who gets on well with all his peers, having the ability to ignore any distractions that might be going on around him. ... is always polite and respectful with a good sense of humour.

In loved my work experience at boots at the ...in Cambridge. I did a bit of everything apart from working on the till, cleaning, stock control, scanning etc. I picked up some good skills, and enjoyed working as part of a team, it also improved my confidence, having to talk to customers, dealing with queries and following procedures.

I am in year 11 at I think school is OK, but there are some things I don't really get, such as science. I'm good at maths as it doesn't involve much writing. **I also enjoy dance and child development. I do struggle with the coursework for child development and travel & tourism. I have help with reading and writing - I know what I want to say, but I can't write it down.**

I am predicted E for English, Child Development and Dance, D for Maths (although I'm currently working at a C and hope to do the higher paper after the foundation paper) and F for Science.

My ideas for the future:

... would like to go to college when he leaves school at 19. He is interested in learning more about animal care. ... is keen to do this at the ... campus as he is currently attending this place for college links.

In the long term ... is looking forward to getting a job to earn some money and maybe buy a car. He would like to work with animals and may be interested in working in a zoo, an animal rescue centre or pet store.

... says he will be happy to continue living at home with his mum well into the future.

Mum would like... to move onto college with the aim of developing his social confidence within a vocational area of interest to help prepare him for work and adult life in the community.

- I would like to go to CRC after Year 11 for a full-time Catering course. Or maybe another course at CRC – maybe Hairdressing?
- My second choice after CRC would be the e2e course I have heard about at Nacro in Ely.
- My third choice would be having a job in a pet shop.

- Currently my long time plans are to become a Beauty Therapist or work with the Elderly. I would still consider Retail work but not as a full time job, maybe more as a part time job.
 - I want to do as well as I can with my GCSE's and I would like to achieve a GCSE grade D for my Sciences, especially in Biology.
- I would like to learn to drive a car as soon as I can, this would enable to get out and about a bit more.

I think I might like to help children in care who need special support, or work in a Children's Home, or have a role like the people who run the Young Carers' Group.

I would like to do a course at college.

- I would like to go to CRC after Year 11 for a full-time Construction course, or maybe get an apprenticeship.
- In the future I would like a job that's something in Construction – working for someone else first then trying to start my own business

My options and views:

I feel ready to leave school and go onto my next option. I would like to move onto a course at the ... when I leave school next year. I'm looking forward to leaving school. I would like to make new friends. I would like to improve my writing and independence skills. I would like to learn more about first aid and caring for people.

... can legally leave school this year. However she would benefit from time in Post 16 at school. She may be ready to move on from school before she is 19 as she may outgrow school socially or academically. At present they will be able to offer her an appropriate curriculum for a good while. Her mum would like her to stay on until she is 19. When she does leave school she will be able to go to college. She will probably move onto the top special needs course at Huntingdonshire Regional College and may then be able to move onto another course after this. However she would need quite a bit of support with her communication even if her academic levels were appropriate.

... is likely to be eligible for support from adult social care. They will assess her and would probably allocate her a personal budget when she is 19. She could use this to pay for social activities, communication devices and care. They would also be able to help her if she wanted to move on from the family home.

1. He could remain at school which might help him to mature more, but he would find it difficult to get the practical type of course he, at present, wants
2. He could go to College, for example to the ... to take a General Level 1 Construction Course in Multiskills. If he were able to take a level 2 course after his level one or immediately he would need to take a heating and ventilation course as ... does not run a plumbing course. This is however slightly more theoretically based than the Plumbing Course. This seems the most likely course of action.
3. He could get an Apprenticeship, but would need to get to the standard of Numeracy and Literacy to pass the internal test.
4. He could try to get work, but most work within the construction industry requires you to be 18

... College

Care and Childhood Studies Level 1

Entry requirements: Interview required. 1 grade D in an appropriate subject.

Diploma in Childhood Studies Level 2

Entry requirements: 4 GCSEs at Grade D or E (one of which must be English) Candidates are required to undertake a Criminal Records Bureau (CRB) check. Entry onto the course will also be dependent on a personal interview to ensure your suitability professionally and to provide you with further specific information about the course, its contents and assessment. At interview, an application for Criminal Records Bureau (CRB) check will also be completed the result of which must be made known to placement providers before any work experience is undertaken.

Diploma in Health & Social Care Level 2

Entry requirements: Interview required. 4 GCSEs at grades D to G with a minimum of 1 grade C from maths, English or science. Candidates are required to undertake a Criminal Records Bureau (CRB) check.

Other options

Obtain employment/apprenticeship in Child Care – this is difficult locally. Employers may prefer a minimum age of 18 years and/or child care qualifications.

Apply for a Foundation Learning Tier programme with a Training Provider – in ... these are This programme is mainly for young people who do not feel ready to take a college course.

... would prefer to take a college course in childcare.

My Adviser's recommendation:

You have said that you would like to study for a Uniformed Services Course at .. college. This fits in well with your career plans and your personality. As ... is your nearest college you are more likely to get support to travel there so I would recommend you apply there. This course is called ...

You are currently predicted .. grades which would enable you to start college to do a level ... course. At ... college this is called

You may of course choose to do any of the options described above or choose something different. If you would like to discuss any new ideas, please get in touch with me.

... would like to apply for the level 1 brick laying course at However as discussed in order to gain work as a brick layer, construction companies would need to be happy they could employ you safely. As you have photo sensitive epilepsy they are likely to be very concerned about this.

As we discussed you need to think of some jobs that do not involve working in what would be considered a risky environment. At present you are finding it hard to come up with some other ideas. The ... course at ... is at the right level for you, covers a number of different job areas and would help you to explore and experience different types of work. You would then be able to either move onto a higher level course in your chosen area or apply for apprenticeships and work.

Next steps with timescale:

... needs to apply for the following:

- Apply for student finance i.e. loans, for further information look at www.direct.gov.uk/studentfinance packs are usually available from around March 2011 - the deadline is 1st September 2011.
- Apply for DSA (Disability Student Allowance). This is not means tested and ... could receive up to £20,000 a year towards equipment to aid learning. ... needs to provide a letter from her Doctor to support the application. Information available from www.studentfinanceengland.co.uk
- Apply for DLA (Disability Living Allowance) **Download the application form from www.direct.gov.uk or call the benefits enquiry line on 0800 882200**
- Apply for a Social Work Bursary - this is non means tested grant and you can get £4575 a year for doing a Social Work degree. To download an application form go onto www.nhsbsa.nhs.uk.swb Apply from May 2011 – deadline is March 2012.

Follow up appointment with ... if required

Attend the open days at CRC coming up on:

Friday 12 November 2010 5.30-8.30pm

Saturday 13 November 2010 9.30-1pm

This will give you the opportunity to have a good look round at the different departments and talk to tutors, get information about the courses and have a look at the facilities.

The closing date for the Cambridge Area Partnership applications is Friday 4th February 2011 although you can apply after this date. You will receive support with your application in school.

Have a go on **Kudos** to help generate some career ideas and to help you to explore these in some detail. I have enclosed a leaflet and your username and password. Username: tpjkimvzry Password: yvdxm8q.

You asked about a National Insurance Number. You should be sent a National Insurance number automatically just before your 16th birthday. If you don't receive one contact the National Insurance Registrations Helpline on 0845 915 7006 for advice. Lines are open 8.00 am to 5.00 pm, Monday to Friday.

If you are considering working part time you need to be aware that many employers require you to be 16 when you start work although some will consider you at 15. I have enclosed a leaflet for you to read through explaining about the hours you are allowed to work.

Have a look at the Youthoria website (www.youthoria.org) as this has lots of information on a range of issues as well as links to other useful websites including:

www.cambscoursefinder.com

www.apprenticeships.org.uk

Possible Transport Actions

- Apply for a bus pass using the application form at www...*
- My teaching assistant will work with me next week to find out which Bus route I can take to college.*
- I will practice my bus route over the summer holidays with my sister.*
- I need to apply for a train pass. I should apply for this at the train station and may then be able to claim back the cost. I will look at ... to find out more information.*

Additional Needs:

Statemented/School Action Plus/School Action/Medical Hours/Pupil Referral/EOTAS (Highlight one that applies)
Description of difficulties and impact on learning

References:

Although ... does not have a statement of educational need he attends the Pupil Referral Unit in He was referred for behavioural reasons.
He is currently taught 1:1 and receives pastoral support from a key worker. ... considers that he is easily led by others and sometimes drawn into negative situations.
His behaviour and attitude to others since being at the ... has however been good.

- o Speech and language difficulties
- o Weak reading and writing skills – I feel that I am getting better in these areas.
- o Weak numeracy skills – I feel a bit more confident in maths.
- o Lack of confidence and self-esteem – I feel more confident now.

... has a Statement.

The statement covers the need for continued development in:

- Developing expressive language and communication skills in a variety of settings (e.g. with friends, teachers, potential employers etc.)
- Literacy skills especially writing
- Concentration and motivation (although ... feels that this is not much of a problem now)

I have access to a Teaching Assistant in most of my lessons. I don't always ask for help when I need it, as I think my Teaching Assistant should be aware of when I need help. I don't like to ask the teacher either as other people make fun of me if I don't understand. When my Teaching Assistant tries to explain what I need to do I find it very confusing at times and don't always understand, especially in Maths. I sometimes find my friend more helpful. I get extra time for exams and tests.

Although ... does not have a statement of educational need she does have ongoing support needs. ... has difficulty with verbally presented information and instructions.
... also has difficulty with tasks that have more than one rule.

... has difficulties with basic inhibition and impulse control. This has led to difficulty following rules and behaving in a socially acceptable manner.

School Action Plus

... does not have a statement of educational need. She was referred to the ... for medical reasons following has settled in well and has good attendance and works independently.

..., however, takes time to feel comfortable in a new situation and to get to know new people. She can find it hard to express her feeling in a group situation and often feels anxious.

... has Dyspraxia which leads to problems with hand eye co-ordination. This has a knock on effect with his literacy and probably effects his motivation as well. Despite this he likes school and is particularly keen on History.

I have Moderate-learning Difficulties. I receive Teaching Assistant Support in English, science and ICT, for approximately 10 hours a week. I feel that I get enough support in lessons with my work. I get help with my spelling, note taking, organising my work, staying on track, comprehension and understanding. I get extra time for tests and exams.

Education support needs:

- Extra time in exams – ½ hour
- Special chairs, those that swivel with a foot rest to be available in each classroom, seminar room.
- Special arrangements for fire drills
- ... needs to leave lectures or seminars early, to avoid the rush and to give time to get to next lecture etc.
- If ... needs to take a lot of books into university she would require a locker of suitable place on site to be able to gain access to them when they are required.
- Pulley bag to carry books etc if no lockers are present
- Possible digital voice recorder in lectures
- Computer
- Library support if books are out of reach.

- ... appreciates simple, concise and clear language and work broken down into manageable chunks.
- He is happy to ask the teacher for extra clarification if necessary but would appreciate having a TA available with whom he could occasionally check his understanding of a task.
- ... admits that sometimes he needs encouragement from a teacher or TA to keep working and moving with his work.
- ... says that it writing that he needs the most help with. He says that he seems to write a little more slowly than his peers and often has trouble knowing what to write. ... always works best with a clear structure and framework.
- ... feels that his reading is relatively strong and has his maths has improved.
- ... has a scribe in exams but he says that this is not necessary in lessons - he would appreciate continued support for post 16 if possible.
- ... says that his head movements associated with Tourettes are less frequent and not really an issue now. However he would appreciate a mentor to keep an eye on ... and work through times of stress with him the condition may reoccur.

- People should check I have understood information and what is being asked, and that I am on the right track.
- Continue help to build my reading, writing and maths skills.
- Continue help to build my confidence and how I feel about myself.
- Help in exams. I have a reader.
- People should give me more time to think and come up with my answers.
- People should use clear, concise language.
- Helps if things are broken down into smaller bits
- Help to not being distracted, and improve my concentration.

Helps if things are written down – find it harder to remember things I have heard.

You said you were unsure how you will feel about going on to Further Education and if you do what sort of support you will need. You are keen to do something at college and you have the ability but your anxiety and lack of confidence may hold you back.

You said you would be anxious about starting a new course in a new environment and would need support in this transition. Having a named tutor or key worker to help you find your way around the college and become familiar with your tutors, other students and college services would be very helpful.

You also felt that it would be helpful for your tutor or key worker to have knowledge of your medical needs and an understanding of how these may impact on and affect your attendance and learning.

I would like staff at my new college to be aware of my needs and support me. I would like to have access to a teaching assistant in all my theory lessons. I think that 1:1 tutorials every day would help me to keep up with the work and understand what I'm supposed to be doing. I work better in small supportive groups. I may need some help in working with others and building up my confidence to work independently. I may also need help to complete my coursework and homework.

- ... appreciates simple, concise and clear language and work broken down into manageable chunks. It always helps ... to have instructions and information written down as well as verbally told.
- ... feels that he needs less extra help in class than previously. His reading has improved; his maths is OK; however ... still feels that his writing is weak. He would appreciate extra support with structuring his work and writing in a logical way.
- He is happy to ask the teacher for extra clarification if necessary but would appreciate having a TA available with whom he could occasionally check his understanding of a task.
- ... admits that sometimes he needs encouragement from a teacher or TA to keep working and moving with his work. However, ... says that when he is interested in the work he always tries hard and is able to concentrate.
- ... has TA support in class and a scribe in exams (and sometimes in lessons) – he would appreciate continued support for post 16.

I feel that I would benefit from being taught in a small class environment and receiving 1:1 support with a Teaching Assistant when I need it, especially with my Literacy, Numeracy, organising my work and building confidence in my abilities. I would like a 1:1 tutorial on a weekly basis initially to enable me to maintain my understanding, keep me organised organisation and on top of my work.

- ❑ ... will work best with a practical curriculum in a subject he is interested in.
- ❑ ... is a logical and detailed thinker, his strength lying in maths rather than language.
- ❑ Adult prompts to settle into work, maintain concentration and remain on task.
- ❑ Clear and simple instructions, broken down into manageable chunks.
- ❑ Check understanding of work set and explanations given.
- ❑ Support to sequence ideas before presenting them verbally or in writing.
- ❑ Ongoing support and development of ...'s reading skills.
- ❑ Staff should be aware that ... requires time to process verbal communications and whilst focussing on this he may lower his head and appear inattentive.
- ❑ Thorough and well planned transition to college, including taster sessions, ideally accompanied by ... staff.
- ❑ Support to adjust to the new college environment and course expectations. ... is comfortable within a familiar peer group with familiar staff, but may need additional study support and pastoral input during the early weeks in college.

Training and work related needs:

If you apply for an apprenticeship or work you may need help registering on the apprenticeships online website as well as filling in application forms and writing CV's. I can help with this as well as staff at ...Road.

- ... should have access to basic vocational activities and should be introduced to environments that offer a vocational progression route for when she leaves college such as local social firms and voluntary activities.

*Support related to use of maths in the workplace

*... will work on improving the speed of her keyboard skills in her own time but may in future benefit from some support with this.

*... has also started working on a CV in school and this will need updating when she has gained further qualifications and experience.

*She will benefit from and enjoy further work experience either in catering or childcare depending on which course she chooses.

* Help with finding part time work related to her chosen course when she is at college.

Health/access and other support needs:

... is capable of her own personal care but tends to need prompts. This should be included in a PSHE programme as her current personal hygiene levels need to improve.
There are ongoing heart investigations.

... is keen for people to be aware of his physical condition (one hand) but equally keen to be treated as everyone else. He copes very well with a whole range of tasks, as his left hand is strong and very adaptable. He is able to use his right well for stabilising equipment etc.

At the moment ... has decided not to have a prosthetic hand fitted. However, once he has decided on a career he may reconsider what sort of prosthetic suits his lifestyle. ...

... tends to approach strangers as if she has known them for years. She also stares at people. This makes her very vulnerable and this needs to be addressed in the curriculum. In a college environment she would need constant supervision.

She has a protocol for epilepsy in school.

She will need support for personal care when she is on her period. She can do it but needs supervision to ensure she does it properly.

Communication needs:

Use of signers

Communication devices

Adaptive software

Preferred ways of receiving and expressing information – eg typing / Dictaphone instead of hand writing,

Extra time to process information.

Social/behavioural support needs:

- ... will require space for 'Chill-out time' and staff who recognise when this is required. ... needs encouragement to talk about his feelings and concerns and to take himself out of situations which can build frustration and trigger aggressive behaviour and vocalisations. He needs access to a quiet space and a named person he can approach for support.

- Teachers describe ... as "mature, thoughtful and polite with impeccable behaviour."
- ... may benefit from a "buddy" to help him socialise and become an independent adult. The Transitions Team may be able to help with this post-19.

- I often fall out with people in school - I want to change that so I try to ignore people or be nice to people.
- I get angry in school when people argue at me or gang up on me. I've had help with anger management in school- we talked about my anger issues.
- I've made loads of friends at youth club.

- ... takes time to make friends and social connections generally. He will require ongoing support to develop his social skills and monitoring to ensure he settles well into a new setting with a new group of peers.
- ... does have friends, but he doesn't choose to spend more than short periods of time with them. He is happy finding other productive things to do in his lunch breaks in school or spare time at home eg computer, TV, puzzles, playstation, games etc.

Mobility, travel and transport Needs:

You can catch a bus from the Horsefair Bus Station in Wisbech which will take you to the College of West Anglia in King's Lynn or to Peterborough Regional College. Please go to www.cambridgeshire.gov.uk/education/transport to find out if you qualify for any help (this would be to your nearest centre) and for an application form or phone 0345 045 5208

How will I travel to college / training? (Actions to make this happen should be included in Next Steps)

- Apply for a bus pass using the application form at www...*
- My teaching assistant will work with me next week to find out which Bus route I can take to college.*
- I will practice my bus route over the summer holidays with my sister.*
- I need to apply for a train pass. I should apply for this at the train station and may then be able to claim back the cost. I will look at ... to find out more information.*

... would appreciate some support with travel to college/training. ... has used buses but he sometimes can find timetables hard to work out. He would be keen to share lifts to college in the future.

- ... will need transport to and from College. She is unlikely to cope alone on public transport
- ... needs to use Pedro Boots to help her walk. She prefers her trainers, but she is steadier on her feet with her new Pedro Boots

I don't like travelling by bus and trains at the moment, but if use the bus or train to get to college or work, I will get used to it and gain my confidence.

We will need to include more detail in this section if it is not obvious in the description of additional needs why a young person may require more than an ordinary free / subsidised bus pass.

LDA / S139a Questions and Answers

Who is responsible for Assessments?

The workload is shared between Guidance Advisers in locality teams and Additional Needs Advisers in the Statutory Assessment and Resources Team (START). We decide who will complete each assessment during the EIN process, the decision is made on the basis of who is best placed to meet a young persons needs. In general if they are likely to need specialist provision or have very high support needs they would need the specialist support of an ANA. If not they would be seen by a locality adviser.

To recognise the importance of these documents as statutory assessments all assessments will be signed off by a manager within START. This is consistent with the approach taken for Statements of SEN. No single practitioner should hold the whole responsibility but should be supported by management. As the ultimate responsibility, including any financial implications, lies within START it is they who will sign off assessments.

When does this assessment become a statutory assessment?

When all sections are completed including a single specific professional recommendation and when it has been signed off management within the Statutory Assessment and Resources Team (START).

When should the assessments be completed?

By end of October: Assessments should be drafted, all sections except completed, but not the professional recommendation if it is not possible to do this. This is so that the local authority can put together information required by the YPLA about next years needs. Last year the data we provided enabled the authority to secure additional funding for the young people in this area because the quality of information provided by the county was so good.

By Easter at the latest: All assessments to be complete. We are required to complete assessments and make professional recommendations in a 'timely' manner. In Cambridgeshire we define 'timely' as by Easter.

The reason for this is:

- it gives the adviser and young people sufficient time to reach decisions,
- the adviser and young person will be access to detailed information about provision for the following September,
- It gives a young person time to act on the recommendation before the main exam period so that they can concentrate on Exams.
- It gives the young person time to act of the recommendations before college places fill up.
- For some young people it gives them time to complete taster sessions as required for most SEN courses.

Some young people do not fit into the timescales described about for various reasons.

What about them?

Some young people don't! It is recognised that the timescales above can not be kept to for some young people. However every effort should be made to meet them. Difficulties are recognised for:

- The changing PRU population – where we know about young people at the beginning of September we would expect the October deadline to be met. After this the Advisers best efforts are quite acceptable.

- Young people who move into the area – again if we know about them at the beginning of September draft assessments should be complete by the end of Oct.
- If a young persons needs change considerably – again the advisers best efforts and judgements are acceptable and recognised.

What is an acceptable professional recommendation?

There should be a single named course at a named college. It is acceptable to state a backup as long as it is clear what the recommendation is and what the back up is. This would be helpful for example if exam grades were not achieved. It could mean we would not have to rewrite the assessment.

When would an assessment need re-writing?

It is good practice to ensure the assessment is updated over the year. It is a working document and can be changed at any time, regardless of the October or Easter deadlines described above.

An updated assessment would be required if:

- A young person changes their mind about a course and the Adviser agrees with their choice.
- A young person is NEET because they have not been offered a place even though they have applied for the place as recommended. In this case we could be challenged that our recommendation was not suitable.
- A young persons circumstances change, for example they move house and their 'nearest appropriate education centre' is different.
- Their additional needs, or the impact of their additional needs changes significantly – for example for young people with mental health conditions whose ability to cope changes with time.

An updated assessment would not be required if (though good practice may be to still update):

- A young person changes their mind but the adviser feels the decision is not in the best interests of the young person. The assessment and recommendation stands, but the young person is free to disregard the advice they have been given.
- The young person does not apply and becomes NEET – again it is their choice to follow the advice or not.

How will locality Guidance Adviser be supported to complete assessments?

Your local Additional Needs Advisers will support you to complete assessments. All assessments will be looked at by an ANA to ensure it meets the basic requirements and will feedback to you and support you to improve the assessment. This will happen before there is any management involvement and this is about support not 'checking up'.

In addition to this the sign off process will ensure guidance advisers are not left holding the responsibility alone. If there are issues with the quality of assessments at this stage START management will feed this back as appropriate and may involve management to ensure development needs are addressed.

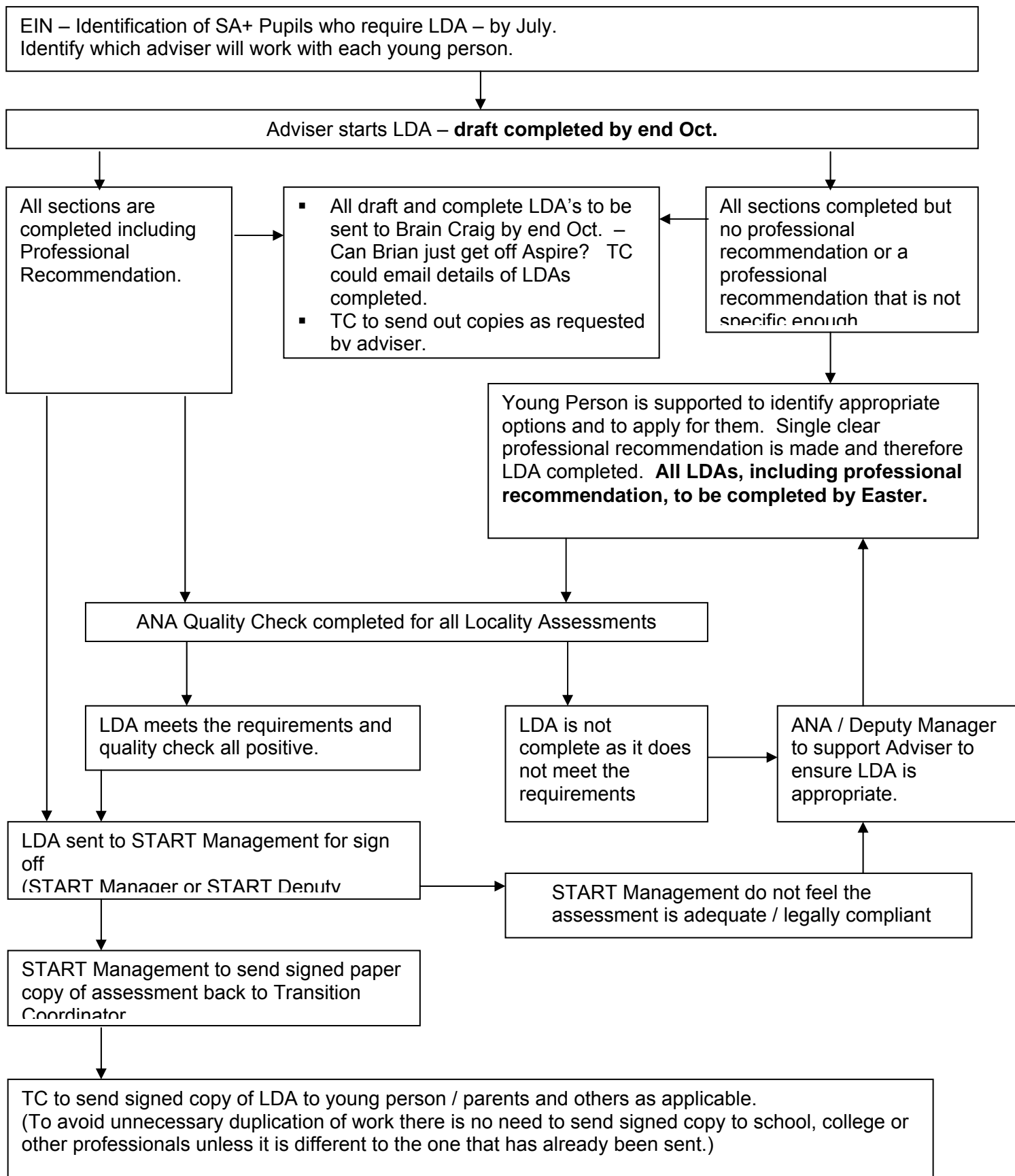
The assessment process and the knowledge required to complete them to a high standard will be included in the ongoing Guidance Adviser training programme.

I have already started assessment on the old template. Do I need to re-do them?

No, just ensure that the content as required in the new template is included, and it should have been. Please ensure that the professional recommendation is very clear and meets the requirements. If not the assessment would have to come back to you to include a clear

recommendation. Even then it would not be expected for you to do the assessment on the new template. It is the content that is important not which template is used.

Process for Learning Difficulty Assessments (LDA) as required by Section 139a of the Education and Skills Act 2008



Section 139a Quality Check

Name of Adviser:

Name of young person:

Transition Coordinator Checks

Questions	Yes	No	* If No, please give reason
1. Are all the sections complete or the NA box ticked?			
2. Has the Adviser signed and dated the plan and is a consent form signed by young person and / or parent?			
3. Is the plan recorded and stored correctly on Aspire?			
4. If appropriate, has the alert form been completed?			

Additional Needs Adviser Checks

5. Is the language of the plan jargon free, non judgmental, with correct grammar and spelling?			
6. Is the level of detail appropriate, meeting most of the content as recommended in the prompt sheet?			
7. Do you understand the nature of the young person's additional needs in practical terms ie what they can do /not do on a day-to-day basis?			
8. Does it clearly and specifically identify support to address their needs?			
9. Are the "next steps" SMART with enough detail to make clear what actions need to be taken to ensure a smooth transition			
10. Does it give a clear and appropriate professional recommendation, with reasons, and name the appropriate provision and / or programme? These should be achievable within the resources available and should be made in a timely manner.			
11. Does it show how the proposed provision will support progression?			
12. Is it clear how the young person will travel to the recommended opportunity and what actions need to be taken to enable this?			

Quality Check completed by:

Name:	Role:
Signature:	Date:

If all sections are completed including a specific professional recommendation the Assessment should be sent to the STAR Team to be signed off as complete. It will not be necessary to send a copy of the quality check to STAR Team as it will be assumed all sections were completed.

Only when it has been signed off should the plan completed box be ticked on Aspire.

Partnership Work with Schools

1. Background

The move away from open access and universal work to more targeted work with young people requires Locality Teams to work much more closely with their partners. The County's Secondary Schools, Pupil Referral Units and Special Schools have both the knowledge and management information to ensure youth support services are targeted at those young people who can most benefit from youth support, intervention and signposting. To this end a joint schools and locality Pathways Working Group was formed to develop the following set of working arrangements documents.

2. Working Arrangements

2.1 **Locality/Schools Working Arrangements Document**

In order to provide clear working arrangements between schools and the Locality Teams a jointly designed template has been developed for this purpose. (See Appendix 3)

2.2 **Referral Pathways**

In order to clarify the referral and support routes a three tier model has been developed to show the role of Locality Team support staff in the delivery of a full range of services. The model also shows the way in which the work at each level will be quality assured. Linked to this are some guidelines for young people requiring specialist support from a Guidance Adviser (See Appendix 4)

2.3 **Referral Pathways – Work with Specialist Services**

In focusing targeted support there need to be clear pathways for ensuring young people have access via the CAF to specialist services. Equally important will be the need to have systems in place to engage with young people leaving specialist services when appropriate, and to provide them with signposting support into other mainstream or targeted activity. (See Appendix 5)

2.4 **Early Identification**

A number of schools have developed sophisticated ways of identifying risk factors being presented by individual children and young people. Locality Teams are keen to work closely with schools to ensure timely interventions through one to one and group work processes. A current example from East Cambs is provided here. (See Appendix 5)

2.5 **Frequently Asked Questions and Case Studies**

A list of FAQs and case studies that help describe the new and developing role of Locality Youth Support Staff following the integration of Youth and Connexions work. (See Appendix 6)

2.6 **Activity Menu**

In light of the reduced resources available it has been necessary to look at defining a menu of core and joint funded schools activity and those activities that will require school based or external funding to operate. A minimum of half a day/week for core and joint activity is suggested as a starting point. (See Appendix 7)

Working Arrangements Document 2011/12

Detailing current working arrangements between:

XXX Locality Team

and

XXX Learning Provider

Role and function of Locality Teams

Locality teams and locality working are a fundamental building block for Cambridgeshire County Council in terms of future service delivery, planning and governance arrangements.

Locality teams provide functions that are a critical element of the model of staged intervention and are focussed on effective prevention, early intervention and support for vulnerable children, young people and families. Locality teams have an explicit role to play as part of the broader safeguarding system. Teams will have an increased focus on prevention of children being subject to child protection plans and being taken into care and an explicit emphasis on ensuring attendance and inclusion at school as key protective factors.

In addition to roles and responsibilities of outlined later in this document, locality teams will also act as commissioners and providers of services.

Working relationships with learning providers

The locality team will work closely in partnership with learning providers, including those granted Academy status.

The locality team and learning provider will work closely in the interests of the most vulnerable children, especially those that have poor attendance, are at risk of exclusion or for whom their home and family circumstances inhibit their learning or participation in education. The locality team acts as a conduit and in a problem solving role where the school requires support to access specialist services within CYPS or from partners. The extent to which this support will be available to an academy will be based on any agreement to 'buy back' certain services such as the Education Welfare Officer support. Regardless of this, the locality team will have a responsibility for continuing to involve an academy in local partnership and governance arrangements and ensuring that effective partnership arrangements are in place.

A wide range of services are also available to purchase from the County Council, outside of the core locality team functions. With the exception of the Education Welfare Officer role, these services are not detailed within this document but can be found within the Academies Brochure (available at:

Learning Provider

Insert vision statement here

The purpose of this document:

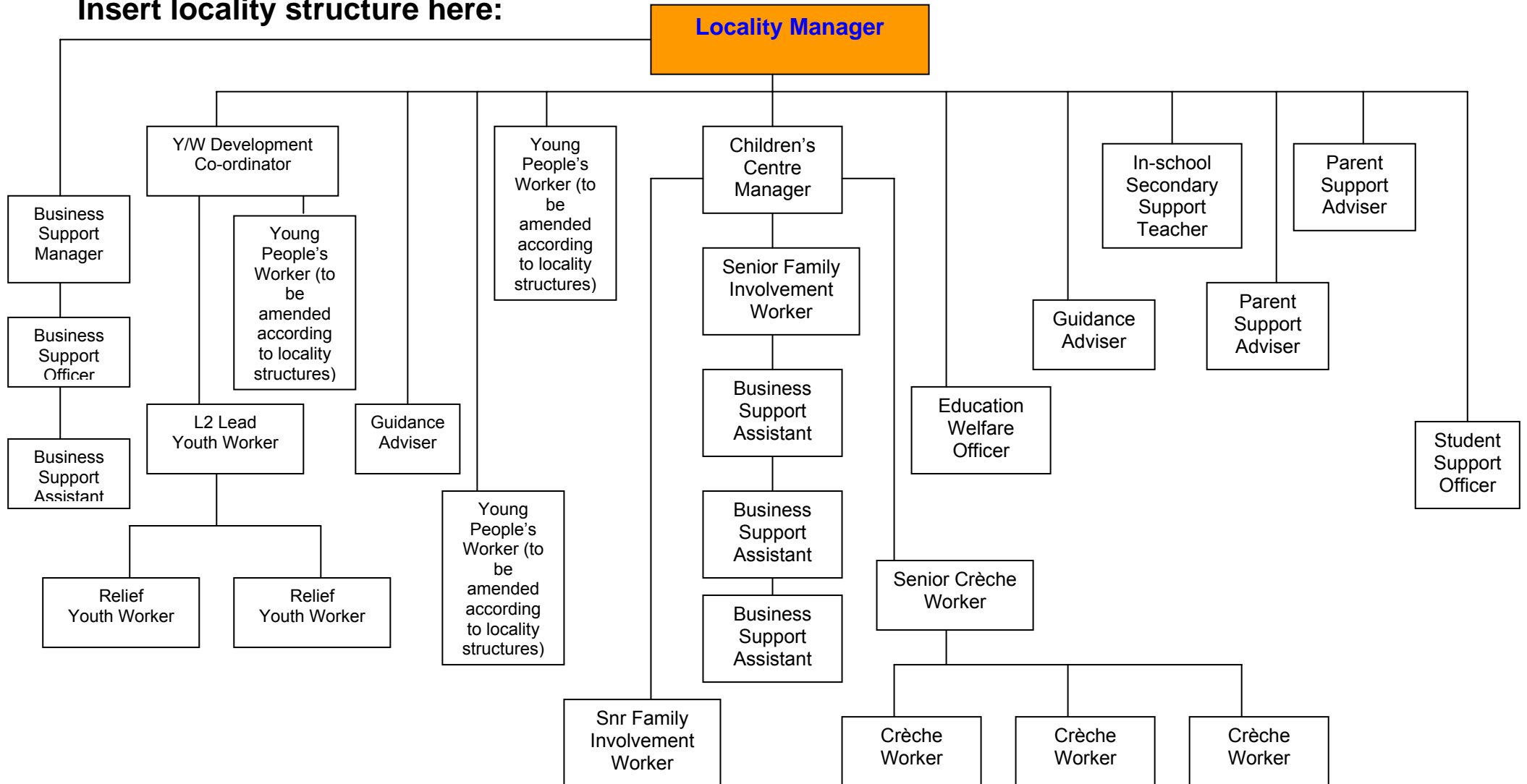
This document records the current working arrangements developed between the learning provider and the locality team that will contribute to the achievement of our aims and help both the school and locality team have a better understanding of how each other works and how support can best be delivered. The document will be reviewed annually and provide the basis for a termly discussion around shared and localised priorities.

A key forum for supporting young people is the LARM (Locality Allocation and Referral Meeting) and this meeting, along with the CAF (Common Assessment Form) and Team Around the Child process will underpin the working relationship between the learning provider and locality team.

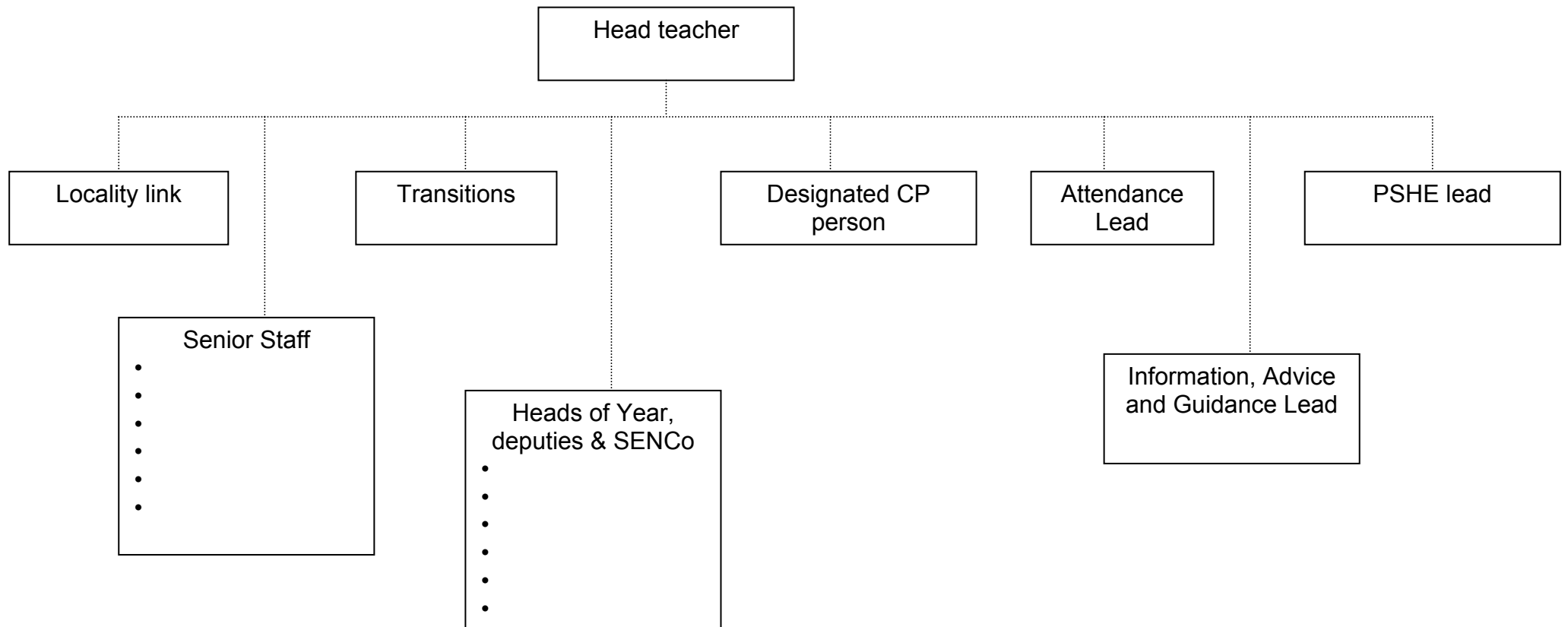
Locality Team

Tel: xxxxxxxx Email first name.last name@cambridgeshire.gov.uk

Insert locality structure here:



Insert school structure chart here:



What the learning provider can expect from the locality team/local authority:

- Clarity around job roles, the allocation of staff time and for providers with Academy status the staffing buy back options that are available. Where a provider is operating as an Academy this document sits alongside the Service Level Agreement.

Locality Manager	Context of Role	Referral Thresholds/MOSI	How to access support	Locality/learning provider links	Deployment of staff time
<p>Named LM:</p> <p>Learning Provider named link</p>	<p>Developing effective partnerships, acting as a catalyst for generating external funding and combining the resource available from a number of sources to greatest effect.</p> <p>Line manager for services provided by the Locality Team and commissioner for those services that are commissioned.</p> <p>Developing a strong locality network that includes learning providers, the voluntary sector, local NHS managers and staff, GPs, members, parish, town and district councils as well as the police and job centre plus.</p> <p>Using the network to identify need, set priorities and develop a local action plan for delivery, through generating joint solutions and pooled budgets.</p>	<p>The locality team offers a range of interventions and support across all levels of the MOSI (at level 4 as part of a coordinated plan)</p>	<p>Office: XXX</p> <p>Mobile: XXX</p> <p>Email: XXX</p> <p>Post: XXX</p>	<p>LM to meet with XXX to review joint working (insert local agreement)</p>	<p>Members of the Locality Team will be deployed in XXX as detailed in this document.</p>

Education Welfare Officer	Context of Role	Definition of Case	Referral Thresholds/MOSI	How to access support	Where will the service be provided?	Deployment of staff time
<p>Named EWO:</p> <p>Time Allocated:</p> <p>County Manager for Attendance</p> <p>Sue Stubbings 01223 703543</p> <p>Learning Provider named link:</p>	<p>Casework interventions with individual children and their families.</p> <p>Support and challenge to schools in their management of attendance matters.</p>	<p>Opened when a referral is made by a school, parent or other agency.</p> <p>The EWO undertakes to make direct contact (within 7 days) with the child's parents by standard letter, tel call, home visit or a meeting at the child's school.</p>	<p>The average attendance for referral to the EWO, after the three letter system has been completed by the learning provider, is below 80%.</p>	<p>SIF form, completed and signed by the learning provider can be used to access EWO support.</p>	<p>To be negotiated locally:</p> <p>e.g. room bookings for pre court meetings in school, 1:1 appointments.</p>	<p>To be negotiated locally:</p> <p>e.g. the EWO will meet with the attendance officer weekly at 9am on a Monday</p> <p>Non statutory functions of this role are available for Academies to buy back from the LA (40% statutory, 60% non statutory). LA supported schools will continue to receive this support.</p>

In School Support	Context of Role	Definition of Case	Referral Thresholds/MOS I	How to access support	Where will the service be provided?	Deployment of staff time
<p>Named ISST</p> <p>Time Allocated:</p> <p>Learning Provider named link:</p>	<p>Support to secondary school staff, students and carers with issues of SEBD</p> <p>Links with colleagues and partners in team and beyond.</p> <p>This role is under review; results will be available Autumn 2011.</p>	<p>Opened when the learning provider makes a referral and then logged on ONE.</p>	<p>Agreed with link contact in each school.</p>		<p>To be negotiated locally:</p> <p>e.g. rooms for 1:1 work, group work etc.</p>	<p>To be negotiated locally:</p> <p>Enter working days/times here.</p>

Parent Support Advisers	Context of Role	Definition of Case	Referral Thresholds/MOS I	How to access support	Where will the service be provided?	Deployment of staff time
<p>Named PSA:</p> <p>Time Allocated:</p> <p>County Parent Support Manager:</p> <p>Andy Burgess 01223 714726</p> <p>Learning Provider named link</p>	<p>Linked to an individual or cluster of schools offering support to parents who have been referred where child/young person has attendance, behaviour or exclusion issues.</p> <p>The Parenting Workforce review is currently underway – results are due September 2011.</p>	<p>Opened when a referral is made by school (or self referral). Case logged on ONE. Cases need to be reviewed every 6 weeks and 12 weeks but work can continue beyond 12 weeks as appropriate.</p>	<p>Where child/young person is having difficulties with one or more of the following: Attendance Behaviour Exclusion.</p> <p>As part of the review it is likely that the thresholds and remit of this role will change.</p> <p>Level 2/3 with signposting to more specialist services as needed.</p>	<p>Through the CAF, TAC and or LARM process or by self referral.</p>	<p>Can include home visits and work outside of the learning provider's environment.</p> <p>To be negotiated locally:</p> <p>e.g. rooms for 1:1 work, group work etc.</p>	<p>To be negotiated locally:</p> <p>Enter working days/times here.</p>

Young People's Worker	Context of Role	Definition of Case	Referral Thresholds/MOSI	How to access support	Where will the service be provided?	Deployment of staff time
<p>Named YPW:</p> <p>Time Allocated:</p> <p>County Managers for Young Peoples Workers and Guidance Advisers</p> <p>Steve White 01223 715493 (County Lead)</p> <p>Jeannette Perkins 01480 373757 (Performance)</p> <p>Learning Provider named link:</p>	<p>To work directly with vulnerable young people (1:1 and in groups) following youth work principles and best IAG practice to meet the core outcomes for IYSS e.g. increase participation and reduce NEET. Individual work should be carried out predominantly in KS4 and post 16 with the younger age range supported through groups. The YPW will also work with the wider community, key statutory and voluntary agencies to enable positive activities for young people and raise external funding to provide them.</p>	<p>Referrals for group work made through school as agreed in the working arrangements document.</p> <p>Negotiated locally using the referral triangle for IYSS incorporating S139a's, CAF and the early identification of potential NEETs or by self referral.</p> <p>All cases to be logged on ASPIRE.</p>	<p>Level 2/3 with signposting to more specialist services as needed.</p> <p>Maybe part of a wider package of support for young people with more complex needs where another agency has a lead role.</p>	<p>Negotiated locally using the referral triangle for IYSS (see appendix) incorporating S139a's, CAF and the early identification of potential NEETs or by self referral.</p>	<p>Can include home visits and work outside of the learning provider's environment.</p> <p>To be negotiated locally:</p> <p>e.g. rooms for 1:1 work, group work etc.</p>	<p>To be negotiated locally:</p> <p>Enter working days/times here.</p>

Guidance Adviser	Context of Role	Definition of Case	Referral Thresholds/MOSI	How to access support	Where will the service be provided?	Deployment of staff time
<p>Named GA:</p> <p>Time Allocated:</p> <p>County Support</p> <p>Sue Houghton 01480 373802 (IAG Support)</p> <p>Janet Harris 01480 373754 (Course finder Support)</p> <p>Learning Provider named link:</p>	<p>To work with targeted young people in schools and other settings providing IAG services as necessary, supporting young people into education, employment and training. Individual work should be predominantly within KS4 & post 16 with the younger age range supported through group work activities.</p>	<p>Young people who are at risk of NEET and /or are identified within the priority group.</p> <p>All cases are logged on ASPIRE.</p>	<p>Level 2 predominantly.</p> <p>Maybe part of a wider package of support for young people needing more intensive services where another agency takes a lead role.</p>	<p>Negotiated locally using the referral triangle for IYSS (see appendix) incorporating S139a's, CAF and the early identification of potential NEETs.</p>	<p>To be negotiated locally:</p> <p>e.g. rooms for 1:1 work, group work etc</p>	<p>To be negotiated locally:</p> <p>Enter working days/times here.</p> <p>Additional time could be purchased from schools if desired.</p>

What the locality team can expect from the learning provider:

Examples for discussion:

- Early, relevant sharing of information using the CAF and where relevant the Statutory Intervention Form (SIF)
- Access to IT/telephone
- A safe place to meet young people on a 1:1 basis
- Regular meetings with key members of staff
- Access to school systems e.g. SIMS
- Timely provision of key dates for example:
 - Parents Evening's
 - PSHE day's
 - Information Evening's
 - Whole School Calendar

Shared objectives, key themes, dates & projects

To be negotiated termly between the Locality Manager and XXX (locality link) based on local need, gaps in provision, joint commissioning and following suggestions made from the locality team, learning provider and relevant partners. Examples include:

Group work related to Domestic Violence, self esteem, post 16 options or sexual health
Key dates and themes such as Anti Bullying week
Transitions work

Autumn term:

- 1
- 2
- 3

Spring term:

- 1
- 2
- 3

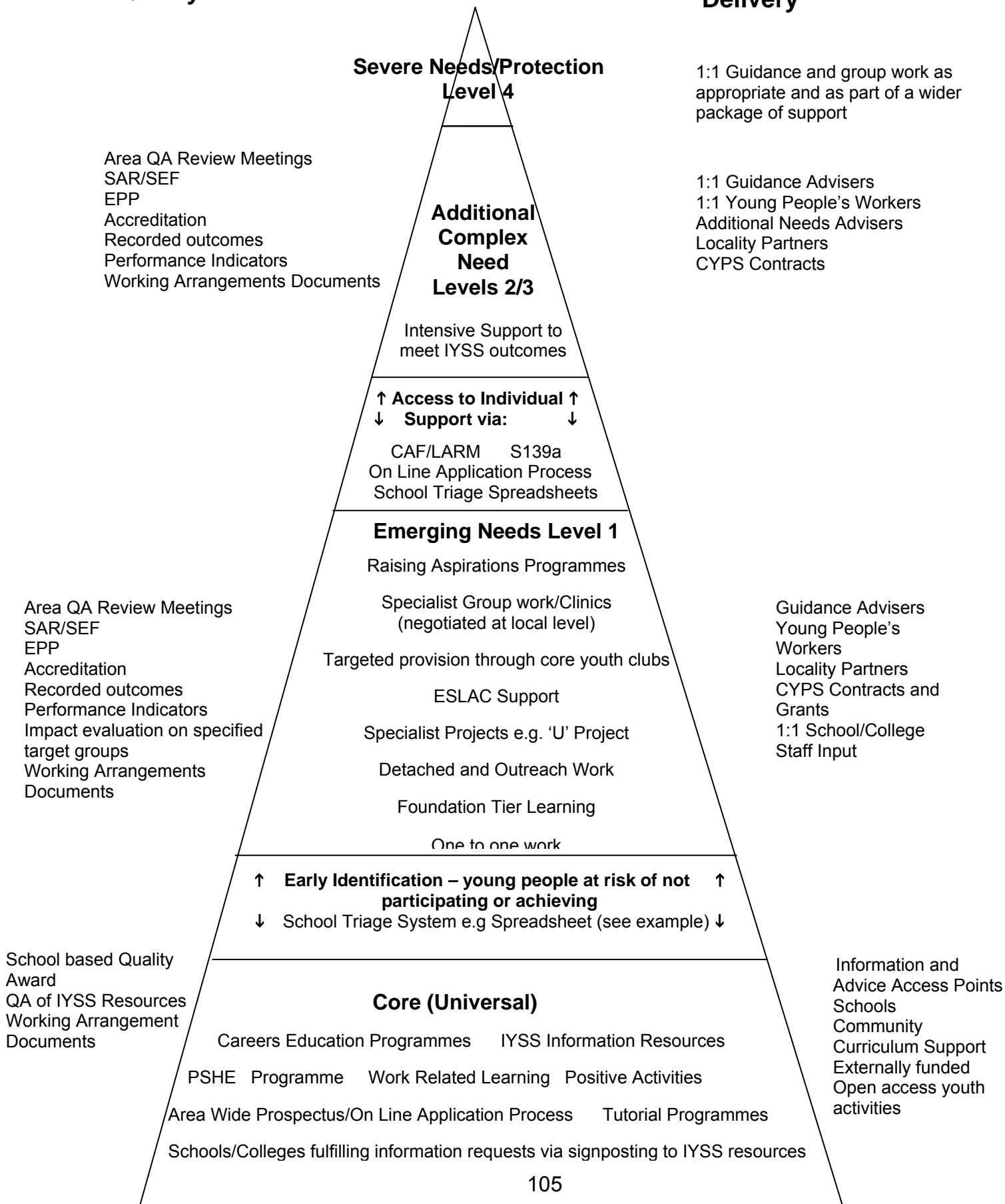
Summer term:

- 1
- 2
- 3

Partnership Work with Schools - IYSS Referral and Support Routes

Quality Assurance

Delivery



Identifying Young People requiring targeted support from a Guidance Adviser

Summer Term

May: Early Identification of Needs (EIN) meeting takes place involving SENCo, Guidance Adviser and any other relevant members of staff. SA/SA+ checklist reviewed to determine those that will receive an S139a assessment.

July: Guidance Adviser completes initial draft of S139a with students allocated in the EIN meeting.

July: Guidance Adviser, Year 10 tutors, Head of Year 10 and relevant others (e.g. In School Support Teacher, EWO, young people's worker) meet to identify students that are "potentially Not In Employment, Education or Training (NEET)" A number of indicators can be used for example young people with an open CAF, a PSP in place, Looked After Children (LAC), young carers, those identified through the EIN process, open to the EWO as well as taking a common sense approach to highlighting young people that may struggle to make a successful transition post 16.

August: Young people identified through school meetings are set up on the mapping spreadsheet. This spreadsheet will be reviewed throughout the year and details secondary interventions that are available, for example, U project, extra college visits, mock interviews etc

Autumn Term

September – December:

S139a's are completed for identified young people prior to the October deadline

School staff operate a triage system to provide information and advice relating to post 16 options including signposting young people to relevant drop in facilities – if necessary add to the potential NEET spreadsheet

Information and Advice drop in sessions held in school – frequency, staffing etc to be negotiated at a local level between school and locality

Guidance Adviser delivers group work sessions and or assemblies to year 11 detailing post 16 options – to be negotiated at locality level

1:1 interviews take place between the Guidance Adviser and targeted young people

Spreadsheet updated to track progress, students seen and interventions offered

Spreadsheet/targeted young people reviewed prior to October half term and again before Christmas – remove those that are no longer potentially NEET and add others that are. Allocate the lead professional for secondary interventions e.g. U project referrals, organizing apprenticeship sessions.

Spring Term

School informs Guidance Adviser of any year 11 that has not completed a post 16 application where there are concerns of the young person becoming NEET – Guidance Adviser to follow up

Group work/1:1 intervention around finding employment and apprenticeships are delivered by the Guidance Adviser to young people from the target group

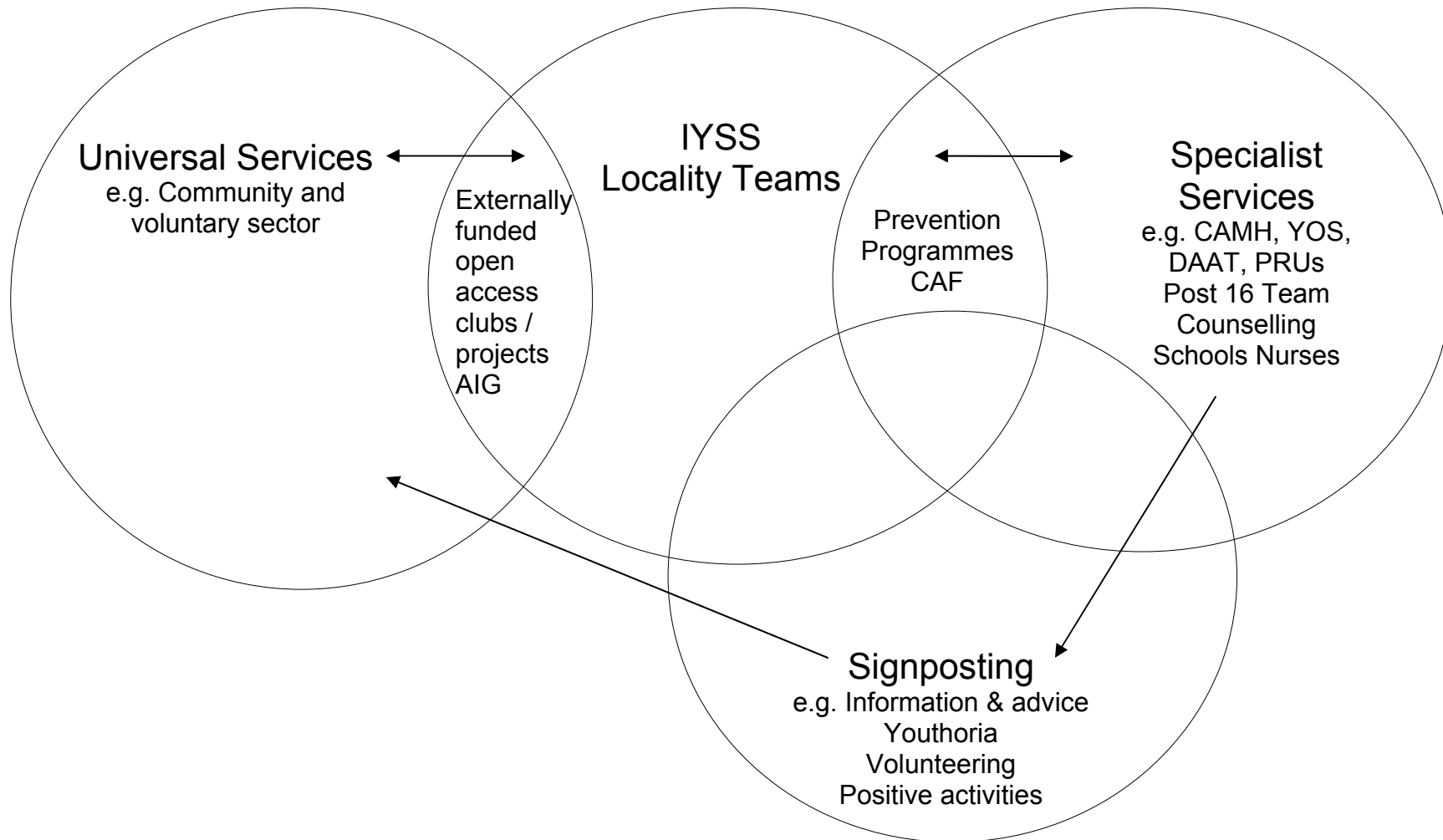
School ensure targeted young people attend post 16 interviews and flag up any issues to the Guidance Adviser/locality

Spreadsheet reviewed between school and locality to ensure secondary interventions are in place (e.g. u project referral) and to determine support level over the exam/summer holiday period

The target group should be revisited over the summer period and into the autumn term with follow up taking place in September to ensure a successful transition is made and any issues resolved early on.

If at any stage it emerges that additional support is necessary, for example from CAMH, health, other members of the locality, CASUS etc then a CAF is required – further guidance is available from the locality manager.

Locality Referral Systems – Work with Specialist Services



Partnership Work with Schools - Early Identification (Example)

RED AMBER GREEN	GA support (careers) (state frequency weekly, monthly)	Dates seen and initials Notes	POST 16 idea	SEN S139a report	SEN TA support	Support college visits Open Days Interviews	Extra visits curriculum based	Y11 Review	Liaison with Erica Palmer CRC + equivalent 18/2 seeing CM	Support with CAP forms, Personal Statements, etc	Extended work experience	Youth Participation Projects e.g. theme parks	U Project or similar	Connexions for small groups eg Scardy Squirrel	App. Voc	Mock Int Appren employ	Job shop in School End April	Meck college interviews and feedback	Intensive Connexions personal support	Phone contact over holidays and Autumn term	Intensive support over holidays	Link young person with Soham peers going to same college	Travel with student if help is required
A - SEN	occ - CS	27/9/ - CS	Carpentry army post 18	✓				✓		✓													
R - SEN		13/10 - CS	Hair dressing/ restaurant work	✓	H Whittingham			✓		Christine/ TA	✓			✓				Christine		Christine	✓		
G	MDG monthly	21/10/10 MDG												✓			✓	Y					
A - SEN	occ -CS	27/9/ -CS	Agriculture poss. Apprenticeship	✓				✓									✓						
A	3 monthly	13/9/-CS	Hairdressing/ science A levels								✓										✓		
R/A	Monthly	18/10, 2/11	Childcare																Christine			✓	✓
R	Monthly - CS	6/10/CS	Performing arts - West Suffolk Agriculture				H&S care 9/12			✓		✓	✓	✓				✓			✓		✓
EWO Involvement	2 monthly	13/9-CS	Hairdressing/ childcare									✓	✓				✓		EWO	✓	✓		✓
G	6 monthly	12/10-CS	Hair/beauty - west Suffolk																				
G	3 monthly - CS	6/10/CS	A level decided																				
	Fortnightly - CS	6/10, 2/11, 22/11	Health and social Mildenhall/ CRC appren - Newmarket - 1 st choice														✓						
A/G	3 monthly	6/10-CS	A levels - undecided?																				
A/R - med	2 monthly	12/10-CS	Hair and beauty - Wisbech											✓				✓			✓		✓
shelley		21/10 MDG																					
A = SEN	2 monthly	27/9-CS	ICT/horticulture - college	✓				✓			✓	ict - school	✓	✓				✓			✓		✓
Home visit?		Phoned home 18/10/CS																					
R/A	Monthly - CS	27/9, 20/10, 29/11	MV appren Honda/ uniformed PS	✓				✓		✓	Honda	✓											
Amber	MDG monthly	30/9 MDG	Undecided			K✓				Possibly MDG				Poss									
shelley															✓								
R = SEN	2 monthly	27/9 - CS	hConstruction/ retail														✓						
A/G	2 monthly	2/11, 22/11	Ely, A levels - Eng, Hist							Decision making								✓			✓		✓
R-Helen	Weekly	HM	Photography - West Suf									✓	✓						Helen	✓		✓	

Partnership Work with Schools – Frequently Asked Questions

What is the added value that Targeted Youth Support can offer schools?

- Positive activities for those young people with low self esteem or lacking in social skills
- Relationships and sexual health
- Working with those young people at risk of exclusion or who have behaviour issues
- Getting young people to make informed decisions regarding their health, especially around alcohol and substance misuse
- Offering alternative curriculum for those young people at risk of not making the transition into employment, education or training

Are there particular times when Targeted Youth Support could be really useful to a school?

- Transition to secondary school (Summer Term for year 6's)
- Transition for Year 11's in planning their positive destination post 16 (17 in 2013)

Are there particular groups of young people that Targeted Youth Support can offer extra support to?

- Young carers
- Looked after Young People
- Isolated minorities
- Young Offenders
- Young people at risk of NEET
- Young people at risk of teenage pregnancy

What programmes of activity can Targeted Youth Support offer to enhance the school curriculum and help to bridge the poverty of aspiration gap?

- Foundation Learning Tier accreditation modules
- Volunteering
- Tailored project work
- Holiday activities

Can Targeted Youth Support draw in those pupils who are failing to engage with the school, give them a voice, and have the school recognise their perceived needs so they feel involved with the decisions?

- School Councils – extended reach and advocacy
- Detached and outreach work
- Specific focus groups

Can Targeted Youth Support provide a back up to the Common Assessment Framework by being the lead professional and brokering on behalf of the school with other agencies in the community?

Some case studies:

Below are some national and local authority programmes where Targeted Youth Support has been involved with schools

UK resilience programme – (Hertfordshire County Council)

<http://www.hertsdirect.org/caresupport/childfam/health/resilience/>

My Future, My Choice – (Bristol County Council)

www.gauntlettandson.com/MFMC_08.html

Warrington Family Support Model

www.warrington.gov.uk

Unified Offer – National Youth Agency

www.nya.org.uk

Commissioning Toolkit – Northampton CC

www.northampton.gov.uk

Tackling under-achievement by young – CSWP Connexions.

www.cswp.org.uk

The C4EO website is constantly updated with validated and promising

C4EO Validated and promising Practice -

www.C4EO.org.uk/themes/youth

Partnership Work with Schools – Activity Menu

Work undertaken in schools will fall into three categories

1. Core work - provided and financed wholly by the Locality Youth Support Team.
2. Joint work - meeting the agendas of both Locality and the School, jointly provided and funded.
3. Additional work – meeting the agenda of the School, provided by Locality Youth Support staff but funded by the School or other external sources of funding.

Each Locality will aim to provide the equivalent of a day a week of negotiated core/joint integrated youth support time in each secondary school. Additional work can be negotiated as subject to available funding.

Core Work	Joint Work	Additional Work
<ul style="list-style-type: none"> • Guidance advice • Early identification • One to one support • Specific courses e.g. babysitting, first aid • Drop-in provision to enable access to youth support staff • Social skills groups delivered by youth support staff • Promotional activities aimed at widening access to the service • Evening sessions • Information/advice and signposting • Project work i.e. bicycle maintenance, off road m/c riding instruction 	<ul style="list-style-type: none"> • Twilight activities with youth support staff involvement targeted at specific young people • Lunch time sessions • Work with Year 10 & 11 – preparation for work experience and employment • Active citizenship in schools (ACiS) • U-Project • Teens and Tots • Targeted activities undertaken within school curriculum time 	<ul style="list-style-type: none"> • Support for young people identified as being at risk of exclusion • After school study support • Additional youth support work input into school activities • DofE – as part of PSHE programme • Non vocational classes • Anything across a whole year group • Mentoring • Counselling • Information points • 14-19 Foundation Learning Tier delivery • Additional Guidance Adviser time • Second Self

Participation Strategy

1. Introduction

- 1.1. This document highlights areas where youth support work can ensure that young people's participation is integrated into policy and practice.
- 1.2. Youth Support Work is based on young people's active participation. With informal education, equal opportunities and empowerment, it is a core element of youth support work values and practice. Locality staff are already engaged in enabling young people to be actively involved but there is a need to make this practice more coherent and consistent across the service so that all young people have the opportunity to become involved and have a voice about services provided for them.
- 1.3. The principle mechanism for participation to be embedded is through the Children and Young People's Active Involvement Strategy
http://www.cambridgeshire.gov.uk/childrenyoungpeople/childrentrust/plansandstrategies/cypscy_pspaspart.htm
and the Parent/Carers Involvement Strategy.
http://www.cambridgeshire.gov.uk/childrenyoungpeople/childrentrust/plansandstrategies/parent_carerinvolvement.htm
Area and Locality plans should reflect the outcomes contained in each of these strategies.
- 1.4. For this to happen there are four key areas that need to be addressed, namely: -
 - Young people must be at the centre of the service
 - There need to be systematic processes for young people's involvement
 - Youth Support Work must be able to demonstrate how young people's views have led to changes in service development and delivery; and
 - There is a need to ensure that power is shared and resources are linked to decision-making processes.

2. Shared Values

Young people have a right to voice their opinions and to participate actively in public decision-making. The Young People's Charter and the Charter of Shared Values (see Appendix 4&5) give a clear outline of the way young people can choose to be involved and the promise of the support and resource available to them.

Young people are encouraged to be involved in: -

- Signing up to the Young People's Charter;
- Being consulted and involved in developing action plans and the allocation of resources;
- Evaluating provision against the Young People's Charter; and
- Utilising www.youthoria.org as a platform to gain the views of others in taking their wider issues forward.

3. Strategic Actions

Young people should be directly involved in developing strategies as this is the key to successful participation. This involves: -

- Developing a strategy for the 10 – 19 age range;
- Consulting widely with partners;
- Linking with other evolving strategies e.g. Every Child and Young Person Matters, Every Disabled Child Matters, Community Engagement Strategy; and

- Supporting Area Partnership and Neighbourhood Forum Meetings in having their voices heard by senior stakeholders.

4. Structural Elements

Initial steps to strengthen structures to support participation include: -

- Establishing a Children's Trust Board Champions Steering Group to enable the escalation of county wide issues;
- Establishing the Investing in Children and Young People's Award to embed participation in services;
- Providing progression routes into a wide variety of participation opportunities; and
- Developing networks at an Area level to support school and community based groups e.g. School Councils, advocacy groups, parish and town youth councils to have their say on wider issues.

5. Participation Systems

For participation to be effective systems need to be clear and transparent to both young people and the organisation. This is achieved by: -

- Running co-ordinated / joint consultations where possible;
- Using time thematic (time limited) children's / young people's groups to inform service development;
- Running joint training programmes both for children and young people and adults seeking to engage children and young people;
- Supporting young people to become members of decision making bodies within the service; and,
- Young people being involved in evaluating the effectiveness of the Active Involvement Strategy, including the Youth Charter.

6. The Role of Members and Officers

Young people's Champions and specialist youth participation staff are key to moving youth participation forward. Both members and officers can become young people's Champions. This involves: -

- Identifying lead officers / staff in all sections of the service;
- Identifying appropriate links with Participation Champions; and
- Training for staff and elected members.

7. Staff Skills and Knowledge

Effective participation is dependent on the skills and knowledge of staff and young people. Training should be made available to staff, young people and elected members, which should be accessible and free from jargon. Further steps include: -

- Further developing young people's access to training and recruitment and selection of staff within the Workforce Development Plan;
- Running joint training programmes; and
- Establishing participation training as part of all youth support staff training.

8. Leadership Style

For the Active Involvement Strategies to work it is crucial that they receive endorsement and support from the Children's Trust Board to enable participation to be progressed and embedded with other partner organisations.

Cambridgeshire Young People's Charter for Youth Support Services

Your participation in any of our projects is entirely voluntary.

WHILE YOU CHOOSE TO BE INVOLVED WE WILL:

- Offer you a wide range of opportunities which are fun, challenging and affordable
- Work with you to enable you to develop your potential in a variety of settings
- Accept you for what you are and value your experience
- Encourage you to have a say in what goes on in your project and community
- Recognise your achievements
- Respect your privacy but listen to you to find out how you feel about yourself and your community
- Support and encourage you to develop your skills and build your confidence
- Provide information and resources to help you learn
- Respect confidentiality unless we have a legal duty not to do so
- Speak up for you in your community and help you have your say
- Let you know how you can get involved in a range of activities provided by our service and others in the area
- Put you in touch with other services that might be able to help you

IN ADDITION

- You will have the right to work with trained, open, friendly and supportive staff who will try to treat you fairly
- Codes of conduct will be agreed with you and displayed where possible
- If you have cause to make a complaint you have the right to a prompt, honest and confidential response

IN RETURN WE EXPECT THAT YOU WILL

- Respect each other, other people and premises.

Charter of Shared Values



CHARTER OF SHARED VALUES

Rights

Our work helps children and young people to have their views and opinions heard on anything that affects them.

We will work to help children and young people to have their views and opinions heard on anything which affects them.

Listening

Listening to children and young people gives us the ability to improve our service and respond to their needs.

We will listen to children and young people in order to improve our service and respond to their needs.

Equal Opportunities

We believe that children and young people should have equal opportunities. We will support them by actively responding to barriers that cause discrimination.

We will support children and young people's right to equal opportunities by actively responding to barriers that cause discrimination.

Resources

It is important to identify and allocate resources to support the active involvement of children and young people.

We will identify and allocate resources to support the active involvement of children and young people (this could be a full financial budget or even just an hour or two of someone's time, it still needs to be committed!)

Privacy

We respect the privacy of all the people we deal with and will not share information without the permission of the person concerned, unless we have a legal duty to do so.

Calculating Full Cost Recovery for Bought in Services

1. Introduction

Unit cost figures are useful to assess the effectiveness of youth support work delivery and to work out the spend per contact for youth support staff. They can also be used in partnership arrangements to allocate funds or to monitor resources in relation to work undertaken.

The following guidelines are provided for organisations such as Parish Councils and schools wishing to buy in services from the Locality. Equally the Locality may wish to generate project funding. A worked example of a cost benefit model is provided in Appendix 11 for this purpose. In addition a Service Level Agreement template is provided in Appendix 12.

2. Areas to consider

- Staffing

The proportion of time that is spent on direct work with young people and the time that is spent providing administration, training etc.

This can be assessed for each job level e.g. Level 2 workers and can be calculated by working out the proportion of their hours which are face to face, administration, training etc.

- Fixed and variable costs

The proportion of management time etc can be broadly calculated from the budget and would include corporate services, and management time – this can then be given as a percentage to be 'added on' to the budget for the project.

- Premises

Cost of building – rent, running costs could be per project or averaged out as part of on costs depending on how this is organised.

- Relating costs to outputs or outcomes

Costs can be related either to outcomes e.g. achievement levels, number of contacts and what level of contact or to outputs e.g. the number of sessions / hours youth work is delivered.

The suggestion is that 'output' is used but within any specific contract there is an agreement of the number of contacts expected and the expected outcomes for the young people involved.

3. Overview

Components of a unit cost per hour of delivered youth work would therefore be: -

- Cost of staff delivering at JNC/LGE rates of pay.
- Fixed costs added as a percentage of youth workers salary calculated to include central management support (induction, training, supervision etc), finance, central administration, salary overheads e.g. pension etc.
- Operational costs – to include project related administration, project related training, equipment, rent, resources, travel, IT. This could be in the region of 15-20%. Where some of these services are provided by the host agency the operation fee could be less than 20%. Where no extra services are provided, the fee could be up to 20%. This would also allow flexibility for charging according to the capacity of the organisation.

4. Worked Example

	Scale Point	Hourly rate	2hrs/wk 45wks per year (term- time only)	2hrs/wk 52wks per year
Youth Worker				
Hourly rate (Sept '09)	6	9.37	843.30	974.48
19% pension (if in scheme)*		1.78	160.23	185.15
Subtotal		11.15	1003.53	1159.63
Lead Youth Worker				
Hourly rate (Sept '09)	10	10.76	968.40	1119.04
19% pension (if in scheme)		2.04	184.00	212.62
Subtotal		12.80	1152.40	1331.66
Supervision: 1hr/6wks (10 sessions)				
Young People's Worker **	15	16.96	169.96	169.96
Youth Development Coordinator **	25	22.44	220.44	220.44
Induction/training/overheads			100.00	100.00
Total with pension and YPW supervision			2425.88	2761.25
Total with pension and YDC supervision			2476.36	2811.73

*Add 9.1% National Insurance if earning more than £5,715 or 12.8% NI if not in the pension scheme

** Figures based on employing full time YPW / YDC who pay into pension

Notes

- No sick pay is included
- Excludes any premises hire costs, telephone, volunteer expenses etc.
- Costs could vary depending on level / numbers of Lead/Youth Worker used
- Operational costs could vary depending on club context / specialist requirements but are usually between 15-20%
- Where relief contracts are used for non regular or short term work, holiday entitlement should be included in the staffing costs
- Ongoing regular work of over 14 weeks duration should be under fixed term contracts

Calculating Full Cost Recovery for Bought in Services

Cost Effectiveness Model

Expected Outcome: Example: *Reduce alcohol issues in x area:*

Cost analysis to the Police, Accident & Emergency, Lost School hours, local trade, youth justice, safeguarding, parents & guardians work hours, vandalism, etc. = £X

How benefit is delivered	Cost of delivery A	Benefit category	Immediate benefit £ C	Evidence	Result
Poster campaign	Cost of Design & printing	Health	A&E	Survey Young people and fear of crime	Fewer reported incidents
Targeted Schools PSHE yr 10 /11	Teacher time	Community safety	Police time wasted	Periodic impact of lessons learnt	Less petty crime
Detached youth work engage early evening	Time	Local economy	Trade improvement	Numbers of young people signposted to activities	Fewer alcohol A&E admissions
Positive activities targeted times	Time and activities		Less Clean up time - vandalism	Activities programme numbers	Better attendance / achievement of pupils
Police / Trading standards work with licensees	Time	Social Care	School / Social Care support	Nos of incidents reported / prosecutions brought	Positive reporting through community forums
Total cost	£A		£C		C-A is % less than £X
			Financial / non financial benefits		Ability to make decision if it's worth doing.

The decision making process lies in first establishing what the cost is to address the issue. In this case under-age drinking in a particular area; next the cost of the intervention and then the benefit from the intervention. If the intervention reduces the initial cost then there is a strong case for proceeding with the project.

Standard Service Level Agreement Template

**Service Level Agreement
Between
xxxx Parish/Town Council
And
Xxxx Locality Team.**

April 2011 - March 2012 *(can be extended if required)*

The Parish Council will:

1. Provide funding of £xxx to cover the costs of xxx Youth Workers to run/service xxxx Youth Club/Project.
2. Provide funding for £xxx to cover the rent of premises, including heating, lighting and care-taking costs **or** provide access to xxxx building, free of charge and inclusive of all utilities and care-taking costs, for the purpose of delivering youth work
3. This funding will be provided *in two six-monthly payments/four quarterly payments.*
4. Nominate a representative to act as the key link between the Parish Council and the Locality. The representative will be the first point of contact for any issues related to this agreement.
5. Agree the number of sessions of Youth work to be funded with the Youth Development Co-ordinator and or Locality Manager *per week/month/year.*
6. Meet xxx times per year to discuss performance/progress with the work being funded.
7. Help to liaise with local community groups in order to raise awareness of and advertise the youth provision.
8. *Any additional specific criteria can be added here*

The Locality will:

1. Provide xxx youth worker/s for xxx hours *per week/month* to run sessions at the Youth Club/Project.
2. Provide the service outlined in the service specification below (Appendix A)
3. Nominate a representative to act as the key link between the Parish Council and the Locality.
4. Encourage volunteers from the local community to support the work of the club/project.
5. Provide supervision and support to all youth work staff and volunteers.. Ensure that all youth work staff and volunteers delivering this service are appropriately skilled to deliver

each aspect of the work they are required to do, and that they can access any training they need to fulfil the role.

6. Ensure all administration is carried out to meet the legal requirements around Health and Safety and Child Protection, as well as Youth Work quality development standards. This will include ensuring that all youth work staff and volunteers delivering this service have had Enhanced Disclosure checks.
7. Ensure the Youth work delivered is built around the County Youth Service Curriculum and core principles. *(insert link to the curriculum)*.
8. Develop a needs based programme of activities to be delivered throughout the year.
9. Encourage young people to recognise the outcomes they are achieving or working towards through attending the youth club/project.
10. Seek to access additional external funding to support the development and delivery of youth work in the Locality.
11. Invoice the Town/Parish Council on a *6 monthly/quarterly basis*.
12. Make quarterly reports to the Town/Parish Council on activity (Appendix B)
13. Write a *6 monthly/quarterly* report, detailing the outcomes achieved for young people through the activity undertaken at the youth club.
14. Make arrangements for staff sickness and to arrange sickness cover where possible.
15. Inform the Parish Council's representative if it is decided to close for the night or remove any youth provision, and before the decision is made where possible.
16. Arrange the publicity for youth club/project activities and events and advertise accordingly in the town/villages.
17. *Any additional specific criteria can be added here*

Signed: _____

Print: _____

On behalf of the Locality.

Signed: _____

Print: _____

On behalf of the Parish Council

Service specification

XXX Locality commit to delivering the service outlined below, at a cost of £xxx, during 2011/12 *(this can be amended to reflect the length of the agreement, if longer than a one year agreement)*.

Details to be included in the specification:

1. Staffing and Hours of work

The locality will provide xx youth worker/s for xx hours a week, on xxx days of the week for xx weeks/year. Training will be provided to all staff and volunteers.

2. Place/s of work

The Parish Council will provide xxxx venue/s for the delivery of youth work. The venues will be available between xx and xxx on the following days of the week for weeks/year. All responsibilities related to insurance for the building, locks and access will be the responsibility of the Town/Parish Council. The Locality will commit to ensuring they leave the building/s secure when they have finished a session, and that any problems are reported to the link person at the Parish Council.

3. Description of duties

The Locality will deliver the following as part of this contract: (e.g. carry out face to face to Youth Work, run sessions, set up and close down sessions, leave the premises as they found it).

- 1.....
- 2.....

Etc, etc

4. Finance (also see Appendix C)

The hourly rate for the service the Town/Parish Council will be funding has been calculated at: £xxxx

Therefore, at this rate, the Parish Council are agreeing to fund xxx hours per week, for xxx weeks/year, totalling £xxx.

In addition, the following amount of money will be given to the locality, to pay for the premises and any other operational costs that the youth club/project will operate from, £xxx

Or

In addition the Parish Council commits to funding the premises, including heating, lighting and caretaker/cleaning costs for the period of the agreement.

NB. If Localities are providing the premises, then the calculated rates of pay for youth workers should include an overhead costs, to cover premises. In cases where Parish Councils are also providing premises at a direct cost to themselves, this should be specified above, and the funding they are given broken down into staff costs and premises costs.

Contract Terms

Termination Of Agreement

The termination of the agreement would normally be at the end of the formal period of agreement. If either party wish to terminate the contract sooner, they must convene a meeting and give at least three month's notice.

Changes To Agreement

Any additions need to be signed by both parties and dated. These would then need to be fixed to the original agreement.

Any changes need to be either signed by both parties or a new document produced.

Policies And Practices

Before the contract can begin, the Locality will evidence that they have the following in place:

- Staff supervision arrangements
- Health and Safety policy
- Lone worker policy
- Exclusions policy
- Safeguarding policy

Quality Assurance/Performance Monitoring

The Locality will welcome visits from the Town/Parish Council, throughout the year to monitor the provision and to carry out their own quality assurance processes.

The Locality will provide the following performance information to the Town/Parish council, every quarter:

Feedback form

Date	Time	Location	No. of staff	No of young people	Description of programme activities delivered (e.g. group outing, talk on sexual health etc)

N.B Time and location may not be necessary if the sessions being delivered are regular and occur on the same day and time each time.

The Locality will provide a report every 6 months that details the outcomes achieved for young people attending the youth club/project.

- Personal outcomes e.g. accreditation gained or being worked towards
- Satisfaction survey results
- Changes made to any services through young people having a voice
- Details of any additional funding generated

The proposed format for this report would include a general summary of how many people regularly attend the club, how many achieved accreditation and details of this, summarised findings of any satisfaction surveys the locality have conducted in the period, and examples of how individual young people have benefitted from the youth club (evidenced through case studies written jointly by youth workers and young people).

Youth Work in Cambridgeshire- Calculation of Unit Costs

1. Introduction

Unit cost figures are useful to assess effectiveness of youth work delivery and to work out the spend for each young person participating in relation to staff costs. They can also be used in partnership arrangements to allocate funds or to monitor resources in relation to work undertaken.

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Components of a unit cost per hour of delivered youth work are: -

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