

Foreword

Welcome to *For Aberdeen's Children 2011-15*. The plan sets out our vision and priorities for children and young people's services over the next four years.

The plan has been developed by the Integrated Children's Service Partnership which represents all the key public and third sector agencies that deliver services for children and young people in the city.

As a partnership we are committed to improving outcomes for children, young people and their families and closing the gap between children in need and their peers. In order to reduce that gap we will focus on improving outcomes for children in the early years, children who are looked after, have additional support needs, disabilities, or social emotional and behaviour needs and those young people not in employment, education or training.

We are committed to protecting the quality of services to children and young people despite the pressures on resources.

We recognise the crucial role of parents, carers, families and volunteers in improving outcomes for children and young people and the need to support them to do so. We also recognise that all children and young people need to have a sense of belonging and all communities must value the positive contribution young people can make to their localities.

Our Vision

We are working towards the day when every child and young person in Aberdeen enjoys being young and at the same time feels safe, nurtured, healthy, active, included, respected and responsible. We will do this by coming together as workers, parents and carers to make sure every child and young person achieves their full potential and is supported to participate in decisions that affect them.

Our Mission

We will promote and deliver integrated services of the highest quality that are accessible to all. We are committed to the UN Convention on the Rights of the Child and will promote the rights and responsibilities of all those who use services for children. Our aim is to 'Get It Right for Every Child' and in so doing improve the outcomes for all children and young people in the city by raising achievement and attainment and reduce inequality by ensuring a common, co-ordinated approach across all agencies that supports the delivery of appropriate, proportionate and timely help to all children as they need it.

We hope that you find this plan both interesting and informative.

Aberdeen City Council
Aberdeen City Youth Council
Aberdeen Council of Voluntary Organisations
Grampian Police
NHS Grampian

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1. Introduction

1.1 Why do we have a plan?

Every local authority in Scotland is required to publish a plan which sets out how it will improve the outcomes for children and young people through the services that are delivered by the council and its partner agencies. The Integrated Children's Services Plan is a statutory report, required under the Children (Scotland) Act 1995.

The Integrated Children's Services Plan 2011-15 is the high level plan that sets out the council and our partners' commitment to work together to deliver high quality services, improve outcomes and achieve better value in areas that are a priority locally. The plan is overseen by the Integrated Children's Services Partnership. It will be updated annually to show how working together to provide services has made a difference to improving the lives of children and young people in the city.

1.2 Who is this plan for?

The plan is intended for staff working in services for children and young people and those who work in services that will impact on children and young people in the council, Grampian Police, NHS Grampian and in the Third Sector. It will be of interest to other bodies with a specific interest in services for children and young people such as the Children's Hearing System, the Children's Panel, and the North East Scotland Child Protection Committee. The plan will also be of interest to inspectors of children's services, other local authorities and the Scottish Government. We will produce a summary version for parents and young people.

1.3 What is its purpose?

The community planning partnership's single outcome agreement with the Scottish Government sets out the most important priorities for local people in the city. The priorities that are relevant to children, young people, and families are included in the Integrated Children's Services Plan. The progress we make towards delivering those outcomes will be monitored by the Integrated Children's Services Partnership and will be reported to our community planning partnership - The Aberdeen City Alliance and the Scottish Government via the single outcome agreement.

The plan sets out the strategic objectives for services for children and young people over the next four years. It focuses on five key outcome themes and action plans for children and young people that we want to see improved and which will help us achieve our vision. The five outcomes themes are:

- Getting the Best Start in Life
- Achieving their Potential
- Responsible and Included Citizens
- Safe and Protected
- Successful Transitions to Adulthood

1.4 Getting it Right for Every Child

An important aspect of delivering improved outcomes for children and young people will include implementing the third phase of the national 'Getting it Right' programme. Our Getting it Right Implementation Plan was approved by the Integrated Children's Services Partnership in February 2011.

Getting it right for every child provides us all with a common approach to working together to deliver better outcomes for children and to measuring success across all eight wellbeing indicators set out in our vision for Aberdeen's children. The Integrated Children's Services Partnership will oversee the delivery of the Integrated Children's Services Plan 2011-2015 and the Integrated Children's Services Management Team will oversee the delivery of key processes to support multi-agency working, including the Getting it Right Implementation Plan.

1.5 Self Evaluation

The HMIE document 'Improving services for children: A Guide to Evaluating Services for Children and Young People Using Quality Indicators' published in October 2006 emphasises the need to focus on impact and outcomes when evaluating services. We will use those quality indicators to support our assessment of performance and to highlight areas for improvement as we move towards further integrated provision of children's services.

We will introduce this programme of self-evaluation using one common theme per year, as part of a 3-year continuous cycle as follows:

Year 1 – How well do we meet the needs of our stakeholders?

Year 2 – How good is our management?

Year 3 – How good is our delivery of services for children and young people?

In addition we will evaluate one aspect of 'How good is our leadership?' and one aspect of 'What key outcomes have we achieved?'. This programme will begin in May 2011. In addition to this, each of the outcome groups will evaluate the impact of key processes on outcomes for children according to their priority development themes.

1.6 Inspections

During 2010-11, considerable self-evaluation activity has taken place across integrated children's services during the inspection process: INEA 2 follow through inspection of the education function of the council; SWIA follow-up inspection of the social work function of the council; Scottish Housing Regulator follow-up inspection of the housing function of the council; and most recently HMIE undertook a joint multi-agency child protection inspection which included an inspection of the fostering and adoption service.

As a result of the inspections we have agreed specific areas of focus for action for the council and our partners. These include:

- Raising attainment and increasing expectations in order to improve the life chances of all young people;
- Further develop leadership at all levels in taking forward *Curriculum for Excellence*;
- Implementing the significant improvements identified in the city-wide review to better support the needs of all children and young people, particularly those with social, emotional and behavioural needs;
- Clarifying the role and function of the different screening groups;
- Reviewing approach to the initial assessment of risk and ensure any approach used is appropriate, evidence based and consistently used;
- Completing work on social work performance management;
- Developing a commissioning strategy for children and families; and
- Implementing actions from the HMIE multi-agency child protection inspection.

1.7 Communications

Effective partnership working and service delivery relies on good communication. We have agreed a shared communications plan to support the work of the Integrated Children's Services Partnership and Management Team and the five outcome groups.

The communications plan focuses on the strategic communication requirements of all partners delivering integrated children's services.

The objectives of the communication activity across integrated children's services will be to:

- Develop an information sharing approach to support the work of all partners engaged in planning and delivering integrated children's services;
- Develop a partnership approach to stakeholder engagement by using partners' existing communication channels and processes;
- Develop consistent messages and presentations to ensure there is coherence to the communication activity that takes place across integrated children's services and in line with the Integrated Children's Services Plan;
- Use new technologies and social media platforms to best advantage;
- Raise awareness of integrated children's services activity internally and externally;
- Communicate with children, young people, families and communities in using existing and new communication tools; and to
- Monitor national developments and undertake future scanning to ensure that our approach remains fit for purpose, innovative and responsive.

2. Partnership Working - Governance Structure and Partnership Planning Arrangements

2.1 Background

In 2009, the Children and Young People's Strategic Planning Group undertook a review of the governance and planning to support the delivery of integrated children's services. The purpose was to ensure we had the joint governance and leadership in place to oversee the delivery of the local children's services priorities set out in the Integrated Children's Services Plan and the single outcome agreement. The review focussed on how well services had worked together, the way we worked and how we reported our progress.

As a result of the review a new partnership structure that would focus on improving outcomes for children and young people and support the implementation of the 2011-2015 Integrated Children's Services Plan was approved in April 2010 by the council and our community planning partnership.

All partners are committed to strengthening the leadership and governance to developing the shared plan and delivering integrated children's services. The structure we have in place will help us work in a more collaborative way to achieve our key aims and priorities.

2.2 Integrated Children's Services Planning Groups

The Integrated Children's Services Partnership is the high-level strategic planning group responsible for ensuring that we improve services and deliver the better outcomes for children and young people in the city that are set out in the Integrated Children's Services Plan 2011-2015 and in the single outcome agreement.

The role and remit of the partnership is to lead the integrated children's services agenda and planning process; provide leadership and governance; set and agree policy and strategy; set and agree budget; ensure effective communication at all levels and among all partners; to ensure effective stakeholder engagement; and to remit priority work programmes to the Integrated Children's Services Management Team.

The Integrated Children's Services Management Team will lead the operational implementation of integrated children's services and the national 'Getting it Right' for every child programme. The group will develop and deliver the key themes and priorities as set out in the Integrated Children's Services Plan; quality assure and performance manage integrated children's services; develop workforce, training and development to support integrated working; consult and engage with children and families; deliver the children and young people's audit; and remit priority work programmes to the five outcome groups.

2.3 NHS Grampian

NHS Grampian provides both universal and targeted services to expectant mothers, children and their families. These services have a key role in delivering on the five outcomes themes.

Maternity services will work closely with children's services to deliver on the Early Years Framework ensuring the best start in life. Local guidance has been refreshed on HALL 4 supporting good health for every child in the early years. A national pathway for vulnerable families will be progressed in the city along with an examination of the family nurse partnership pilot and how it applies to our approach in supporting successful teenage mothers and fathers.

NHS Grampian is working in partnership with the Health Boards of the North to develop improved specialist services for young people with the most complex mental health problems. This will include a better community service in Aberdeen as well as improved patient services locally and in Dundee over the life of this plan.

Working with the Scottish Government Health Department significant developments are progressing across a range of specialties based at the Royal Aberdeen Children's Hospital. This includes an increase in the numbers of specialist nurses who will support children and young people at home and in school with lifelong conditions such as cystic fibrosis in order that they achieve their full potential.

NHS Grampian is working with Aberdeen City Council to support the role of corporate parent. Over the life of this plan we hope to ensure that looked after children gain better access to universal and targeted health services. This will build on the improvements already achieved in accessing dentistry. Our Board is committed to better understanding the needs of this group of children and young people.

2.4 The Children & Young People's Voluntary Sector Providers Forum (CYPVSPF)

The Children & Young People's Voluntary Sector Providers Forum is the key reference group for the third sector that enables voluntary organisations, community groups, charities and social enterprises a route to engaging with the planning and delivery of integrated children's services in the city.

Jointly these groups will:

- Ensure effective planning and governance of services to children and young people and for the single outcome agreement priorities; and
- Support progress towards meeting the national outcomes with particular reference to:

National Outcome 4 – Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

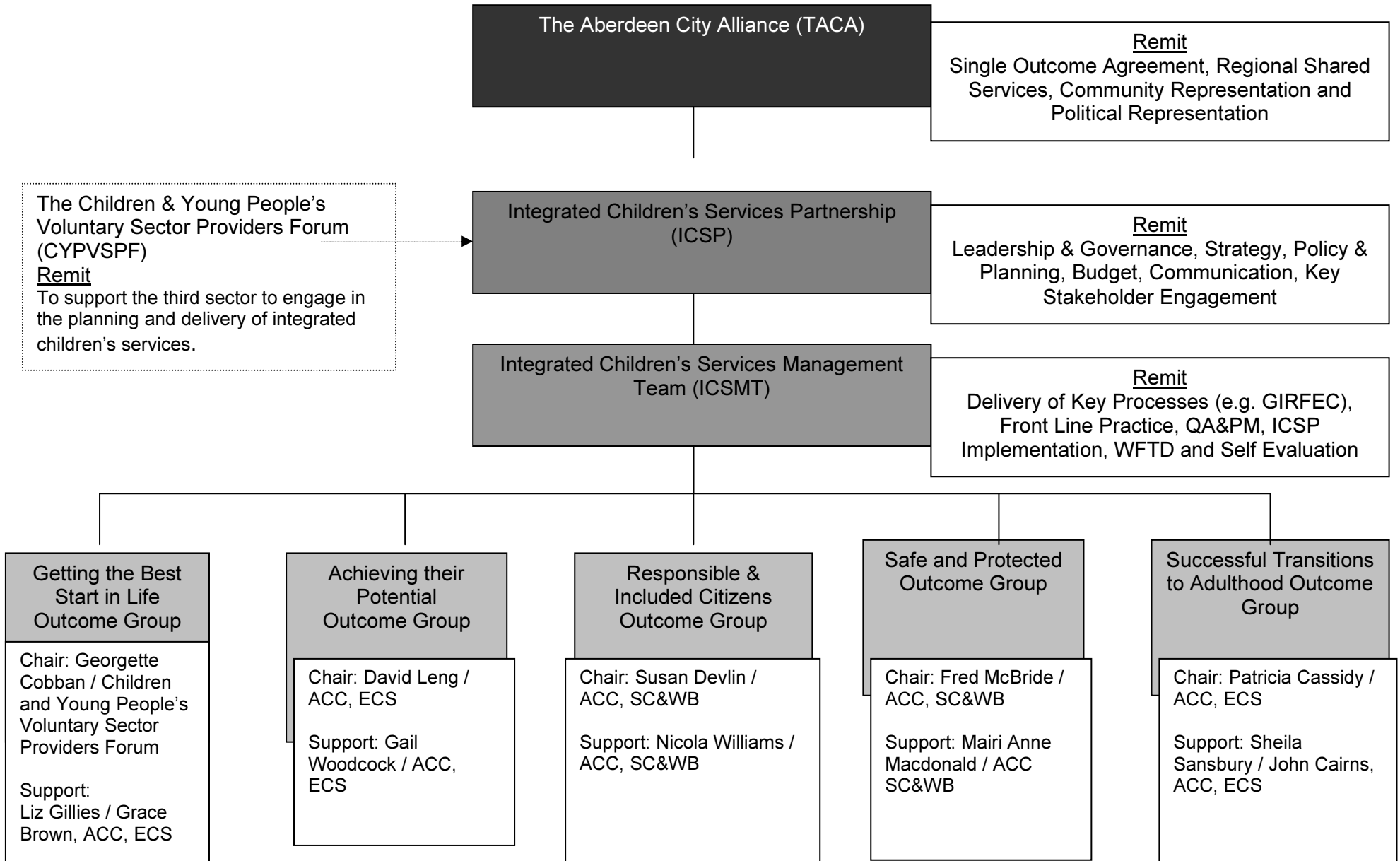
National Outcome 5 – Our children have the best start in life and are ready to succeed.

National Outcome 8 – We have improved the life chances of children and young people and families at risk.

**For Aberdeen's Children
Integrated Children's Services Plan 2011-15**

Final Draft – 14.06.11

The Governance Structure for Integrated Children's Services in Aberdeen



3. Profile of Aberdeen and the Position of Children and Young People in Aberdeen

3.1 Profile of Aberdeen

Aberdeen is the third largest city in Scotland with a population of around 210,000. It is a city of international significance. It is the commercial hub that drives the regional economy of the North East of Scotland. The influence of the oil and gas industry over the past 30 years has been considerable, helping to raise living standards in the city and contributing to income levels that have been considerably above the UK and Scottish averages. Aberdeen has developed into a vibrant and cosmopolitan city. It is a premier centre for business, education, retailing, leisure and culture. It is served by established road and rail links, a modern harbour and airport. It has a wealth of important listed buildings, conservation areas and other cultural and artistic assets.

Aberdeen is however a city of contrasts, it is ranked the 14th most deprived local authority in Scotland. There are significant health, social, educational and economic inequalities across the city and these pose challenges to the way we plan and deliver services for children and young people to ensure we have good quality universal services and targeted services for those most in need.

3.2 Position of Children and Young People in Aberdeen

There are nearly 67,000 people in Aberdeen aged 0-25 (31.3% of the total population). In the period to 2033, this figure is expected to fall to just below 60,000, a decrease of 9%. The 0-7 age group will initially rise, and then decline for the remainder of the period to 2033. The 5-14 age group is projected to increase until 2023, after which it will fall to its 2008 level by 2033. The 12-19 age group will be relatively stable, while there is projected to be a significant decline in the 20-25 age group.

Changes within the 0-25 age group will have implications for the future delivery of services for children and young people. However, although decreases are expected in some age groups, it should not be assumed that this will necessarily mean a lower demand for children's services. Several factors suggest that the demand for services will change rather than decline – for example, the impact of substance misuse and the increasing number of substance misusers who are parents, the rise in the number of children on the child protection register where substance misuse is identified as impacting on their capacity to parent and the rise in the number of children with permanent plans for alternative care as a result of parental substance misuse.

Apart from services for the elderly, the 0-25 age group uses, or has the potential to use, virtually all of the services provided by the Aberdeen City Council, NHS Grampian and the other public and third sector agencies in Aberdeen. However, the 0-25 population is unevenly distributed across the city and local service provision does not always reflect an area's demographic profile or the needs of service users.

3.3 Getting the Best Start in Life

There are 15,522 children in Aberdeen aged 0-7 (7.3% of the total population). There has been an increase in the pre-school population in 2009-10 and 2010-11. This has implications for pre-school provision and eventual demand for mainstream primary education.

Evidence shows that giving young children the best start in life, by ensuring they have the best health, care, learning and play experiences, will improve the outcomes for them as adults, and as a consequence will make a significant contribution to society. The economic return on early years investment is significantly higher than at other stages by improving their personal and societal outcomes.¹ The quality of the child's relationships with its parent or carer and the experiences they have in their home is also critical to the child's physical and mental health and educational attainment.²

Children's health is determined, in part, by their environments and the health behaviours of their parents and carers. Studies have shown there are significant variations among communities in the city and that the life circumstances of children and young people who live in more deprived areas may be contributing to poorer long term outcomes.

Low birth weight rates in Aberdeen are higher than the Scottish average. A variety of social and environmental factors have been shown to be associated with low birth weight. These include: maternal smoking, maternal age, deprivation and drug and alcohol use. Neighbourhoods with the highest smoking rates among pregnant women are in the most deprived areas of the city. These neighbourhoods also have the highest rates of teenage pregnancies.

We are committed to giving young children the best start in life. The joint Early Years Framework Implementation Plan sets out the actions we have agreed to allow us to deliver integrated universal early years services to all families with young children and to provide additional support for families and children most in need.

Priorities include: implementing pre-birth-3 training, infant mental health training and awareness; improving informal community based childcare and childcare for working parents; identifying health and additional support needs early; improving access to play for all children; improving the quality of children's and parents' engagement in learning, service planning and community engagement/life long learning; Implementing early levels of curriculum for excellence and improve assessment across all sectors; continuing to improve all services and to support the development and expansion of the early years workforce.

¹ OECD Starting Well 2

² Annual Report 2006 Chief Medical Officer

3.4 Achieving their Potential

The pupil population (aged 3-18) of the Aberdeen City Council schools is 26,578 (Census, 2009) but this is predicted to fall slightly in the period to 2012. Based on the 2009 census, approximately 12% of those pupils attend an independent school. Approximately 9% of pupils have English as an additional language. In 2009, 16.9% of pupils in primary schools were entitled to free school meals, slightly lower than the overall Scottish entitlement rate of 17.4%. In secondary schools, 10.9% of Aberdeen pupils were entitled to free meals compared to a Scottish average of 12.9%.

The number of pupils attending primary schools decreased in 2009 but the rate of decrease has been very small in the last 4 years. The number of pupils attending secondary schools has also decreased in 2009 although the rate of decrease has slowed. The number of pupils attending special schools increased in 2009 although numbers have been stable in the last few years.

High level priorities will include improving literacy and attainment for S4 pupils; implementing the *Curriculum for Excellence*; ensuring that learning and teaching is consistently at a high standard across all schools; refining approaches to ensuring continuous improvement; increasing our pace of progress to support children and young people with Additional Support Needs; providing high quality and efficient school buildings and building on the work on learning communities and the approach to learning hubs.

In March 2009, there were 701 looked after children - 1.6% of the city's total 0-18 population. Most of these children are looked after in the community, including 220 who were at home with their parents. The percentage of children looked after at home in Aberdeen in 2009-10 was 61%. The number of children looked after away from home was 39%. A child is 'looked after away from home' when they do not live with their parents and live in foster care or residential care. Around one in eight looked after children are in residential accommodation, mostly in a residential school or in a local authority children's home.

The number of looked after children in Aberdeen is higher than the national average, but more children are now being looked after at home than in previous years. In 2009-10, 9.42% of children looked after away from home had experienced three or more placements in the current care period. This is a reduction of 23.5% from the previous year. Further efforts are being made to reduce the number of moves children experience during each care period.

Although school rolls have decreased in the last few years, the number of school pupils who are looked after has increased. Achieving their whole potential is a high level priority for looked after children and looked after and accommodated children.

Fostering and adoption services for looked after children obtained good or very good evaluations from the Care Commission in 2009 and 2010.

3.5 Safe and Protected

The Aberdeen City Child Protection Sub-Committee, in conjunction with the North East of Scotland Child Protection Committee (NESCPC), is responsible for improving the work that agencies do together to make sure that children are protected in Aberdeen.

As at 31 March 2010 there were 119 children from 72 families in Aberdeen with a Child Protection Plan. This is 3.4% per thousand of the population of children in Aberdeen. This means that professionals had concerns about the safety of these children and agreed that they needed a multi-agency protection plan. The names of all the children who have a protection plan are on the Child Protection Register. Over 60% of these children were significantly impacted by parental alcohol or drug misuse.

In November 2008, HMIE inspected how well services work together to protect children in Aberdeen and in June 2009, an interim follow-through inspection report was published.

The report found that chief officers of the agencies involved had responded positively to the main points for action in the original inspection report. We have embarked on a major restructuring of services, including the social work and education services, to provide the foundations on which to build and make sustainable improvements.

A further inspection of services to protect children took place in March 2011. This was completed by the new inspection agency Social Care and Social Work Improvement Scotland (SCSWIS). The inspection report was published on 9 June 2011 and indicated that there had been significant improvements in the way that agencies work together to protect children in Aberdeen. Aberdeen has met the Scottish Government requirement for a positive child protection inspection.

The inspection evaluations were as follows:

Children are listened to and respected	Good
Children are helped to keep safe	Satisfactory
Response to immediate concerns	Satisfactory
Meeting needs and reducing long term harm	Satisfactory
Self-evaluation	Weak
Improvements in performance	Good

While much has been achieved, there is still work to do, and the inspection report helpfully suggests some actions which the Aberdeen City Child Protection Sub-Committee will take forward, along with the North East of Scotland Child Protection Committee (NESCPC). These actions are to:

- Ensure that vulnerable children and families get the help they need quickly.
- Make it easier for people to report concerns about children and ensure that staff respond to these concerns without delay.

- Improve the help and support for children to recover from abuse and neglect.
- Develop and put in place effective ways of reviewing the quality of services to improve key processes and outcomes for children.

The inspection report is available to read or download on the SCSWIS website at http://www.scswis.com/index.php?option=com_docman&task=cat_view&gid=288&Itemid=378

3.6 Responsible and Included Citizens

Between 2004-05 and 2006-07 there was a 13% increase in the number of young offenders in Aberdeen from 1483 to 1680. However, between 2006-07 and 2008-09 the number of offenders decreased by 16% with there being 1403 young offenders in 2008-09. This is the lowest number of young offenders in Aberdeen since data started being collected in 2004-05.

For two years in a row there has been a reduction in the overall number of young offenders in Aberdeen, the number of crime files and charges. There has also been a reduction in the number of referrals to SCRA on offence grounds and the number of persistent offender offence referrals. This may suggest that some of the steps that have been taken to work with young offenders at an early stage are starting to have an impact.

The one area which saw an increase between 2007-08 and 2008-09 was the number of children referred to SCRA. The implementation of police warnings and restorative justice warnings was one of way of dealing with offenders early and to try and reduce referrals to SCRA. However, this data would suggest that more effective ways of dealing with young people early need to be introduced to try and further reduce referrals to SCRA so that only those in need of compulsory measures are being reported. This is currently being implemented via multi agency Pre Referral Screening meetings. Although there was an increase in number of children referred there was a decrease in number of offence referrals received.

3.7 Successful Transitions to Adulthood

The destinations that young people move onto post secondary education are a key indicator of success in adult life. There is a growing body of research that shows young people who disengage from school between the ages of 16 and 19 are significantly more likely to be economically inactive adults which has both an economic and human cost. Vulnerable school leavers, such as those from more deprived areas, with additional support needs, or looked after children, are less likely to enter positive destinations.

The number of school leavers in the city moving into a positive destination in 2009-10 increased from 82.7% to 85.6%. The figure compares well with our comparator authorities average of 85.8%. Ten out of our 12 secondary schools have demonstrated an increase in positive destinations compared to 2008-09, including 2 secondary schools in areas of deprivation. The number of young people who are in the 'unknown' category fell from 4% to 1.4% which is still higher than the national figure of 0.6%, but is a considerable improvement and evidence that our More Choices More Chances partnership approach is having a positive impact on some of our most vulnerable young people.

There has been an increase in the number of young people entering higher education (HE), further education (FE), training placements, employment & volunteering - 1516 young people compared to 1431 in 2008-2009. The numbers entering higher and further education in Aberdeen increased from 61.4 to 63.8% in 2009-2010, higher than the national average of 62.8%. HE and FE destination values in secondary schools ranged between 46.5% and 83.7%. The proportion of young people entering employment remained stable in Aberdeen and nationally at 18.5%, a reflection of the current difficult economic climate. The proportion of young people classified as unemployed and seeking employment reduced slightly and is now 12%, slightly higher than the national figure of 11.3%. The proportion classified as unemployed and not seeking employment increased very slightly to 1.1%, with small numbers causing fluctuations. This is still lower than the national figure of 1.3%.

The introduction of 16+ Learning Choices programme and Activity Agreements will build on the good practice that is evident locally. These programmes ensure that all young people receive an appropriate, relevant, attractive offer of learning, well in advance of their statutory school leaving date. It also contributes to the delivery of *Curriculum for Excellence* entitlements, which includes support for positive and sustained destinations, with a particular focus on improving the skills and life opportunities of all school leavers.

4. Involving Children and Young People

4.1 Aberdeen City Council

Aberdeen City Council has a leadership role to promote engagement and has established a range of structures to formally involve children and young people in the democratic life of the city. They include:

- Aberdeen City Youth Council
- Student Forum
- School Councils
- Issue based forums such as Grade A peer education project, LGBT, Young Carers, Parkour Network
- Neighbourhood Youth Forums
- Young people on the Civic Forum, Licensing Forum and ADP
- Community Councils

In addition, consultation is embedded into day to day practice from pre-school children to secondary pupils and all services consult and involve children and young people in service design and development.

The Children's Rights Service offers an 'arm's length' support to children and young people who are looked after by the local authority. Services include: the promotion of children's rights; advocacy and representation; helping young people to use the complaints procedure; and monitoring of services for looked after children and young people and those moving on.

The Education, Culture and Sport Directorate of Aberdeen City Council monitors the position of children and young people in Aberdeen on an annual basis through the Children and Young People's Audit.

The Chair of Aberdeen City Youth Council is an active member of the Integrated Children's Services Partnership.

Partners also have a role to consult and engage with children and young people about the planning and delivery of their services.

4.2 High Level Consultations

Recent examples of high level consultations undertaken with children and young people in Aberdeen include:

- Online voting and election event for Aberdeen City Youth Council.
- Aberdeen City Council: 5 Year Business Plan.
- Open Space Strategy and Local Development Plan.
- Student Forum consultation day.
- Learning Strategy. The Aberdeen City Council Arts Education Team led on the design and delivery of a range of consultation events on learning where children and young people use different art forms to gather ideas and opinions.

- Strategic Music Partnership. The Arts Education Team worked with Aberdeen City Council, Aberdeenshire Council and 60 local music providers to develop and overarching strategic music partnership and vision for music with children and young people in the North East of Scotland.
- Projects and individuals supported by the Arts Education Team received seven nominations across five categories in the Aberdeen City Council Children's and Young People's Services Awards, winning in four.
- An online survey monkey of the views of children and young people about how safe and protected they feel. Over 2000 young people completed the survey.

The Aberdeen City Youth Council held a 'Hear My Voice' Consultation event in November 2010 as part of its annual consultation with children and young people. The purpose of the event was to re-evaluate the previous manifesto and issue based priorities which were laid out in the manifesto document named 'Read My Lips'.

The Youth Council plans to establish an action plan over the next five years (2011-2016) provisionally called 'Hear My Voice'. All secondary schools, community based youth provision and third sector partners were invited to encourage young people to participate in the 'Hear My Voice' consultation. The following themes were presented at the event with questions to debate and tease out from young people what the important issues are for them.

- Drug and alcohol education
- Employment and volunteering
- Education and children's services
- Crime and youth justice
- The community and youth rights
- Transport and infrastructure
- Equality and democracy
- Open space and the environment
- Media and stereotypes
- The budget

After an initial pilot consultation period the themes have now been updated and approved by Aberdeen City Youth Council. In addition, a consultation target on 5000 responses has been set by the Youth Council to provide a stronger mandate and help the Youth Council set priorities around:

- Drugs and crime
- Employment and education
- Community
- Transport and open space
- The Budget

Recent examples of involvement by Aberdeen City Youth Council and Scottish Youth Parliament members include:

- Picture the Change Manifesto consultation: Scottish Youth Parliament Manifesto consultation for 2011
- Scottish Children's Commissioner Right Blether Project - this sets out the new Commissioner's work plan for the next three years
- British Youth Council election and annual meeting attendance
- Young Scot local investigation team national initiative which will report back to the Scottish Government Drug Policy Unit
- General Election awareness campaign.
- Integrated Children's Services conference
- Licensing Forum representation and attendance at meetings
- Civic Forum representation
- Women's Alliance representation
- Local Housing Strategy 2012-17.

5. Getting it Right for Every Child in Aberdeen

The 10 Core Components of the national Getting it Right programme are:

- A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being.
- A common approach to gaining consent and to sharing information where appropriate.
- An integral role for children, young people and families in assessment, planning and intervention.
- A co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the well-being indicators.
- Streamlined planning, assessment and decision-making processes that lead to the right help at the right time.
- Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland.
- A lead professional to co-ordinate and monitor inter-agency activity where necessary.
- Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time.
- A confident and competent workforce across all services for children, young people and their families.
- The capacity to share demographic, assessment and planning information electronically, within and across agency boundaries, through the national eCare programme where appropriate.

The local Getting it Right Implementation Plan identifies the actions required by all partners to implement the third phase of the programme. It sets out the detailed programme of change to ensure we continue to deliver integrated services, improve the responsiveness of services, ensure that our services are accessible but more importantly that we better meet the individual needs of children, young people and their families.

The plan identifies how we will take a common approach to assessing and planning with children, young people and their families so that they can be enabled to reach their full potential. It also describes how we will deliver joint training to ensure all partners have a shared understanding of language and practice so that we can work better together with families to improve outcomes for the most vulnerable children and young people. It also sets out how we will know that what we are doing is making a difference to those who use our services.

The impact of early intervention and a more coordinated approach that places the child and their family at the centre of our approach should allow us to demonstrate improved outcomes for children and young people and signs of progress against key indicators.

**For Aberdeen's Children
Integrated Children's Services Plan 2011-15**

Final Draft – 14.06.11

We will monitor the overall position of children and young people in the city annually. In addition, data will be collated across the following key areas to measure the impact of implementing the Getting it Right approach.

Success Indicators
Increased attainment and achievement for all children and young people in Aberdeen
Meeting the Performance Indicators as set out in the Aberdeen Learning Strategy
Increased proportion of health targets for 0-5 year olds up to 100% by 2013
Reduced rate of recorded accidents
Increased attainment for lowest 20% attaining in schools
Increased attainment of looked after children
Decrease in exclusions from secondary schools
Increased proportion of school leavers moving into positive and sustained destinations
Increased proportion of social work reports completed within time intervals
Reduced offence referrals to the reporter
100% of young people will be seen by a supervising officer within 15 working days
Reduced length of time for children being accommodated
Reduced number of children offending in residential placements
Reduce time for LAC waiting for adoptive / permanence placements
Reduced rate of LAC (away from home) per 100,000
Reduced number of welfare referrals to the reporter
The number of children re-registering on the Child Protection Register within two years of a previous episode of registration
% of looked after young people and families at risk supported to stay together within their own communities
% of children looked after away from home with 3 or more placements in the current care episode
% of children in Kinship Care whose carer's needs are being met
% of children who are looked after away from home who have a Pathway Plan
% of children and young people looked after away from home given an exit interview on the service they received.
% of review meetings for which social work reports were completed within agreed timescales
% of pre-school, partner provider, school, learning community, multi-agency and thematic inspections with a positive report
Number of days that children are placed in bed and breakfast accommodation
Provision of respite services, under 3's provision and support for young carers meets demand

6. Key Themes and Priorities

In order to achieve our vision, we will focus on the following five key outcome themes and action plans for children and young people over the next four years:

- Getting the Best Start in Life
- Achieving their Potential
- Responsible and Included Citizens
- Safe and Protected
- Successful Transitions to Adulthood

6.1 Getting the Best Start in Life

The Getting the Best Start in Life Outcome Group will co-ordinate the delivery of the Early Years Framework Implementation Plan 2010.

Its priorities are:

- A coherent approach
- Capacity building and engaging children, families and communities to secure outcomes for themselves
- Breaking cycles of poverty, inequality and poor outcomes in and through the early years
- Engagement and empowerment of children, families and communities
- using the strength of universal services to deliver prevention and early intervention
- Putting quality at the heart of service delivery
- Services that meet the needs of children and families
- Improve outcomes and children's quality of life through the plan
- Simplifying and streamlining delivery
- Ensuring more effective collaborations.

Why? (The purpose of the outcome group)

The purpose of the Getting the Best Start in Life Outcome Group is to work together to:

- Ensure that consistently high quality, affordable, accessible childcare services are available to meet the changing needs of families in the city
- Ensure the continuing development of quality childcare services
- Identify gaps in provision
- Support the childcare workforce
- Continue to promote equality and inclusion across all services
- Promote better outcomes for children, young people and families
- Promote cross-sector investment in learning through play
- Ensure accessible, comprehensive up-to-date information on all services for children and young people is available to parents and professionals.

What? (How will service meet the needs of children and families?)

- Monitoring and evaluation returns will inform development and delivery of high quality services
- Consultation with children and parents / carers will inform ongoing development of services
- Comprehensive training programme provides core training, continuous professional development and accredited qualifications opportunities for the early years and childcare workforce
- The Best Start in Life Outcome Group and sub groups offer opportunities to gather information from practitioners on the needs of children and families
- Play, childcare and learning opportunities engage our youngest citizens helping to build capacity within their own communities.

How? (How working together will improve the quality of services)

- Effective, efficient inter-agency communication will result in seamless delivery of services to children and families
- Robust and comprehensive evidence base will be developed to inform service delivery
- All services are engaged with quality improvement processes to improve service quality
- Provision for children with complex needs being developed including wraparound childcare.

So What? (How will we know we have made a difference?)

- Improved inspection grades (SCSWIS/ HMIE)
- GIRFEC principles embedded in all early years and childcare services resulting in better outcomes for children.
- Attainment levels increased.
- Children entering primary 1 are confident learners
- Parents engage positively with their children
- Communities demonstrate increased capacity
- Successful outcomes for vulnerable children and hard to reach families
- Children and family achievements and successes are celebrated
- Parents training, volunteering and employment opportunities contribute to the economic growth of the city.

Illustration of Good Practice - Hazlewood After School Club

Hazlewood After School Club is run by VSA and funded by Aberdeen Early Years and Childcare Partnership. It supports parents of children with complex needs to access a specialist afterschool / holiday provision service to enable them to work or attend college. This very specialised service is for children who would not manage within a mainstream setting due to the size, staffing ratios and training of the team.

Susan is 9 years old, has complex needs, is on the autistic spectrum and requires very specialist care and support. She started attending the afterschool club when she was 5. Susan appears content in the setting, parallel playing along side her peers and seems happy to initiate her own activities. Although she does not play with the other children she will often ask where the other 'girls' are. She is not reliant on any one member of staff but will on occasion call all staff members 'Dorothy'.

At a recent full day holiday session Susan's behaviour became extremely difficult to manage, with her screaming and lashing out. The afterschool club arranged for observations to be done. These were analysed by VSA's behaviour specialist who suggested a few things to try to help reduce these outbursts and make Susan's full days less stressful for everyone. These suggestions were discussed in detail and agreed with Susan's school.

The specialist recommended:

- Making Susan a schedule using pictures that she could recognise
- Using a CD player at transition times to minimise any environmental sound for her.

After putting this into place Susan managed to cope with full days allowing mum to continue with her job.

Mum's quote

"Without the help and support of the afterschool club I would be unable to work to support my family. I have felt very isolated in the past as I have no family in this country to help. The afterschool club gives my child a very rare chance to be with her friends which is very important to us as a family".

6.2 Achieving their Potential

The Aberdeen Learning Strategy lists Aberdeen City Council's 10 learning priorities. These are to:

- Implement the *Curriculum for Excellence*
- Rebuild or refurbish schools and learning centres to ensure they are fit for purpose
- Make sure services work together in the interests of the learner
- Deliver learning in the wider community ensuring lifelong learning for everyone
- Improve the use of technology for learning
- Focus on health and wellbeing
- Engage communities in arts, culture and heritage
- Help those with different needs and ensure everyone reaches their potential.
- Improve our overall performance and deliver value for money
- Recruit, support and retain skilled and trained staff.

The Achieving their Potential Outcome Group will lead on five of these priorities.

Why? (The purpose of the outcome group)

The purpose of the Achieving their Potential Outcome Group is to work together to monitor, provide overview and challenge in relation to strategies, plans and their implementation in the context of:

- Curriculum for Excellence and engagement of partners
- Learning Partnerships
- Supporting schools and Learning Partnerships to Get it Right for Every Child
- Health and wellbeing
- Helping those with different needs and ensuring everyone reaches their potential.

What? (How will service meet the needs of children and families?)

We will monitor how well services meet the needs of children with particular reference to the relevant actions within the single outcome agreement:

- Our children have the best start in life and are ready to succeed
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

We will work in partnership to design and implement initiatives which contribute to the achievement of the national outcomes.

How? (How working together will improve the quality of services)

- Effective, efficient inter-agency communication will result in seamless delivery of services to children and families
- Robust and comprehensive evidence base will be developed to inform service delivery
- All services are engaged with quality improvement processes to improve service quality.

So what? (How will we know we have made a difference?)

- Improved inspection grades
- GIRFEC principles embedded in all schools resulting in better outcomes for children
- Attainment levels increased
- Successful outcomes for vulnerable children and hard to reach families
- Achievements and successes are celebrated
- An effective network of Learning Partnerships is in place
- Positive performance management information about health and wellbeing initiatives.

Illustration of Good Practice – Jane's Story

I am Jane, I am 14 years old and I have been in care since I was nine because my mum and dad weren't able to look after me. That means I was a looked after child and they say that the council is my corporate parent. I didn't really know what that meant until a few years ago but the council have started to do more things to support me and make sure I am doing well at school and at home. My social worker says it means that all of the council and other people that they work with are going to do for me what every good parent would do for their own child.

I feel safe now because I live in place where I am supported well by other adults and they make sure I am home at a safe time, that I feel safe and secure in my home, I know how to keep myself safe when I am out with friends and they also teach me how to use the internet safely too.

I know I am healthy because I get regular health assessments and I also have a dentist that I see regularly. I was struggling to cope with how I felt about having to leave my family so I now speak to a counsellor. I'm starting to feel better about the past and I am now able to think about what I would like to do when I leave school.

I used to really struggle at school, I wasn't getting any qualifications and I felt I wasn't achieving very much. Mrs Watson started to notice I was struggling, she is the designated senior manager for looked after children in school. I was a bit worried when she first talked to me because I thought everyone would find out I didn't live with my family but she told me that only she knew and that she was there to help me. I met with her a few time so I could decide what help I needed and this was written up in my individual education plan. This also meant that I joined a community group after school so I could do things that would help my confidence and school work. I'm doing much better at school now, I got an achievement award last year for a project I did in school and Mrs Watson said she is confident that I am going to do well because I am have worked through lots of the goals I set myself to achieve in my plan.

My social worker meets with me regularly and I feel that people do care about me and I can see that lots of people are trying to help me achieve what I want from my life. It's not the same as being able to stay with my family and I really miss them but I do get to see them more regularly as we have family contact visits and that time is special because we don't argue so much anymore.

I am much more active that I used to be as I go on group activities and I have joined some community clubs so we do things outdoors a lot. I also go to school much more than I used to so I do lots in between classes.

I know I am more responsible now and I show more respect for others. I sometimes used to get into trouble when I was younger but I have made new friends and make better choices about what I do with my time. When I got into trouble the last time I went to work with a local project and I have been doing more with the community. I got to go on a trip to develop my confidence and skills. It was so good I now know what I want to achieve when I leave school.

I met with the carers advisors and spoke to my throughcare worker and they are speaking to the 16+ Learning Choices Team in school so I can get access to the right college course so I can achieve my potential and be economically independent when I leave care.

6.3 Responsible and Included Citizens

The Responsible and Included Citizens Outcome Group will co-ordinate the delivery of the Aberdeen Youth Justice Strategy 2010-13.

Its priorities are:

- Prevention
- Early and effective intervention
- Managing high risk
- Victim and community confidence

Why? (The purpose of the outcome group)

The purpose of the Responsible and Included Citizens Outcome Group is to work together to:

- Reduce the number of young people (under 18's) involved in anti-social behaviour, drug and alcohol use and offending
- Monitor and evaluate services to ensure the development of quality services to meet the needs and manage the risks of these young people
- Identify gaps in service provision
- Ensure access to comprehensive training to provide the workforce with key knowledge and skills for undertaking assessment and intervention
- Promote multi-agency working to ensure an appropriate, proportionate and timely response to meet young people's needs and risks
- Consult with children, young people and parents/carers to inform ongoing development of services
- Engage with victims and communities to ensure their needs are being met
- Promote better outcomes for children, young people and families.

What? (How will service meet the needs of children and families?)

- Provision of prevention and diversionary activities
- Education for young people on risk and consequences of becoming involved in alcohol/drug se, anti-social behaviour or offending;
- Work with communities to build a supportive environment for children and young people
- Provide early intervention processes and services to meet the needs of young people at risk
- Divert young people away from formal measure (Reporter/Court) where appropriate
- Provide high quality services for young people and families to meet their needs and risks.

- Develop effective ways of working with young people whom are difficult to engage
- Provide wrap around support especially for high risk young people
- Provide integrated processes and services across children and adult systems
- Ensure young people have access to education, training and employment opportunities
- Improve access to appropriate accommodation for young people
- Ensure victims have access to a range of services to meet their needs.

How? (How working together will improve the quality of services)

- Intervene in a appropriate, proportionate and timely way to reduce escalation of needs and risks
- Provide high quality assessments and interventions to meet the needs and manage risks of children and young people and families
- Work in a multi-agency way to provide a wrap around package of support to meet the needs and manage the risks of young people
- Improve transitions between the youth and adult systems
- A range of services will work together to meet the needs of victims.

So what? (How will we know we have made a difference?)

- Reduction in number of young people using drugs and/or alcohol
- Reduce demand for specialist drug services
- Reduction in number of young people involved in anti-social behaviour
- Current level of anti-social behaviour by young people maintained
- Reduction in number of young people committing crimes
- Reduction in the volume of youth crime
- Increased victim and public confidence.

Illustration of Good Practice - A better outcome for Keira

Grampian Police picked up 12-year old Keira late one evening in the city centre, where she had been drinking alcohol for several hours – putting herself at considerable risk. They took her home and talked to her and her parents. The officers decided that this was a one-off incident. Their usual next step would have been to refer her to the children's reporter to consider the need for compulsory measures. From this point it would have taken a few months before a children's hearing was held, if one was considered necessary. This would have been a lot of waiting and uncertainty for Keira and her parents.

Instead, using the Getting it right approach, officers completed a concern form and agreed with Keira and her parents that the information would be shared with her school. A plan to support her was prepared where her parents agreed to monitor her activities more closely and her guidance teacher explored with her what she had done. Keira deeply regretted her behaviour, accepted the support offered and understood that the school would also be monitoring her behaviour.

The Getting it right approach avoided bureaucracy, resulted in improved outcomes and speedier action. Referral to the children's reporter would still be an option but was not needed at this point.

Nine months later there had been no further reported incidents and Keira had settled down very well. She was safer, taking more personal responsibility and not putting her health at risk.

Aberdeen Youth Justice Development Programme

The Aberdeen Youth Justice Development Programme, funded by the Scottish Government, is an improvement programme involving all youth justice partners in Aberdeen that work across the 8 – 18 age group.

The aim of the programme is to reduce re-offending by young people through delivering appropriate interventions. This involves a review and re-design of the way in which youth justice services are planned and delivered to make sure they are more flexible and responsive to the needs of young people, available when needed and as early as possible.

This supports the aim of the Responsible and Included Outcome Group to prevent youth offending by making sure all services for children and young people meet their needs in the right way and at the right time through the Getting it right for every child approach.

The programme is being delivered through three workstreams:

Early and Effective Intervention

Pre-referral screening (PRS) was established in May 2010 to ensure that young people will receive the appropriate intervention in a timely manner, while at the same time being diverted away from formal and statutory systems where appropriate. This will improve outcomes for young people, and will free up capacity within SCRA, Social Work, Youth Justice, Health and Education and other agencies to concentrate on undertaking assessments and delivering interventions to young people and their families.

Aberdeen is the first area in Scotland to include diversion from prosecution for under 18s in the pre-referral screening process so that more young people are diverted away from court, where, based on the level of seriousness or of the offending, court is not considered the most appropriate course of action. Since pre-referral screening has been established there has been a significant decrease in the number of reports being sent to the children's reporter for both welfare and offence grounds.

This approach has seen a reduction in inappropriate referrals to the reporter on offence grounds of 40%. It has also seen an increase in diversion from prosecution of 16 and 17 year olds from 11 cases in 2010-11 to 86 cases from June 2010 to February 2011.

Effective Court Case Management

From June 2010 improved working practices were introduced by the police, crown office and procurator fiscal service, the summary criminal courts and social work to ensure cases of young people are dealt with quickly through the courts.

The time taken from first court appearance to making a decision whether to impose a sentence or not has reduced by a third (from 147 days to 92 on average). In addition, the post of court support worker was established within Sacro in October 2010 to provide a visible presence within the courts to offer support, guidance and assistance to young people going through the court process and signpost them to appropriate services.

Integrated Services

This workstream is delivering effective community based integrated services to support children and young people under 18 to prevent the use of custody and secure accommodation or where young people are being reintegrated into their community. Service providers are working in collaboration to provide intensive support including mentoring, one to one learning, family support, offending work, mental health support, movement restriction support, respite care and recreational activities.

Activity around the programme is scheduled to run until March 2012 and the challenge will be to embed the changes introduced into on-going services to become business as usual. Work is ongoing with all partners to create capacity within current services in order to maintain the current activity at a time when resources are reducing.

6.4 Safe and Protected

The Aberdeen City Child Protection Sub-Committee co-ordinates the delivery of the Aberdeen City Child Protection Action Plan.

Why? (The purpose of the outcome group)

The purpose of the Aberdeen City Child Protection Sub-Committee is to:

- Work in partnership with the North East of Scotland Child Protection Committee (NESPCPC) to promote the protection of children as per the Memorandum of Understanding dated September 2009
- Arrange the delivery of services to children to protect children that meets local need
- Exercise effective quality assurance and governance of services to protect children in Aberdeen.

What? (How will service meet the needs of children and families?)

- Delivery of effective integrated services
- Children and young people who have been abused are protected from further harm, and supported to achieve their potential
- All those working with children, young people and families protect them from harm effectively and have the knowledge, skills and capabilities to do so
- The wider community exercises its responsibility to contribute to the safety and protection of children through taking action when children are at risk
- Our services change and develop to meet evidenced need
- We know when our services are effective in improving outcomes for children, and we take action when this is not happening.

How? (How working together will improve the quality of services)

- Embedding a shared approach to addressing substance misuse across adults and children's services so that children at risk because of parental alcohol and drug use are known, supported and protected as a result of services working together
- Ensuring that staff from all agencies know and understand their responsibilities in relation to the key child protection processes and can evidence that they can use them appropriately
- Listening to children's views about how helpful services are in supporting them to be safe
- Making sure that children who need protection have outcome based plans which result in them being safer
- Ensuring that children who have experienced abuse are supported to recover from the impact of abuse
- Encouraging the development and implementation of partnership and strength-based approaches to working with families
- Raise public awareness of child protection and develop more effective mechanisms for the public reporting of child protection concerns.
- Evaluating the effectiveness of our work and using this to improve what we do to make sure that children are protected.

So What? (How will we know we have made a difference?)

- All children who experience reduced parenting capacity as a result of parental alcohol or drug use are identified by the Named Person, an assessment of need is completed and a support plan is written
- All children and young people who are affected by parental alcohol or drug use have a support plan, and those who require it have a protection plan. The support and protection plans meet their needs.
- Children and young people report that the services they receive as part of a support or protection plan resulted in them being safer
- Staff from all agencies report that they are confident in recognising and responding to child protection concerns and supporting children who need protection

- Children return to stay with their parents more quickly after being looked after away from home for the first time when it is safe for them to do so
- More relatives are supported to look after children and young people when their parents are not able to do this safely
- More members of the public recognise when children are not safe and know how to share their concerns so that the child or young person's safety can be assessed.

Illustration of Good Practice - Making sure that Tommy is safe

Tommy is 8 years old. He attends primary school, but recently he has been late and has had some unexplained days off. Tommy sometimes comes to school without a jacket when it is cold and he is often hungry. Tommy has stopped talking about his mum and dad very much and hasn't got many friends.

Tommy's teacher noticed that he was sad and quiet and that he was absent or late and made time to speak to him. Tommy was reluctant to tell his teacher much about his home life, but she spent some time with Tommy every week encouraging him to talk. Eventually Tommy told his teacher that he thought that his mum and dad were using drugs and that he sometimes had to look after his 4 year old sister. Tommy told his teacher that he loved his mum and dad and wanted them to keep looking after him, but he didn't want to be afraid any more. Tommy's teacher had been to Getting It Right training and knew that she needed to do something to support Tommy.

Tommy's teacher asked Tommy's parents if she could refer him to the Pre-Referral Screening Group for information and support from all the agencies. The Pre-Referral Screening Group gathered all the information they had from Grampian Police, NHS Grampian and Social Care and Wellbeing and gave this to Tommy's teacher. The Pre-Referral Screening Group suggested that Tommy's teacher arrange a meeting with everyone involved to talk about the support that Tommy needed.

Tommy teacher arranged a meeting with the health visitor, the school nurse, the social worker and Tommy's mum and dad and invited a worker from the drugs service to come along. They talked about the things that were worrying Tommy, and his mum and dad decided to ask for help about their drug use. Tommy's teacher wrote a support plan for Tommy about what everyone, including his mum and dad, would do to help him feel safer.

Tommy's parents found it difficult to get help for their drug use and look after their children at the same time. Tommy told his teacher that he sometimes saw drugs and needles lying around the house, and there were adults fighting in the house sometimes. He said that he had to get himself up for school. Tommy's teacher became more concerned about Tommy's safety and asked for a Child Protection Case Conference to be arranged. Tommy and his parents went to the case conference and talked about what was happening at home.

Everyone at the case conference agreed that Tommy and his sister needed to have a protection plan. This plan said that:

- Tommy and his sister should go and stay with their granny until his mum and dad got help with their drug use;
- Tommy's mum and dad should have someone to work with them to help them reduce their drug use and to help them to understand more about what Tommy and his sister needed from them;
- Tommy should have a befriender who would spend time with him each week and take him swimming; and
- Tommy should have a social worker to make sure that the plan was working.

Tommy was pleased with this plan because he was staying with people he knew, he felt safe and he was still able to see his mum and dad. Tommy was also pleased that he was able to learn to swim. Tommy went to school more often and he enjoyed being there. He made more friends and told everyone that he was happier.

It took a long time but Tommy's mum and dad managed to stop using drugs so much. Tommy and his sister went home to stay with them during the week and continued to stay with his Granny at the weekends. Eventually Tommy didn't need a protection plan any more, but he still needed some support.

Tommy had a support plan which said that he would continue to have a befriender and Tommy knew that he could tell his teacher if things at home got worse. Tommy's Granny and his teacher both knew what signs to look for which would tell them that Tommy might not be safe and knew that they could ask for another child protection case conference if this happened. Tommy's mum and dad knew what they had to do to provide Tommy with support and make sure that he felt safe. Tommy's teacher, the school nurse, the social worker, the befriender and the Drugs Service worker had review meetings with Tommy and his parents every few months to check how things were and make sure he was safe.

Services worked well together with Tommy, his parents and his Granny to make sure that Tommy and his sister were safe. His teacher knew that something was wrong and encouraged Tommy to talk about it. She took responsibility for involving other agencies and writing a support plan for Tommy. When the support plan was not working well, a child protection case conference was held and a protection plan was written. Once the protection plan had worked well and was no longer required, Tommy continued to receive the support that he needed.

6.5 Successful Transitions to Adulthood

The Successful Transitions to Adulthood Outcome Group will co-ordinate the delivery of the More Choices, More Chances: A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Aberdeen City 2010-13.

Its priorities are to:

- Develop an effective partnership to ensure local leadership, planning and delivery through joint commitment and action
- Improve information management to support timely, proportionate and appropriate multi-agency information sharing
- Ensure early identification of, and support to, young people in need of more choices, more chances to stem the flow of school leavers moving onto negative destinations
- Deliver a universal offer of 16+ Learning Choices to all young people in advance of their statutory school leaving date
- Ensure the right levels of support and provision to enable young people in need of more choices, more chances to take up offers and sustain positive destinations in education, employment or training.

Why? (The purpose of the outcome group)

The aim of the Successful Transitions to Adulthood Outcome Group is to work together to:

- Reduce the number of young people disengaged from learning before completing compulsory education
- Ensure that robust processes and practices are in place locally to offer more opportunities for all young people
- Increase the number of young people entering positive and sustained destinations in education, employment and training
- Provide targeted support to those young people in need of more choices, more chances.

What? (How will service meet the needs of children and families?)

There has been significant progress to develop a robust approach and a renewed focus on how to support local services to drive forward improvements and ensure we improve outcomes for children and young people. These include:

- Leadership and dedicated support for the agenda within the council's Education, Culture and Sport directorate
- A dedicated team to support the development and delivery of the MCMC strategy and plan with 1.5 new posts funded by the Scottish Government to coordinate the implementation of 16+ learning choices for all school leavers in the city
- Direct representation of youth justice and social care and wellbeing services.

- Establishment of multi-agency 16+ Learning Choice Teams in all secondary schools
- Implementation of 16+ Learning Choices in all secondary schools
- Development of a local eProspectus that includes all local providers of 16+ Learning Choices.

How? (How working together will improve the quality of services)

Successful progress in reducing the number of young people in the MCMC category will be dependent on local partners across the employment, training, education and vocational sectors working together to:

- Develop and enhance opportunities for the young people for whom we have responsibility;
- Help maintain opportunities for young people during in the current economic downturn;
- Increase opportunities for young people who have additional support needs or physical and mental health needs; and
- Improve outcomes for young people leaving the care of the local authority, young parents or young carers, and young people who present particular challenges arising from their involvement in substance misuse and/or offending behaviour, thus requiring a coordinated and multi-agency approach.

So what? (How will we know when we have made a difference?)

- Increased proportion of school leavers in positive and sustained destinations, a key priority set out within our single outcome agreement
- Reduction in the number of young people unemployed (16-19).

Illustration of Good Practice - Story of a Christmas Leaver

Aimee attended Hazlehead Academy from first year until she left school at Christmas. She initially enjoyed school but started to lose interest in many of the subjects around about the time she started her third year. Aimee likes being active and particularly enjoyed Physical Education and Dance classes: she was a committed member of the school trampoline club and girl's football team. However, she struggled to engage in subjects which were orientated around the classroom. Although Aimee was still attending school every day as she got closer to leaving school, she occasionally skipped the classes that she wasn't interested in.

Guidance staff in the school recognised that Aimee would benefit from an alternative pathway to further learning at this stage of her development and recommended that she enquire about the Transition Extreme group which was running an open day for potential school leavers. This would allow Aimee to explore options for her to pursue her interest in sports through Transition Extreme's 'Alternative Academy'. Aimee was keen to join the Academy as it was environment in which she felt she could be herself and where she could develop as an individual.

One of the main objectives of the Academy is to enable young people to gain the skills, confidence and capacity to progress in learning, life and work. Being part of the Academy is helping Aimee re-engage with the learning process by tapping into her passion and enthusiasm for action sports, art and music. She is a keen in-line skater and during her time at the Academy she is hoping to gain a Sports Leader certificate with the view to becoming a volunteer coach in the Transition Extreme team.

Aimee is a confident individual and is now much clearer about what she wants to achieve in the coming months: her next step will be a sport & fitness course at Aberdeen College which she should start in August. This will enable her to follow her passion for sport and develop the important coaching skills to help her progress in this field.

Through 16+ Learning Choices, Aimee has access to the opportunities that best meet her needs and has the support to help her progress into further learning, training or employment. Hazlehead Academy, Skills Development Scotland and other partners are continuing to monitor Aimee's progress and future development with interest and she knows that on-going support is available to help her make the most of the opportunities available to her.

7. Workforce Training and Development

The contribution of the workforce is critical to the success of integrated and high quality children's services.

Our priorities include:

- Recruitment in critical areas
- Retention of skills in a shifting workforce
- Skills development – what we all need to be trained on to achieve common practice and language.

7.1 Continuous Professional Development (CPD) and Workforce Development Programme 2011

The multi-agency training programme delivered during 2008-10 introduced and supported the inauguration and implementation of Aberdeen's multi-agency 'Getting it Right for Every Child' procedures. We now need to recognise and build on the progress that has been made towards implementing the 'team around the child' model of working and to the embedding of GIRFEC core principles into practice and process.

It has been agreed that the city will move to a closer alignment and compatibility with the Highland Pathfinder model. To successfully achieve this move we need to develop and deliver the next phase of training, this will build on the current good practice recognising the progress that has been made and will be supported by an updated, reviewed version of the Operational Guidance.

We need to raise the profile of the 'GIRFEC questions', to introduce the 'Named Person' role and to ensure that practitioners feel supported as the demands and responsibilities on them change. Throughout all the work and training it will be essential to ensure that the child and young person remains the centre of all practice design and delivery.

The training programme will have to ensure that all training delivered to all and any colleagues in both services for children and young people as well as those services that are closely associated or influential in their lives (such as Housing Officers or Youth workers) has been designed incorporating GIRFE Core principles and that it uses GIRFEC language. All the training delivered must underpin and support the multi agency approach and language promoted by the 'Highland Pathfinder model'.

There is a need to identify the training requirements of practitioners and services across the city, to raise awareness of the costs associated with the delivery of the training, and to quantify the risks of not providing an updated training programme. It is also necessary to highlight shortfalls or unmet need, gaps and or shortfalls in resources.

The aims of the training programme are to:

- Embed GIRFEC core principles into practice ensuring that they are central to the delivery of services and supports to children and young people.
- Raise the profile of the ten agreed national questions.
- Build on good practice – including the links to both Child protection and to Consent and confidentiality.
- Introduce the new role and the modification to the established roles.
- Highlight the changes in process and practice.
- Raise awareness of the 'Pre referral Screening group'.
- Develop support systems for colleagues both through the availability of mentoring as well as through dedicated training.

7.2 Continuous Professional Development and Training Audience

The training will be accessible to anyone who works and or who has direct contact with children, young people or their parents or carers.

This will include the universal services of health and education (teachers, head teachers, health visitors or General Practitioners) as well as those who can have a less consistent or regular contact such as out of school care workers, early years staff, practitioners in child and adolescent mental health services. It must also include staff in services who work with adults who are either parents or carers, and services who come into contact with children such as community wardens, housing assistants or breakfast club workers.

Some of the practitioners in the universal services have a good understanding of GIRFEC as implemented in the city in 2009. Other practitioners have a much more limited understanding of both the process and the implications of GIRFEC for them and their responsibility within the system. Others who are experienced in supporting children within the current model will need introduction to the changes in role and may require training in others aspects of supporting children and young people if they are to carry out the enhanced responsibilities of the named person, for example chairing a multi agency meeting may be a new experience or building a single multi agency plan may cause a degree of anxiety that should or could be addressed through training.

8. Resources - What We Spend On Services

Our objective is to ensure that we protect the quality of public services with a diminishing budget in order to achieve the best possible improvement in outcomes for our children and young people. This section of the plan provides a breakdown of the planned spend for the year 2011-12 for the council and some of its partners to give an indication of the level of expenditure on children's services in Aberdeen.

Expenditure from services such as education can be identified easily as these services directly support children and families. Children and families do of course also benefit from services that are provided for the whole population e.g. police and housing but resources specifically on children from these services is not as easy to quantify because of the way these budgets are organised. Nevertheless, services have proportioned their budgets in an attempt to illustrate how much of their expenditure is for children and families work.

Expenditure on Children's Services

£

Aberdeen City Council

(Source: POBE return for Scottish Government)

Education, Culture and Sport (Total budget of Pre-School, Primary, Secondary, Special Education and Community Learning and Development)	147,564,000
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Social Care and Wellbeing (Total budget of Children and Family Services)	34,915,000
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Housing (Total of 2 projects – Family Project and Single Homeless)	529,000
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Grampian Police

(Source: Outcome Budgeting Project for Community Planning Partnership)

(Includes spend for whole population including children and young people)

Community Safety - Local Policing	18,877,000
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Community Safety - Dealing with the Public	936,000
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Community Safety - Criminal Justice	1,775,000
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NHS Grampian

It has not been possible to disaggregate the NHS Grampian budget to provide details of spend on children and young people in Aberdeen at this time.

Total for 2011-12

£204,596,000
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Other services not listed also have an impact on the lives of children and young people such as the fire service, local leisure facilities, museums and galleries, public libraries, and the plethora of third sector and community organizations working in the city. Similarly many services directed at adults like criminal justice and mental health, contribute to the care and support of children but again to attempt to quantify this would be a difficult task to undertake.

The Third Sector

A report on the economic impact of the third sector, undertaken on behalf of ACVO in 2007, suggested that the third sector contributes an estimated income of £217.9 million to the local economy in Aberdeen. 31% of this income is generated by fees and charges for services and approximately 33% is obtained through grants. This figure will include grant from the local authority.

In addition, there are approximately 44,000 volunteers committing, on average, around 83 hours each per annum. The estimated number of volunteer hours contributed annually is 3.7 million and the economic value of volunteer activity equates to almost £52 million.

Appendices

1. Key National Policies and Reports

- Children (Scotland) Act 1995
- For Scotland's children
- National Care Standards
- Getting it Right for Every Child
- Equality Act 2010
- Early Years Framework
- Health for all Children (Hall 4) and Hall 4 Update 2011
- A Curriculum for Excellence
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009) and respective codes of practice
- Supporting Children's Learning: code of practice 2010
- Scottish Schools (Parental Involvement) Act 2006 and Guidance to the Act (September 2006)
- HMIE Educational Psychology in Scotland: Making a difference
- HMIE Learning in Scotland's Communities
- Disability Discrimination Act
- Delivering Healthy Futures (2007)
- Equally Well (2008)
- National Delivery Plan for Specialist Children's Services (2008)
- The Healthcare and Quality Strategy for NHS Scotland (2010)
- The Mental Health of Children and Young People: A Framework for Promotion, Prevention and Care (2004)
- Active Schools Programme
- Healthy Eating, Active Living
- National Guidance for Child Protection in Scotland (2010)
- Protecting Children and Young People: Framework for Standards
- Looked After Children: We Can and Must Do Better
- Looked After Children (Scotland) Regulations 2009
- The Health of Looked After and Accommodated Children and Young People in Scotland
- The Adoption and Children (Scotland) Act 2007
- Getting our Priorities Right
- Housing (Scotland) Act 2001
- Homelessness etc (Scotland) Act 2003
- The Children's Hearings (Scotland) Bill 2010
- Early and Effective Intervention
- The Young People who Offend
- Preventing Offending by Young People: A Framework for Action (2008)
- More Choices, More Chances: A Strategy to Reduce the Proportion of Young People Not in Education, Employment or Training
- 16+ Learning Choices – Policy and Practice Framework 2010
- Skills for Scotland Strategy
- Sweet 16 – Scotland's Commissioner for Children and Young People

2. Key Local Strategies and Reports

- Aberdeen City Children and Young People's Audit 2010-11
- Aberdeen City Council Vibrant, Dynamic and Forward Looking
- Aberdeen City Single Outcome Agreement
- Aberdeen City Council 5-Year Business Plan
- Aberdeen City Getting it Right for Every Child Implementation Plan
- Aberdeen City Operational Guidance for Getting it Right for Every Child
- Aberdeen City Council Corporate Parenting Policy
- Aberdeen City Council Social Care and Wellbeing Eligibility Criteria
- Aberdeen Learning Strategy
- Aberdeen City Child Protection Action Plan
- Aberdeen City Alcohol and Drugs Partnership Alcohol Strategy
- Aberdeen City Alcohol and Drugs Partnership Drug Strategy (Draft)
- Aberdeen Inclusion Strategy
- Early Years Framework Implementation Plan 2010
- More Choices More Chances Local Strategy 2010-13
- NHS Grampian Local Health Plan
- NHS Grampian Our Children Our Future: A Strategy for Protecting Children (2010)
- Parental Involvement Strategy
- Volunteering in Aberdeen: A Rewarding Experience 2008-12
- Youth Justice Strategy 2010-13

3. Membership of the Integrated Children's Services Partnership

- Director of Social Care and Wellbeing, Aberdeen City Council (Chair)
- Director of Education, Culture and Sport, Aberdeen City Council
- Director of Housing and Environment, Aberdeen City Council
- Chair of Aberdeen City Youth Council
- Chief Executive, Aberdeen Council of Voluntary Organisations
- Chair of Children's Panel
- Reporter to the Children's Panel
- Chief Superintendent and Divisional Commander, Grampian Police
- Depute General Manager, Aberdeen City Community Health Partnership, NHS Grampian
- Strategic Co-ordinator Child Health, NHS Grampian
- General Manager - Combined Child Health Services, Royal Aberdeen Children's Hospital

4. Membership of the Integrated Children's Services Management Team

- Director of Education, Culture and Sport, Aberdeen City Council (Chair)
- Head of Communities, Culture and Sport, Aberdeen City Council
- Head of Schools and Educational Establishments, Aberdeen City Council
- Head of Children's Services, Social Care and Wellbeing, Aberdeen City Council
- Service Manager – Vulnerable Families and Learners, Education, Culture and Sport, Aberdeen City Council
- Children's Services Manager (Planning and Development), Social Care and Wellbeing, Aberdeen City Council
- Housing Manager, Housing and Environment, Aberdeen City Council
- Youth Participation Officer, Education, Culture and Sport, Aberdeen City Council
- Integrated Children's Services Officer, Aberdeen Council of Voluntary Organisations
- Assistant Director of Barnardos Aberdeen
- Detective Inspector, Intelligence / Public Protection, Grampian Police
- Service Manager – Combined Child Health Service, Royal Aberdeen Children's Hospital, NHS Grampian
- GP Lead and Cluster Lead for Central South Aberdeen, NHS Grampian
- Health Visitor Team Lead, NHS Grampian
- Public Health Team Lead, NHS Grampian
- Director of Children and Families Services (Young Carers), Voluntary Service Aberdeen
- Chair of 'Best Start in Life Outcome Group
- Chair of 'Achieving their Potential' Outcome Group
- Chair of 'Responsible and Included Citizens' Outcome Group
- Chair of 'Safe and Protected' Outcome Group
- Chair of 'Successful Transitions to Adulthood' Outcome Group

5. List of Consultees

- Members of Integrated Children's Services Partnership
- Members of Integrated Children's Services Management Team
- Members of Getting the Best Start in Life Outcome Group (Aberdeen Early Years and Childcare Partnership)
- Members of Achieving their Potential Outcome Group
- Members of Respected and Included Outcome Group (Youth Justice Strategy Group)
- Members of Aberdeen City Child Protection Sub-Committee
- Members of Successful Transitions to Adulthood Outcome Group (More Choices, More Chances Implementation Group)
- All Elected Members, Aberdeen City Council
- Chief Executive, Aberdeen City Council
- Director of Education, Culture and Sport, Aberdeen City Council
- Director of Housing and Environment, Aberdeen City Council
- Director of Social Care and Wellbeing, Aberdeen City Council
- Director of Enterprise, Planning and Infrastructure, Aberdeen City Council
- Director of Corporate Governance, Aberdeen City Council
- Head of Communities, Culture and Sport, EC&S
- Head of Schools and Educational Establishments, EC&S
- Head of Education Development Policy and Performance, EC&S
- Head of Children's Services, Social Care & Wellbeing, Aberdeen City Council
- Head of Adult Services, Social Care & Wellbeing, Aberdeen City Council
- Head of Housing and Community Safety, Aberdeen City Council
- Quality Improvement Officers, Education, Culture and Sport, Aberdeen City Council
- Service Manager – Policy and Performance, Education, Culture and Sport
- Service Manager – Vulnerable Families and Learners
- Service Manager – Communities
- Service Manager – Culture and Sport
- Service Manger - Schools
- Service Manager – 0-7 and School Improvement
- Service Manager – 5 -14 Education and ASN
- Principal Educational Psychologist, Education, Culture and Sport
- Children's Service Managers - Social Care and Wellbeing, Aberdeen City Council
- Lead Officer Child Protection, Social Care and Wellbeing, Aberdeen City Council
- Housing Manager, Housing and Environment
- Youth Participation Officer, Education, Culture and Sport
- Strategic Co-ordinator Child Health, NHS Grampian
- General Manager - Combined Child Health Services, Royal Aberdeen Children's Hospital
- Service Manager – Combined Child Health Service, Royal Aberdeen Children's Hospital, NHS Grampian
- Lead Nurse – School Nursing, NHS Grampian
- Health Visitor Team Lead, NHS Grampian

- Public Health Team Lead, NHS Grampian
- Aberlour Childcare Trust - Children's Services Training and Assessment Centre
- Aberdeen City Youth Council
- Aberdeen Children and Young People's Voluntary Sector Providers Forum
- Aberdeen Children's Panel
- Aberdeen Children's Service Network,
- Aberdeen Council of Voluntary Organisations
- Aberdeen Foyer
- Barnardos
- Grampian Police
- Homestart
- NHS Grampian
- Reporter to the Children's Panel
- Sacro
- VSA