

**DRAFT**

**FINANCE AND RESOURCES COMMITTEE**

**10 December, 2009**

**INTENSIVE COMMUNITY SUPPORT AND LEARNING SERVICE – SPEND TO SAVE INVESTMENT (SCW/09/036)**

1. The Committee had under consideration, upon a remit from the Social Care and Wellbeing Committee (minute of meeting on 1 December, 2009), the capital and revenue costs involved in the establishment of an Intensive Community Support and Learning Service for young people as a direct alternative to residential care, as a spend to save initiative involving the re-use of the building at 116 Westburn Road, Aberdeen.

The report which was before the Social Care and Wellbeing Committee had also been circulated to the members of this committee as was a draft of the relevant article from the minute of the meeting on 1 December, 2009. The total revenue costs of the project were stated within the report circulated as being £588,727 for the year, with the likely capital spend (mainly set up costs) being contained to a figure somewhere between £50,000 and £75,000.

The Convener moved, seconded by Councillor Greig:-

that the revenue and capital costs identified for the project outlined within the report and approved by the Social Care and Wellbeing Committee, be agreed.

Councillor Laing moved as an amendment, seconded by Councillor Young:-

that the revenue and capital costs of the project identified within the report and agreed to by the Social Care and Wellbeing Committee, be sanctioned only after the accuracy of the figures quoted by way of expenditure and savings, had been shown to the satisfaction of the Conveners of the Social Care and Wellbeing and Finance and Resources Committees, to be realistic.

On a division between the motion and the amendment, there voted:- for the motion (11) – The Convener, the Vice Convener and Councillors Corall, Cormack, Dunbar, Farquharson, Greig, Kiddie, Leslie, McCaig and John West; for the amendment (4) – Councillors Cassie, Crockett, Laing and Young.

**The Committee resolved:-**

that the terms of the successful motion be adopted.

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**SOCIAL CARE AND WELLBEING COMMITTEE**

**1 December, 2009**

**INTENSIVE COMMUNITY SUPPORT AND LEARNING SERVICE –  
SCW/09/036**

9. The Committee had before it a report by the Director of Social Care and Wellbeing which sought agreement for a spend to save investment to establish an Intensive Community Support and Learning Service for young people as a direct alternative to residential care.

The report (a) advised that the establishment of this service was planned as part of the strategy to reduce spend on residential placements by developing community based alternative services; (b) indicated that residential school placements vary in cost ranging from £160,000 to £200,000 per annum for one place, secure accommodation could cost £7,500 to £10,000 per week (annual cost £390,000 to £520,000) and specialist foster placements cost £45,000 to £70,000 per annum; (c) outlined the budgeted and actual costs for residential school placements since 2004; (d) explained that planned budget savings of £2,265,000 in the aligned budget (out of authority placements including external fostering), and £2,650,000 in 2010/11 would be difficult to deliver without credible alternatives available in the city; (d) indicated that a suitable building had been identified at 116 Westburn Road, Aberdeen which requires some capital investment estimated at £50,000 to £70,000 to carry out minor repairs, decorative works and the installation of IT and a communication system; (e) revealed that revenue costs would include staff salaries, running and infrastructure costs, education and learning materials which totalled £583,981; (f) advised that the proposed service would offer places to twenty young people, with a weekly unit cost of less than £600; (g) stated that it was anticipated that in year one the number of residential school places would reduce (net) by four giving a reduction in spend of £640,000 with a target reduction in years two and three of a further eight places at a costed reduction of £1.2m; (h) explained that the reductions in cost for the first year's spend would address the current overspend with a net saving from years three and four; (i) revealed that the service was targeted at young people of secondary school age where the following criteria applied:-

- there was a risk of them becoming looked after and accommodated; and
- they required support to return to the community following a period of accommodation;

(j) outlined the core objectives and the programme delivered by the service; and

(k) had appended the service specification for the Intensive Community Support and Learning Service.

**The report recommended:-**

that the Committee -

- (a) agree the spend to save investment to establish the Intensive Community Support and Learning Service;
- (b) agree the use of the building at 116 Westburn Road, Aberdeen as service premises;
- (c) agree the staffing implications set out in paragraph 6.12 of the report, subject to the approval of additional staff within the Education, Culture and Sport Service by that Service Committee; and
- (d) remit the report to Finance and Resources Committee for agreement of revenue and capital costs as shown in paragraph 6.12 of the report

The Committee heard Susan Devlin, Interim Head of Children's Services advise that there was an error within the table at 6.12 of the report, referred to at

(e) above, namely that the number of hours required for intensive community support assistants should read 800, therefore the costs would be amended to £14,764 resulting in the total figure for revenue costs being £588,727.

**The Committee Resolved:-**

- (i) to approve the recommendations, subject to the amendment to the table at 6.12 of the report referred to above;
- (ii) that the salary grades for the four Teachers be provided to the Education, Culture and Sport Committee when it considers the referral; and
- (iii) that officers write to the former users of the premises at 116 Westburn Road (Choices) to inform them of the service proposal.

## ABERDEEN CITY COUNCIL

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COMMITTEE	Social Care and Wellbeing
DATE	1 December 2009
DIRECTOR	Fred McBride
TITLE OF REPORT	Spend to Save Investment – Intensive Community Support and Learning Service (Joint Service Social Care and Wellbeing and Education, Culture and Sport)
REPORT NUMBER:	SCW/09/036

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### **1. PURPOSE OF REPORT**

- 1.1 The purpose of the report is to seek agreement for a Spend to Save Investment to establish an Intensive Community Support and Learning Service for young people as a direct alternative to residential care. (The service specification is attached as an Appendix)

### **2. RECOMMENDATION(S)**

- 2.1 It is recommended that Committee:
- Agree the spend to save investment to establish the Intensive Community Support and Learning Service (ICSLS)
  - Agree the use of the building at 116 Westburn Road, Aberdeen as service premises
  - Agree the staffing implications set out in paragraph 6.12, subject to the approval of additional staff within the Education, Culture and Sport service by that service Committee
  - Remit this report to Finance and Resource Committee on 10<sup>th</sup> December 2009 for agreement of revenue and capital costs as shown in paragraph 6.12.

### **3. FINANCIAL IMPLICATIONS**

- 3.1 The establishment of this service is planned as part of the strategy to reduce spend on residential placements by developing a continuum of community based alternative services.
- 3.2 Residential school placements vary in cost ranging from £160,000 to £200,000 per annum for 1 place. Secure accommodation can cost £7500–£10,000 per week (annual cost £390,000 - £520,000). Specialist

foster placements cost £45,000 - £70,000 per annum. Some intensive specialist placements (where staffing can be as high as 2:1) cost in the region of £750 per day.

3.3 In the years from 2003 to the present the financial implications have been

Year	Residential School – Secure Accommodation £000		Residential School – Other £000		Residential – Other £000	
	Budget	Actual	Budget	Actual	Budget	Actual
2004/05	242	462	2,687	2,775	59	46
2005/06	542	431	2,097	2,861	61	64
2006/07	547	445	2,117	3,448	62	62
2007/08	706	850	2,725	3,675	63	72
2008/09	884	567	3,601	3,513	91	95
2009/10	652		2,655		93	
2010/11	499		2,033		93	

3.4 Planned budget savings of £2,265,000 in the aligned budget, (out of authority placements including external fostering) and £2,650,000 in 2010/11 will be difficult to deliver without credible alternatives available in the city.

3.5 The proposed service requires capital and revenue funding.

3.6 A suitable building has been identified at 116 Westburn Road.

3.7 Capital costs are required to carry out minor repairs, decorative works and install IT and a communication system. Costs are estimated at £50,000 - £75,000.

3.8 Revenue costs include; staff salaries, running and infrastructure costs, education and learning materials and are calculated at £588,727.

3.9 The proposed service will offer places to 20 young people, with a weekly unit cost of less than £600.

3.10 It is anticipated that in Year 1 the number of residential school places will reduce (net) by 4 giving a reduction in spend of £640,000

3.11 There will be a target reduction in Years 2 and 3 of a further 4 places (in each year) at a costed reduction of £1.2m

3.12 The reductions in cost for the first years spend will address the current overspend with a net saving from year 3 / 4.

#### 4. SERVICE AND COMMUNITY IMPACT

- 4.1 The proposed service makes a significant contribution to an increase in positive outcomes for young people in the City. This includes -

National Outcomes

- 4 Our Young People are successful leavers, confident individuals, effective contributors and responsible citizens
- 5 Our children have the best start in life and are ready to succeed
- 8 We have improved the life chances of Children and Young People and families at risk
- 9 We live our lives free from crime, disorder and danger

Single Outcome Agreement

- 4B We will engage Young People to facilitate their personal, social and educational development and enable them to gain a voice, influence and place in society
- 5A Improve the healthy development of Young Children and their families, particularly those children most at risk
- 8B Improve the life chances of Looked After Children
- 9A Reduce anti-social behaviour, violence, domestic abuse, racist incidents and drug / alcohol related incidents

National Integrated Children's Services Outcomes

- Safe, Healthy, Nurtured, Active, Achieving, Included, Respected and Responsible

- 4.2 In the last few years there has been significant demand on children's services;

- The numbers of looked after children has increased
- The numbers of children on the CP Register has also increased
- The numbers of reports requested by SCRA has gone from 304 in 2004 to 952 in 2007/08.

<b>4.3 Category</b>	<b>Sept 08</b>	<b>Dec 08</b>	<b>March 09</b>	<b>June 09</b>
Children on the child protection register	146	163	184	178
Total number of Looked After Children	509	514	530	520
Children Looked After at home with parents	222	224	218	209
Children Looked After in external residential placements	55	51	55	54
Children Looked After in secure accommodation	6	1	3	6
Percentage of Children Looked After away from home	56	56	59	60

- 4.4 In June 2009 60% of children and young people are looked after away from home with 32% placed outwith the authority in secure, residential school, foster care or specialist intensive placements.

There are currently 30 young people in secure, residential school or other specialist placements. The proposed budget for 2010/11 equates to full year costs for 16 young people (this number could reduce depending on providers' costs for 2010/11)

- 4.5 Outcomes for children who are accommodated are poor and include:

- Poor educational attainment
- Broken family relationships and few support systems
- Involvement in alcohol and substance misuse
- Involvement in the criminal justice system including custodial disposals
- Poor mental and physical health
- Homelessness

- 4.6 Many of these young people could remain in the city in their local communities with their families if effective packages of support were available.

These packages of support include:

- Social work support for the child
- Social work support for the parent and family
- Education and learning opportunities
- day support as appropriate
- 52 week support as appropriate
- Evidence based programmes (such as those to tackle offending behaviour)

## **5. OTHER IMPLICATIONS**

- 5.1 Social Care and Wellbeing and Education, Culture and Sport Services propose the establishment of the Intensive Community and Support and Learning Service as a joint service.
- 5.2 The Service will be managed by Social Care and Wellbeing Service.
- 5.3 Teaching staff will receive professional support, development and management from the Service Manager with responsibility for Additional Support Needs.

## **6. REPORT**

- 6.1 The service is targeted at young people of secondary school age where the following criteria apply:

1. There is a risk of them becoming looked after and accommodated
  2. They require support to return to the community following a period of accommodation
- 6.2 In either of the above, it should be established that there is no more appropriate educational or vocational placement available to support the care plan of a young person being referred to the service. The service will not be used as an alternative education placement.
- 6.3 Particular efforts should be made to minimise the use of ICSLS for young people in S1 or S2 because of the likelihood that few will return to mainstream provision following their placement in the service.
- 6.4 The risk and needs profile of the client group supported by ICSLS is likely to be significant. Broadly speaking, all young people will experience a range of social, emotional and behavioural difficulties and significant additional support needs.
- 6.5 However, young people who will attend ICSLS are also characterised by the following:
- Offending Behaviour
  - Pro-Criminal Peer Group
  - Family Difficulties
  - Disengagement from or no education placement
  - Mental Health Issues (self or family)
  - Addiction Issues (self or family)
  - Sexual Abuse/Vulnerability
  - Domestic Abuse
- 6.6 At the onset of a young person's involvement with the service, an assessment of need will be undertaken with a view to establishing an Individual Service Plan including an Individual Education Plan.
- 6.7 The core objectives of the service are as follows:
1. To support and maintain young people in their communities as an alternative to residential care
  2. To assist young people being looked after away from home to return to their own communities and family care.
  3. To implement programmes that address issues relevant to young people and their families.
  4. Where appropriate, to deliver evidence based programmes that address offending behaviour and the impact of offending on families and communities.
  5. To maximise the educational potential of young people within mainstream, specialist or vocational provision.
  6. To encourage positive behaviour and promote the social integration of young people.



7. To maximise the longer-term training and employment potential of young people.
- 6.8 The above service objectives are expressed in strategic and operational terms in the Single Outcome Agreement and Integrated Children's Service Plan. Progress in meeting the objectives will be determined through service performance frameworks with the unit producing performance reports on a quarterly basis.
- 6.9 The programme delivered by ICSLS consists of groupwork, family work individual work and an alternative educational and learning programme.
- 6.10 The bulk of the programme will be delivered between Monday and Friday during the hours of 9am to 5pm because of the need to ensure Social Care and Wellbeing staff are deployed appropriately to support and compliment the educational programme delivered by the teachers. However, the service will access Community Support Assistants capacity to support young people and families at weekends.
- 6.11 Each young person attending ICSLS will have a keyworker and key teacher. They will be responsible for implementing the Single Service Plan and ASP/CSP at all stages, writing assessment reports and attending reviews and hearings. The keyworker will liaise closely with the allocated case manager and any other agencies involved. The key teacher will be responsible for short-term target setting, liaison with mainstream roll schools and requirements associated with the new ASN Planning and Reporting Framework.
- 6.12 Resources required to implement ICSLS Unit are detailed below

<b>Revenue Costs</b>	
Team Manager	55,263
4 x Qualified Intensive Community Support Officers	168,896
2 x Intensive Community Support Assistants	64,586
800 hours Intensive Community Support Assistants (annualised hour contracts) to ensure weekend support	14,764
4 x Teachers	168,598
1 x Clerical Assistant	15,588
<b>Sub Total</b>	<b>487,695</b>
Premises	46,032
Admin Costs	5,000
Transport	5,000
Supplies, Services (incl Food)	25,000
Outside Agencies (eg Adventure Aberdeen for Outdoor Education)	20,000
<b>Sub Total</b>	<b>101,032</b>
<b>TOTAL</b>	<b>588,727</b>

<b>Capital Costs</b>	
Set up costs to upgrade and install IT (to link with schools/learning networks) communications, minimal repair work, freshen up décor	50,000 – 75,000

6.13 The model is based on services in other areas in Scotland where they are considered to be successful models of intervention.

6.14 Premises have been identified at 116 Westburn Road which will provide:

- Classroom space
- Mixed Purpose Rooms
- Staff Offices
- Rooms for individual intervention
- Craft and activity rooms

6.14 It is recognised that the service cannot be a stand alone development. To ensure its effectiveness a number of complementary actions must be progressed. Necessary actions include:

- Work done with staff to ensure culture of supporting children and young people at home where safe and appropriate
- Develop a culture of 'stickability'
- New screening and resource group in place and working effectively
- Effective gatekeeping arrangements for children becoming accommodated
- Regular management review of residential placements
- Children's Services Board working effectively
- Increase in-house residential unit capacity by 2 places
- Refocus Craigielea community support services to ensure young people make minimal escalation through system by providing individual, groupwork and family work programmes
- Work with children's panel members to inform of service, and develop effective understanding and use of the Service.
- Engage with City colleagues such as housing services to ensure a whole system approach to improving outcomes and building young people's capacity

## **7 REPORT AUTHOR DETAILS**

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## **8 BACKGROUND PAPERS**

The Intensive Community Support and Learning Service service specification is attached as an appendix.

**INTENSIVE COMMUNITY SUPPORT & LEARNING SERVICE**

**SERVICE SPECIFICATION**

**SOCIAL CARE AND WELLBEING  
EDUCATION, CULTURE AND SPORT**

**DRAFT**



**ABERDEEN**  
CITY COUNCIL

## **1. Introduction**

- 1.1 The purpose of this service specification of Intensive Community Support & Learning Service (ICSLS) is to provide a clear outline of the service to be delivered by the Social Care and Wellbeing and Education, Culture and Sport Service.
- 1.2 The service is a community based intensive day facility. No residential facility is provided.
- 1.3 The specification has been developed as a critical service re-design increasing capacity to offer intensive support to young people to support them to remain within their own family and/ or community and prevent placing them in costly specialist services out with the city. This service is a direct alternative to young people being accommodated.
- 1.4 The creation of the Community Support and Learning Service reflects the commitment to delivering integrated, locally based services in the city which deliver increased positive outcomes for young people.
- 1.5 The service specification will also outline the staffing, establishment and resource costs of developing the ICSLS.
- 1.6 It is proposed that the service should be based in a central location easily accessible to children and young people living in areas across the city.

## **2. Outline Description of Service**

- 2.1 Intensive Community Support & Learning Service is part of Social Care and Wellbeing, Children's Services theme of Community and Family Support Services managed by a Service Manager reporting to the Head of Service.
- 2.2 The Service will provide a range of intensive supports to young people aged 12 to 16 years (and their families) who are at significant risk of being looked after and accommodated or otherwise unlikely to return home following a period of accommodation. It will form part of the continuum of support provided for all children and young people.
- 2.3 ICSLS have a critical role to play in ensuring that our aim to ensure a strategic shift from the use of high-cost, variable outcome, purchased residential provision to community based interventions that demonstrate better value and stronger long-term outcomes is realised.
- 2.4 The service is organised around a structured day timetable comprising groupwork, individual work, family work and an alternative educational programme. The service is 52 week in nature and, where necessary, offered over 7 days.
- 2.5 The education programme aims to re-engage young people with learning by addressing a wide range of additional support needs. Education is delivered by the four teachers in the unit. The curriculum is broad, with young people progressing towards qualification and learning experiences (similar to other children in the city) in line with the vision, values and aims of Curriculum for excellence.

2.6 The unit will support up to 20 young people at any given time, however, given the extremely challenging nature of the client group the majority of this number will be full-time placements, the remainder will be supported on a part-time basis. This can include circumstances where young people are in the process of moving on to another placement, where after-care support is being provided or where on occasion, young people are being offered a restricted timetable.

### **3. Targeting of Service**

3.1 As indicated in 2.1, the service is targeted at young people of secondary school age where the following criteria apply:

**(i) there is a risk of them becoming looked after and accommodated**

**or**

**(ii) they require support to return to the community following a period of accommodation.**

3.2 In either of the above circumstances, it should also be established that there is no more appropriate educational or vocational placement available to support the care plan of a young person being referred to ICSSL.

3.3 Particular efforts should be made to minimise the use of ICSSL for young people in S1 or S2 because of the likelihood that few will return to mainstream provision following their placement in the service.

3.4 The risk and needs profile of the client group supported by ICSSL is likely to be significant. Broadly speaking, all young people will experience a range of social, emotional and behavioural difficulties and significant additional support needs. However, young people attending ICSSL are also characterised by the following:

- Offending Behaviour
- Pro-Criminal Peer Group
- Family Difficulties
- Mental Health issues (self or family)
- Addiction issues (self or family)
- Sexual Abuse/Vulnerability
- Domestic Abuse

### **4. Mission Statement and Ethos**

4.1 ICSSL aim to provide young people with a community-based alternative to a residential placement. This is done by engaging with young people, families and partner agencies in a manner that promotes the dignity, individuality and emotional development of the young person.

4.2 At the point of referral to the service, young people and their families are typically in crisis and relationships will be strained to the extent the young person's

position at home and the community have become increasingly untenable.

4.3 The service will support young people and their families through a range of structured interventions. The service will ensure these interventions are targeted in a sensitive manner that recognises the strengths inherent in a young person's family and community. For the most part, the ICSSL programme and curriculum is daytime based from Monday to Friday and as necessary additional supports will be offered to young people at the weekend.

4.4 At the onset of a young person's involvement with the service, an assessment of need will be undertaken with a view to establishing an Individual Service Plan including an Individual Education Plan. The following principles will underpin the implementation of this plan:

- **Values** – The service is committed to the values of Social Work and Education Services and will seek to apply these in all aspects of service delivery.
- **Safeguards** – The service will ensure that young people and families are supported within an environment where they feel safe and secure. Any complaints made will be treated seriously and without delay.
- **Individuality** – The service will promote practice that is anti-discriminatory and reflects the age, gender, ethnicity and identity of young people.
- **Partnership Working** – The service will maintain effective working relationships with families, colleagues and external agencies to ensure supports to young people and outcomes are maximised.
- **Stickability/Commitment** – many of the young people and families involved with the service may have disengaged or be ambivalent about participation. Staff will 'stick with' young people, taking a consistent and persistent approach to engage with them. While extremely difficult and challenging behaviour is likely to be a feature of the cohort, this will be appropriately challenged and sanctions applied – this will not routinely mean exclusion from the Service.
- **Empowerment** – The service will seek the views of service users ensuring they are reflected in Individual Service Plans and the development of the service.
- **Staffing** – The service recognises the significance of the contribution of staff members to service delivery and will ensure appropriate opportunities exist for their support, supervision and continuous professional development.

## **5. Service Objectives**

5.1 The core objectives of the service are as follows:

(i) To support and maintain young people in the communities as an alternative to residential care.

(ii) To assist young people being looked after away from home to return to their own communities and family care.

(iii) To implement programmes that address issues relevant to young people and their families.

(iv) Where appropriate, to deliver evidence based programmes that address offending behaviour and the impact of offending on families and communities.

(v) To maximise the educational potential of young people within mainstream, specialist or vocational provision.

(vi) To encourage positive behaviour and promote the social integration of young people.

(vii) To maximise the longer-term training and employment potential of young people.

5.2 The above service objectives are expressed in strategic and operational terms in the Single Outcome Agreement and Integrated Children's Plan. Progress in meeting the objectives is determined through service performance frameworks with the unit producing performance reports on a quarterly basis.

## **6. Access to Service**

6.1 Potential referrals to the service must be discussed and endorsed through the new Community Screening and Resource Group to ensure appropriate screening and resource prioritisation. In most instances, the Screening and Resource Group will ensure any potential referral meets the criteria outlined in 3.1 and is at the appropriate threshold whereby intervention from ICSSL is necessary either to prevent an episode of accommodation or to avoid a period of accommodation continuing.

6.2 Even where the threshold for entry to the service is met, the CSB should give consideration as to whether the use of an alternative educational or vocational resource might appropriately avoid referral to ICSSL. In these circumstances, it may be more appropriate to access such a placement coupled with an intensive support package from ART/ Outreach Community Support Services. As indicated in 3.1, particular efforts should be made to avoid using ICSSL for young people in S1 and S2 other than in situations where a period of accommodation would otherwise be imminent and unavoidable.

6.3 In the event of the Community Screening and Resource Group agreeing the referral of a young person in S1 or S2 to ICSSL, an immediate referral should also be made to Psychological Services unless they are already involved with the young person. This will serve to ensure the process of identifying a follow-on educational placement begins at the earliest possible stage thereby minimising drift in the service.

6.4 The identified unit (on receipt of an electronic Carefirst referral) will organise a joint home visit with the allocated social worker at the earliest possible time. Following a pre-admission/planning meeting, the young person will be admitted to the unit as soon as possible.

## **7. Programme and Curriculum Delivery**

7.1 Following their admission to the service, young people will undergo an initial assessment that will be reviewed initially within a period of 6 weeks. At this stage, an Individual Single Service Plan (SSP) incorporating an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP) will be created which in turn will be reviewed no less than every 12 weeks. In educational terms, progress made by young people will be monitored within the context of the Additional Support Needs (ASN) Planning and Target Setting Framework.

7.2 Although not an exhaustive list, reviews should routinely be attended by the following:

- Young person
- Family
- Unit staff
- Social Worker with care management responsibility
- Education staff (eg psychologist, guidance teacher)
- CAMHS

7.3 Young people will be supported to move on from ICSSLs when:

(a) their situation at home and the community has stabilised and the risk of accommodation removed

**and**

(b) an alternative educational or vocational placement or (in the case of school leavers) appropriate training/employment has been identified.

7.4 A decision to move a young person on from the service will only be made at a review attended, in so far as is practical, by the individuals outlined in 7.1. This will also apply to exceptional circumstances whereby a young person disengages with the service or their placement ends prematurely. Whilst rare in frequency, a service to a young person will only be withdrawn in circumstances where they present a degree of risk to other young people or staff in a manner that cannot safely be managed.

7.5 In an effort to avoid the withdrawal of a service in the above circumstances, it may be necessary on occasion to modify the Single Service Plan of a young person. Actions could include the following:

- Returning a young person home (on any given day) to their family.
- Placing an individual on a restricted timetable/programme.
- Convening an emergency review.

7.6 The programme delivered by ICSSLs consists of groupwork, family work individual work and an alternative educational programme. The Service establishment is:-



- 1 x Team Manager
- 4 x Intensive Community Support Officers (Qualified)
- 4 x Intensive Community Support Assistants
- 4 x Teachers
- 1 x Clerical Assistant
- Intensive Community Support Assistants (760 hours)

7.7 The bulk of the programme will be delivered between Monday and Friday during the hours of 9am to 5pm because of the need to ensure Social Care and Wellbeing staff are deployed appropriately to support and compliment the educational programme. However, each unit has access to Community Support Assistants who are specifically employed to support young people and families at weekends.

7.8 Each young person attending ICSLS will have a keyworker and key teacher. They will be responsible for implementing the Single Service Plan and ASP/CSP at all stages, writing assessment reports and attending reviews and hearings. The keyworker will liaise closely with the allocated case manager and any other agencies involved. The key teacher will be responsible for short-term target setting, liaison with mainstream roll schools and requirements associated with the new ASN Planning and Reporting Framework.

7.9 Social Care & Wellbeing staff in ICSLS have responsibility for delivering a programme that supports the formal curriculum and addresses the broad range of needs exhibited by young people and their families. Notwithstanding the demands associated with the in-house programme, staff will make every effort to undertake family work often working with the social worker holding case management responsibility. Depending on the presenting needs, the programme will also comprise the following elements:

- Sexual Health Groupwork Programme
- Personal development and skills programmes such as the Pacific Institute STEPS Programme and Columba 1400 Leadership Challenge Programme
- Offence Focussed Programmes
- Parents/Carers Groupwork Programme

7.10 The aim of the service is that teachers in ICSLS have responsibility for delivery of the educational curriculum focussing on Literacy, Numeracy, Information/Communication Technology and Personal/Social Development. The ICSLS will registered as an SQA Centre. Young people will be offered an education programme to meet their individual needs which will include less formal but equally structured elements of the programme including indoor and outdoor activities, sports, drama, cookery and arts/crafts.

7.11 To facilitate delivery of the programme/curriculum in the ICSLS, certain core training will be provided to all (Education and SWS) staff, namely Therapeutic Crisis Intervention, Solution-Focussed Brief Therapy and Drug/Alcohol Awareness. Social Care and Wellbeing staff also undertake Experiential Groupwork training whilst all staff will have full access to their respective in-service and departmental training programmes.

7.12 The service is committed to partnership working in an effort to ensure the best possible outcomes for young people. Significant and ongoing efforts will be made to ensure social workers play an active role throughout a young person's involvement with the service participating in referral meetings, reviews and joint

working (notably with families).

7.13 Key external relationships critical to the effectiveness of individual service plans include those with Education Services, Sexual Health Services and CAMHS. Effective communication with New Learning Communities will inform of progress made by young people within the service ensuring young people are 'owned' by their school of origin. The aim is for ICSSL to have full access to the electronic management information system that allows appropriate sharing of pupil attendance, assessment, attainment and achievement.

## **8. Interface with other Provided and Purchased Provision**

8.1 It is envisaged increased opportunities will exist for ICSSL to work in partnership both with other provided and purchased services in circumstances where potential outcomes for young people would be strengthened. This would be particularly of value when young people and families require significant levels of support during evenings and a greater level of support at weekends than can be provided by the service.

## **9. Management Arrangements**

9.1 In the newly designed ICSSL unit will be managed in operational terms by the Children's Services Manager with responsibility for the Family and Community Support Service. This manager will have critical responsibility and overview of all provided and purchased community-based services with a community support emphasis.

9.2 A key task will be to ensure the appropriate strategic focus of the service consistent with the service specification and a city-wide strategic overview of the interface between provided and purchased community based provision. The Strategic Manager will retain an overview of city-wide training requirements and liaise as appropriate with the Children's Service Manager with responsibility for the Youth Justice Team

9.3 The teachers in the ICSSL will have responsibility for the following areas:

- (i) High quality learning and teaching
- (ii) Curriculum Development.
- (iii) SQA Administration and Accreditation.
- (iv) Continuing Professional Development of teachers.

9.4 The teachers will receive professional support development and be managed by the Service Manager in Education, Culture and Sport with responsibility for Additional Support Needs.

## 10. Monitoring and Review

10.1 In addition to any ICSSL based monitoring activity, the Children's Services Manager for Community and Family Support Service will be responsible for service wide monitoring and review and the extent to which service standards and objectives are being achieved. The quality of educational provision will be reviewed by the Head of Schools and Educational Establishments.

10.2 Quarterly performance reporting will provide both quantitative and qualitative measures on an ongoing basis with a particular emphasis on outcomes achieved by young people. Whilst it is anticipated the reporting framework will develop over time, key elements currently reported on include:

- Engagement with Service
- Service Planning
- Staff Supervision
- User Feedback
- Engagement with Education
- Outcomes

10.3 An annual performance report on the service to be presented to Head of Service for their consideration.

## Resources

Resources required to implement ICSSL Unit are detailed below:

Team Manager	55,263
4 x Qualified Intensive Community Officers	168,896
2 x Intensive Community Support Assistants	64,586
800 hours Intensive Community Support Assistants (annualised hours)	14764
4 x Teachers	168,598
1 x Clerical Assistant	15,588
<b>Sub Total</b>	<b>487,695</b>
<b>Runnings Costs</b>	
Premises	46,032
Admin Costs	5,000
Transport	5,000
Supplies, Services (incl Food)	25,000
Outside Agencies (eg Adventure Aberdeen for Outdoor Education)	20,000
<b>Sub Total</b>	<b>101,032</b>
<b>TOTAL</b>	<b>588,727</b>
Set up costs to upgrade and install IT (to link with schools/learning networks) communications, and freshen up décor (depending on condition of building)	50,000 – 75,000

Premises have been identified at Westburn Road which will provide:

- Classroom space
- Mixed Purpose Rooms
- Staff Offices
- Rooms for individual intervention
- Craft and activity rooms