

LDD STRATEGY 2008-2011
Year 1 review

APPENDIX 2

		Y1 Outcomes (April 08-March 09)	On Track			Y2 Priorities for Implement/Service Development	Potential Barriers to Achieving These
		What has been achieved March 09	R	A	G		
Service Developments CYPP 1.1		Year 1 objectives					
Implementation Plans are in place for the key service developments				A			
Monitoring, reviewing and developing the Strategy	MB	<ul style="list-style-type: none"> CYPS LDD Strategy Group terms of reference in place and group meets monthly to monitor and review progress against the key work streams NYC&YPSPB sub group terms of reference in place and group meets ½ termly. Group has taken forward NSF Standard 8/CYPP mapping, the service mapping strand of 1.1 and examined the implications for the LA and partners of NI54 			G	<ul style="list-style-type: none"> NSF Standard 8 priority alignment with the CYPP priorities and action plan developed Actions identified in response to NI 54 when published Management of the LDD Strategy reviewed and new arrangements in place Feedback from parents/carers sought to re priority work streams 	<ul style="list-style-type: none"> Management capacity
Short break pathfinder	KP	<ul style="list-style-type: none"> Increased residential and family based overnight stays Increased family based or individual day care Increased access to universal services including youth work provision, extended school activities, play schemes and Saturday/Sunday/school holiday schemes to enable C&YP with LDD (levels 3 &4) to attend non specialised group activities 		A	G G	<ul style="list-style-type: none"> Increased residential and day care growth in line with Pathfinder Delivery Plan Development of short break provision within universal services, especially youth work, extended school activities, play schemes & week-end/holiday activities Engagement of service providers at a locality level Develop an Integrated Service approach to assessment of need and brokerage before CSC become involved 	<ul style="list-style-type: none"> Delays in recruitment / matching Timely commissioning is crucial to achieving targets Failure to agree a strategy or the 'other 500' i.e. those severely disabled children and their families not known to CSC
Locality Short Break Pilots	KP	<ul style="list-style-type: none"> Establish 3 pathfinder ISM areas for integrated working to improve access to positive activities and short break provision for C&YP with LDD and their families In the 3 areas, develop a shared understanding of the LDD population and what services and opportunities are available Establish mechanisms to identify unmet need in the locality 	R	A A	G	<ul style="list-style-type: none"> Develop a locality approach to the delivery of short breaks to children not open to CSC and not requiring Initial Assessment or Core Assessment to have their short break needs met Have in place a locality action plan by which this will be achieved 	<ul style="list-style-type: none"> Failure to agree an approach Insufficient infrastructure to assess, match, deliver, review, monitor and manage short breaks

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		<ul style="list-style-type: none"> Establish the viability of a local integrated team/network for LDD (and its relationship with the ALG) in relation to local planning and development of short break opportunities delivered through local inclusive provision and specialist group activities Outcomes to inform the potential roll out of the model across all localities. 		A			
- Survey of families of C&YP with severe disabilities	MB/KP	<ul style="list-style-type: none"> Agreed definition of severe disability Benchmark current access to services Identify gaps in service provision by locality Feedback information into other strands of the LDD Strategy 	R	A	G	<ul style="list-style-type: none"> Feeding into planning for service development and delivery 	<ul style="list-style-type: none"> Establishment of a network of Parent Participation through which ongoing feedback and involvement with service development can be achieved
Positive activities/play strategy	IM	<ul style="list-style-type: none"> Develop the opportunities for positive activities for children and young people with LDD in a co-ordinated way on a locality basis Determine entitlement to services/activities 	R	A		<ul style="list-style-type: none"> Development of a Positive Activity Strategy PA Implementation Plan with identified actions relating to C&YP with LDD in place Ensure that in the roll out of the Play Strategy there are a variety of places in all localities that are accessible to C&YP with LDD 	<ul style="list-style-type: none"> Officer capacity
SEN/BESD provision Phase 1 implementation	APT/MB	<ul style="list-style-type: none"> Establish SEN and BESD Networks in CYPS SLAs and Enhanced Provision specifications agreed with host schools Job descriptions and specifications agreed with host schools and recruitment process initiated for 1st tranche of EMS Schedule for opening of EMS agreed Finalise as far as possible the site of the BESD school in the West Redesign phase 2 and 3 special schools developments in the light of changes to BSF Ongoing development of behaviour partnerships and PRUs across the County 		A	G	<ul style="list-style-type: none"> Establish outreach services form EMS and phased decommissioning of LSS/BSS Open EMS on a phased basis Finalise the site for the BESD school in the west. BSF Priority 1 for Scarborough – develop the forward vision for secondary and special schools in the area Open the new PRUs in Skipton and Northallerton and locate site for Selby PRU Ongoing development of behaviour partnerships as part of integrated local working 	<ul style="list-style-type: none"> Recruitment of staff to the EMS Planning permission for BESD School/Defence Estates position re sale of site Readiness of Scarborough secondary/special schools to proceed with BSF
Residential services	DW/APT/PN	<ul style="list-style-type: none"> Research and report on the current range of circumstances that need or lead to a residential response in order to inform the development of a residential strategy for C&YP with LDD 		A		<ul style="list-style-type: none"> Consider the contents and recommendations of the report Produce an agreed residential strategy Devise and implement action plan 	<ul style="list-style-type: none"> Identification of responsible officers for devising and implementation of action plan

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		<ul style="list-style-type: none"> Identify children and young people currently in residential provision, the reasons for these placements, and the processes followed Identify problem areas and matters of concern Produce a strategic overview statement which sets out a vision for residential services; an access/entitlement statement; partnership arrangements; monitoring and safeguarding arrangements and appropriate arrangements for linking with families. 		A			
Transition	LD/TR	<ul style="list-style-type: none"> Establish a multi-agency transition planning group to scope the work needed to improve transition and develop an agreed action plan Review the current multi-agency protocol document and produce an overarching protocol document to underpin transition pathway planning Develop an information sharing protocol for transition management (CYPP 5.4) 		A	G	<ul style="list-style-type: none"> Implementation of Transition Protocol following consultation Transition Planning Group to develop Action Plan identifying objectives and implement priorities Development of Transition Pathway identifying multi agency service responsibilities Establish subgroups/work streams to carry forward Action Plan strands 	<ul style="list-style-type: none"> Maintaining engagement and commitment from wide range of partners with varying service obligations. Meeting requirement of National Transition Support Programme Officer capacity
Integrated Assessment (IA)	MC	<ul style="list-style-type: none"> Commence work regarding the strategic alignment of the SEN and CAF procedures and other assessment processes (CYPP 6.2) Research the assessment processes currently undertaken by the CYPS and partners (case studies) and explore the extent to which assessments currently build on information known Identify other LAs that have developed good practice to inform the development of integrated assessment procedures and working practices Produce a scoping paper to inform discussion Explore what changes would need to be made in roles and responsibilities of the CYPS workforce in order to achieve IA and Review casework to establish pathways to services/provision 	R	A	G	<ul style="list-style-type: none"> Seek agreement of the CYPSPB Agree methodology and timeline for C&YP services to develop and begin to implement an integrated assessment model Carry out a critical pathway analysis of the processes within the LDD Assessment Framework Explore what changes would need to be made in roles and responsibilities of the CYPS workforce in order to achieve a locality team approach to IA Develop links with other LAs with similar aims to share ideas and practice Plan how integrated assessment will underpin linked initiatives: short breaks, early support and transition planning Involve parents/carers and young people in the development of IA 	<ul style="list-style-type: none"> Bringing on board outside partners who work primarily with children, young people and families: Child Development Centres, CAMHS, health professionals in the Acute Trusts etc

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Early Support	JL	<ul style="list-style-type: none"> Ensure an implementation plan is in place for Early Support for children with complex needs to be provided in mainstream children's centres (CYPP 3.2) Establish multi-agency group to consider and recommend a process for Early Support Establish an Early Support steering group Put in place an action plan for roll out of Early Support training 	R	A	G	<ul style="list-style-type: none"> Agree the process for Early Support with LDD strategy group and put structures in place Implement training plan Steering group in place Establish monitoring process Partners define and agree commitments to Early Support at strategic and operational level 	<ul style="list-style-type: none"> Sign up from other agencies and services, especially health but agreements also need to be reached with other C&YPs services
Define and articulate a strategy for 'Narrowing the Gap'	DMcC/PG	<ul style="list-style-type: none"> The SEN Pupil achievement tracker has been developed and distributed widely to schools through SENCO networks. The rainbow tracker is being widely used by schools to evaluate the progress of pupils with SEN and to set targets Awareness has been raised across our schools that OFSTED will be focussing upon the achievement of vulnerable groups in all section 8 inspections The proving improvement project has been initiated and flagged up to head teachers across the county The LA has continued to engage with the regional strand 2 SEN Hub developments and contributed to the thinking of the DCSF on developing benchmarking data for pupils attaining below L1 of the National Curriculum 			G	<ul style="list-style-type: none"> To include the National benchmarking data sets into the achievement tracker To collect data on the attainment of pupils with SEN on an annual basis for every pupil identified at SA, SAP or who has a statement To identify schools where pupils with SEN make poor progress and to intervene To continue to engage with Strand 2 	<ul style="list-style-type: none"> The capacity of the performance and outcomes team to collect and analyse the data MIS in schools needs updating and may slow down the collection of data
Inclusion Development Programme	DMcC/PG/JM	<ul style="list-style-type: none"> All schools have been given the opportunity to be trained on how to access the IDP materials and how to audit provision and need Training will now focus upon the need to skill up trainers in schools who can deliver the IDP to staff SIPs have identified those schools who have not attended training or who have not audited need or generated action plans, these will be invited to training or visited in the summer term We have engaged with Strand 1 of the SEN regional Hub and attended all sessions 			G	<ul style="list-style-type: none"> Set up a strategic group for the implementation of Year 2 of the IDP consisting of Q&I adviser and consultants, a Head teacher and the Communication and Interaction Network Coordinator / Autism lead To provide training to a targeted group of teachers who will be supported to deliver training to schools in their areas 	
Developing the Communication Skills of C&YP	JM	<ul style="list-style-type: none"> Ensure that the LA and its partners are actively engaged in the DCSF 'Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs'. 2008 Make recommendations following the publication of 			G	<ul style="list-style-type: none"> Produce an implementation plan to take forward the recommendations of the Bercow Report, led by the joint health/CYPS SALT Managers Group 	

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		the Bercow Report					
B							
Needs Analysis CYPP 1.1							
- VIP Children and Young People with LDD	IM	<ul style="list-style-type: none"> Empower C&YP with LDD to increase their influence in the design and delivery of services Implement the young people's council for young people with LDD (CYPP 5.4) Develop and implement the C&YP's VIP group (CYPP 4.2) Formation and involvement of the Flying High Group in the Short Break development programme 		A		<ul style="list-style-type: none"> Build on the work of the VIP LDD Working Group Identify a practitioner to take the trial forward Build on the work of the VIP LDD Working Group and the Flying High group 	<ul style="list-style-type: none"> Specialist officer/practitioner availability Specialist officer/practitioner availability
- AHDC Parent Participation	HF	<ul style="list-style-type: none"> Further develop the Parent Partnership role in gathering the views of parents (CYPP 5.4) Multi agency AHDC Parent Participation Steering Group set up to set up NY LDD Forum TOG grant bid successful (£3.300) held by North Yorkshire Forum for Voluntary Organisations on behalf of parent/carers Parent Event involvement in establishing the NY model AHDC Parent Forum established 		A		<ul style="list-style-type: none"> Parent/carers to take forward the LDD Parent Forum as they wish with the support of voluntary agencies and parent partnership service LDD Forum to apply for Phase 2 of the TOG Parent Participation grant (£10.000 for supporting the Forum until April 2010) Forum also able to provide parent representatives to LA/PCT working groups where requested Parenting Support Working Group to act as conduit to ensure the Forum's issues and views are addressed and that feedback is given to parents on the impact of their contribution to shaping LDD strategy and service provision 	<ul style="list-style-type: none"> Funding is limited relative to the size of the county Many parent/carers who would like to be involved may not be able to take part because of transport, time and childcare issues If the Forum is not inclusive and cohesive it will not serve its purpose
- Service Mapping and gap analysis	SM	<ul style="list-style-type: none"> Update information of LDD population and establish a baseline Refresh the Disabled Children's census and conduct Mapping of services in localities by levels of need (agree with partners) Gap analysis 				<ul style="list-style-type: none"> Complete Service Mapping from Phase 1 Undertake Phase 2 of Service Mapping Use results to undertake gap analysis 	<ul style="list-style-type: none"> Possible lack of response from service providers Partial responses from service providers
- Performance (CYPP mid cycle review)	LD	<ul style="list-style-type: none"> Individual analysis for all activities 2008-9 for LDD were risk assessed at the mid-year point. This was subsequently mapped against the NSF8 standards using MB template to identify areas for priority. This was submitted to the Health Commissioning Group for consideration. End of year review will produce an individual analysis for activities targeted at children 		A	G	<ul style="list-style-type: none"> On the basis of the LDD needs assessment and strategy developments, establish an LDD data set for regular reporting and monitoring by the LDD Strategy Group. 	<ul style="list-style-type: none"> Ongoing data issues with Children's Social Care system. Implementation of NI54 survey nationally and ability to integrate information at a spatial level below North Yorkshire

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		and young people with LDD within the Plan, and summary of expected actions for 2009-10. In addition the Service Performance Plan framework for the Children and Young People's Service has been adapted to require all services to report progress and action to support the LDD strategy. This will be in place for 2009-10.					
Integration Drivers							
Integrated working	MB	<ul style="list-style-type: none"> Ensure structures are developed to provide better, locality based, integrated services for C&YP with LDD and their families Review the services which enable access to leisure, recreation, extended school activities, play and holiday schemes and propose a model of service delivery that will meet need at a local level in a more equitable way. 		A	G	<ul style="list-style-type: none"> Develop short break opportunities through universal services in localities Implementation of Integrated Assessment and associated work streams Response to NI54 local area data Implementation of a new approach to support the access of C&YP with LDD to positive activities and short breaks 	
Workforce Development	JB	<ul style="list-style-type: none"> Identify priority areas for learning and development needs in relation to working with C&YP with LDD at all 4 levels of service need. 		A		<ul style="list-style-type: none"> Take forward proposals in relation to Communication and Safeguarding Establish a specialist LDD WFD working group Training requirements for Early Support and Short Breaks to be set out as priorities in the Directorate WFD Plan Establish an element of LDD awareness raising for induction of all staff. 	
CYPP associated objectives							
Make a positive contribution 4.2 (8)	IM	<ul style="list-style-type: none"> PAD Workers have developed a wider range of accessible positive activities for years 9, 10, 11 & 12 with increasing levels of participation Special schools have used HyBRid assessment as a focus for creating development plans for school based engagement of C&YP Initial work has been carried out to scope a 'virtual' approach to an LDD Youth Council 		A	G	<ul style="list-style-type: none"> Support schools to develop approach Identify a practitioner to take the trial forward 	<ul style="list-style-type: none"> Specialist officer/practitioner availability
Achieve Economic Wellbeing 5.1 (2)	LD	<ul style="list-style-type: none"> IAG contract with schools/colleges clearly identified service provision to support SEN and special schools 			G	<ul style="list-style-type: none"> Identify Connexions Advisers in IYS hubs with knowledge and skills to support 	<ul style="list-style-type: none"> Lack of appropriate training & support

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	<ul style="list-style-type: none"> KPI within the above contract are monitored at the quarterly contract reviews and has indicated above satisfactory performance Section 139a assessments conducted for all young people with statement of SEN 			G	<ul style="list-style-type: none"> young people with SEN not in education As part of the promotion of the IAG standards ensure that there are materials applicable to young people and parents of young people with LDD 	<ul style="list-style-type: none"> Capacity of existing staff to incorporate this into their existing work load Ill defined level of need