

Notice of a Meeting

Children's Services Scrutiny Committee **Monday, 9 May 2011 at 3.00 pm** **County Hall**

Membership

Chairman - Councillor Ann Bonner
Deputy Chairman – Councillor Dave Sexon

<i>Councillors:</i>	Janet Godden	M. Altaf-Khan	Don Seale
	Neil Owen	Marilyn Badcock	Val Smith
	Alyas Ahmed	Anda Fitzgerald-O'Connor	Nicholas P. Turner

Co-optees: Mr Chris Bevan Mrs Sue Matthew
2 Vacancies

Notes:

Date of next meeting: 18 May 2011

What does this Committee review or scrutinise?

- Services for children, young people and families; preventative services; child protection; family support, educational policy; youth service; youth justice;
- Primary & secondary schools; special education; pupil services; school transport; music service

How can I have my say?

We welcome the views of the community on any issues in relation to the responsibilities of this Committee. Members of the public may ask to speak on any item on the agenda or may suggest matters which they would like the Committee to look at. **Requests to speak must be submitted to the Committee Officer below no later than 9 am on the working day before the date of the meeting.**

For more information about this Committee please contact:

Chairman	-	Councillor Ann Bonner E.Mail: ann.bonner@oxfordshire.gov.uk
Committee Officer	-	Lisa Michelson, Tel: (01865) 815673 lisa.michelson@oxfordshire.gov.uk



Peter G. Clark
County Solicitor

April 2011

About the County Council

The Oxfordshire County Council is made up of 74 councillors who are democratically elected every four years. The Council provides a range of services to Oxfordshire's 630,000 residents. These include:

schools	social & health care	libraries and museums
the fire service	roads	trading standards
land use	transport planning	waste management

Each year the Council manages £0.9 billion of public money in providing these services. Most decisions are taken by a Cabinet of 9 Councillors, which makes decisions about service priorities and spending. Some decisions will now be delegated to individual members of the Cabinet.

About Scrutiny

Scrutiny is about:

- Providing a challenge to the Cabinet
- Examining how well the Cabinet and the Authority are performing
- Influencing the Cabinet on decisions that affect local people
- Helping the Cabinet to develop Council policies
- Representing the community in Council decision making
- Promoting joined up working across the authority's work and with partners

Scrutiny is NOT about:

- Making day to day service decisions
- Investigating individual complaints.

What does this Committee do?

The Committee meets up to 6 times a year or more. It develops a work programme, which lists the issues it plans to investigate. These investigations can include whole committee investigations undertaken during the meeting, or reviews by a panel of members doing research and talking to lots of people outside of the meeting. Once an investigation is completed the Committee provides its advice to the Cabinet, the full Council or other scrutiny committees. Meetings are open to the public and all reports are available to the public unless exempt or confidential, when the items would be considered in closed session

If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, giving as much notice as possible before the meeting

A hearing loop is available at County Hall.

AGENDA

1. **Apologies for Absence and Temporary Appointments**
2. **Declarations of Interest - see guidance note on the back page**
3. **Speaking to or petitioning the committee**
4. **Call In of Cabinet Decision on 19 April - Children, Young People & Families Service Redesign** (Pages 1 - 132)

A request has been received to call in the decision for scrutiny.

The following Councillors have requested the decision be called in for scrutiny:

Cllr Liz Brighthouse
Cllr Larry Sanders
Cllr Richard Stevens
Cllr Val Smith
Cllr John Sanders
Cllr John Tanner
Cllr Roy Darke
Cllr Saj Malik
Cllr Sarah Hutchinson
Cllr Susanna Pressel

The decision was:

"RESOLVED: to approve the proposed service redesign and implementation of services for children, young people and families as detailed in this report."

The reasons given in the call-in request are:

We request that the decision taken by the Cabinet on 19th April to set up an Early Intervention Service and to end provision of youth work across the County be considered by the Children's Scrutiny Committee so that:

1. Risks involved in pursuing this strategy, in particular those related to 1996 Education Act be mitigated.
2. The situation in relation to the provision of services delivered using Youth Work methods and approaches can be clarified for those communities who are listed as losing this provision.

A copy of the report to Cabinet (**CA7**) is attached.

5. Close of Meeting

Declarations of Interest

This note briefly summarises the position on interests which you must declare at the meeting. Please refer to the Members' Code of Conduct in Part 9.1 of the Constitution for a fuller description.

The duty to declare ...

You must always declare any "personal interest" in a matter under consideration, ie where the matter affects (either positively or negatively):

- (i) any of the financial and other interests which you are required to notify for inclusion in the statutory Register of Members' Interests; or
- (ii) your own well-being or financial position or that of any member of your family or any person with whom you have a close association more than it would affect other people in the County.

Whose interests are included ...

"Member of your family" in (ii) above includes spouses and partners and other relatives' spouses and partners, and extends to the employment and investment interests of relatives and friends and their involvement in other bodies of various descriptions. For a full list of what "relative" covers, please see the Code of Conduct.

When and what to declare ...

The best time to make any declaration is under the agenda item "Declarations of Interest". Under the Code you must declare not later than at the start of the item concerned or (if different) as soon as the interest "becomes apparent".

In making a declaration you must state the nature of the interest.

Taking part if you have an interest ...

Having made a declaration you may still take part in the debate and vote on the matter unless your personal interest is also a "prejudicial" interest.

"Prejudicial" interests ...

A prejudicial interest is one which a member of the public knowing the relevant facts would think so significant as to be likely to affect your judgment of the public interest.

What to do if your interest is prejudicial ...

If you have a prejudicial interest in any matter under consideration, you may remain in the room but only for the purpose of making representations, answering questions or giving evidence relating to the matter under consideration, provided that the public are also allowed to attend the meeting for the same purpose, whether under a statutory right or otherwise.

Exceptions ...

There are a few circumstances where you may regard yourself as not having a prejudicial interest or may participate even though you may have one. These, together with other rules about participation in the case of a prejudicial interest, are set out in paragraphs 10 – 12 of the Code.

Seeking Advice ...

It is your responsibility to decide whether any of these provisions apply to you in particular circumstances, but you may wish to seek the advice of the Monitoring Officer before the meeting.

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Division(s):

CABINET – 19 APRIL 2011

Children, Young People & Families Service Redesign

Report by Meera Spillett, Director for Children, Young People & Families

Introduction

1. This report sets out a proposed service redesign for our Children, Education and Families directorate. Our directorate Business Strategy set out the broad proposals for our service redesign and a public consultation on service redesign commenced on 15th February 2011 and closed on 4th April 2011. The service redesign includes the creation of a new, single integrated Early Intervention Service and changes to the provision of Education Services and Children's Social Care Services.
2. The proposals included in this report set out :
 - how services can be redesigned and reshaped to effectively meet the Councils statutory responsibilities.
 - how our services can meet the needs of children, young people and families with a particular focus on multi-professional prevention and early intervention provision.
 - address the financial challenges in the Council's Medium Term Financial Plan (2011-2014) and ensure the effective use of resources
 - incorporate new national policy and legislative change building in capacity to respond to further changes in the next four years.

We have also been conducting a staff consultation on a proposed structure to support our redesigned service. This consultation ran from 1st February 2011 and closed on the 4th April 2011. This report sets out the key messages of the staff consultation. Following decision by Cabinet on the service redesign our Directorate will take into account any comments from Cabinet and will then finalise the structure for the Directorate.

This report seeks Cabinet approval of our service redesign and approval to proceed with the implementation of service redesign taking into account the outcomes of our public consultation.

We have used feedback from our public consultation to revise our equality impact assessment.

Context and Background

3. The Children, Young People & Families Directorate Business Strategy set out the way in which the directorate plans to meet the council's statutory responsibilities and is designed to ensure that we:
 - Deliver good outcomes for all children and young people.
 - Secure for the poorest and most vulnerable in society the ability to improve their outcomes by effectively targeting resources to those most in need.
 - Engage non-state providers, communities and partnerships in the delivering those outcomes locally.
 - Improve the economic efficiency and effectiveness of our activities.
4. The Directorate Business Strategy links closely to the Oxfordshire Children and Young People's Plan reflecting the council's aspirations to provide high quality services shared with private, public and voluntary sector partners.
5. As part of the council's Medium Term Financial Plan 2011/12 – 2014/15, the Children, Young People & Families Directorate must reduce its expenditure by £16.9 million. In order to meet these financial challenges, the directorate is proposing to fundamentally change the way services are delivered. This includes how they are structured, whilst at the same time shaping them in a more coordinated way based on the research evidence of what services best meet the needs of children, young people and their families.
6. There are a significant number of national policy and legislative changes which we are incorporating into these proposals including the *Education Bill 2011*; the Green Paper *Support and aspiration: a new approach to special educational needs and disability*; the *Munro Review of Child Protection*, the findings of the Early Intervention Commission. 'The Early Years: Foundations for life, health and learning' review. *The Foundation Years: preventing poor children becoming poor adults report on child poverty* and the recent 'Social Mobility Strategy'. Our proposal responds to national changes in policy and the underpinning national and local research base about when and how to best support children, young people and their families.

The Proposal

7. The proposed service redesign is detailed in the consultation document (see Annex 1). It has three key strands covering universal, targeted and specialist services in Education, Early Intervention and Children's Social Care. In addition it is proposed that our locality organisation is increased to match the 13 corporately agreed localities rather than its current organisation on 12.
8. In developing the proposals, the directorate has focused on the following guiding principles to significantly improve the outcomes for children, young people and families:
 - Keeping children and young people safe.

- Ensuring that children, young people and their families get the right service, in the right place at the right time.
 - Providing better life chances – getting a balance of proactive and reactive services to best meet need.
 - ‘Working with’ not ‘doing to’ children and their families.
 - Working at a local level in communities with our ‘Team Around the Child’ and ‘Team Around the Family’ approaches.
9. **Strand 1: To create a new Integrated Early Intervention Service.** To join up and redesign several existing services to create a single integrated service focused on prevention and early intervention. The new multi-disciplinary integrated service would work locally across the county with children, young people and families facing multiple difficulties; ensuring that they receive timely and appropriate professional support. The service would work across the county utilising our existing network of Children’s Centres and introducing seven service delivery hubs across the county, each with a designated locality catchment working closely with our partners, providing outreach services to all communities and facilities for extended use of our buildings. The service will deploy across the county.
10. Currently the council fully funds 26 young people’s centres and supports a further eight in minor ways. Included in the Early Intervention proposal are plans to make resources work more effectively by using young people’s centres as hub sites so that we can continue to fund youth services across the county from those hubs and satellite provision. In addition we will work with local community groups, schools, the voluntary sector and other partners to develop innovative ways to deliver other youth activities in other parts of the county. A Big Society Fund has been created to support the establishment of community led initiatives.
11. The Early Intervention Service has been designed using research and reviews of what interventions are most effectively used to support children and their families. The Centre for Excellence in Outcomes (C4EO) published a summary of research and evidence on Early Intervention ‘Early Intervention – Grasping the Nettle’, the Government published the independent review of ‘Early Intervention – the next steps’ by Graham Allen MP, the Marmot Review ‘Fair Society, Healthy Lives’ strategic health in equalities review and most recently the social mobility and child poverty strategy. Our proposals would ensure and enable evidence based service delivery and support the delivery of the wider aims of tackling deprivation and poverty to improve the life chances of children, young people and their families.
12. **Strand 2: To redesign our Education Services in response to national policy changes.** Education policy and legislation has and will be changing significantly in the coming years, the Government outlined the plan for ‘whole system reform’ in the White Paper entitled ‘The importance of teaching’ and the Education Act is on its passage through parliament. The role of our Council will change with a strong emphasis on schools being responsible for

their own improvement and Councils being the strategic champions for children and young people, promoting educational excellence by ensuring a good supply of high quality school places, coordinating fair admissions and developing our own school improvement strategies to support local schools who are not meeting the new floor standards. The Education Bill makes proposals to change the governance arrangements for Schools and increase the diversity of school provision through academies and free schools.

13. The proposal is to reshape education services to support these reforms now and as they progress. There will be an increasing range and diversity of schools and other settings, Schools rather than the Council will have the responsibility to improve and support others schools to improve. The financial resources available from Government grants have decreased, the previous Government had sought to end the School Standards grants and in our local Government settlement the total quantum of those grants was continued and placed into school budgets, the element for Councils was curtailed inline with the education reform agenda. Our proposals seek to consolidate and concentrate our remaining resources to meet our revised statutory requirements and provide capacity for targeted support and challenge to schools and settings where children are not making sufficient progress. Working with schools and settings, the new services will build capacity to meet the changing education landscape through leadership, professional development and sustainable business planning. In areas such as Special Educational Need (SEN), we have proposed little change recognising this area is likely to require future review as a result of the outcomes of any changes to national policy following the SEN and Disability Green Paper *Support and aspiration: A new approach to special educational needs and disability*.
14. Business skills services will make efficiencies by bringing together 14-19 and 16-19 services, the Education Business Partnership and wider adult skills to work across Children, Young People & Families Directorate and the Environment & Economy Directorate. These changes support the requirement to raise the age of participation and to link more effectively education and skills.
15. Schools Organisation and Planning will remain relatively unchanged, we will continue to have statutory responsibilities to plan sufficient school places and manage admissions to schools. New responsibilities to meet the presumption that any new school will be an academy (as proposed in the Education Bill), have been planned for within the revised service design.
16. **Strand 3: To redesign our Children's Social Care Services in response to national policy changes.** There will be no reduction in funding for frontline social care services; including child protection. However, pressures on these services are acknowledged as increasing, like other Councils in recent years. Nationally the final report from Professor Eileen Munro will set a clear direction for children's social care and child protection. The proposed management restructure will maintain the current area structure, where the core functions of children's social care – assessment, care management of

children in need of protection, and those looked after are being delivered through the three geographical areas. The aim of the proposal is to enable the service to concentrate on the core business of protecting children from abuse and neglect and supporting the most vulnerable children. We have and will continue to work on the crucial interface between preventative and early intervention services and children's social care to make this process seamless but at the same time best use of specialist resources of children's social care.

Consultation – Service and Structure Redesign

17. In shaping these proposals, the directorate has been keen to ensure the involvement of service users, staff, and stakeholders. This included a phase of pre-consultation before the Directorate Business Strategy was drafted to get the views of staff on the redesign pathway for the Directorate (Appendix 2). When the Directorate Business Strategy was produced further avenues for informal consultation were set up, including a specific consultation on the creation of hubs as part of the Early Intervention Service in November 2010. Early engagement activities to refine the details of the final proposals for consultation included workshops with staff, discussions at the Big Debates, Oxfordshire Children and Young People's Trust Board, Area Trust Boards and Oxfordshire Safeguarding Children Board. Dialogue took place with stakeholders and other partners and feedback was submitted to an open email address published on the county council website. The Directorate Leadership Team has undertaken consultation events across the County for staff and members of DLT have undertaken discussions with school associations and governors.
18. Formal consultation on the service redesign proposal began on 14 February and closed on 4 April 2011. This comprised a consultation document (Annex 1) with a feedback form available online and by hard copy on request. Stakeholders and partners who were involved in the production of the Children and Young People's Plan were specifically invited to take part.
19. A special version of the consultation document was prepared for children and young people and this was made available in a range of different places including on Facebook and at discussion forums and small meetings. Arrangements were also put in place to engage with parents and carers. In total, 93 consultation responses were received from residents and stakeholders, 296 from children and young people and 53 from parents and carers.
20. In parallel with the service consultation, the directorate has also undertaken a formal staff consultation focusing mainly on the staffing structure required to deliver the proposed service redesign. The consultation included Trade Unions and all staff employed within the directorate. It began on 1 February and concluded on 4 April 2011 and included a consultation document. A series of meetings were held with staff and managers at various locations across the county. In total, 400 written responses were received. The structure was benchmarked against other local authorities, external agencies, universities and teacher training organisations.

21. The main issues arising from both the formal service redesign consultation and the formal staffing consultation, together with the directorate's response are set out in Annex 3 to this report.

Analysis and Response of Service Consultation

22. **Strand 1: To create a new Integrated Early Intervention Service for Oxfordshire.** The outcomes of the consultation demonstrates that service users, stakeholders and staff support the establishment of the Early Intervention Service based in the seven hubs which will significantly improve the experience of children, young people and families. The value of local teams responding to local families and communities was recognised and seen as 'forward thinking'. Where concern was expressed it was about the geographical location of the hubs, staffing levels and retention of specialist expertise.
23. At present, services currently delivering prevention and early intervention work are based in one of three centres; Banbury, Oxford City and Abingdon and they cover the needs of children young people and families across the whole county on an outreach basis. The new service would see staff based in seven centres (hubs), which would mean a more local and responsive approach resulting in improved local knowledge and coverage. It is not intended that service users will all have to go to the hubs to receive a service. The staff would largely travel to them either at home or at a local children's centre or school or young people's centre etc, as appropriate and as is current practice. The directorate is not proposing to make any reductions to services currently dedicated to providing for children with special educational needs and disabilities, nor reduce the provision for children excluded from schools.
24. Youth work and in particular the relationship between young people and youth workers was seen by young people and parents as a valuable resource. Concerns were raised that the changes would reduce the service and that individual groups would be disproportionately disadvantaged.
25. As part of our proposals, youth work would continue from the hubs and via satellite services and some open access to youth services would continue from those centres. We are in positive discussions with schools, where youth centres are based on their premises, together with a wide range of community based organisations who have expressed an interest in providing youth services supported by the Big Society Fund which we believe will add to coverage across other countywide locations.
26. **Strand 2: To redesign our Education Services in response to national policy changes.** The response to the consultation and ongoing dialogue with schools show that Education Services in Oxfordshire are valued and have been making substantial progress over recent years. The proposals set out in this report would build on best practices and evidence of what works well, would provide improved support targeted to raise attainment for all and to narrow gaps in outcomes for vulnerable children and young people.

27. The consultation outcomes recognise the value of increased flexibility for schools, which allows them to take ownership of the changes. Feedback from schools confirms that they value the input from support services such as SEN and the integration of the Early Years Team into the Education Service is considered a positive change.
28. However, schools have expressed concern with regard to how support would work in practice. In response, three well attended and valued area briefings for headteachers and chairs of governors have taken place over the last two weeks, where developing detail has been shared. This has been welcomed alongside recognition that circumstances continue to change nationally. A common question and answer support document was shared and is available on the county council website and will continue to be updated as further details and questions arise.
29. **Strand 3: To redesign our Children's Social Care Services in response to national policy changes.** The consultation outcomes recognise and appreciate the council's commitment to the protection of front line services. The Early Intervention Teams based in the hubs and the work of the Children's Centres is seen as strengths, as is the cross-directorate approach to improving access to services. Improved joined up working based nearer to schools is also considered to be helpful.
30. The proposals continue the delivery of children's social care services within three geographical areas. The proposals are a reconfiguration of the senior management arrangements of the service. The proposed changes will maintain clear accountability, improve spans of control and ensure effective prioritisation of workloads. Staff concerns raised about the delivery of service to children in need and children in care have been responded to through revision of the structure to deliver these services.

Staffing and Financial Implications

31. Staff and trade unions have been informed and consulted on the proposed redesign of services. Trade Unions were given a special briefing and further Q&A session by the Director, Deputy Director and Human Resources. The volume of consultation responses from staff reflects a high level of engagement, with comments being put forward from all areas of the directorate.
32. The implementation of the proposed staffing structure would align with the service redesign and would start with management appointments and cascade down. Partners are broadly in support of the redesign and the directorate would continue to work with partners to improve services across Oxfordshire.
33. The proposals in the staff consultation were to reduce Tier 3 managers from 51 (fte) to 20, Tier 4 reductions proposed from 138 (fte) to 92, Tier 5 1,326 (fte) to 1,167. These figures do not include as yet the proposals for Quality

and Compliance functions, this work is being conducted with SCS currently. As a result of the consultation feedback we are currently considering the final structure and numbers of staff within the Directorate in order to meet the financial and business requirements for the Directorate.

34. The county council's Medium Term Financial Plan 2011/12–2014/15 identifies the need for reductions in spending at Oxfordshire County Council following reductions in grants from central government that are being experienced at all local authorities. The proposed service redesign set out in this report will meet or contribute to making £10.73m of these savings as shown below. These figures are included in the Children, Young People & Families Business Strategy, which was approved by Council on February 15, 2011.

Business Strategy Ref	Description	2010/11 Gross Budget	2011/12 £'000	2012/13 £'000	2013/14 £'000	2014/15 £'000
7.0	New Early Intervention Service replaces a number of previous services	16,042	-2,200	-4,200	-4,200	-4,200
7.7	Early Years & Children's Centres	37,575	-1,500	-3,000	-3,500	-4,000
8.0	Children's Social Care	36,349	-500	-500	-500	-500
6.0	School Improvement	7,939	-318	-680	-798	-1,150
6.2	Equality and Diversity Achievement Service reduced	2,531	-240	-330	-380	-380
6.2	Restructure 16-19 Teams	564	-250	-500	-500	-500
Total Savings		101,000	-5,008	-9,210	-9,878	-10,730

Equality and Inclusion Implications

35. Relevant Service and Community Impact Assessment (SCIA) had already been completed and as a result of the consultation we have updated them. These examine the areas where the proposed service redesign could have significant impact on equality groups in Oxfordshire and includes mitigation strategies and actions to address any adverse impact.
36. The SCIA set out in Annex 4 takes into account feedback from parents and carers and children with disabilities as well as a broad number of community groups representing different aspects of the community, including dialogue with the county council Social Inclusion Reference Group.
37. The assessment found that the main equality issues related to:
- Access to youth provision for children and families from rural areas and children that have disabilities.
 - Loss of peer support in rural areas for children at risk of being marginalised, children with disabilities, as well as young people developing an understanding of their sexual orientation.

- Managing the impact of reduced specialist services in terms of anticipating the needs of young people and having the capacity to respond to these needs. This relates to children with disability and special educational needs, as well as children from Black, Asian and Minority Ethnic (BAME) backgrounds. We need to say how these are mitigated.
38. Overall, it is our judgement that the plans aim to promote equality, are a proportionate response to the budget reductions and an action plan is in place to mitigate the above concerns. We will monitor this action plan and review this assessment as part of the implementation project.

Summary

39. The outcomes of the consultation process shows that overall there is a positive response to the proposals. Where concerns have been expressed about their detail, for example how changes will happen and how high quality services will continue; the directorate will respond to these. Transitional arrangements based on the project plan will establish Children's Social Care Services by May 2011 and deliver the Early Intervention Service based on the hubs and the changes to Education Services by September 2011. The directorate plans to implement the changes and monitor and evaluate that through engagement with staff, partners and universities. A staff development strategy is in place and feedback to staff on the consultation took place in early April 2011.

RECOMMENDATION

40. **The Cabinet is RECOMMENDED to:**
- (a) approve the proposed service redesign and implementation of services for children, young people and families as detailed in this report: and**
 - (b) approve the proposed service redesign for implementation**

MEERA SPILLET
Director for Children, Young People & Families

Background Papers:
Directorate Business Strategy (approved by Cabinet and Full Council February 2011)

Annexes:

- Annex 1 Service Consultation documents
- Annex 2: Service Redesign Pathway & Windscreen
- Annex 3: Staff consultation document
- Annex 4: Service and Staff Consultation analysis
- Annex 5: Service & Community Impact Assessment

Contact Officer: Annie Callanan, Performance, Improvement and Development
Manager Tel: (01865) 815897
April 2011

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HAVE YOUR SAY on Services for



Children, Young People and Families

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1. About this consultation

Over the next four years Oxfordshire County Council has identified that it needs to find savings of £119m by 2014/15, due to the reduction in the funding that it receives from central government.

The need to make savings provides an opportunity for the council to take stock and reconsider how local services can be delivered better and more effectively now and in the future. The proposals presented in this consultation document set out how we plan to make changes to our services for children, young people and families.

Our Business Strategy is designed to ensure that we:

- Deliver good outcomes for all children and young people.
- Secure for the poorest and most vulnerable in society the ability to improve their outcomes by effectively targeting resources to those most in need.
- Engage non-state providers, communities and partnerships in delivering those outcomes locally.
- Improve the economic efficiency and effectiveness of our activities.

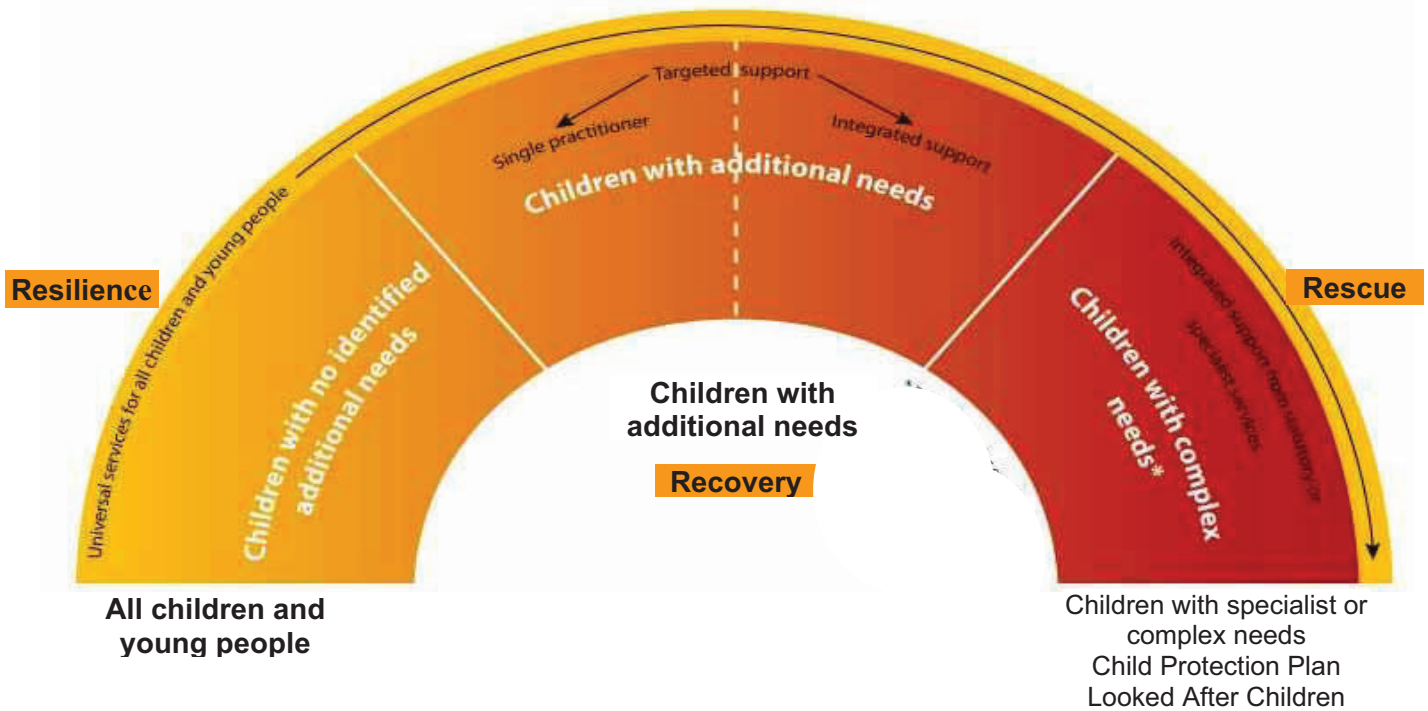
Your views are important to us. We need to hear from you, our customers, partners, communities and stakeholders to make sure we get the plans as right as possible.

Please take the time to have your say
The deadline for your response is 4 April 2011

2. Introduction

Oxfordshire County Council’s Children, Young People & Families Directorate is responsible and accountable for meeting the needs of local children, young people and their families. The statutory and regulatory framework in which we operate is a complex one and we are responsible for ensuring that services meet the spectrum of needs of children, young people and families as described below.

<p>Universal needs</p> <p>For all children i.e. birth through statutory age schooling places with an emphasis on meeting needs in way that provides good provision for them and families to avoid their needs escalating.</p>	<p>Additional needs</p> <p>Targeted support for children who need more support than universal services provide in order to promote their well-being or who otherwise may become vulnerable children.</p>	<p>Specialist / complex needs</p> <p>For children in need of protection or with complex needs that require other specialist assessment and provision of services such as special educational needs.</p>
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The diagram above helpfully illustrates the range of services provided by our directorate from universal services at the left of the ‘windscreen’ accessed by all, to more targeted services in the middle sector aiming to prevent problems from worsening. We want to ensure that all universal services should build and sustain the resilience of children and their families to cope with all that life brings them and achieve the best outcomes for them. We want to be able to identify children and families that have additional needs and to provide services at the right time to help them recover from challenges and enable their needs to be met once again by universal services. Finally, we recognise that at times, children and young people, particularly those in need of protection need to be rescued from dangerous situations. However, our aim is always to help families to care for their children in a safe way and for some children we are able to provide services that enable their families to recover from their difficulties and resume their care. Evidence tells us that intervening early is essential to prevent problems escalating for children, young people and families and reduces the need for more specialist services on the right of the windscreen.

3. Our proposals

Our Children, Young People & Families Business Strategy sets out the way in which we plan to meet our statutory responsibilities, and links closely to the Children and Young People's Plan that sets out the ambitions we share with our private, public and voluntary sector partners for Oxfordshire's children and young people.

The proposal to redesign and reshape services for children, young people and families outlined in this consultation document takes account, not only of the financial constraints but also, a radical re-think of how we might deliver our statutory duties differently, based on research of when and how to support children, young people and their families.

In developing our proposal we focused on the following guiding principles:

- Keeping children and young people safe.
- Ensuring that children, young people and their families get the right service, in the right place at the right time.
- Providing better life chances – getting a balance of proactive and reactive interventions.
- Working 'with' not 'doing to' children and their families.
- Working at a local level in communities with our 'Team around the Child' and 'Team around the Family' approaches.

Our proposal is to:

- a) Create a new Integrated Early Intervention Service for Oxfordshire.
- b) Redesign our Educational Services in response to national policy changes.
- c) Redesign our Children's Social Care Services in response to national policy changes.
- d) Join up services where possible and where it makes sense, reducing back office service and sharing management expertise.

We are not proposing any changes, as part of this consultation on services provided by Children's Centres, Special Educational Needs (SEN) and alternative provision. This will be part of separate commissioned reviews and consultation at a later stage.

We have carried out, and will continue to review, Service and Community Impact Assessments to assess the impact of the savings proposals on local communities and those groups protected by equalities legislation. The [Service and Community Impact Assessments](#) are available on the Oxfordshire County Council website and we welcome feedback and comments.



A. Create a New Integrated Early Intervention Service for Oxfordshire

Our directorate will develop one integrated early intervention and prevention service capable of working locally with children, young people and families facing exceptional social difficulties; flexibly providing the right length, type and intensity of intervention; using the skills required to meet needs.

Our proposal is to join up and redesign several of our existing services, at a reduced cost, to create a new simpler service focusing on prevention and early intervention that will:

- Work locally with children, young people, their parents and carers in all parts of the county.
- Provide enhanced provision to vulnerable children, young people and families and to the most vulnerable communities.
- Deliver services through one well understood system and point of access or referral.
- Have multi-disciplinary integrated teams, making decisions as close to the frontline service provision as possible.
- Involve parents, carers, children and young people to help them to actively participate and engage with the new service, including shaping its design.
- Work together with community groups, volunteers and partners and to develop innovative ways to enhance our services.
- Work closely in collaboration with our partners to maximise impact and deliver improved outcomes.

In developing our proposal we have taken into account evidence from current research about the most effective ways of working with children, young people and families to support their achievement of good outcomes. We have also taken into account evaluations of findings from early intervention work in Oxfordshire, a local needs assessment and a review of how resources are currently used to support children and young people in Oxfordshire.

(See Annex A for further information)

In particular, research tells us it is key to identify families with additional needs to ensure that they receive timely and appropriate support. Evidence tells us that intervening early is essential to prevent problems escalating and reduces the need for more specialist services.

Children, young people and families with additional or specialist / complex needs have told us that our current services are too complicated and lack co-ordination. They want:

- Help from services when problems first arise and before things deteriorate.
- Services which put children and families at the centre and involve them in decision making.
- Services which are coordinated across agencies with one contact person.
- Fewer assessments, reduced duplication and the need for the family to repeat their story.
- Services to be organised so that they are easy to access locally.
- Services which take a whole family approach.



Understanding Our Proposal

What will the new Early Intervention Service do?

The new integrated service will work locally with children, young people and families in all parts of the county. It will place a specific focus on children, young people and their families with additional needs to ensure that they receive timely and appropriate support from a team made up of different professionals bringing their unique professional contribution as part of integrated, multi-disciplinary practice.

The work of the following existing services is included, as described in our staff consultation, in the design of the new single Early Intervention Service:

- Youth Service
- Youth Offending Service – preventative services and Family Intervention Project
- Connexions Service
- Parenting Development
- Substance Misuse
- Part of Behaviour and Attendance team
- Family and Children Early Intervention Team (FACEIT) and localities
- Extended Services
- Part of Children’s Centre management team
- Part of the Early Years SEN Inclusion Teacher team

How will the Early Intervention Service be provided?

Services will be provided from seven hub buildings across the county, mainly using existing youth centres.

Hubs will:

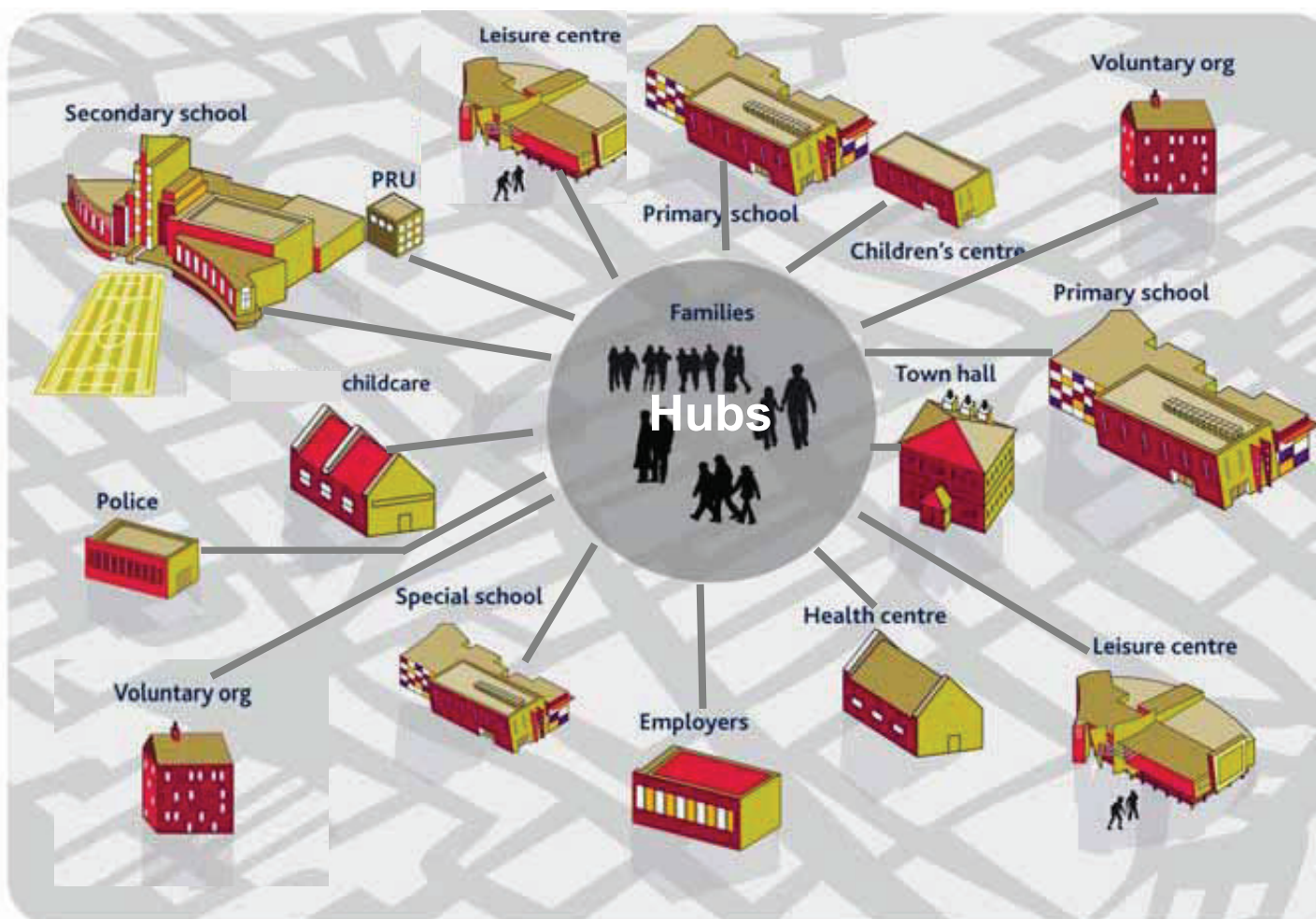
- Be a base for direct work with children, young people and families locally and to provide outreach.
- Provide a venue for others to work with children and their families.
- Be a venue through which youth work is delivered in the evenings and weekends.
- Be managed by an experienced manager based in the hub.
- Be staffed initially by a team of approximately 20 with a mix of experience and expertise from:
 - Early Years Development and Parenting
 - Health and Wellbeing (Physical, Mental, Sexual)
 - Education, Employment and Training (EET)
 - Youth Justice/Anti-Social Behaviour.
- Include additional staff / resources from partner agencies. (We are already in discussions with them)
- Harness additional resources through local volunteers building on the council’s aspirations to support community investment.



Hubs will be responsible for improving outcomes for children, young people and families at risk of:

- A poor start in life.
- Persistent absence and exclusion from school.
- Offending and anti-social behaviour.
- Teenage pregnancy.
- Becoming disengaged from education, employment and training.
- Disadvantage, through caring responsibilities, emotional or behavioural difficulties.

It is recognised that other resources such as Children’s Centres, potentially GP surgeries, schools, colleges etc will have an important part to play working with the hubs to ensure that children, young people and families in every locality are able to access services. This is illustrated in the diagram below.



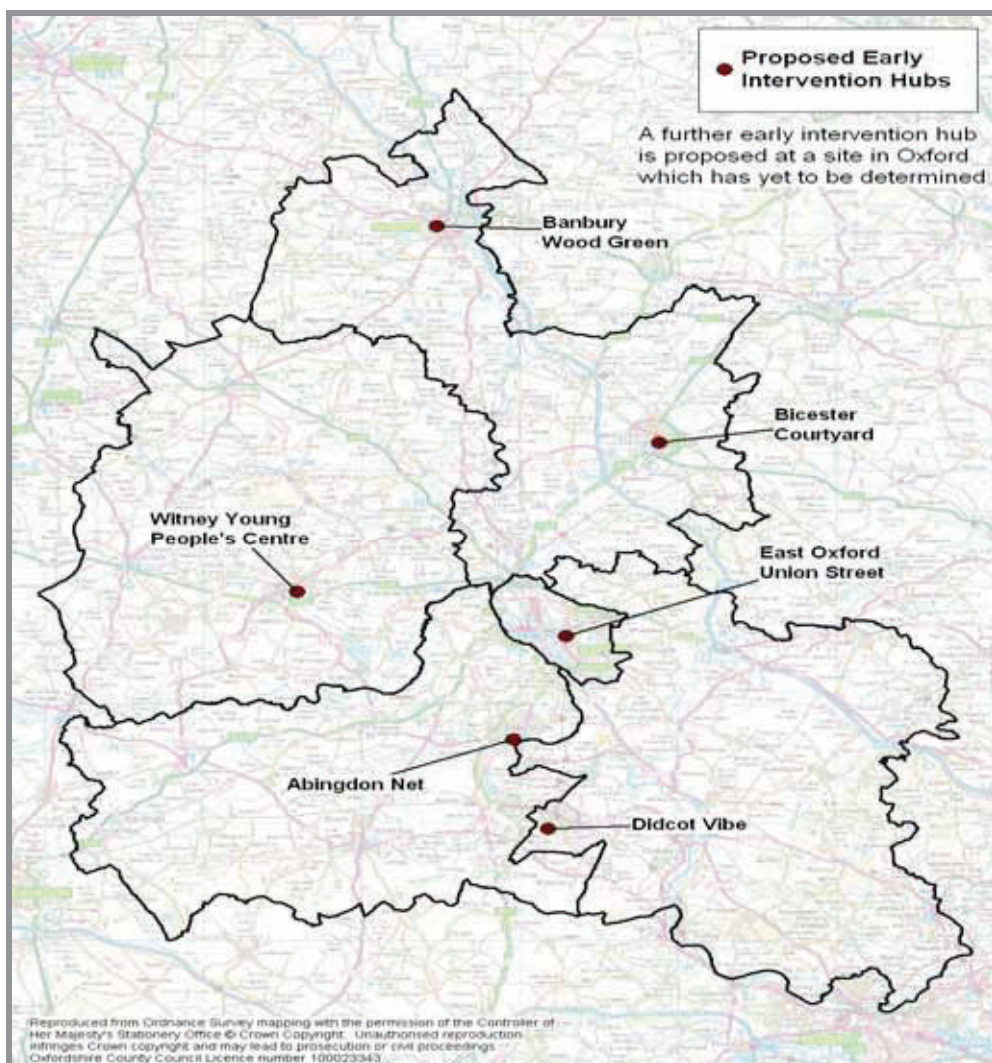
Where will the hubs be located?

Currently we have identified the following Young People’s Centres: Banbury – Wood Green, Bicester Courtyard, East Oxford – Union Street, Witney, Abingdon Net and Didcot Vibe as the locations for six of the hubs. We propose that there should be a second hub in Oxford and are currently evaluating whether this is best located in Barton, Blackbird Leys or Littlemore.

The proposed locations for the hubs have been based on:

- An assessment of the needs of children, young people and families in Oxfordshire (i.e. where we believe there is most need).
- The suitability of existing building to operate as a centre for both front line services and back-office functions.
- The size and condition of existing building and parking arrangements.
- The geographical spread of hubs and accessibility to communities.

Proposed Early Intervention Hubs



How will the new Early Intervention Service affect existing services?

Introducing the new Early Intervention Service will bring changes to how some of our current services are delivered in the future. This not only includes changes to provision of young people's centres, but also other support services, Youth Offending Services, Inclusion, Access and Engagement Services, Connexions Locality Support Services, Family and Children's Early Intervention Services, Parenting Services and Children's Centres.

Youth Services

Our proposals mean there would still be youth work in the evenings and weekends at the seven proposed hubs and sessions in areas of particular need including Blackbird Leys, Rose Hill, Barton, Berinsfield and Kidlington. In addition, the Riverside Centre would remain at Donnington Bridge, Oxford, as a countywide centre for outdoor activities and link in with the Duke of Edinburgh Award Scheme.

As part of our proposal, the funding for youth work sessions and management support formerly provided by the council will be reduced and we plan to withdraw funding and management support to the following Young People's Centres: Eynsham, Wheatley, Wantage, Chiltern Edge, Thame, Wolvercote, Saxon Centre (Headington), Cutteslowe, Carterton, Bampton, Standlake, Chipping Norton, Faringdon, Wallingford, Henley, Cholsey, Chalgrove, Chinnor, Watlington and Wood Farm.

Community-Led Services

Given our proposal to reduce funding from the youth centres described above, we are working with local community groups, schools, volunteers and other partners to develop innovative ways to deliver youth activities and have created a Big Society Fund to 'pump prime' community-led initiatives.

Anyone interested in talking to the council about community-led services should visit our Big Society pages on the council website www.oxfordshire.gov.uk/big-society-fund. These provide a wide range of information and a form to register an expression of interest.

Youth Offending Service

In our proposal, a central team would continue to deliver statutory court work, Intensive Supervision and Surveillance and Pre-Court services. It is proposed that the current prevention and diversionary work, including the Family Intervention Project work, will continue to be funded and run as part of the integrated teams from the seven hubs.

Inclusion, Access and Engagement Service

As part of our proposal, there would be a small central team to carry out statutory functions linked to attendance and Special Education Needs assessments carried out by Educational Psychologists; but all advisory and other support work currently supporting the inclusion and engagement of children and young people would be run from the seven hubs as part of the work of the integrated teams. Schools will be encouraged to buy additional services they need e.g. educational psychology and behaviour support.



Connexions Service

We plan to make some changes to how we deliver Information, Advice and Guidance (IAG) currently provided by Connexions. The government is planning to change the way careers advice and guidance is delivered nationally from 2012. In the meantime we are proposing to continue a service to secondary and special schools and colleges.

As part of our Early Intervention proposal the new IAG Service will:

- Continue to provide a service to schools and colleges pending central government policy changes.
- Use a new single children and young people's website (incorporating existing sites e.g. Spired and BigVoice) to provide additional online IAG Services.
- Have one central drop-in centre at Gloucester Green.
- Deliver specialist resources to support young people who are not in education, employment or training (NEET) through the integrated teams in the seven hubs.
- Provide opportunities to drop in to the hubs for advice.

Children's Centres and Childcare Services

It is proposed that Children's Centres and Childcare teams will continue to be organised on an area basis, North, South and Central.

In this proposal funding for Children's Centres, as frontline services, would be protected where possible. There are no plans to close any Children's Centres in this financial year. We propose to undertake a full review of the delivery of these services across the county, which will be informed by recent national reviews around child poverty, early intervention and the Early Years Foundation Stage and we will maintain a small centralised team to oversee this process.

We are not currently proposing any changes in the services provided by Children's Centres.

The main changes proposed are related to the way the county management teams are organised.

It is proposed that Childcare Development teams will be renamed to become Community Childcare and Play teams. In addition to current function, this would also incorporate the strategic development of play, increasing support to voluntary management committees and mainstreaming the development of accessible childcare for disabled children and young people and other vulnerable groups.



FACEIT (Family and Children's Early Intervention Team and Locality Support Services)

We are building on the existing evidence of good practice of these teams and that of the Family Intervention Project. The work of these services will be incorporated into the seven hubs and will continue to be an important part of our early intervention work with families.

B. Redesign our Educational Services in response to national policy changes

Oxfordshire County Council is proposing to reshape the educational services it provides for schools, concentrating resources on those schools and settings which have the greatest need, working to ensure that all schools have effective leadership which will enable them to self-improve and to sustain improvements.

These redesign proposals are underpinned by the following key principles:

- Headteachers and governing bodies hold the responsibility for school improvement.
- Schools will be judged against the progress and attainment that pupils make.
- Oxfordshire County Council will remain a champion for local parents and children.
- Parents/carers will have greater choice in the type of provision on offer for their child.
- Commissioning will secure high quality educational provision.
- Schools/settings will have more curriculum freedom and opportunities to innovate.
- Services around schools and settings will be determined by need.
- Outstanding and good schools will become autonomous and be expected to support others.
- Bespoke support will be brokered in from other strong schools, providers or services.
- Alternative provision will be improved and able to offer new solutions.
- Disadvantaged pupils will be supported to improve their attainment and achievement.
- There will be a continued focus on the importance of Early Years; early child development, early language support and involvement of parents in their children's learning.
- There will be a new national all-age careers advice and guidance approach.



Why are these changes being made?

New government policies are having a considerable impact on the council and importantly on children, young people and their families who live in Oxfordshire.

Significant change is being made across our educational landscape. Changes will affect schools themselves, their governors and the council's role as local authority. Schools will be given greater individual responsibility and freedoms to shape their approach for the benefit of their pupils with reduced bureaucracy and increased accountability for their own improvement. The changes are outlined in the Schools White Paper [The Importance of Teaching](#) and the [Education Bill 2011](#). These changes represent the most radical reform in education for some considerable time and they will challenge everyone to work in new and different ways to support their successful delivery.

At the same time there are changes to the funding arrangements for schools, academies, colleges and new types of schools will be developed. Over the next year we will see the implementation of the Single Formula Fund for early years and a review of the National Schools Funding Formula, and from

April 2011 there will be a simplified funding mechanism for schools, alongside a Pupil Premium to support the needs of children from poorer backgrounds.

The Early Years Foundation Stage is also being reviewed nationally and two new government reports on Child Poverty and Early Intervention continue to emphasize that support for early learning and development is key to improving long term educational outcomes for children.

These changes present significant challenges, but also offer opportunities for us to redesign our structure to ensure we support the changes and work with our schools to achieve better educational outcomes for all our children and young people. The work of the Early Intervention Service and Education Service will come together to achieve this.

How are the challenges being met?

Our proposals support the principle that schools and settings will need to work in partnership with each other, with us and with other agencies to achieve better outcomes for all our children.

Collaboration and capacity building

We will be focusing on building capacity to facilitate this, share good practice, sustain improvement and deliver consistently high standards. We welcome a diverse approach, with different models of school organisation that reflect local need and make best use of research.

Our new service will support the recruitment, retention and continuing professional development of our teaching workforce, which is a significant shared responsibility for us. It is vital that Oxfordshire recruits and retains high quality school leaders, and explores imaginative and creative solutions to leadership where traditional systems are not securing effective and sustainable school improvement. Our continued involvement in the headteacher appointment process will also assist governors in appointing high quality school leaders. Our new service will continue to work towards all early years settings being led and managed by people qualified to appropriate graduate level (teachers or Early Years Professionals).

Supporting School Effectiveness

The new service will have responsibility for supporting school effectiveness and tackling underperforming schools and settings, intervening in those which are failing or unable to improve their results. New floor standards are being introduced and we will retain oversight of improvement plans, alongside the Department for Education.

It is vital that our intervention strategies are focused on those schools and settings most in need of support, whilst also building capacity for other schools to improve and support each other.

We propose that our resources will be concentrated on those schools and settings which have the greatest need, working to ensure that all schools have effective leadership which will enable them to become self improving. Our new service will monitor all schools and settings to ensure we are able to identify if they become vulnerable, and to take the necessary measures in a timely manner.

Schools will be able to use their individual budgets to commission improvement support and the role of School Improvement Partners will end although governing bodies are expected to commission independent advice / support themselves.



We will play a key part in developing strategies that help to build and sustain capacity in our schools and settings so that they can better support others.

As early years providers do not have devolved budgets to commission improvement support, the new Educational Effectiveness Team: Standards and Progress Birth to 5 will continue to support providers who receive Early Years Funding Formula. We will continue to meet our statutory duties towards our 2,210 registered childcare providers to provide information, advice and support for the quality of provision, through our training programmes and commissioned support and development work for the most disadvantaged groups.

Understanding Our Proposal

What will the new Education Service do?

Introducing the new Education Service will bring changes to how some of our services for schools and settings are currently delivered.

Education Service

In addition to the Early Intervention Service teams, we propose to have five Education teams working to the Deputy Director for Education and Early Intervention:

- Educational Transformation
- Educational Effectiveness
- School Organisation and Planning
- Children with Special Educational Needs
- Business and Skills



➔ **The Educational Transformation Team** will lead and support the council's strategies to meet the changing educational landscape and radical reforms ahead, and will ensure there is capacity to meet these.

Led by the Educational Transformation Manager, four areas of particular focus will be:

- *School Governance and Accountability* – to support governing bodies and intervene as necessary to ensure capacity to effectively fulfil their responsibilities.
- *School Leadership and Professional Development* – to promote effective leadership recruitment, retention, development and ensure aspiration.
- *Alternative and New Provision* – to lead on alternative education solutions and development of new provision in particular to meet the demands of challenging and vulnerable pupils.
- *Educational Innovation and Commercial Services* – to ensure effective business strategies are in place for self-financing and sustainable services such as international education, music outdoor learning and ICT.

➔ **The Educational Effectiveness Team** will meet the council's statutory duties by monitoring the progress of schools and settings, providing support and challenge to schools and settings where there are concerns over performance and issues related to vulnerable groups. The team will ensure

- Early identification of schools in need of support.
- Effective, evidence based early intervention strategies are in place.
- Intervention resource is commissioned for schools that are vulnerable to declining performance, or schools causing concern, enabling them to make rapid and sustained improvement.
- Additional capacity is sought for school improvement, through commissioning strong schools to support developing practice in other settings.

Led by the Educational Effectiveness Manager, four areas of particular focus will be:

- *Standards and Progress Birth to 5* – to drive improvement in early years provision including private, voluntary and independent and the best outcomes for all children from birth to five.
- *Standards and Progress 5 to 11* – to drive improvement in primary school education, championing the best possible outcomes for all children aged 5 to 11.
- *Standards and Progress 11 to 19* – to drive improvement in secondary school education, championing the best possible outcomes for all children aged 11 to 19.
- *School Improvement – Special and Additional Needs* – to ensure alignment of support and intervention for children and young people with additional educational needs (AEN), including Black, Asian, Minority Ethnic (BAME), Gypsy, Roma and Traveller (GRT), students with Special Educational Needs (SEN) and other groups not achieving as well as their peers.

➔ **The School Organisation and Planning Team's** previous restructure has already led to improvement of the service. This team will continue to meet statutory duties connected with the supply of early years and school places (including through opening new schools), school admissions, transport, and coordinate the directorate's capital programme. The team will lead the new developments within the directorate and with schools and educational settings to ensure sufficient high quality provision across the county.

Led by the School Organisation and Planning Manager, the four areas of particular focus will be:

- *Early Years Sufficiency and Access* – Ensuring the county council meets its statutory duties for sufficient funded places for two to four year olds, childcare places and early years organisation.
- *School Organisation* – Providing a service for school organisation, development of school premises and to ensure appropriate consultations for new developments.
- *School Pupil Place Planning* – Ensuring correctly targeted investment to improve educational buildings and lead in the commissioning of school places and competitions.
- *Admissions and Transport* – Leadership over policy and practice for admissions and home to school transport ensuring improved access for all.

- ➔ **The Special Educational Needs (SEN) Team** will cover statutory responsibilities for children from birth to 25 years. Radical changes to the SEN framework are expected in the SEN and Disability Green Paper (due February 2011) and this will inform any future transformation of services. The SEN team would play a key part in narrowing the gap in outcomes for children with SEN working closely with other education services, Early Intervention and Social Care teams.

Led by the Manager for Children with Special Educational Needs, the four areas of particular focus will be:

- *Statutory Casework* – The statutory SEN Casework team would remain unchanged.
- *SEN Sensory Support Service (SENSS)* – This team will include the Sensory, Physical and Complex Needs Support Service team, the Communications and Interaction Support Service team and three SENSS Area Coordinators (Northern, Central and Southern).
- *Specialist SEN/AEN Assessment Service (including Educational Psychology Service.)*
- The Educational Psychology Service will focus on its statutory work with direct links to Early Intervention Hubs. It is proposed that there would also be a traded arm to the team that could offer bespoke packages to schools/partnerships wishing to buy additional support.
- *Early Years SEN* – It is proposed that the Early Years SEN team joins the wider SEN services to enable continuity of service delivery, common principles and approaches.

- ➔ **The Business and Skills Team** will bring together the 14-19 Strategic Development Team, the 16-19 Team and the Education Business Partnership team, in order to create a team that will work across the Children, Education & Families and Economy & Environment Directorates, to address the strategic issues around skills for young people and the wider workforce. This team would provide the Oxfordshire City Region Enterprise Partnership (OCREP) with the information and support they require to develop a countywide strategy that:

- Ensures all residents are able to develop the skills to enable them to successfully enter and remain in the workforce.
- Assists local employers to develop or access the provision they require to equip the workforce with the skills needed.

Led by the Business and Skills Manager, the three areas of particular focus would be:

- *Funding and Data* – to manage external commissioning of support and contracts, to gather economic data and to monitor provision.
- *Work Experience and Business* – to ensure an effective link between learners and employers, assured work experience placements and increases in apprenticeships.
- *Skills Partnership* – to ensure key partner engagement in a skills strategy development and its implementation into practice.

C. Redesign our Children's Social Care Services in response to national policy changes

The council proposes to make changes to the management arrangements for children's social care. All services within social care will be retained.

The delivery of safeguarding and other children's social care services are key priorities for the council and consequently there will be no reduction in these front line services.

The proposal is underpinned by continuing the current three area structure, where the core functions of children's social care – assessment, care management of children in need of protection, and those looked after, are delivered through the three geographical areas. The aim of this arrangement is to enable the service to concentrate on the core business of protecting children from abuse and neglect, and supporting the most vulnerable children. We are not proposing any reductions of service in our child protection services.

4. How do I tell you my views?

How do I tell you my views?

Your views on the proposed redesign of services for young people are important to us. This consultation is your opportunity to influence our proposal. We need to hear from you, as our customers and communities to make sure we get the plans as right as we can.

Please take part in this consultation by returning your comments by **4 April 2011**.

You can take part by:

1. Completing this questionnaire and returning it to:
CYPF Service Redesign Proposal
FREEPOST OXFORDSHIRE COUNTY COUNCIL
(No further address required) or by
2. Completing the online questionnaire at www.oxfordshire.gov.uk/consultation
Go to the consultation calendar; Select 'Children and Young People's Services Proposal'

If you have any queries about the Children and Young People's Services Proposal that will help you to take part in this consultation, please contact us:

Email: cypf-servicedesign@oxfordshire.gov.uk

Or call: 1. Early Intervention Service: 01865 815453 / 01865 815177

2. Education Service: 01865 328549

3. Children's Social Care Services: 01865 328271

Decision-making

Who will make the decision?

The final decision on the proposals set out in this consultation document will be made by Cabinet on 19 April 2011 as part of a wider item called CYP&F Service Redesign.

A range of information will be used to inform decision-making including the outcomes of this consultation and other early feedback, financial information, an assessment of potential risk, Service and Community Impact Assessments and a detailed assessment of local needs.

Early discussions and expressions of interest about community-led services will not be used to inform the decision-making process on this proposal.

When will these changes be implemented?

The broad timetable for the changes suggested in this proposal is set out below:

1 Feb – 4 April 2011	Consultation with staff, service users, communities and stakeholders
Mid February 2011	Information on Big Society Fund published
19 April 2011	Decision about service redesign
End of April 2011	Decision about staff arrangements to support redesign
From Summer 2011	Bids for Big Society Fund agreed
Summer/Autumn 2011	New service fully operational

Annex A: Useful links

This annex provides sources for information that you wish may to consider to inform your response to this consultation.

Oxfordshire information

- Children, Young People & Families Business Strategy:
<http://mycouncil.oxfordshire.gov.uk/mgConvert2PDF.aspx?ID=4604>
- Joint Strategic Needs Assessment (JSNA)
<http://portal.oxfordshire.gov.uk/content/public/ODO/data/themes/jsna/documents/JSNA2009fulldocument.pdf>
- Children and Young Peoples Plan 2010 – 2013 and needs assessment:
www.oxfordshire.gov.uk/cypp
- Oxfordshire Children and Young People’s Survey – 2009:
http://portal.oxfordshire.gov.uk/content/publicnet/other_sites/BigVoiceOxfordshire/documents/home/CYP%20Survey/OCYPS%2009-Full%20Report-July%202009.pdf
- Service and Community Impact Assessments:
<http://www.oxfordshire.gov.uk/plink/publicsite/aboutyourcouncil/W/Internet/About+your+council/Plans+performance+and+policies/Equality+and+cohesion/AYC+-+PP+-+Social+and+Community+Impact+Assessments>

National Information

- Liberating the NHS: Legislative Framework and Next Steps:
http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_122707.pdf
- Healthy Lives, Healthy People White Paper: Our Strategy for Public Health in England:
http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/@ps/documents/digitalasset/dh_122347.pdf
- The Importance of Teaching: Schools White Paper:
<http://publications.education.gov.uk/eOrderingDownload/CM-7980.pdf>
- Education Bill 2011:
<http://services.parliament.uk/bills/2010-11/education.html>
- Child Poverty Act 2010:
<http://www.legislation.gov.uk/ukpga/2010/9/contents>
- Localism Bill:
<http://www.publications.parliament.uk/pa/cm201011/cmbills/126/11126.i-v.html>
- The Foundation Years: Preventing Poor Children becoming Poor Adults: Frank Field’s Independent Review on Poverty and Life Chances:
<http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf>
- Early Intervention: The Next Steps Graham Allen Report January 2011:
<http://media.education.gov.uk/assets/files/pdf/g/graham%20allens%20review%20of%20early%20intervention.pdf>
- Early Intervention: Good Parents, Great Kids, Better Citizens, Graham Allen MP and Rt Hon Iain Duncan Smith MP
<http://www.centreforsocialjustice.org.uk/client/downloads/EarlyInterventionpaperFINAL.pdf>
- Call for evidence for Early Years Foundation Stage Review:
<http://www.education.gov.uk/inthenews/inthenews/a0063495/call-for-evidence-for-eyfs-review>

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HAVE YOUR SAY on Services for



Children, Young People and Families

Why are we consulting you?

Following the election in May 2010, the government said it would significantly reduce the money it gives to all local councils. This means we have to make big changes in the services we provide to make £119 million savings between April 2011 and April 2015.

While we have to continue to meet our legal obligations, like child protection, we have looked at what we do now and are making some proposals about how to do things differently, in order to make the savings. We think that despite the cuts, there may be some things we can actually do better by changing the way we work, but there will be some loss of very valued services too.

This consultation paper tells you about some of the proposed changes and is asking for your comments on them.

What difference will what we say make to the plans?

These are proposals – no decisions have been made yet.

Oxfordshire County Council's Cabinet will make final decisions when it meets on 19 April 2011. There is still time to influence the plans and we need to hear from you, as our customers – to make sure we get the plans as right as we can in the circumstances.

**Your views are important to us
Please take time to have your say**

What are the proposed changes?

This Consultation asks for your views on each of the areas listed below, but concentrates on the Early Intervention Service as these are the services where the proposals are most likely to affect you.

1. Creating an Early Intervention Service
2. Changing the way the local authority supports schools
3. Re-structuring management of the Children's Social Care services
4. Consulting and involving children and young people

1 The Early Intervention Service

The government and the council are very committed to trying to prevent problems you and your families face from getting worse and reaching crisis point.

You tell us, your parents tell us and national research tells us, that it's best to offer help earlier than to wait until a crisis – both for you and in terms of cost. For instance, giving a child some extra help in school with a behaviour problem will be much cheaper than the child ending up excluded and in trouble; and it will be much better for the child and the family too.

One of the major changes is a proposal to merge some of our current services to create a simpler service called the Early Intervention Service. (This doesn't mean 'early' in terms of age, it means 'early' in terms of getting help in early on where there's a problem and preventing a crisis later on.)

What would the Early Intervention Service do?

The new service would do things that lots of services currently do. For instance, it will support children and young people at school to prevent difficulties and exclusions, it will aim to reduce teenage pregnancy, support parents, prevent young people misusing drugs or alcohol, support young people to get employment, training and further education etc.

The service would be staffed by a team with a mix of experience and expertise from a range of professional backgrounds.



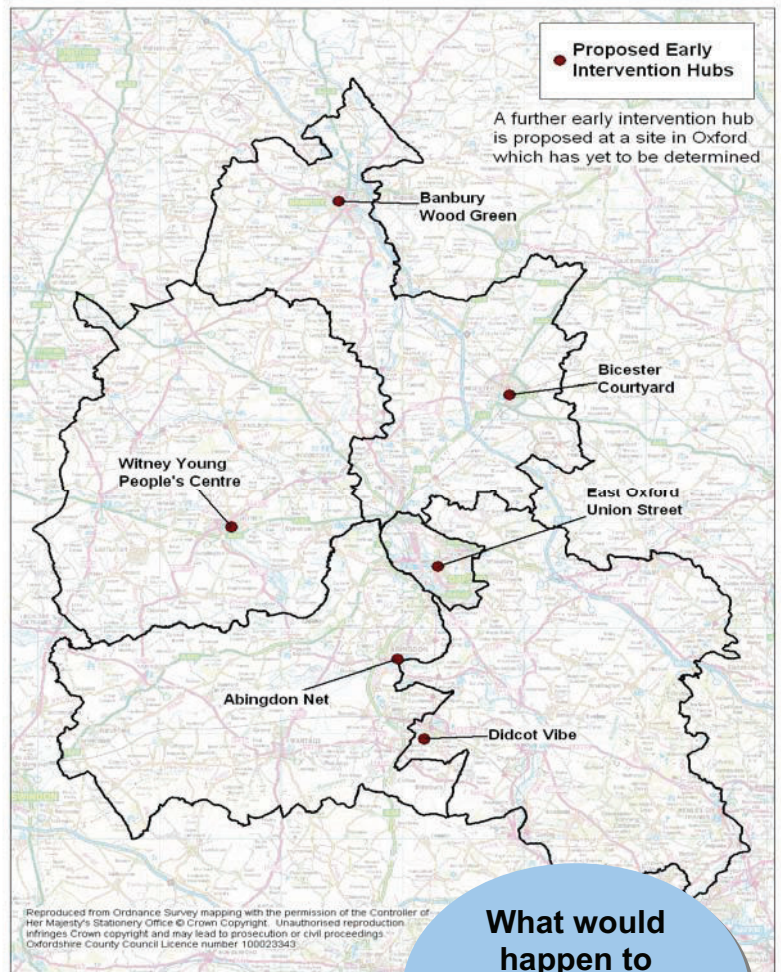
Where would the Early Intervention Service be based?

The location of the seventh centre is still under discussion. It would be based in Oxford though, probably in Barton, Blackbird Leys or Littlemore. There would also be some services run at 'satellite' Young People's Centres in Blackbird Leys, Rose Hill, Barton, Berinsfield and Kidlington, and at other sites like schools, children's centres, GP surgeries etc.

The Riverside Centre would remain at Donnington Bridge as a countywide centre for outdoor activities and would run the Duke of Edinburgh Award Scheme too.



It is proposed to run the service from seven hubs based in existing Young People's Centres across the county. Six of these are shown on the map below.



What would happen to Young People's Centres which aren't hubs?

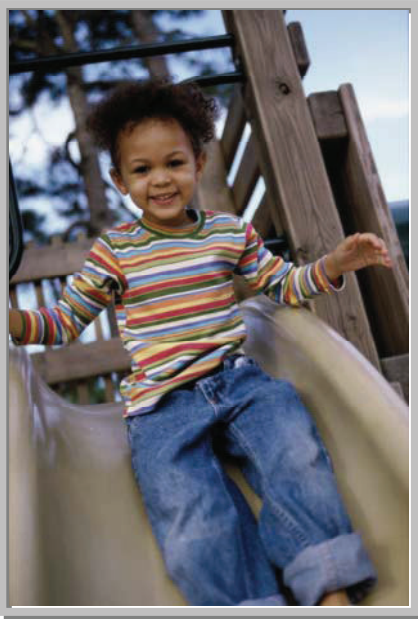
It is proposed to end funding to some Young People's Centres, including: Eynsham, Wheatley, Wantage, Chiltern Edge and Thame, Wolvercote, Saxon Centre (Headington), Cutteslowe, Carterton, Bampton, Standlake, Chipping Norton, Burford, Faringdon, Wallingford, Henley, Cholsey, Chalgrove, Chinnor, Watlington and Wood Farm.

We would aim to work with communities in these areas to make alternative plans for community-led facilities so that some provision is kept. A grant to help these communities is planned to support them to get their ideas going.

Why did these centres and not others get chosen as hubs?

We looked at:

- ⇒ where the highest needs were in the county;
- ⇒ the quality, size and cost of accommodation available in order to maximise the use of buildings and minimise transport costs;
- ⇒ a geographical spread.



What changes would we see in Young People's Centres provision?

Clearly the proposal will reduce the amount of county council youth centres and staff available. There would still be youth work in the evenings and weekends at the seven proposed hubs and sessions in the satellite centres.

**Q. What do you think about these proposed changes?
Do you think the proposed hubs are in the best places?**

What about changes to the Connexions service?

The Connexions Service would become a new countywide Information Advice and Guidance service.

It would include advice on education, careers, housing, money, health and relationships etc for 13 to 19 year olds, especially those most in need of additional support. We are also developing a single children and young people's website, which will be incorporate existing sites (e.g. Spired and BigVoice) into a new one. It will provide up-to-date, interactive signposting services, advice and guidance.

One drop in centre will be retained at Gloucester Green (Oxford), but other centres would be incorporated into the hubs.

Q. What do you think about these proposed changes? What impact might they have on you, your friends, your families?

Are there any changes proposed for the Youth Offending Service?

A central team would continue to deliver statutory court work (for instance, Intensive Supervision and Surveillance), but pre-court and prevention work would be run through the hubs.

Q. What do you think about these proposed changes? What impact might they have on you, your friends, your community?

What changes are proposed for the Inclusion Access and Engagement Service?

There would be a small central team to carry out statutory and administrative functions (like assessments and data analysis), but all advisory and support work would be run through the hubs. Schools will be encouraged to buy the additional services they need (e.g. psychology support).

Q. What do you think about these proposed changes? What impact might they have on you, your friends, your families?

Empty response area for the first question.

What changes would there be in Early Years and Children's Centres?

Children's Centres will provide a network of outreach bases from the seven hubs. There are no changes proposed at the moment to Children's Centres, but there will be a full review of the services over the next year.



Q. What do you think about these proposed changes? What impact might they have on you, your friends, your families?

Empty response area for the second question.

2 Proposed changes to the Education Services

Since the coalition government was elected in May 2010, there have been lots of changes in education policy and legislation, including new freedoms for schools and a different role for local authorities. The changes proposed aim to meet the new government plans and include:

- helping schools and Governors to recruit and retain high quality leaders
- helping underperforming schools to improve (before things get bad)
- supporting schools to support vulnerable and challenging students
- concentrating support on schools which need it most
- supporting schools to find funding solutions for things like international education, music services, outdoor learning etc
- supporting pupils with additional and special needs to achieve as well as they can
- supporting skill development for young people as they enter the work world
- developing relationships with local employers.

Q. What do you think about these proposed changes? What impact might they have on you, your friends, your families?

3 Proposed changes to Children's Social Care

Safeguarding of children and young people in Oxfordshire remains a top priority. The changes to the Children's Social Care service are primarily in the management structure and should not impact on frontline services.

Q. What do you think about these proposed changes? What impact might they have on you, your friends, your families?

4 Consulting and involving children and young people

Are there any changes proposed to the way we consult with and involve children and young people?

There are no plans to significantly reduce the way we hear the views of children, young people and parents and carers - though there may be some changes in how we do it, to improve things and meet the changes in the structure of the Directorate. Things like the Sounding Boards, the Children in Care Council, OYE! (Disability Forum) and the Youth Parliaments will go on. If you have any ideas about how we should develop these forums, please let us know.

Q. How do you think we can improve the way we hear your views and voices?



Other comments, queries, ideas?

We'd like to hear about other ideas, comments or questions you have about these proposals. Please use this box to tell us what you think.

And lastly . . .

Please tell us something about you (but you don't have to!) We are asking so that we know who's responded, from where etc – and therefore who we haven't heard views from.

Are you male or female?	Male	Female
How old are you?		
Do you currently use County Council Services	Yes	No
– if so where/what?		
Ethnicity		
What is your religion?		
Where do you live?		
Do you describe yourself as having any additional needs or disabilities?	Yes	No
What school/college do you go to?		

How do I tell you my views?

THANK YOU!

Your views on the proposed redesign of services for young people are important to us.

This consultation is your opportunity to influence our proposal. We need to hear from you, as our customers and communities to make sure we get the plans as right as we can.

Please take part in this consultation by returning your comments by **4 April 2011**

You can take part by:

1. Completing this questionnaire and returning it to:
CYPF Service Redesign Proposal, FREEPOST, OXFORDSHIRE COUNTY COUNCIL or email to: cypf-servicedesign@oxfordshire.gov.uk
2. Completing the online questionnaire at
<http://www.oxfordshire.gov.uk/CYPFservicedesign>

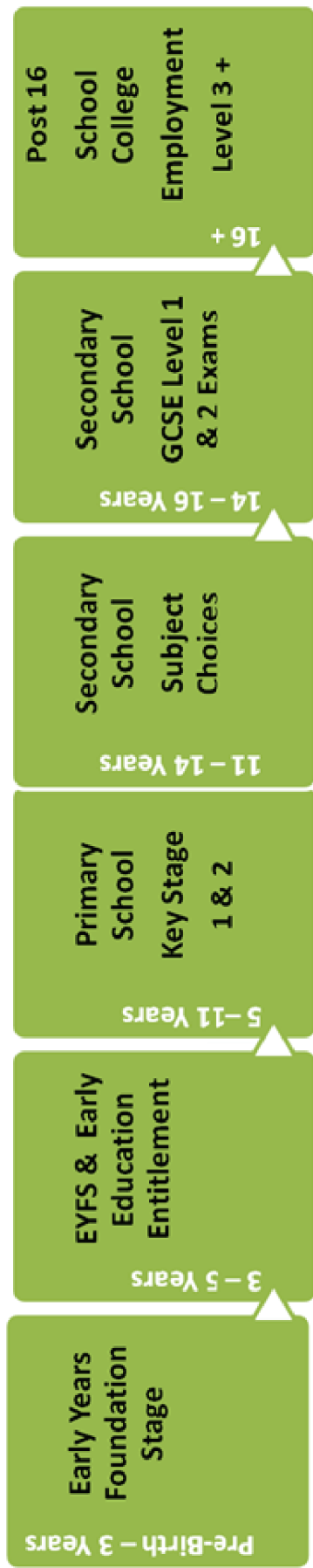
If you have any queries about the Children & Young People's Services Proposal that will help you to take part in this consultation, please contact us:

Email: alison.partridge@oxfordshire.gov.uk

Call: 01865 256647

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Annex 2

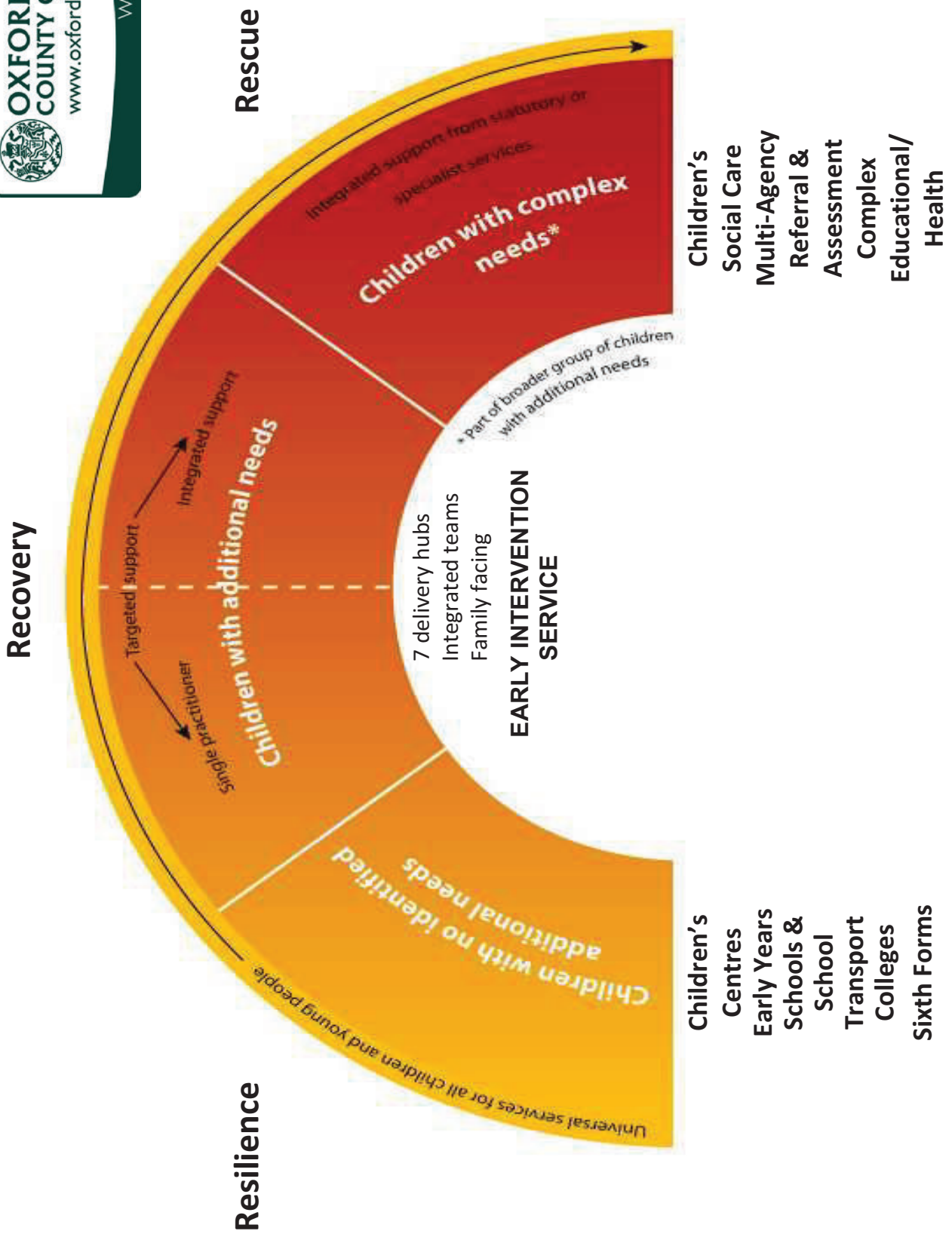


- Evidence based – Research on what works
- Policy changes to support reshaping
- Balance across the three R's

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Oxfordshire County Council

Consultation on

Proposed organisational re design Children, Young People & Families

Consultation dates

Start date: Tuesday 1 February 2011
Closing date: Monday 4 April 2011

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- Redesign of Educational Effectiveness
- Special Educational Needs
- Business and Skills

Children's Social Care and Safeguarding

Administration

Section 6 **What happens next**

Section 1 – What has happened so far

Introduction

In introducing this staff consultation document, it is important to reflect on what has happened before today. As I approach the end of my first year as your Director, in just that short time the landscape of our work has been fundamentally changed. Our resourcing challenges are unprecedented, at the same time policy changes, national reviews and new legislation have changed and will continue to change our work. However, there are also significant opportunities for us, evidence from gathering research and from what families themselves have told us about what works in supporting improved outcomes for children.

May 2010 – February 2011

In May, 2010 I discussed with our directorate strategic leadership team, which includes strategic leads, area service managers and other key managers the findings of an internal management review that they had been part of on the changes since the structure was implemented in 2008. There was common agreement that our management structure needed to be improved. Some of the spans of control of a number of managers were too large with managers having direct reports of up to 14 managers and that more clarity of roles and responsibilities would assist our further improvement. We reflected on the number of changes since the 2008 structural changes; these included not just the change in Government but also the many changes affecting our sector including the Lord Laming report and review, new legislation and inspection regime affecting Schools.

In June 2010, following the Government Emergency Budget, Joanna Simons our Chief Executive published Oxfordshire County Council Business Strategy [OCC Business Strategy 2010 - 2015 Summary](#). It set out the improvement journey the council has made over the last 10 years highlighting the performance, partnership and efficiency improvements we have made. It set out the challenges ahead, how we needed to tackle them to ensure that we continue to service the people of Oxfordshire well. This included:

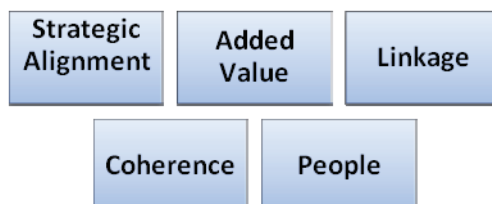
- Reducing management structures starting with senior management and then more generally reviewing the layers and spans of control of managers across the council
- Supporting new ways of working and empowering staff to work differently
- Driving our budget and efficiencies programme
- Keeping a focus on the end user of our services. ¹

The Emergency budget led to some immediate in-year reductions in our funding. Area Based Grants (ABG) and other grants across the Council were cut. For our Directorate this equated to an additional £2.2m which we had to find in addition to our existing savings of £9m within our Medium Term Financial Plan. In 2010 we therefore have to deliver savings totalling £11.2m.

In July 2010, a second paper of the Business Strategy was published which included details of the senior management structure and management review.

¹ Oxfordshire County Council Business Strategy 2010 – 2015 June

In August 2010, Re-designing the Organisation, a document outlining the approach across the Council was published. We, like other directorates, sought to review our management structures using the six tests of organisational effectiveness to guide us:

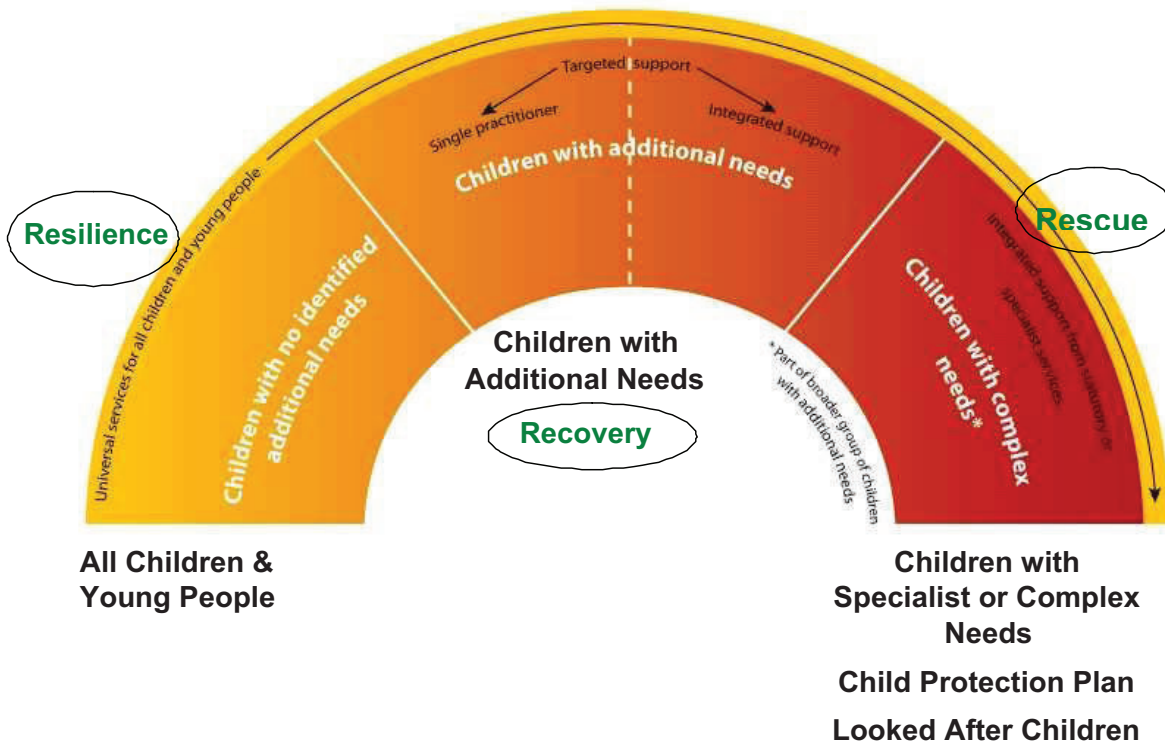


The Service and Resource Planning guidance was also published in August 2010. Each Directorate was asked to focus on how they planned to deliver the provisional targets.

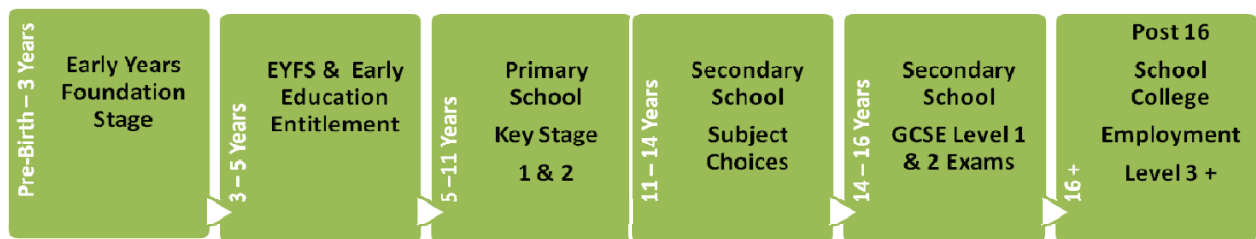
In September 2010, our briefings within the directorate took staff through these significant events and outlined how we were approaching our directorate re-design. This took into account not just the financial reductions but fundamentally reviewing what our statutory responsibilities are, what we should stop doing and how we might redesign our service based on research of when and how to support children, young people and their families. We focused on our guiding principles:

- Keeping children & young people safe;
- Ensuring that children and their families got the right service, in the right place at the right time;
- Providing better life chances – getting a balance of proactive and reactive interventions
- Working with not doing 'to' children and their families;
- Sharing rights and responsibilities with children and their families;
- Working at a local level in communities with our 'Team around the Child' and 'Team around the Family' approaches.

Meeting Children's Needs & Three Rs



Redesign Pathway



In October 2010, all Directorates, as part of the Service and Resource Planning process, prepared their draft Business Strategies. Our business strategy outlined how we were redesigning our services. Also in September & October Oxfordshire Big Debate sessions were held for the public and our youth parliament and sounding boards also held discussions as part of the resource planning process.

The HM Treasury published the National Spending Review and announced a significant programme of public sector reform.

In November 2010, In November I informed all of our staff about the Early Intervention Service proposals.

In December 2010, the provisional Local Government Settlement was published. Our Draft Business Strategy was published and sent to all staff. [Directorate Business Strategy](#). Children's Services Scrutiny and Cabinet discussed the draft business strategies of all Directorates on the 20 and 21 December.

In January 2011, the consultation on the proposed council wide budget for 2011 – 2015 closed. Cabinet approved the budget proposals. The table below shows the total savings proposals for the whole of Oxfordshire County Council and our Directorate savings proposals:

	2011/12 £m	2012/13 £m	2013/14 £m	2014/15 £m	Total £m
Total OCC Savings Proposals	-56.2	-36.3	-14.7	-11.8	-119.0
Children, Education & Families Savings Proposals *	-10.3	-5.5	-1.3	-1.2	-18.3

* final budget to be agreed at Full Council 15 February

In February 2011, the final Local Government settlement will be announced (around mid-February) following debate in the House of Commons. Full Council on 15 February will decide the final budget for the council.

I hope reflecting on what has happened before today is helpful. There has been a significant amount of work being undertaken to develop plans for our directorate that meet the many challenges we face in a way that is designed to take opportunities to reshape our work to:

- Deliver good outcomes for all children and young people
- Secure for the poorest and most vulnerable in society, the ability to improve their outcomes by effectively targeting resources to those most in need
- Engage non-state providers, communities or partnerships in delivering those outcomes locally
- Improve the economic efficiency and effectiveness of our activities.

I would commend the way in which during all of these national and local developments you have continued to meet the needs of our children and young people. I recognise there is significant concern amongst you about what this means for your job. As part of some of our previous budget decisions some staff within the Directorate have already received news that their job is at risk of redundancy.

Features of our structure re-design

The elements of HR Toolkit 10 underpins the structure proposals in this consultation. From being clear about how we develop our strategy, use research and evidence of what works

and achieve better outcomes for children, our entire workforce are supported, skilled and sustained.

Changing our structural redesign is only part of what we need to achieve better outcomes for our children and their families. We will be shaping our organisational development approach to help us work in different and new ways across the directorate.

Our proposed structure will mean that many professionals will be working more effectively together in new teams. We will ensure that this holistic approach keeps professional differentiation but enables a more joined up multi-disciplinary approach to benefit children, young people and their families.

We have drawn on the latest research available through a number of organisations including the Centre for Excellence in Outcomes (C4EO), National Foundation for Educational Research (NFER), Research in Practice (RiP) and the Social Care Institute for Excellence (SCIE), Local Government Association (LGA). Most recently this includes the research messages for Schools and Communities.

We have drawn out some of the **key features** that research has identified to support better outcomes for children and their families:

- Clear strategy, role clarity, accountability and responsibility
- Whole system approach - supported by a clear understanding of what is meant by integrated services/practice, *collaboration*, *co-ordination*, *co-operation*²*co-production*³
- Other agencies/professionals understand their role and contribution to strategy and operational delivery
- Enabling integrated/multidisciplinary/multi-agency practice to support holistic delivery of strategy
- Bringing home and school closer together
- Skills, experience, competence, confidence of workers/practitioners - common core:
 - Effective communication & engagement
 - Child and young person development
 - Safeguarding & promoting the welfare of children
 - Supporting transitions
 - Multi-agency/disciplinary working
 - Sharing information
- Continuing professional development specialist in addition to common core
- Culture of continuous improvement lead from the top, with stronger and supported senior and middle managers
- Effective support for workforce particularly practitioners/professionals through supervision/consultation/group or team consultations/surgeries/allocation discussions etc
- Reflective and evidenced based practice, use of research to inform evidence-based practice, application of learning from all sources of evidence including from case audits, reviews, and case tracking

² National evaluation of children's fund definition, Edwards, Daniels, Gallagher, Leadbetter and Warmington 'Improving inter professional collaborations' (2009, Routledge)

³ Cumins definition of co-production in public sector

- Involvement and participation of children young people and their families.

Re-designing our structure – this staff consultation

Taking into account all of the above, we continue our journey to further improve how we identify and meet the needs of children, young people and their families.

We want to:

- Build good universal services that build the resilience of children and families and prevent their needs from escalating
- Identify early where children or families have additional needs and seek to meet them at the earliest opportunity enabling them to recover and retain their independence
- Ensure that holistic services support children with the most complex needs
- Protect children and where necessary rescue them from situations that are harmful
- Ensure our interventions are based on research of what works at times in the lives of children that are key to achieving successful outcomes for them
- Equip our staff and managers with the appropriate skills, knowledge and confidence to work in multi-disciplinary teams to best provide the above support for our children, young people and their families.

Please read this consultation document and discuss it with your colleagues. We welcome your comments on it and your views on how we could shape our re-design to successfully reshape our work.

If you have suggestions or comments on our proposals we would like to know of them. [HR Toolkit 10](#) helpfully sets out the different ways in which accountability and responsibility can be cut; by function, by geography, by specialism and you may find this helpful to refer to.

As you will know, part of our plans outlined in the OCC Corporate Business Strategy is the development of a joint Quality and Compliance service. This will bring together elements of the Social & Community Services and Children, Education & Families directorates.

The role of this service will be to:

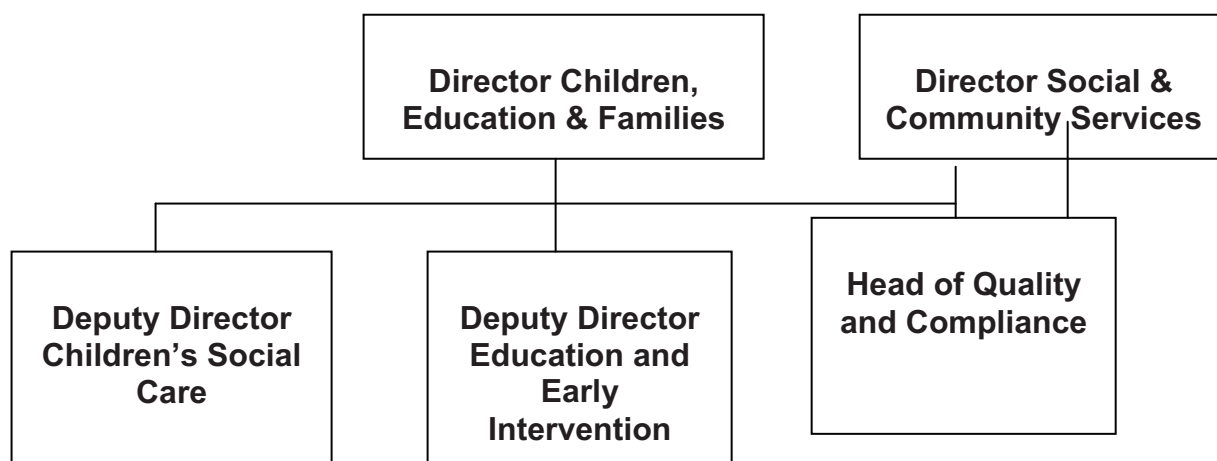
- Support robust needs analysis, performance intelligence to deliver effective service design and commissioning
- Support the development and implementation of outcome focused service standards
- Ensure standard business processes are developed and delivered
- Ensure compliance and consistency of service delivery
- Develop and oversee quality assurance of internal and externally commissioned service outcomes
- Ensure compliance to statutory requirements and regulatory frameworks
- Maintain and deploy business support in partnership with others, to deliver effective commissioning, contracting, procurement to achieve business objectives
- Facilitate user involvement to support delivery, design and review of service objectives.

We will be working on our proposed structure for Quality and Compliance in the coming weeks. Once formulated, relevant staff from both directorates will be invited to consider how these functions are shaped to support the proposed structural redesign.

Consultation Overview

Budget Consultation	Closed 10 January 2011	Full Council decides on Budget on 15 February 2011
Service Consultation	Opens first week in February 2011	Closes in April with final recommendations on service for decision by Cabinet 19 April 2011
Staff Consultation	Opens 1 February closes 4 April 2011	Feedback on staff consultation and final structure issued by the end of April 2011

Structure changes made so far in Children’s Services



Meera Spillett, Director, Children, Young People & Families

Section 2 – About this consultation

What this consultation covers

This consultation covers proposals for a new organisational structure for Children, Education & Families (previously Children, Young People & Families). This is set out at section 5 of this document and includes detailed charts showing the new Directorate structure.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?
4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?

In presenting your comments and feedback you are encouraged to look at [HR Toolkit 10](#).

We welcome your views and ideas on new ways of working which will help us achieve the objectives of our [Directorate Business Strategy](#).

You can comment on any part of the structure – including services, teams, individual posts and roles, or the Directorate structure as a whole.

Please note that the post of Director Children Education and Families, Deputy Director Children's Social Care, Deputy Director Education and Early Intervention and Head of Quality and Compliance have already been agreed and are not part of this consultation.

Consultation dates

Start date: Tuesday 1 February 2011

Closing date: Monday 4 April 2011

Where to get more information

The Directorate Leadership Team have organised Countywide briefing sessions, workshops and focus groups during the consultation period, giving you the chance to raise any queries or concerns.

You may also wish to talk to your line manager, or contact Tim Barnett (01865 323368) as HR Lead to the Transformation Team or Andrew Butler, HR Business Partner (01865 815472).

This document is available to view on the intranet at <http://intranet.oxfordshire.gov.uk/links/intranet/cypreredesignconsultation>.

The following is a list of the briefing sessions which will be led by our Director. Please let Liz Franklin know which session you would like to attend by email Liz.franklin@oxfordshire.gov.uk as venues have maximum capacity.

Wednesday 16 February	9.30 am – 12.00 pm	The Lecture Theatre Cricket Road Centre OX4 3DW
	1.20 pm – 4.00 pm	The Civic Hall, Portway, Wantage OX12 9BX
Thursday 17 February	9.30 am – 12.00 pm	The Mill Art Centre, Spiceball Park, Banbury OX16 5QE
	2.00 pm – 4.30 pm	Langdale Hall, Market Square, Witney OX28 6AB
Monday 21 February	10.30 am – 1.00 pm	The Town Hall, St Aldates, Oxford, OX1 1BX

Unions

In the week prior to the publication of this document, the Director and HR Business Partner met with the Branch Secretaries from all of the Unions and Professional Associations to brief them on the consultation content document, the timetable for consultation and when various staff briefings would take place around the county.

Section 3 – Having your say

How to respond to this consultation

You can submit your views by email to CYP&Fconsultfeedback@oxfordshire.gov.uk.

Alternatively you may give your views at any of the briefing sessions, workshops or focus groups that are organised throughout the consultation period.

If you are a Union Member, you may wish to comment through your Union representative(s).

The closing date for consultation is **Monday 4 April 2011**.

Where we have a number of similar comments/questions we will update our FAQ's during the consultation period.

What will happen to my feedback?

All of the consultation responses will be considered by the Directorate Leadership Team, before a final structure is agreed for the Directorate.

All of the comments raised during the consultation period will be put together into a feedback document, which will be made available for employees to access. This document will not identify the person who made any comment.

If you do not want your comments to be included in the feedback document, please clearly mention this in your response. However, also note that this means that you may not receive any response to your comments.

Section 4 – Understanding this consultation document

The Directorate needs to think of new ways of working to improve services. The recent positive assessment recognises that the staff are caring and work hard but despite this the service is not as effective as we would wish. There is a need to ensure that roles are clear, that we have the right skills in the right place and clear structures that aid decision making and delegation. This is in line with the [Council's Business Strategy](#) and the approach to Key Service Manager roles, for which new competencies have been agreed.

The new structures and different ways of working is likely to mean that many jobs will need to change. For some it may result in changes to their existing terms and conditions of service. The reduced number of positions will make it necessary to ask staff to compete for the new roles although some post holders will be eligible to be assimilated to similar posts.

There will, however, be a number of jobs which change little, other than how they are managed, how they work with colleagues or where they are based. In these cases, employees will be asked to work in the new arrangements and they will be notified accordingly. Cabinet have made a clear commitment to ensuring front-line child protection roles are fully supported.

The document sets out which posts are expected to be affected and the staff who may then need to be considered to be at risk of redundancy. The Council will follow fully its procedures to support staff throughout the process and to minimise the number of redundancies, including fully consulting with those affected and undertaking a formal selection process before giving any notice of redundancy. Details of ring fencing proposals will be made available. Those other staff not listed will not need to apply for posts, as their posts will continue (albeit potentially with some small changes).

Job titles

Job titles have been rationalised to make them clearer to our partners, ourselves and the public.

Proposed Job descriptions and person specifications for all tier 3 posts, tier 4 posts and tier 5 will be placed on the intranet shortly. These posts have been assessed through the County's job evaluation scheme. The grades for some of the higher graded posts will be confirmed by the external evaluators (Hay), shortly.

Section 5

Education and Early Intervention Service

The integration of Education and Early Intervention under the leadership of one deputy director aims to improve the connections between services and deliver the Local Authority's role as champion for children, schools and settings.

Our vision as set out in the [Children, Young People & Families Directorate Business Strategy 2011/12-2014/15](#) outlines the development of:

- One integrated early intervention and prevention service capable of working locally with children, young people and families facing exceptional social difficulties; flexibly providing the right length, type and intensity of intervention and skills required to meet needs.
- Quality education effectiveness services, including support and challenge to schools that are underachieving or at risk of underachieving and support for schools to implement the expectations set out in the Education White Paper '[The Importance of Teaching](#)'.

Our proposals and consultation with you are our opportunity to consider how best to configure our services to ensure we deliver outstanding, targeted, outcome focussed services, which offer consistency and equity countywide, ensure that our services are joined up with other council services and that learning and best practice informs all that we do.

These organisational redesign proposals have been developed in accordance with [Oxfordshire County Council's Business Strategy](#) and the [Business Strategy for our Directorate](#) these outlined the following key principles:

- Service delivery which improves the life chances for our most disadvantaged and vulnerable children and young people, narrowing the gap in outcomes
- Raising the achievement of all children and young people is everyone's business.
- Every child can receive their education in the right place at the right time
- Working "with" children, young people and their families, schools and settings, not "doing to"
- Balancing prevention and protection priorities for the most vulnerable children – being proactive as well as reactive
- Clear professional roles and responsibilities – every member of staff knows what they should be doing and why they are doing it
- Multi-disciplinary integrated team working at local levels in communities
- Delegation of decision-making as close as possible to the frontline
- Transparent designation of management responsibility and accountability throughout the organisation
- Elimination of duplication.

The development of [Oxfordshire County Council's Business Strategy](#) now provides us with the opportunity to redesign our management structure across the whole directorate, to achieve a coherent and seamless model which delivers the right services at the right time to all Oxfordshire's children and young people and which is more efficient and cost effective.

The proposals for redesign of Education and Early Intervention services are set out in the structure charts. The proposals cover direct reports to the current Deputy Director Education & Early Intervention (Tier 3 posts) and direct reports below (Tier 4 posts).

The Early Intervention Service is a new service and as such redesign is more extensive with Tier 5 and beyond also covered in this consultation.

Your views and comments are welcome on all aspects of the proposals.

Redesign of Early Intervention Services

Overview

The intention as set out in this proposal is to redesign existing resources to provide, at a reduced cost, **a single integrated Early Intervention Service**. This service will be based on evidence from current research about the most effective way of working with children, young people and their families to support their achievement of good outcomes. The service will be capable of working locally with children, young people, their parents and carers in all parts of the county, providing enhanced universal prevention/early intervention support to children with additional to complex needs, flexibly providing the right length, type and intensity of intervention.

The proposed services will be provided by multi-disciplinary professionals working from seven hubs across the county, utilising young people's centres and maximising the assets within our portfolio. Delivery of the service will be deployed out from the hubs as well as providing venues for activities, training and mobile working bases. Hubs will not be magnets -resources to both urban and rural areas will be deployed to meet social needs and will provide a platform from which multi-disciplinary staff deliver services locally and from other sites and/or on an outreach basis.

It is proposed that each hub will consist of an **experienced manager, two team leaders** and a **team of 17 with a mix of experience and expertise from each of the professional backgrounds below**, able to respond to identified needs and draw upon available resources:

- Early Years Development and Parenting
- Health and Wellbeing (Physical, Mental, Sexual)
- Education, Employment and Training (EET)
- Youth Justice/Anti-Social Behaviour

The proposal is that in addition each hub will have **administrative** and **caretaking support** with **two full time equivalent data information posts** working across the county to support all seven hubs.

The proposal has been developed through service user feedback around early intervention service delivery and by a range of practitioners from the Local Authority and partner agencies who have experience and expertise in this area of work. Service users in Oxfordshire in consultation exercises have informed us that they want:

- Help from services when problems first arise and before things deteriorate
- Services which put children and families at the centre and involve them in decision making
- Services which are coordinated across agencies with one contact person
- Fewer assessments reducing duplication and the need for the family to repeat their story
- Services to be organised so that they are easy to access locally
- Services which take a whole family approach

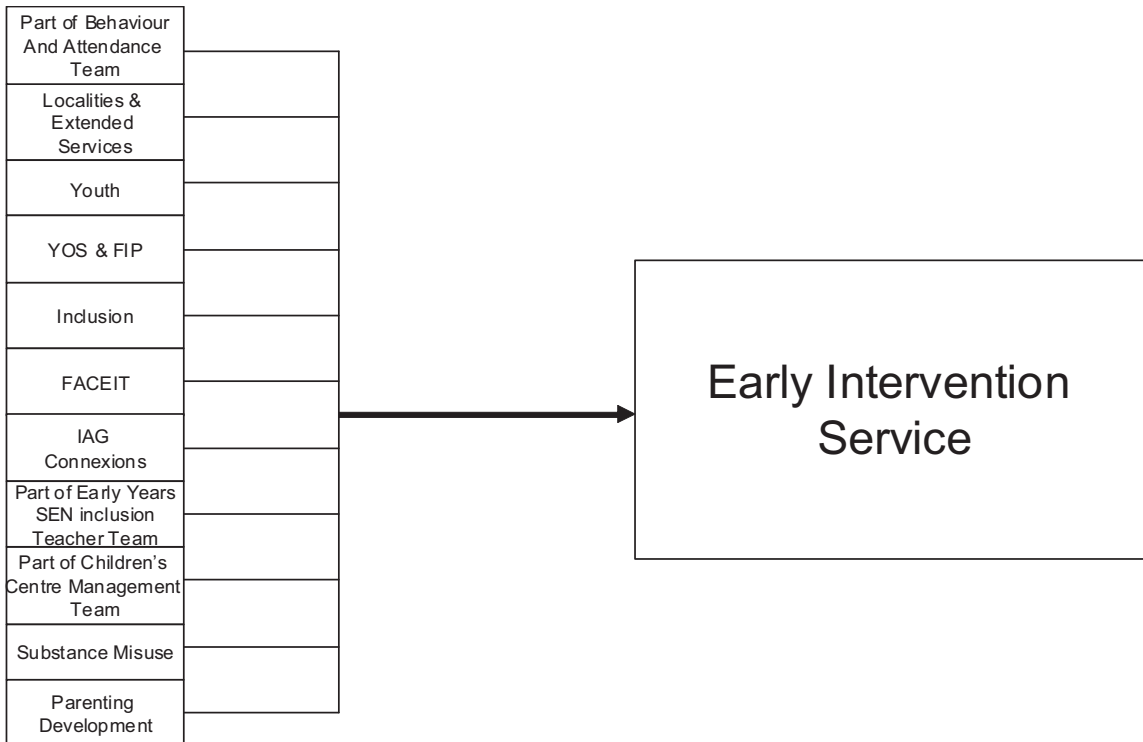
The work of the following current teams will be included in the design of the new service:

- Youth Service
- Youth offending service – preventative services and Family Intervention Project
- Connexions service
- Parenting Development
- Substance misuse
- Part of behaviour and attendance team
- Family and Children Early Intervention Team (FACEIT) and localities
- Extended Services
- Part of the Children’s Centre management team
- Part of the Early Years SEN Inclusion Teacher team

The seven proposed hubs will be capable of delivering youth work in the evenings and weekends. The proposed hubs are:

- Banbury Young People’s Centre – Wood Green
- Bicester Courtyard
- Witney Young People’s Centre
- Abingdon Net
- Didcot Vibe
- Two centres in oxford – most likely to be East Oxford Union Street Young People’s Centre and one other venue yet to be proposed.

Early Intervention Service

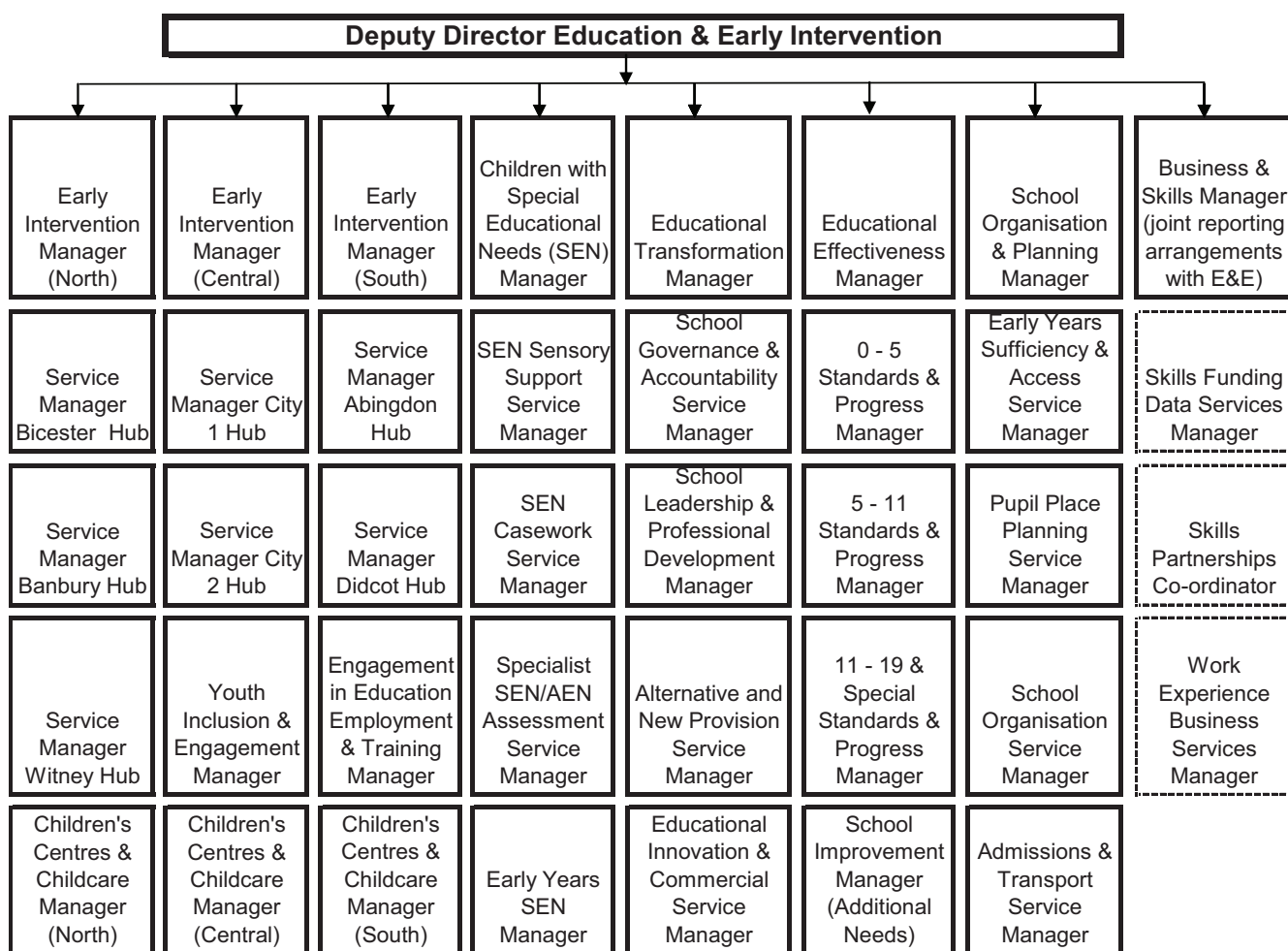


In summary, we are proposing that service budgets are reallocated in the following ways:

- kept centrally to maintain statutory or specialist services
- put forward as part of the overall efficiency savings
- and/or making a financial contribution to the early intervention hubs.

Staff from all services that are being integrated into the hubs will have the opportunity to apply for generic roles. The teams will need to ensure they have the capacity and range of skills and experience to meet the objectives of the Early Intervention teams as set out in the Business Strategy.

The Proposed Structure of Education and Early Intervention Service



Early Intervention Manager, North, Central, South (3 Tier 3 posts)

It is proposed that there will be three Early Intervention Managers based across the county covering the North, Central and South.

The post holders will lead the strategic direction of Early Intervention Services and be responsible for improved outcomes for children, young people and families with multiple problems in an agreed geographical area. They will line manage up to three early intervention hub managers and have responsibility for Children's Centres and Childcare Managers in their identified area. In addition Early Intervention Manager (Central) will have responsibility for Youth Inclusion and Engagement. The Early Intervention Manager (South) will be responsible for the Engagement in Education, Employment and Training. The Early Intervention Manager (North) will maintain an overall responsibility for Children's Centres across the county.

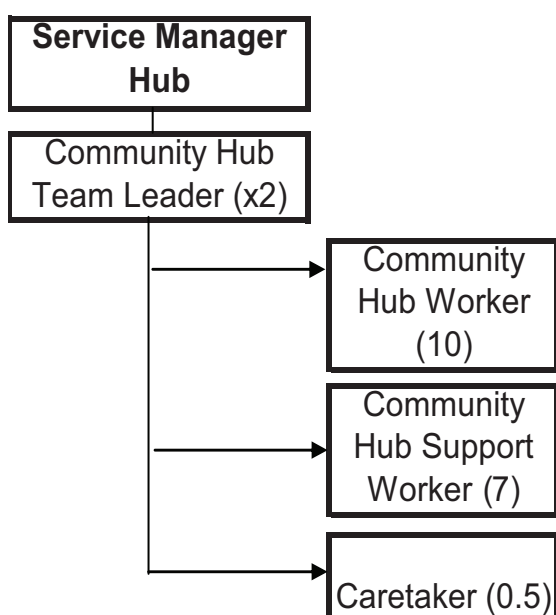
Hub Service Managers (7 Tier 4 posts)

It is proposed that each hub will have one Service Manager whose role will be to set up and manage one hub as part of an integrated early intervention and prevention service. They will ensure that there is a seamless interface across universal, early intervention and specialist services both within Oxfordshire County Council and across partner agencies. The service manager will provide leadership for the hubs to secure its success in developing high quality integrated services for all children, young people and families around seven core delivery themes. In addition each hub service manager will take a specific lead for the county on one of the following core delivery themes:

- Early years development and parenting
- Health and well being
- Employment, Education and training
- Youth justice/anti-social behaviour
- Integrated assessment processes
- Community development
- Workforce development

The service manager will ensure a strategic overview across the communities supported by the hub, actively involving all other partner agencies in service delivery to ensure integrated, inclusive strategic solutions to improve outcomes.

Structure for All Hubs



Hub Team Leader (14 Tier 5 posts)

It is proposed that each hub will have two team leaders. The main purpose of these roles is to support the hub service manager with the operational management of the team, including professional supervision of staff establishing joint working, coordinating referral systems and ensuring evidence – based practice.

Community Hub Worker (70 posts Tier 6)

It is proposed that there will be 10 Community Hub Workers in each hub. The role will be to work directly with individual children, young people and their families through a range of evidenced based early intervention service delivery through common assessment approaches to help improve outcomes in relation to reducing:

- Persistent absence
- Exclusions from school
- Numbers of young people not in employment, education or training
- Numbers of young people offending including first time entrants to criminal justice system
- Teenage pregnancy rates
- Levels of young people admitted to hospital for non accidental injuries including self harm
- Improving foundation stage profile results for vulnerable and disadvantaged groups
- Inappropriate caring responsibilities.

Community Hub Support Worker (49 posts Tier 6)

It is proposed that there will be seven community Hub Support Workers in each hub. The role of the community hub support worker will be to work directly with individual children, young people and their families and support and assist other practitioners to work with families using evidence based early intervention service delivery approach to help improve outcomes in relation to the vulnerability indicators described above.

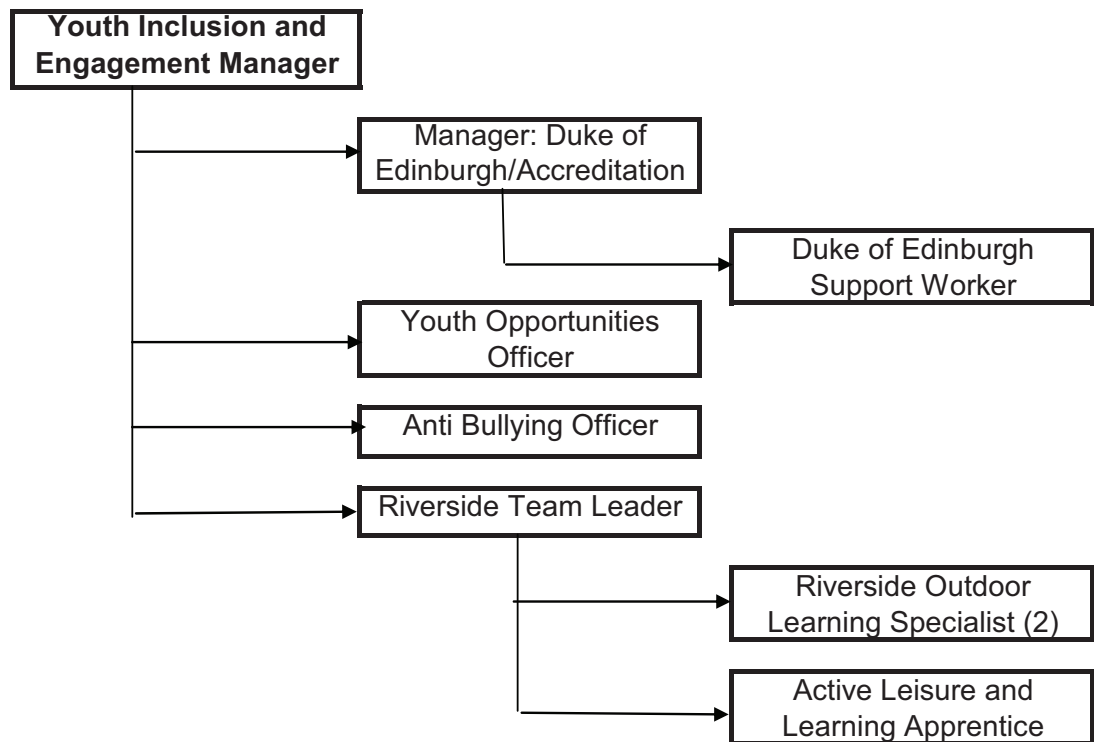
Two new Information Officer posts are being created on a countywide basis to support the performance and information management needs of all the hubs. They will be accountable to the Early Intervention Managers.

Youth Inclusion & Engagement Manager (Tier 4)

We propose to continue with Riverside at Donnington Bridge as a centre working on a county wide basis to provide targeted provision for the hubs for vulnerable groups, and review the possibility of an additional, self-financing universal traded service to schools. We will continue to run The Duke of Edinburgh Award Scheme, possibly seeking to align Prince's Trust activity with this as well.

There will be a small central team to ensure that high quality youth provision is sustained in the hubs, satellites and where other providers operate services; to develop sustainable community led options for youth as part of Big Society; to ensure relevant national and government initiatives are implemented, e.g. National Citizen Service; to meet our duty to ensure access to positive activities; to manager youth inclusion and engagement services e.g. anti-bullying; Riverside Centre; Youth Opportunities and Chill Out; Duke of Edinburgh Scheme; Prince's Trust; Bodyzone/Shade.

Structure for Youth Inclusion & Engagement Services

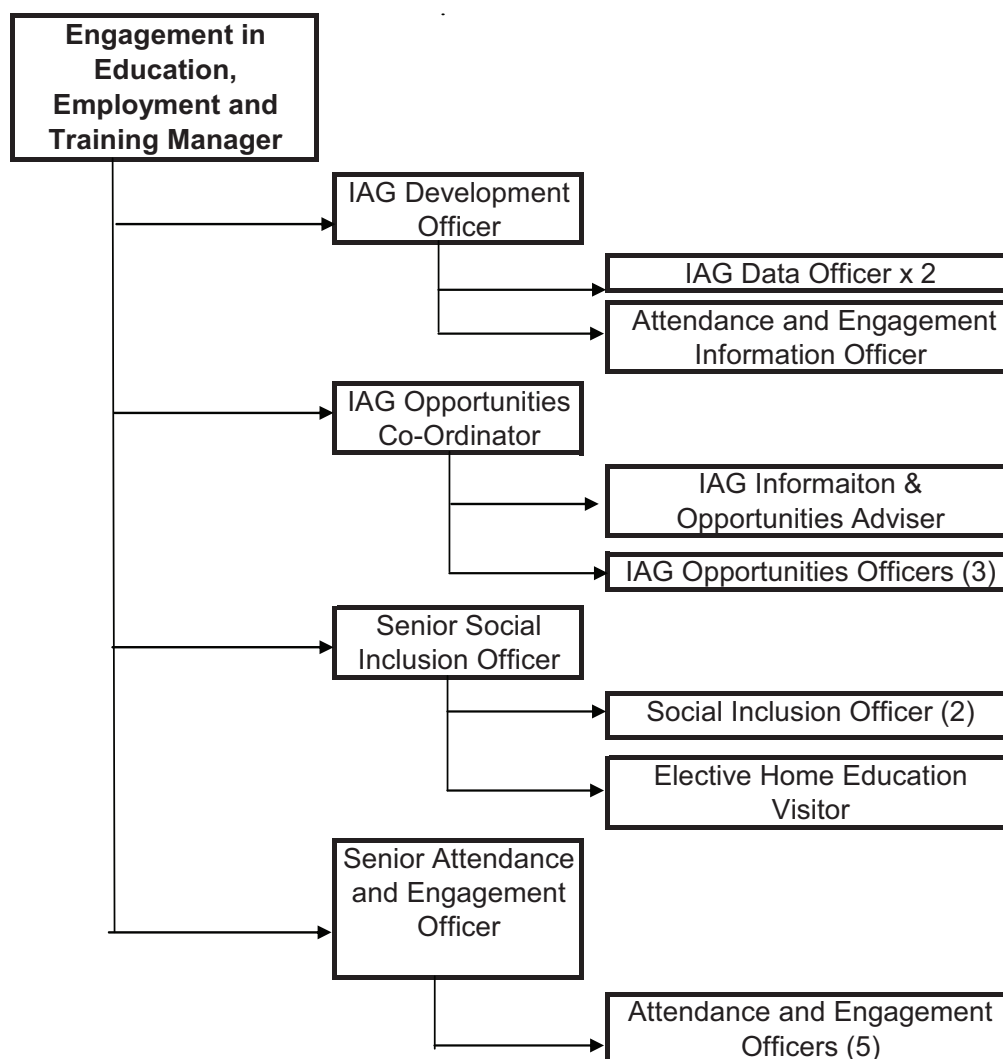


Engagement in Education, Employment and Training Manager (Tier 4)

There will be a central Engagement in Education, Employment and Training Team who will ensure a web site, advice line and data facility linked to a single children's web site which will provide Information, Advice and Guidance on-line. We are planning to re-commission the services formerly provided by Connexions at the end of March 2011, in particular careers, information and advice and guidance for the most vulnerable children in schools, colleges and alternative provision will be externally commissioned in 2011-12. Intensive work for those Not in Education, Employment or Training (NEET), and in particular our most vulnerable groups, will be incorporated into hub teams.

It is also proposed that the Service Manager will integrate the statutory responsibilities and processes in relation to Attendance and Engagement Officers and Social Inclusion Officers. The statutory responsibilities linked to Elective Home Education and tracking/addressing children missing from education will also be included within this service.

Structure of Engagement in Education, Employment and Training



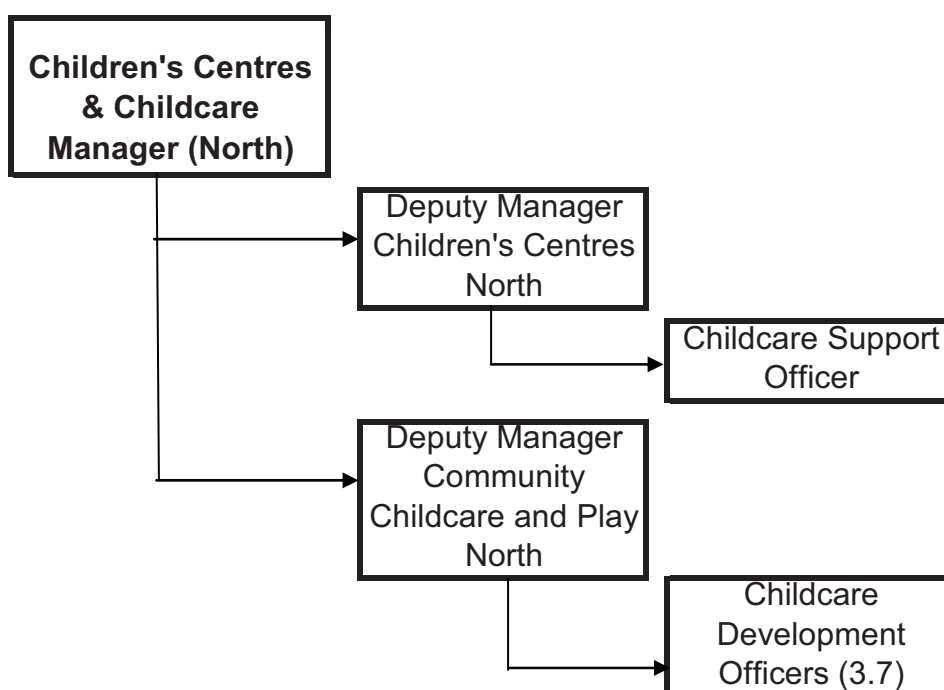
Children's Centres and Childcare Manager (3 Tier 4 posts)

It is proposed that Children's Centres and Childcare teams will be organised on an area basis; North, South and Central.

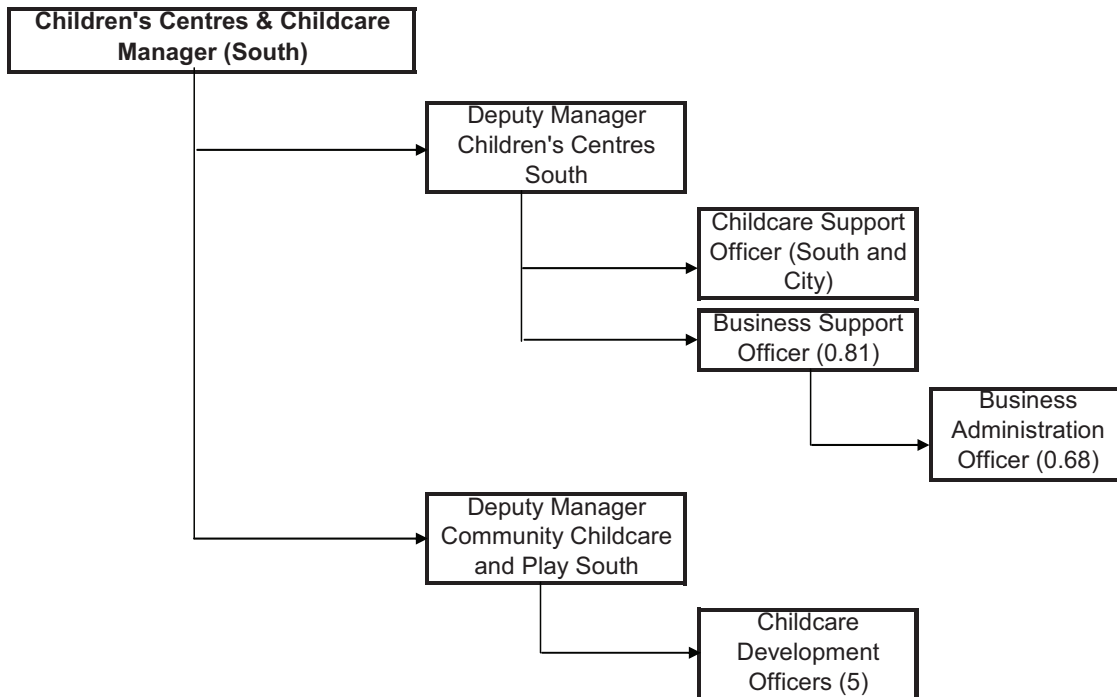
In this proposal funding for Children's Centres, as frontline services, would be protected where possible. For the coming year we will undertake a full review of the delivery of these services across the county, which will be informed by recent national reviews around child poverty, early intervention and the Early Years Foundation Stage and will maintain a small centralised team to oversee this process. This review may lead to further changes in 2012-2013.

It is proposed that Childcare Development teams will become Community Childcare and Play teams. In addition to current function, this would also incorporate the strategic development of play, increasing support to voluntary management committees and mainstreaming the development of accessible childcare for disabled children, young people and other vulnerable groups.

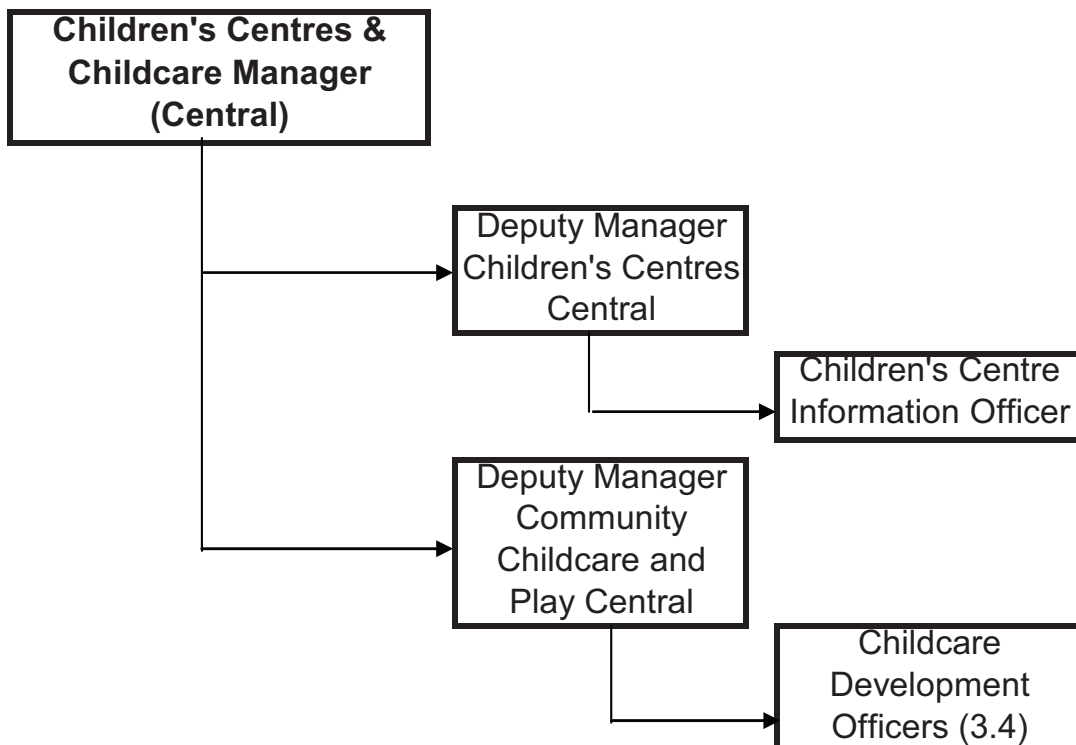
Structure for Children's Centres & Childcare (North)



Children's Centres Structure (South)



Structure for Children's Centres Central



Redesign of Educational Services

Significant whole system change is being made across our educational landscape. Changes will affect schools themselves, their Governors and our role as a Local Authority. Schools will be given greater individual responsibility and freedoms to shape their approach for the benefit of their pupils, with reduced bureaucracy and increased accountability for their own improvement. The changes are outlined in the Education White Paper [The Importance of Teaching](#). These changes represent the most radical reform in Education for some considerable time and they will challenge everyone to work in new and different ways to support their successful delivery.

At the same time there are significant reforms to the funding arrangements for Schools, Academies, Colleges and new types of Schools will be developed including Studio Schools, University Teaching Colleges and Free Schools. The next year will see a review of the National Schools Funding Formula and as from April 2011, there will be a simplified funding mechanism for Schools alongside the introduction of a Pupil Premium to support the needs of children from poorer backgrounds. A number of School grants have been unified and included in the base funding for schools. The previous Government had already planned the ending of many of the initiatives under the School Standards and National Strategies funding streams. As from April 2011, all of the Local Authority elements of these grants will cease.

These changes present significant challenges and but also offer significant opportunities for us to re-design our structure to effectively support these changes and work with our schools to achieve better educational outcomes for our children and young people.

We will retain a key overarching role as strategic champion for parents, children and young people – particularly vulnerable children. We will retain important responsibilities for ensuring the sufficient supply of school places, coordinate fair admissions and development of improvement strategies to support local schools, encouraging collaboration, brokering support and facilitating.

Our proposals support the principle that schools and settings to achieve better outcomes for children, schools will need to work in partnership with each other, with us and with other agencies. We will be focusing on building capacity to facilitate this to share good practice, sustain improvement and deliver consistently high standards. There are many good examples of this work already developing in Oxfordshire which we would wish to build on. Increased numbers of 'good' and 'outstanding' schools should be at the heart of local communities so that all children have access to high quality education without the need to travel or move house. We welcome a diverse approach to achieving this, with different models of school organisation that reflect local need and make best use of research to improve the outcomes for children and young people.

Such collaborative partnerships should provide opportunities to make good progress and offer innovative approaches to ensuring high achievement and success for all, including those with complex and multiple problems to ensure the most vulnerable children become resilient, ready to learn and as successful as their peers.

We will retain the responsibility to support underperforming schools and settings and intervene in those which are seriously failing, or unable to improve their results. New floor standards are being introduced and alongside the Department of Education, we will retain

oversight of improvement plans. Schools will be able to use their individual budgets to commission improvement support and the role of School Improvement Partners will end. Where market failure occurs, it is likely that we will continue to play a significant role to support parents and children in securing a high quality educational place.

It is therefore vital that intervention strategies are focused on those schools and settings most in need of support, whilst also building capacity for other schools to move beyond satisfactorily to good or better. The current LA structures supporting intervention and support for schools and settings, are multi-layered, complex and reflect current responsibilities that are and will change in the coming year. Our proposals will enable a sharper and more clearly defined role to support improvement as well as building and commissioning capacity for schools and settings, with strengths to share their expertise including identification of other useful forms of external support.

The LA's resources will be concentrated on those schools and settings which have the greatest need, working to ensure that all schools have effective leadership which will enable them to become self improving. Monitoring of all schools and settings will ensure the LA is able to predict when schools may become vulnerable and take the necessary measures in a timely manner.

With one in four teachers due to retire over the next three years, it is vital that Oxfordshire recruits and retains high quality leaders and explores imaginative and creative solutions to leadership where traditional leadership systems are not securing effective and sustainable school improvement. Continued involvement in the headteacher appointment process will also assist governors in appointing high quality school leaders. Supporting the recruitment, retention and continuing professional development of our teaching workforce is a significant shared responsibility for us.

These organisational redesign proposals have been developed in accordance with Oxfordshire County Council's Business Strategy and the Business Strategy for our Directorate, underpinned by the following key principles:

- Headteachers and Governing Bodies will be primarily responsible for school improvement
- Schools will be judged against floor standards that assess pupil progression as well as attainment
- The LA will remain a local champion for parents and children ensuring that children have a place in a good local school or early years provision, admissions are fair and vulnerable children supported
- Parents/carers will be able to exercise greater choice in the provision for their child
- Education commissioning (nationally & locally) will need to secure high quality provision
- Schools/settings will need to be able to innovate and will have more curriculum freedoms
- Services around schools and settings will be determined by need
- Our outstanding and good schools will be enabled to become autonomous and will be expected to support other schools/settings
- Bespoke support will be brokered in from other strong schools, outside providers or necessary services

- Alternative provision will be improved and new providers will offer solutions that have not been available within our current system
- Disadvantaged pupils will be supported by schools to improve their attainment and achievement.

The Proposed Structure of Educational Teams

Significant research is now available to support a clear and unassailable case for bringing together a focus on Education alongside Early Intervention. The independent report published on 19 January 'Early Intervention: The Next Steps' by Graham Allen MP [Early Intervention: The Next Steps Report](#) outlines the virtuous circle emphasising that at every key point in life there are early intervention measures that, when effectively applied, can support better outcomes for children and young people. This work fits well alongside our redesign pathway.

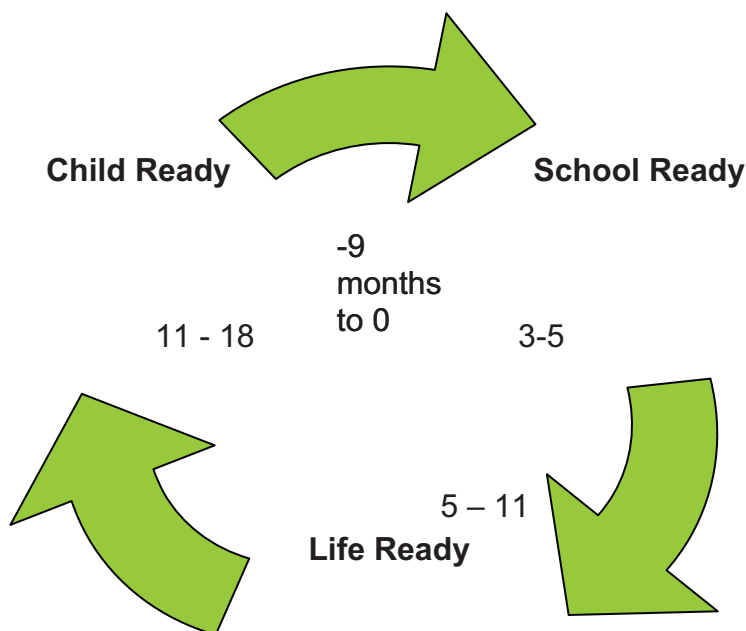


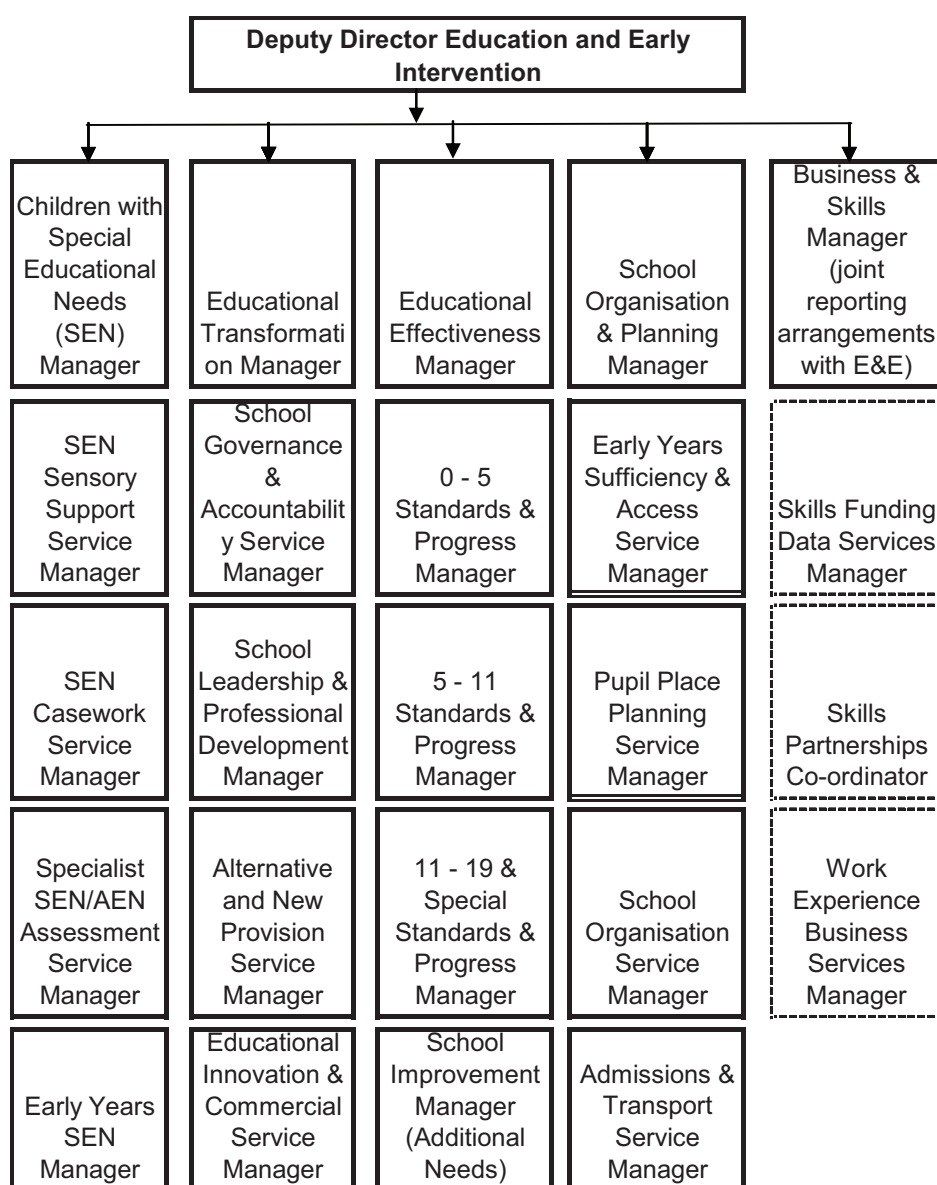
Diagram by Graham Allen MP

In addition there is now significant research evidence available to support a better link between early intervention approaches and education. Over the last year the Centre for Excellence in Outcomes (C4EO) has published a number of knowledge reviews and research evidence relating to Schools and Communities. In January they issued their final summary of the three knowledge reviews exploring the role of schools, school based support and success factors for children and young people. Their final summary draws out the evidence that can be used to support improved practice [Schools and Communities Final Summary](#). Some of their findings are very relevant to our structural redesign and our decision to bring Education and Early Intervention together under one Deputy Director:

- Structures that promote cross service and cross professional learning e.g. by offering multi-agency training, joint planning and pooled resources

- Skilled in inter-agency working, particularly identifying early evidence of children at risk of underachieving
- Provide support and training to encourage schools to carry out innovative activities and to operate in fields outside their traditional area of expertise. e.g. identifying children at risk who need to be referred to other services
- Work with school leaders and teachers to ensure commitment to new ways of working;
- Encourage good communication and partnership working across the Early Years Foundation Stage sector, schools and post - 16 to help develop joined-up transition strategies
- Ensure secondary schools have strategies to engage parents
- Motivate schools that have made less progress by disseminating good practice and hold celebration and achievement events
- Facilitate shared learning through peer to peer support.

Our proposed structure



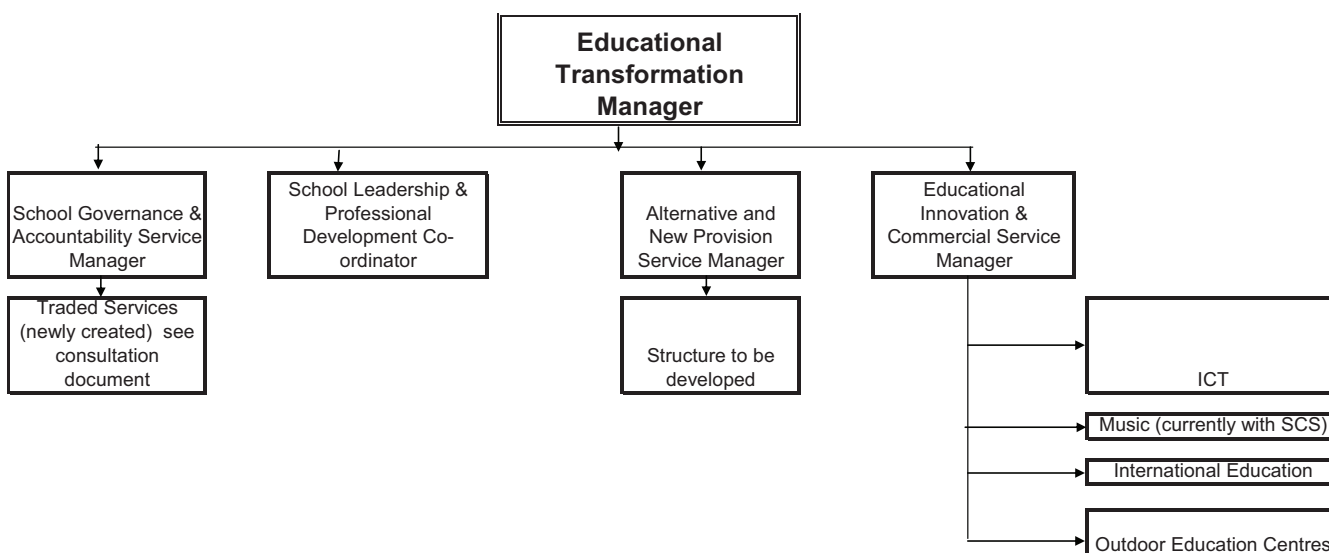
Our redesign is inclusive of wider areas including Tier 5 and beyond though some of this detail is still developing as funding streams and local decisions are made.

It is proposed to have 5 Tier 3 positions reporting to the Deputy Director Education and Early Intervention:

- Educational Transformation Manager
- Educational Effectiveness Manager
- Schools Organisation & Planning Manager
- Children with SEN Manager
- Business & Skills Manager (also reporting to Environment & Economy)

Educational Transformation (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that an **Educational Transformation** team is established to support the radical reforms across our schools and education throughout Oxfordshire. The educational transformation part of the directorate will provide support for school leadership, governance and accountability, co-ordinate improved school workforce developments and develop the new areas of expertise in relation to new forms of School and College provision, alternative provision and areas of commercial development.



Educational Transformation Manager (Tier 3)

It is proposed that this manager would lead strategic direction of the changing educational landscape with particular regard to:

- Develop and sustain collaborative relationships between our LA, schools and settings to promote a culture of outstanding leadership and governance in education
- Promotion of a culture of strong continuous professional development for children’s workforce to enhance and improve the quality of teaching and learning
- Encourage teaching schools and new ways of working based on research evidence of what works for children, young people and their families
- Lead and manage LA roles and responsibilities for new and innovative models of school/educational provision ensuring effective development of a wide range of collaborative models of school arrangements

- Drive a countywide culture of championing vulnerable children and lead improved outcomes for all
- Work closely with the Educational Effectiveness Manager to secure improved outcomes for children and young people
- Work with elected members to ensure countywide protocols are agreed for the appointment and removal of authority governors.

Schools Governance & Accountability Service Manager (Tier 4)

It is proposed that this manager would contribute to the improvement of educational provision and outcomes for children and young people in Oxfordshire by:

- Identification of strategic leadership capacity of Governing Bodies in all Schools
- Identify and prioritise support and intervention for Governing Bodies assessed as vulnerable to improve their success in partnership with colleagues in Educational Effectiveness
- Plan and implement strategies and individual plans to improve the effectiveness of governance, particularly in schools of concern
- Conduct strategic reviews of Governing Bodies where LA or Secretary of State intervention occurs or is likely to occur
- Appoint, support and develop Interim Education Board (IEB) members
- Review compliance by Governing Bodies and Schools with appropriate school governance regulation, including the appointment of LA governors
- Manage traded service for Governors including training, development and clerking services
- Ensure that Governing Bodies are supported, challenged and empowered appropriately to deliver effective improvements in the outcomes for all children, particularly those considered vulnerable or with additional/specialist needs
- Ensure that Governors can effectively fulfil their responsibilities for the performance management of Head teachers
- Strengthen governing bodies' ability to operate effectively in a changing national context ensure they effectively hold schools to account for improved outcomes for children and young people.

Schools Leadership and Professional Development Manager (Tier 4)

It is proposed that this manager would:

- Develop and promote effective countywide strategies for leadership recruitment, retention and succession planning
- Monitor data on leadership supply and demand
- Work in partnership with schools, National and Local Leaders of Education (NLE & LLE), National College and Teaching Schools to develop strategies for leadership, NQT induction and workforce development
- Ensure that leadership appointments or collaborations build capacity to secure effective school improvement
- Broker appropriate support for Schools and educational settings
- Challenge all Oxfordshire schools to become or aspire to being outstanding
- Co-ordinate within the sector dissemination and use of evidence based continuing professional development.

Alternative and New Provision Manager (Tier 4)

It is proposed that this manager would:

- Lead new Local Authority responsibilities for new types of alternative educational provision eg federations, partnerships, trusts, academies, Studio Schools, University Technical Colleges, Free Schools
- Identify and initiate alternative solutions for educational provision ensuring a wide range of solutions for alternative provision
- Ensure the effective discharge of our Local Authority responsibilities in relation to alternative provision (including short stay schools)
- Ensure educational access and support for Looked After Children, and pupils with medical needs/health issues requiring educational access other than at school (Oxfordshire Hospital School and Outreach teachers)
- Take responsibility for supporting the development of new provision types, in particular those designed to meet the needs of challenging and vulnerable pupils
- Improve and sustain the capacity of Schools and educational settings to manage effectively children with challenging behaviour to reduce the need for alternative provision
- Ensure effective co-ordination with Children's Social Care and Early Intervention services for vulnerable children or children at risk of harm
- Facilitate a wide range of research based interventions to support the continuum of provision in schools and educational settings.

Educational Innovation and Commercial Services Manager (Tier 4)

It is proposed that this manager would:

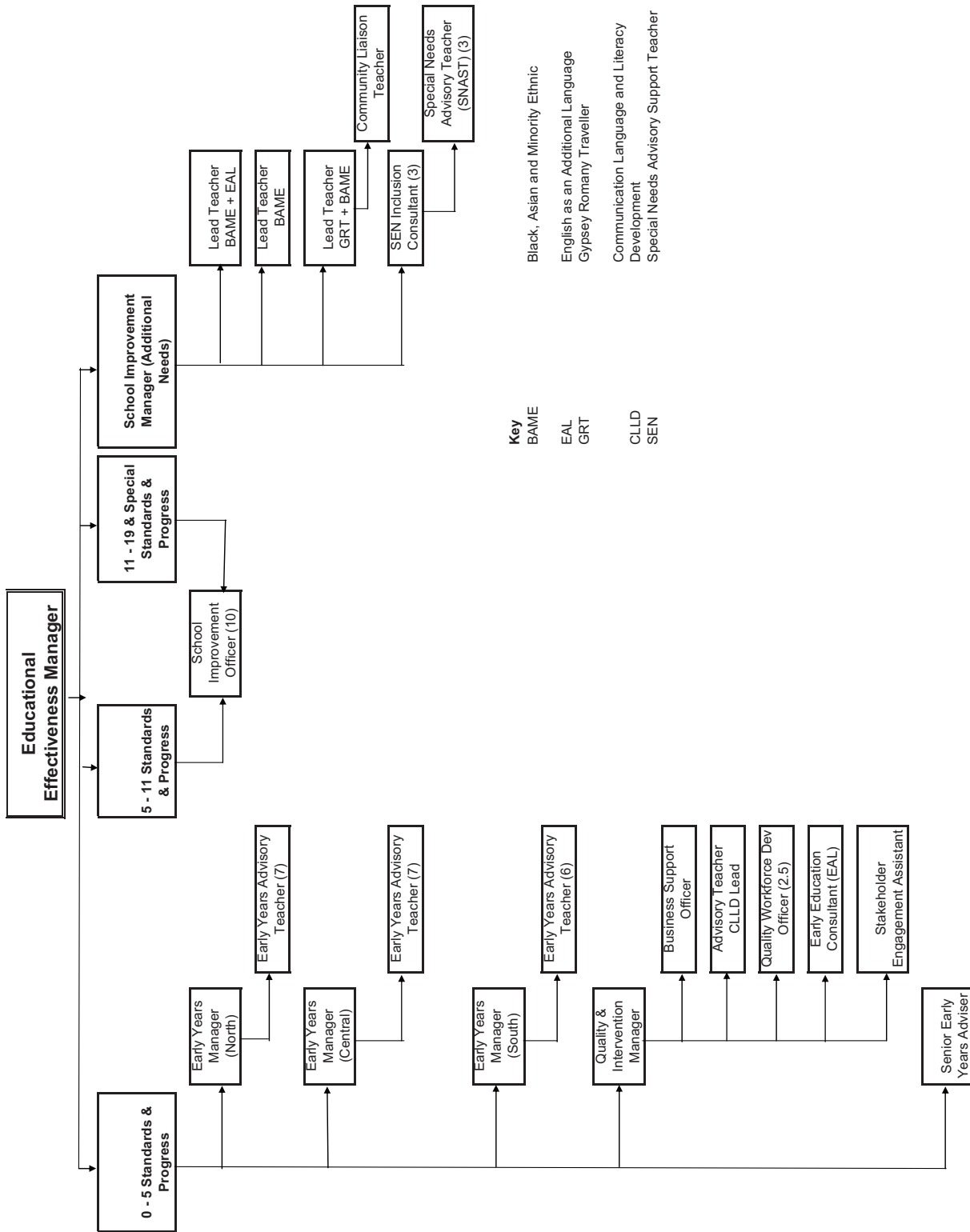
- Work with Oxfordshire Customer Services (QUEST) and Schools to ensure the effective development of business strategies to create financially viable and sustainable services for areas such as outdoor learning, international education, music, ICT and brokerage of quality assured school improvement professionals
- Identify market gaps and develop strategies for utilising innovative commercial solutions to support creative and effective improvement and intervention solutions
- Pursue opportunities for collaboration with other LAs including regional approaches, the private and voluntary sector to deliver creative solutions for school intervention and improvement that effectively deliver improved outcomes for children
- Collaborate across the directorate to ensure the needs of vulnerable children are prioritised
- Develop new brokerage arrangements to support quality assured school improvement is available to the schools market
- Ensure services provided to Schools are effective, efficient and deliver improvements;
- Disseminate market management information to schools to support their effective choice of provider.

NB - The current services of international education, music and outdoor learning are already on planned programmes which prepare them to become fully self sustaining over the next few years. The staff involved in these services are fully aware of these plans and

how they are affected by them. The position of ICT and the Healthy Oxfordshire School Team (HOST) within this directorate has yet to be finalised.

Educational Effectiveness (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that an **Educational Effectiveness Team** is established to meet the LA statutory duties by monitoring the progress of schools, providing support and challenge to those schools where there are, or may be concerns over school performance and vulnerable groups. The team would ensure effective and evidence based early intervention strategies are in place including commissioned intervention for schools that are vulnerable to declining performance, or schools causing concern, enabling them to make rapid and sustained improvement in outcomes for all children and young people.



Key
 BAME Black, Asian and Minority Ethnic
 EAL English as an Additional Language
 GRT Gypsy Romany Traveller
 CLLD Communication Language and Literacy Development
 SEN Special Needs Advisory Support Teacher

Educational Effectiveness Manager (Tier 3)

It is proposed that this manager would:

- Develop, lead and manage our strategy for improving the educational performance and outcomes of all children and young people 0-19
- Proactively use all available data and intelligence to identify schools or settings that are making insufficient progress or have reduced capacity to ensure early intervention is commissioned to secure improvement is recovered
- Lead phase related commissioning to bring about rapid and sustained improvement in outcomes for children and young people
- Champion, co-ordinate and deliver effective strategies for ensuring appropriate evidence based interventions to close the gap between the performance of vulnerable children
- Ensure the best possible outcomes for all children and young people and in particular ensure that the needs of vulnerable pupils are met
- Ensure the county-wide strategic identification and coordination for schools' causing concern and that resource was targeted effectively to support these schools
- Work collaboratively with the Transformation team, schools and settings to recommend, monitor and secure new models of provision to maintain, sustain or improve educational effectiveness
- Oversee and take action to rectify deficits or promote better use of schools information for parents and carers
- Lead the effective dissemination of research based evidence to support greater effectiveness of their use at system and individual school level.

0 – 5 Standards and Progress Manager (Tier 4)

It is proposed that this manager would:

- Provide leadership and management of Early Years policy and strategy, research and development, resources, partnership working and business planning to both champion and improve the educational performance and outcomes of all children 0 – 5
- Ensure settings and schools are held to account for improving the outcomes of children 0-5 years old
- Facilitate the use of research to inform commissioning decisions by schools and partners
- Champion the best outcomes for children and promote the use of research based interventions enabling co-ordinated and coherent home and school interventions that demonstrate improvement in outcomes
- Ensure the needs of vulnerable children and families are identified proactively and that interventions provide improvement or recovery for individual children
- Support, challenge and improve all sectors of early education including maintained as well as private and voluntary independent settings
- Ensure there is appropriate challenge, support and guidance for countywide provision to secure high quality early years services in local communities where policies and procedures are consistently applied

- Collaborate and work with other agencies including health to ensure best evidence promotes effective early engagement with new parents to support appropriate emotional and social development
- Ensure effective transition in phases secures improved outcomes for children.

5 - 11 Standards and Progress Manager (Tier 4)

It is proposed that this manager would:

- Fulfil the responsibilities in the other age related standards and progress portfolio for those aged 5 – 11
- Oversee, coordinate and lead countywide strategic plans across primary schools;
- Develop and use effective strategies to identify and address early schools at risk of becoming schools of concern
- Drive improvement of primary schools who are not progressing beyond satisfactory
- Provide phase related leadership over effective early intervention strategies and monitoring for primary schools that begin to cause concern and ensure that they make rapid improvement
- Champion the best possible outcomes for children and young people in the primary phase, provide leadership in the county-wide identification and co-ordination of intervention in primary schools causing concern and ensure that resources are targeted effectively to support these schools
- Take accountability for the delivery of improved outcomes for primary schools including all types of school organisation.

11 – 19 and Special Standards and Progress Manager (Tier 4)

It is proposed that this manager would:

- Fulfil the responsibilities in the other age related standards and progress portfolio for those aged 11 - 19
- Provide phase related leadership over effective early intervention strategies and monitoring for secondary and special schools that begin or are at risk of becoming schools that cause concern
- Ensure underperforming schools make rapid improvement by challenging and supporting effective commissioning of support to address areas for improvement
- Champion and be accountable for the best possible outcomes for children and young people in the secondary and special school phases
- Evaluate the impact of intervention activities and identify review activities where necessary
- Lead commissioning of evidence based programmes to support the sector and engage schools in their use.

School Improvement Manager (Additional Needs) (Tier 4)

The proposal is that this managerial position would provide an excellent opportunity to ensure alignment in this and other key areas of support and intervention for children and young people with additional needs. The manager would:

- Develop and lead specialist strategies designed to improve the outcomes for children and young people with additional or complex educational needs
- Ensure achievement is raised, outcomes are positive for all young people and the gap is narrowed for our most vulnerable children and young people
- Enable Oxfordshire's mainstream and special schools to improve outcomes for children and young people with Special Educational Needs (SEN)
- Collaborate with schools, educational settings, colleges and providers to ensure bespoke provision appropriate to the individual needs of children are effectively delivered
- Broker specific support for schools who are satisfactory to improve their rate and pace of improvement
- Provide challenge and support to schools, early years settings, parents/carers, other agencies and communities improving the achievement, social inclusion and participation of Black, Asian, Minority Ethnic (BAME), Gypsy, Roma and Traveller (GRT) and other groups that are not achieving the outcomes of their peers.

Following a previous restructuring to form the Equality and Diversity Achievement Service (EDAS) in September 2010, further proposals for development of this service has begun and will be out for consultation shortly.

The current posts for SEN Inclusion Consultants (3) and the team of Special Needs Advisory Teachers (SNASTs) will transfer into the new service and will be reviewed following the publication of the SEN and Disabilities Green Paper.

Tier 5 School Improvement Officers (10 Tier 5 posts)

The proposal is to establish a core team of School Improvement Officers whose work will be directed by the Standards and Progress Managers. They will work closely with schools to raise standards, enable the highest possible achievement of all pupils and support all Oxfordshire schools to become or aspire to being outstanding. In particular they will focus on schools that are underachieving or at risk of underachievement to ensure standards are raised, attainment gaps are narrowed and that outcomes are positive for all young people. They would also assist schools that need to prepare for Ofsted inspections and provide support through the inspection.

Early Years Managers (3 area based - Tier 5 posts)

The proposal is to have 3 geographically based managers with managerial responsibility for workforce development officers, EY advisory teachers and local commissioning or contracts. They would support the wellbeing, learning, development and human rights of young children in Oxfordshire and ensure continuous quality improvement of the early years and childcare workforce. They would also target those children and families who are in greatest need, with a particular focus on children with disabilities or early development delay.

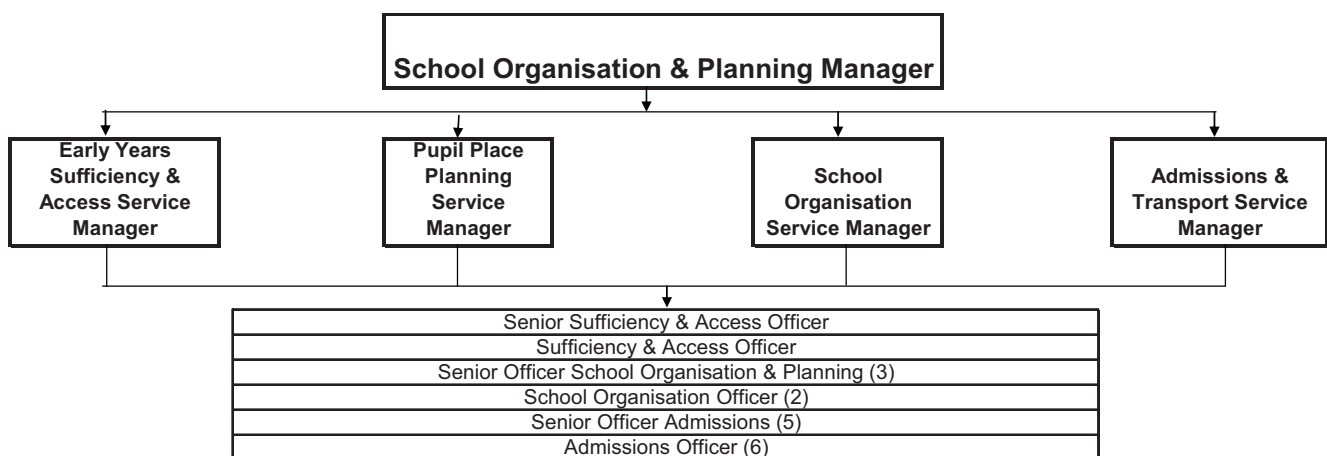
The EY managers would be supported by **Early Years Advisory Teachers (20 area based Tier 6 posts)**. The proposal would involve a number of area based EY advisory teachers who would ensure achievement is raised, outcomes are positive for all young people and the gap is narrowed for our most vulnerable children and young people.

Quality and Inclusion Manager (Tier 5)

It is proposed that this manager will be promoting the wellbeing, learning, development and human rights of young children in Oxfordshire, through continuous quality improvement of the early years and childcare workforce. This is to be achieved through effective use of information to target those children and families who are in greatest need, with a particular focus on children with disabilities or early development delay.

The work of this manager would be supported through a **Senior Early Years Adviser (Tier 6)** an **Advisory Teacher CLLD Lead (Tier 6)**, some **Quality Workforce Development Officers (3 Tier 6 posts)**, a **Stakeholder Engagement Assistant** and an **Early Education Consultant (EAL) (Tier 6)** and **Business Support Officer (Tier 6)**.

School Organisation and Planning (1 Tier 3 post and 4 Tier 4 posts)



It is proposed that a **School Organisation & Planning** team previous restructure has led to improvement of the service. This Team will meet statutory duties connected with the supply of early years and school places (including through opening new schools), school admissions, transport and coordinate the directorate's capital programme. The team will lead the new developments within the directorate and with schools and educational settings to ensure sufficient high quality provision across the county.

School Organisation and Planning Manager (Tier 3)

It is proposed that this manager will:

- Lead strategy for accurate place planning for schools and settings
- Work closely with Property Asset Management to ensure the capital programme meets demand for places and the requirements of the LA capital and asset strategy
- Ensure statutory responsibilities are adhered to with high levels of performance on admissions and educational transport
- Lead the LA's commissioning of new schools and co-ordination of statutory proposals for opening, closing and expanding schools

Early Years Sufficiency and Access Service Manager (Tier 4)

It is proposed that this manager will:

- Lead the work to ensure the County Council meets its statutory duties for sufficient funded places for 2, 3 and 4 year olds, and childcare places for children aged 0 – 19
- Ensure that childcare sufficiency analysis is made according to national requirements and that resources, advice, information and support are targeted to ensure viability and sufficiency of places to meet demand, with a particular focus on access by disadvantaged groups
- Provide support to the School Organisation & Planning Manager on early years organisation matters.

School Pupil Place Planning Manager (Tier 4)

It is proposed that this manager will:

- Provide a service to schools on aspects of school organisation and development of school premises to ensure that the supply of statutory places meets local needs and supports diversity in school provision
- Contribute to ensuring a sufficiency of children's centre, early years and childcare places through provision of advice and liaison with the Private, Voluntary and Independent sector
- Ensure statutory consultations are in place for new schools, expansion of schools and school closures.

School Organisation Manager (Tier 4)

It is proposed that this manager will:

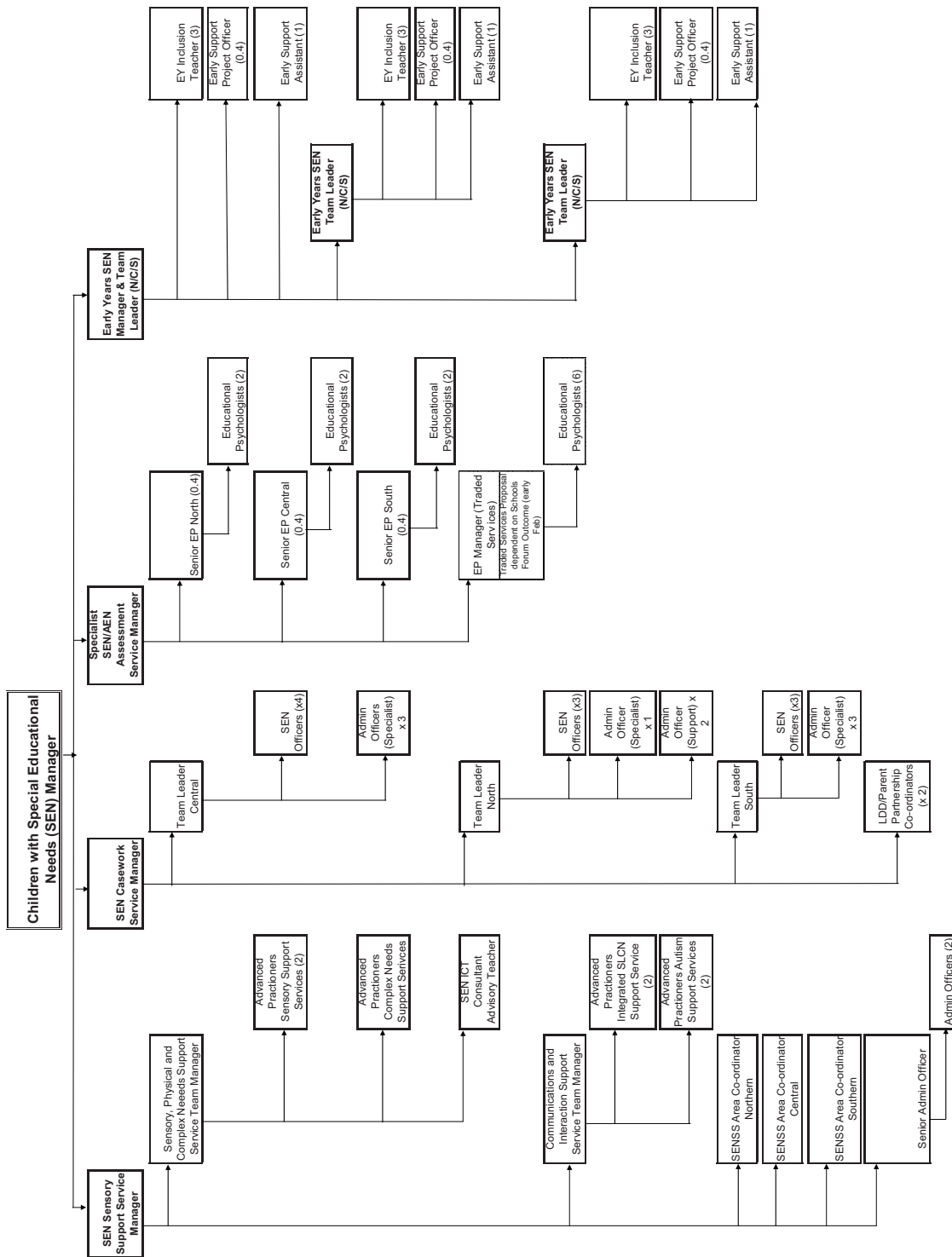
- Target investment for the improvement of educational buildings and sites to support the strategic role of commissioner of places and the raising of educational standards and achievement
- Lead on the commissioning of school places including competitions
- Ensure needs in education premises are identified and prioritised so that resources are used to the greatest effect in raising educational standards. This will need to be done in accordance with the Children, Education & Families Directorate's current investment strategy and national and local initiatives.

Admissions and Transport Service Manager (Tier 4)

It is proposed that this manager will:

- contribute to the highest standards of achievement and inclusion within the policy and budget framework of the Council
- lead on the strategy and policy on admissions in support of improving access and inclusion
- lead on the strategy and policy on home to school transport
- contribute towards improving outcomes for Children and Young People as defined in the Children and Young People's Plan

These managers will be supported by **Senior Sufficiency & Access Officer, Sufficiency & Access Officer, Senior Officer School Organisation & Planning (3), School Organisation Officer (2), Senior Officer Admissions (5), Admissions Officers (6)**, covering tiers 5 and 6.



Special Educational Needs (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that Special Educational Needs services are redesigned to cover statutory responsibilities for children and young people aged 0-25 years.

The proposed structure includes a countywide lead (**Children with SEN Manager**) and service managers responsible for **Statutory Casework, SEN Support Services, Assessment (including Educational Psychology Service), and Early Years SEN.**

The statutory SEN Casework team will remain unchanged. A review of the management structure below the countywide SENSS Service Manager post and Specialist Team Managers (Communication & Interaction, Sensory, Physical and Complex Needs) is underway. This is being managed within the SENSS Service.

The Educational Psychology Service will focus, in the main, on its statutory work as defined in the SEN Code of Practice. There will also be direct links with Early Intervention hubs. It is proposed that there will be a traded arm to the team that will offer bespoke packages to schools/partnerships that may include whole school systems work. The proposed redesigned team will be led by a Service Manager (Tier 4) and there will be one Senior EP at (Tier 5) and seven fte EPs. The proposed traded services model for the equivalent of six fte EPs is being presented to Schools Forum in early February.

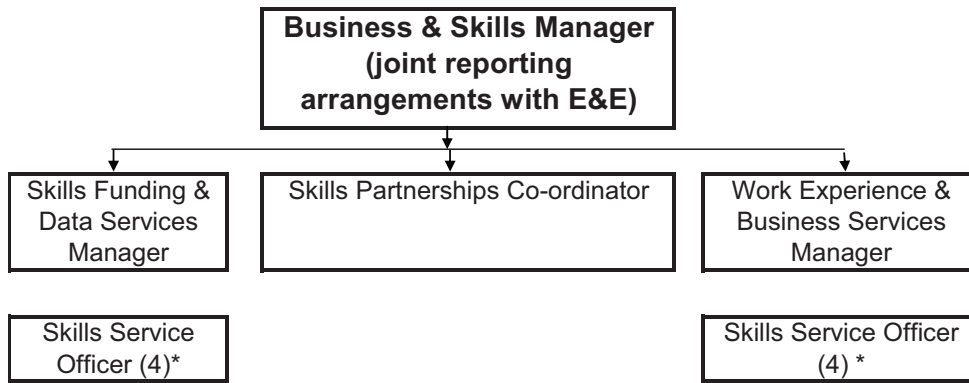
It is proposed that the Early Years SEN team joins the wider SEN services to enable continuity of service delivery, common principles and approaches. The structure below Tier 4 will be reviewed in the light of a reduced team and changes arising from the SEN & Disabilities Green Paper.

Radical changes to the SEN framework are expected in the SEN & Disabilities Green Paper (due February 2011) and this will inform any future transformation of services. The SEN team will play a key part in narrowing the gap in outcomes for children with SEN working closely with other education services, Early Intervention and Social Care teams.

Business and Skills (1 Tier 3 post and 4 Tier 4 posts)

It is proposed that a **Business & Skills** team is established to bring together the 14 – 19 Strategic Development Team, the 16 – 19 Team and the Education Business Partnership Team in order to create a Business & Skills Team that will work across the Children Education & Families and Economy & Environment Directorates to address the strategic issues around skills for young people and the wider workforce. This team will provide the Oxfordshire City Region Enterprise Partnership (OCREP) with the information and support they require to develop a countywide strategy that:

- ensures all residents are able to develop the skills to enable them to successfully enter and remain in the workforce
- assist local employers to develop or access the provision they require to equip the workforce with the skills needed



* Job Description to be developed

Business and Skills Manager (Tier 3)

It is proposed that this manager will:

- Lead the overall skills policy linking with Economic development, Education, Adult Social Care, Learners with Learning Difficulties and Disabilities (LDD) and Social & Community Learning, elected members and the Local Enterprise Partnership
- Coordination of stakeholder group information to align with skills policy
- Coordination of commissioning to align with skills policy
- Develop policy in line with BIS and DFE

Funding & Data Service Manager (Tier 4)

It is proposed that this manager will:

- Develop the Annual Statement of skills needs (Pre 19, workforce, social & Community Learning)
- Manage external commissioning agencies
- Manage minimum contract levels
- Performance monitoring of providers
- Gather economic data
- Provide data to OCREP

Work Experience and Business Service Manager (Tier 4)

It is proposed that this manager will:

- Manage the learner interface with employers
- Ensure all work experience placements are approved and development of a full cost recovery service to provide additional work experience services
- Increase the availability of Apprenticeships
- Manage On line information for businesses and schools
- Increase the number of young people entering pathways in Science, Technology, Engineering and Mathematics (STEM)
- Bring employers together to debate identified needs and encourage collective response
- Manage communications to each sector
- Manage mechanisms to collect intelligence from employers
- Communicate employer needs to OCREP

It is proposed that the **Funding & Data Service Manager and the Work Experience and Business Service Manager** are supported by **Skills Service Officers (8 Tier 5 posts)**

Each of these posts will hold specialist responsibilities in relation to advisory support to providers or work experience placements, plus a generic responsibility to coordinate and facilitate specific projects defined by the Oxfordshire City Region Enterprise Partnership, that will bring together stakeholder partners to undertake joint, time limited actions.

Skills Partnership Coordinator (Tier 4)

It is proposed that this manager will

- Facilitate partnership for key stakeholder groups (including LEP skills function)
- Work with stakeholders to agree a skills strategy
- Implement the skills strategy by coordinating partnership activities against agreed projects
- Identify and enable network groups to work around the key priorities of the skills strategy
- Interpret and communicate coordinated information about learners, the education and skills offer and economic data to relevant partners

The benefits of the proposal

Prevention and early intervention is more cost effective and leads to better outcomes for children that prevent their needs escalating until they require more expensive and specialist service delivery. Practice, managerial and cultural change will be essential to support our new ways of working and we propose to invest in appropriate training, development and support for our new model of service delivery, including threshold for support, procedures and redesigned business processes. Research on integrated practice is clear that it is essential to invest in on-going training and support to enable practice and cultural change to embed. We have identified an amount in next year's budget for this purpose.

The LA's resources will be concentrated on those schools which have the greatest need, working to ensure that all schools have effective leadership which will enable them to become self improving. Monitoring of all schools will ensure the LA is able to predict when schools may become vulnerable and to take the necessary measures in a timely manner. Sharper and focused support for schools previously judged to be satisfactory, or currently in an Ofsted category, in preparation for Ofsted inspections will produce better outcomes.

The redesign of the Early Years Team will create a more streamlined structure with fewer management layers. Some functions will be merged within other relevant services of the Directorate or the County Council which will support efficiency, ensure coordinated planning and improved financial management. All services will be targeted at the most disadvantaged children, families, settings and communities.

The work of the educational transformation team will enable the LA to hold autonomous schools, academies and colleges to account through well informed governing bodies that are able to demonstrate appropriate challenge, scrutiny and strategic leadership. It will support the development of new partnerships and collaborations to ensure sustained high quality leadership which will improve outcomes for children. It will enable the role of the LA as broker, commissioner and quality assure of teacher and headteacher leadership development. Bringing together the 14 – 19 Strategic Development Team, the 16 – 19 Team and the Education Business Partnership Team will enable for the first time development of a Skills

Team that will work across CE&F and E&E to address the strategic issues around skills for young people and the wider workforce.

The creation of a Skills Team will support the learning and skills needs of residents, employers and employees of all ages rather than just those aged 14-19. The team will respond to central government policy around the school curriculum, skills and economic development, whilst retaining the council's statutory responsibilities in this area. It will re balance and join up the expertise and human resource more effectively between the CE&F and E&E directorates.

The changes recently implemented in conjunction with the restructuring of Property Services, to create Property Asset Management, will be able to bed in and further improve delivery of the council's corporate Asset Management Strategy whilst reinforcing the clearer delineation between directorate policy implementation ('what, where, when') and the delivery of capital solutions. The benefits of bringing all school organisation functions and policy making together (School Place Planning, Admissions and Home to School Transport) will be further extended to include early years and childcare provision, creating a seamless planning and provision team covering children from age two through to 19.

In addition to the above, through planned reductions linked to duplication of parts of existing job roles there will be better use of resources to deliver cashable savings.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?
4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?

In presenting your comments and feedback you are encouraged to look at Toolkit 10.

Questions for Education and Early Intervention

- How can we develop a more proportionate support to schools in Ofsted categories?
- How do you see Tier 4 manager posts for Early Years, Primary and Secondary phases being most effective?
- It is proposed to have a small centrally based team of school improvement officers. Do you feel this will be a better use of resources than the current area based teams? What will be the benefits?
- What are the key linkages for the Skills Team across and beyond the council?
- Have we got the key functions of school improvement officers right?
- What are the benefits of the Early Years team working more closely with statutory school age focused teams?

- Does the design features for Educational Effectiveness support the new role of schools and LA – What elements could we improve?
- How best can the LA ensure that School Governors are supported in their new role for school improvement?
- How could our proposals for the Early Intervention teams support more integrated service delivery for children, young people and families? What further suggestions do you have to improve our proposals against the outcomes families articulated?
- What do you think are the key workforce development issues in relation to the development of the Hub Service Manager, Hub Team Leader, Community Hub Worker and Community Hub Support Workers?
- How would you suggest that professional supervision supports professionals within the hubs?
- What are your views about engaging partner agencies in the development and service delivery of the Hubs?
- Do you have any views on the proposed management of Children Centres and Childcare Development Teams?
- How can we ensure that there is a seamless interface between universal, early intervention and specialist services to ensure that appropriate support is identified and provided along our pathway?
- Should the EY SEN function join the wider SEN team?
- Given the likely proposal for independent assessors in the forthcoming SEN & Disability Green Paper, do you think that EPs should move to the wider SEN team?
- How could we make best use of clinical roles such as Educational Psychologist and Clinical Psychologists within the Directorate?

PROPOSED POSTS FOR DELETION	FTE	Tier	Grade
Current Post Title			
Aiming High Accessible Childcare Project Manager	G14		
Aiming High Home Childcare Support Officer			G10
Aiming High Project Support Manager			G10
Aiming High Service Development & Contract Officer (0.6)	G10/11		
Anti-Bullying Involvement Officer			G7
Area Manager - Youth Work (Central)	G13		
Area Service Manager - IAE			HAY D / IA26
Area Service Manager - Youth			G15
Area Service Manager - Youth			YC09
Area Service Managers, Children's Centres and Childcare (3)	G16		
Area Service Manager – SEN/LDD			IA19
Area Youth Worker			YOUNAT32
Area Youth Worker			JNC22
Assist Head of BSS			DEP8
Assistant Childcare Development Manager			G13
Assistant Children's Centre Managers x 4.67FTE			G13
Assistant Service Manager (pre court and prevention)			G14
Asst Youth Support Worker			NOTIONAL
Asst Youth Support Worker	JNCL	OC0	4-7
Attendance & Child Employment Officer			G9

Attendance & Engagement Officer x15			G9/10
Behaviour & Attendance Manager	EPPNCP8		SNR5 HEAD11
Behaviour Learning Mentor			G8
Behavioural Support Teacher			TEACHUP
Business Support Officer	GRD11		
Careers Education Development Adviser	GRD11		
Childcare Business Development Strategy Officer			G11
Childcare Development Manager (0.6)			G15
Children's Centre Development Officer – Asian families			G11
Data Analyst	GRD9		
Decision Making & Young People' Worker	GRD7		
Deputy Service Manager Locality Support Services			G14
Detached Youth Worker	JNCLC2		2-25
Diversion Officer	GRD9/11A		
Diversion Scheme Co-ordinator	GRD12		
D of E Area Development Worker	GRD8		
Early years SEN Inclusion Manager X3			IA11
Early Years SEN Inclusion Teachers x3			IA7
Education Social Work Assistant			G7
Education, Training & Employment Support Off	GRD9		
Employment & Training Adviser	GRD7		
ESW Team Manager			G12
Extended Schools and Services Manager			IA19
Extended Schools Development Officer (3)			G12
F2F, OYMS and PAYP Manager	GRD13		
FACEIT Case Worker posts (6)			G10/11
FACEIT Support Worker posts (5)			G8/9
FACEIT Team Manager posts (3)			G13
FACEIT/Young Carers Support Worker posts (2)			G8
Family Intervention Project Senior Practitioner	GRD12		
Family Intervention Project Worker	GRD9/10		
FIP/ETE Manager	GRD13		
Identification & Support Scheme Coordinator.	GRD9/11A		
Identification & Support Scheme Officer	GRD11		
Information Coordinator	NOTIONAL		
Lead Personal Adviser	NOTIONAL		
Locality Coordinators (4)			G12
MAP Assistant Project Worker	GRD5		
Map Development Worker	GRD9		
MAP Project Worker	GRD7		
MI Operation Analyst	NOTIONAL		
Operational Analyst	GRD8		
Out of School Childcare development Officer			G11
Parenting Development Manager	G14		
Parenting Development Officer (2.08)	G11		
Parenting Worker	GRD9		

Parent-Talk Project Manager (0.6)			G11
PAYP Link Worker	GRD9		
PAYP Officer	GRD9		
Project Analyst	NOTIONAL		
Project Manager	GRD9		
Project Officer, Quality & Practice (Children's Centres)			G10
Safeguarding Coordinator	G12		
Senior Childcare Development Officers x3 FTE			G12
Senior Home School Link Workers (1.2)			G10
Senior Practitioner Attendance & Engagement	G11		
Senior Youth Support Worker	JNCLCOC1		7
Service Manager (service support)	GRD13		
Service Manager Supporting Choices / Info	GRD15		
Service Manager, Children's Centres			G16
Service Support Worker	JNCLCOC2		5
Social Inclusion Officer x2FTE			G12
Specialist Attendance & Engagement Officer			G9/11
Strategic Lead IAE			HAY C
Strategic Lead Locality Working and Work Force Development	G17		
Strategic Lead Youth	COC		
Strategic Lead, Children's Centres and Extended Services	COC		
Team Leader (MAP)			JNCLCOC27
Web Site Administrator			GRD9
Youth Coach Development Worker			GRD9
Youth Counsellor	GRD10		
Youth Mentoring Supervisor			JNCLCOC25
Youth Support Worker			JNCLCOC10-13
Youth Worker	JNCLCOC18-22		
Youth Worker IT			JNCLCOC18
14- 25 Education Development Manager			IA13
14-25 Education Support Officer			LSC3
14-25 Support Officer			LSC4
16-19 Education Service Manager			LSC8
Advisory Support Teacher for Travellers			TEACHUP
Advisory Teacher - Primary PE			TEACHUP
Advisory Teacher for PSHCE/SRE			IA10
Advisory Teacher ICT			IA13
Advisory Teacher MFL			IA10
Advisory Teacher PSHE/Citizenship (Primary)			IA10
African Caribbean Achievement Officer			GRD9
AimHigher Co-ordinator	TEACHER		
Area Manager OEBP x 2			GRD11
Area Service Manager Early Years x 3			IA21
Area Service Manager School Improvement Lead (Primary) x 2	COC		/ HEAD10

Area Service Manager School Improvement Lead (Secondary) x 3	COB		/ IA30
Business Support Manager OEBP			GRD9
Co-ordinator 16-19 Education x 2			LSC7
Competition Manager x 2			GRD9
Consultant ICT Personalised Learning x 3			IA10 / IA13
Consultant Secondary Strategy ICT x 2			IA13
Co-ordinating Adviser EE (ICT)			IA21
Co-ordinator for School Sport		IA10	
Early Education Development Manager			GRD14
Early Years Bilingual Development Worker x 2			GRD9
Early Years Business & Support Officer (Sufficiency & Access) x 1			GRD11
Early Years Sufficiency & Access Manager x 1			GRD14 / GRD15
Education & Business Partnership Manager x 3			GRD9 / GRD11
Education Adviser (Governance)			IA19
EMAS Consultant x 2			TEACHUP
Employer Engagement Officer x 2			GRD8
Governor Services Consultant			IA13
Head of Northern Area			COA
Healthy Schools Advisory Teacher x 2			IA10
Healthy Schools Co-ordinator			IA10
Instructor (EDAS) x 3			INSTRUCT
Lead Consultant Black African and Caribbean			GRD11
Lead Consultant Primary BME Achievement			TEACHUP
Leading Primary Practitioner (Headteacher) x 2			HEAD22
Leading Primary Practitioner (Teacher) x 6			DEOHD6 / DEPHD9 / ADSKIL7 / ADSKIL8
Learning Support Assistant (EDAS) x 3			GRD4 / GRD5
Marketing & Communications Assistant			GRD8
Mathematics Specialist Adviser			IA19
Nursery Nurse (EDAS)			GRD8
OEBP Manager			GRD11
Osprey Co-ordinator			GRD10
Outreach Worker			GRD10
Partnership Development Officer (EY)			GRD11
Primary Strategy Manager / School Improvement Adviser	HEAD	23	
Project Co-ordinator for 14-19 Strategy			GRD10
Quality Workforce Dev Manager			GRD15
Quality Workforce Development Officer / Recruitment Officers x 4	GRD	11	
School Adviser Eng Drama & Media Studies			IA19
School Drug Education Consultant			GRD11
School Improvement Adviser x 8			IA19/IA2/ IA22
School Improvement Partner			IA22

Schools Adviser (RE)			IA20
Schools Adviser Outdoor Education Manager			IA20
Senior Early Years Advisory Teacher x 4			IA14
Senior Lead Teacher (BME Achievement) x 2			TEACHUP
Senior Lead Teacher (GRT Achievement)			TEACHUP
Senior Lead Teacher (Key Focus Groups)			TEACHUP
Service Manager OEBP			GRD14
Senior Early Years Foundation Stage Advisor			IA27
Strategic Lead Early Learning		COC	
Strategic Lead - School Improvement			COC
Strategic Lead 14-19			IA30
Strategic Lead Governance			IA30
Strategic Lead School Organisation & Planning			IA28
Teacher (EDAS) x 12			TEACHUP
Teacher UPS x 2			TEACHUP
Teaching Assistant (EDAS) x 4			GRD4 / GRD5
Travellers Education Outreach Worker			GRD10
Tutor - Language (EDAS) x 7			WELCI / WELCT / ED- NOT
Work Experience Manager			GRD11

PROPOSED POSTS FOR CREATION			
New Post Title	FTE	Tier	Indicative Grade
Active Leisure & Learning Apprentice	1	6	Minimum Wage
Anti-Bullying Strategy Coordinator	1.5	TBC	
Attendance and Engagement Information Officer	1	6	TBC
Children's Centres & Childcare Manager	3		G15
Community Hub Team Leaders	14	5	G12
Community Hub Support Workers	49	6	G7
Community Hub Workers	70	6	G10
Deputy Managers Children's Centres	3	5	TBC
Deputy Managers Community Childcare & Play	3	5	TBC
Duke of Edinburgh/Accreditation Manager	1	5	11
Duke of Edinburgh Support Worker	1	6	G6
Early Intervention Managers	3	3	Hay Evaluation Needed
Early Years SEN Manager	1	4	G15
Early Years SEN Team Leader	2	5	IA7-10
EHE Visitor	1.6	TBC	
Engagement in Education, Training and Employment Manager	1.4	G15	
Hub Service Managers	7	4	G16
IAG Data Officers	2.6	TBC	

IAG Development Officer	1	5	TBC
IAG Information and Opportunities Adviser	1 6	G8	
IAG Information and Opportunities Coordinator	1 5	G10	
IAG Information and Opportunities Officers	3 6	G6	
Riverside Outdoor Learning Specialists	2	6	G10
Riverside Team Leader	1	5	G13
Senior Attendance & Engagement Officer	1	5	TBC
Senior Social Inclusion Officer	1	5	TBC
Social Inclusion Officer	2	6	TBC
Youth Inclusion and Engagement Manager	1	4	G15
Youth Opportunities Officer	1	5	G9
Riverside Team Leader	1	5	TBC
Senior Attendance & Engagement Officer	1	5	TBC
Senior Social Inclusion Officer	1	5	TBC
Social Inclusion Officer	2	6	TBC
Youth Inclusion and Engagement Manager	1	4	G15
Youth Opportunities Officer	1	5	G9
Educational Effectiveness Manager	1	3	Hay Evaluation Needed
0-5 Standards and Progress Manager	1 4	GRD16	
Early Years Manager North	1	5	TBC
Early Years Manager Central	1	5	TBC
Early Years Manager South	1	5	TBC
Quality & Intervention Manager	1	5	TBC
Quality Workforce Development Officer	2.5	5	TBC
Early Education Consultant (EAL)	1	5	TBC
5-11 Standards and Progress Manager	1	4	GRD15
11-19 and Special Standards and Progress Manager	1 4	GRD15	
School Improvement Officer	10	5	TBC
School Improvement Manager (Additional Needs)	1 4	GRD16	
Lead Teacher BAME + EAL	1	4	TBC
Lead Teacher BAME	1	4	TBC
Lead Teacher GRT + BAME	1	4	TBC
Community Liaison Teacher	1	5	TBC
Educational Transformation Manager	1 3	Hay	Evaluation Needed
School Governance and Accountability Service Manager	1	4	GRD15
School Leadership and Professional Development Co-ordinator	1 4	GRD15	
Alternative and New Provision Service Manager	1	4	GRD15
Educational Innovation and Commercial Services Manager	1 4	GRD15	

School Organisation & Planning Manager	1	3	Hay Evaluation Needed
Early Years Sufficiency and Access Manager	1	4	GRD14
Early Years Sufficiency & Access Business Support Officer	1 5	TBC	
Business and Skills Manager (Joint reporting arrangements with E&E)	1 3	Hay	Evaluation Needed
Skills Partnerships Co-ordinator (Joint reporting arrangements with E&E)	1 4	GRD14	
Skills Funding & Data Services Manager (Joint reporting arrangements with E&E)	1 4	GRD14	
Work Experience Business Services Manager (Joint reporting arrangements with E&E)	1 4	GRD13	
Skills Service Officer	8	5	TBC

Deputy Director Children's Social Care

Social Care and Safeguarding

In reshaping our services we have taken into account all the services provided by social care and safeguarding are for children with specialist/complex needs and include:

- Contact, referral and assessment of statutory social care and child protection
- Family support for children and families assessed under the Children Act as Children In Need (CIN)
- Child protection services including support and services to children at risk of significant harm
- Disabled children's services including respite care (day and night)
- Looked After Children (LAC) regulated provision and support, including Fostering Service and Children's Homes
- Asylum seeking children and families
- Leaving care services (until 21, or until 25th birthday if in higher education)
- Children who are carers
- Adoption and Special Guardianship Services

Within our new arrangements all of these services are to be retained but current management arrangements will change.

The delivery of safeguarding and other children's social care services are key priorities for the Council and consequently there will not be any reduction in these front line services.

Proposals

We propose to reconfigure our management arrangements of the service. These changes will maintain clear accountability, improve spans of control and ensure effective prioritisation of workloads.

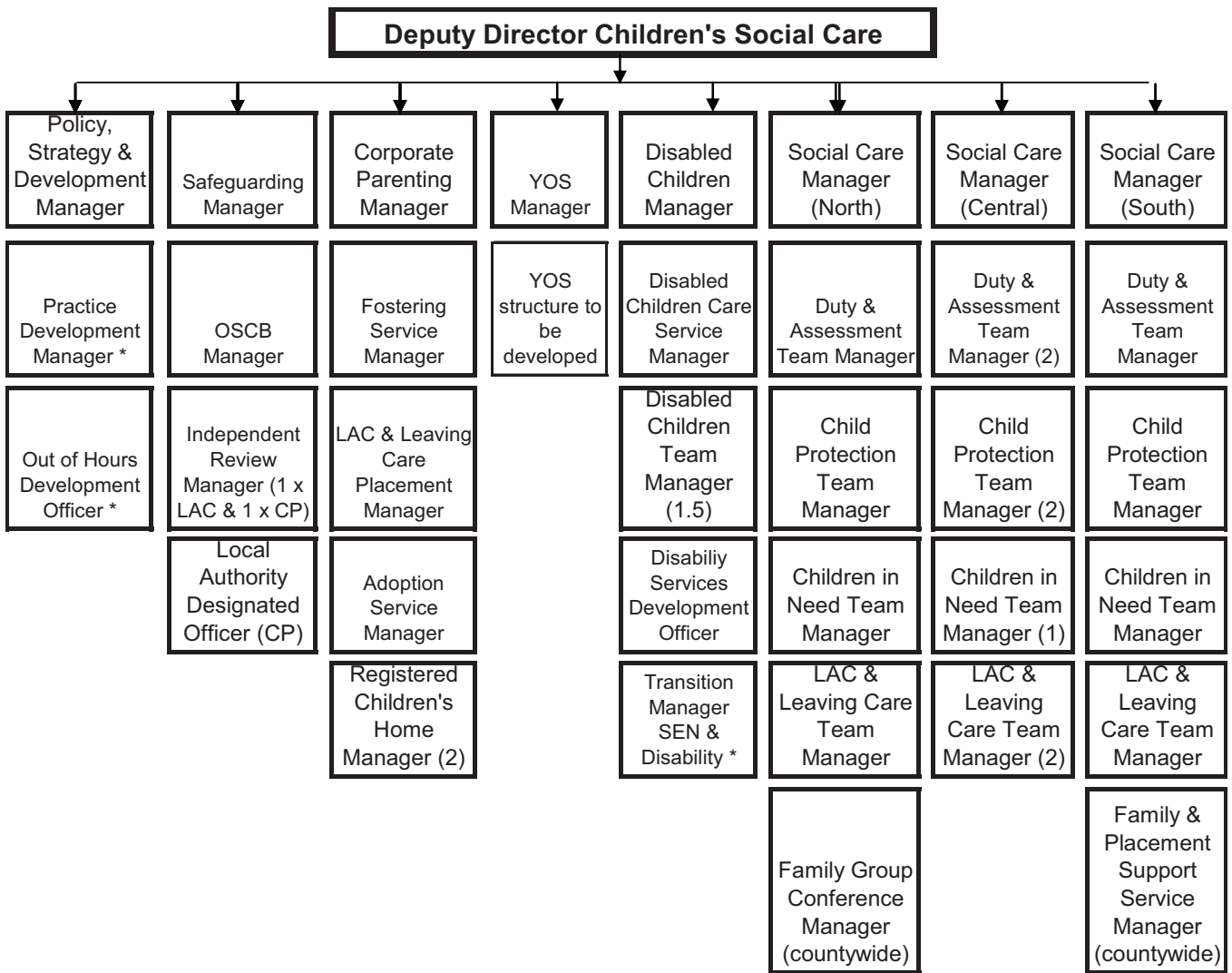
We will, during 2011, continue to develop with the Police, Schools and Health colleagues, joint arrangements to support multi-agency working. We are particularly keen to develop joint investigation services with the police and further develop joint working with health providers.

We will continue to make maximum use of our own internal resources during 2011. The Multi – dimensional Treatment Foster Care (MTFC) service originally funded via a specific grant from Government will continue but be funded from within the Directorate's placement budget. As part of the previous Government's Aiming High for Disabled Children's programme, we received significant financial resource to expand the available short breaks for disabled young people and promote new ways of working across health, social care and other partners. This funding was due to end in March 2011. The Council intends to continue to maintain most of our Aiming High activity. This significantly augments existing mainstream provision and will give us a significant level of resource to provide continuing support for disabled children. Within 2011/12 we propose to explore the possibility of whether a charge (based on ability to pay) should be implemented.

The Management Structure

The proposal is underpinned by the current three area structure where the core functions of Children’s Social Care - assessment, care management of children in need of protection, and those looked after, are delivered through the three geographical areas. The aim of this arrangement is to enable the service to concentrate on the core business of protecting children from abuse and neglect and supporting the most vulnerable children.

The proposals remove the position of strategic leads from the service.



KEY

- * Job description to be developed
- CP Child Protection
- LAC Looked After Children
- SEN Special Educational Needs
- YOS Youth Offending Service
- OSCB Oxfordshire Safeguarding Children Board

Social Care Manager

Each geographical area of North and South Oxfordshire along with Oxford City will be led and managed by a Social Care Manager. The main responsibilities of this post will be to ensure the safe and effective delivery of high quality social care services to children living in their area. Each Social Care Manager will also have responsibility for a nominated aspect of the service, for example: Looked After Children, Child Protection, and Children in Need. These responsibilities will be developed when people have been appointed to these posts.

Corporate Parenting Manager

A new position of **Corporate Parenting Manager** is proposed. Its primary function will be to ensure delivery of the Council's Corporate Parenting Strategy and develop and lead implementation of integrated services which improve children and young people's life chances, ensure smooth transition between services at all stages and produce good outcomes for looked after children and young people.

The post will have overall responsibility for leadership and management of the Looked After Children resources of the service, (Fostering, Adoption, Residential Care). It is also proposed that this post holds strategic responsibility for Private Fostering, development of services to care leavers, asylum seeking children, homeless and vulnerable young people and other County wide responsibilities that are yet to be determined.

Under the management of the Corporate Parenting Manager the following posts are proposed. A **Fostering Service Manager**. This post will be responsible for the provision of Fostering and Kinship care, recruitment and retention of foster carers, the Multi-dimensional Treatment Foster Care scheme and a range of placement support services including the ATTACH service. There are no proposals in this consultation document to alter the current configuration of Family Placement teams - this will be considered in the medium term as part of development of the Placement Strategy. An **Adoption Service Manager** will have responsibility for Adoption, post-Adoption and Special Guardianship Services; a **LAC and Leaving Care Placement Manager** post is proposed with responsibility to develop and commission a range of placement and support services for children looked after and care leavers.

Safeguarding Manager

It is proposed that this part of the service is reconfigured to support clear focus on our key safeguarding responsibilities as set out in Working Together 2010, by providing strategic and professional leadership on safeguarding within the Children, Education & Families Directorate. Working in partnership with schools, partner agencies, and the Oxfordshire Safeguarding Children Board (OSCB) the service will be responsible for development and implementation of effective safeguarding policy, procedures, performance management and quality assurance systems across children's services in the Directorate.

The OSCB business management functions will be located within this service area. Review of the business management functions in the OSCB is under way and will inform any changes to the configuration of posts in this arm of the service.

The Independent Child Protection Conference Chairs and LAC Independent Reviewing Officer roles will be separated into discrete teams, both retaining their Quality Assurance functions and

will both be managed within the Safeguarding service area, under the proposed posts of **Independent Review Managers**.

A **Local Authority Designated Officer (LADO)** Unit will be established. It is proposed that LADO duties across the directorate can be brought together in one unit.

Policy, Strategy and Development Manager

It is proposed to establish this post which will have responsibility for strategic and professional leadership to develop Directorate policy and strategy on the development and improvement of services to children and young people in need and their families. The main focus will be to ensure that services to vulnerable children and young people and those in most need are aligned, integrated and co-located where appropriate.

It is proposed to have a **Practice Development Manager** post within this service.

Youth Offending Service Manager (YOS)

It is proposed that the YOS will be structurally located within Children's Social Care to ensure that safeguarding, risk and vulnerability management is integrated effectively within a social care framework.

The detailed management arrangements of Youth Offending Service will be developed later. This will allow the Directorate to take account of any recommendations arising from the planned Youth Justice Inspection that will be undertaken in February 2011.

Disabled Children Manager

It is proposed that the delivery of services to disabled children be managed on a county wide basis. This is to position the service to move towards integration with Health at a later date. The Disabled Children Social Care area teams will remain located in their areas and maintain close working relationships with other social care teams in the areas. The Care Services team will remain as currently configured.

It is proposed that a **Disability Services Development Officer** along with a **Transition Manager** post be developed to address firstly, the delivery of a range of short break and other services and secondly, to develop an effective transition service for young people as they move to adulthood. The detail of these posts will be developed with the establishment of the service.

The Proposed Area Teams Arrangements

The proposed structure brings together the major care management and social work service functions under the leadership of 3 **Social Care Managers**.

There will be in each area a **Duty and Assessment Service** that will operate as the front door service. The Oxford Radcliffe Hospital Assessment Team provides a range of services, and the future configuration of these services will be included for consideration during this consultation period. Consideration in the medium term needs to be given to co-location and multidisciplinary work with Police and Health partners. This work is currently being developed.

Within each area, it is proposed to establish teams with the following functions:

- **Child Protection teams**
- **Looked After Children and Leaving Care teams**
- **Children in Need teams**

This will provide a wide range of services for children who are at risk of significant harm, children and families who are in need of support services, and those who are looked after.

The proposal is that the **Child Protection teams** will be responsible for the management of children subject to a child protection plan, along with all Public Law Outline proceedings in care matters.

The **Looked After Children and Leaving Care teams** will be responsible for working with LAC for whom the long-term care plan is permanent alternative care. This would include children subject to a Care Order and children accommodated by the local authority under section 20 Children Act 1989. These teams would also be responsible for all care leavers, bringing together the current area based Leaving Care team staff with the area based Looked After Children staff.

It is proposed that the **Children in Need Teams** will manage those cases meeting the children's social care eligibility criteria where a service, is required, as defined under Section 17 of the Children Act 1989.

Processes regarding transfer protocols and accessing services via eligibility thresholds will be developed prior to the move to these new organisational arrangements. The objective however, is to develop a range of preventative activities to provide ongoing support and care for this group of vulnerable children.

It is proposed that the **Family Group Conference Service** will be retained and managed county wide by a Social Care Manager on behalf of the two other areas. Members of its staff will be attached to each area, working with Children in Need teams, as a preventive service.

It is proposed that the **Family and Placement Support Service (F&PSS)** will be managed county wide by a Social Care Manager, with members of its staff attached to each area.

The **ATTACH (Attaining therapeutic attachments for children) Team**, currently managed within F&PSS, will be managed within the Corporate Parenting arm of the service.

In the medium term, the Children Young People and Families Directorate wishes to develop its preventative and children in need services, in preparation for improved integration and multi agency services, that could include location within partner services. The separation of the management of child protection from that of the children in need service, is to allow for this future development. This is the primary reason for proposing dedicated Children in Need team, that could facilitate this development work once the new structure is in place.

In order to deliver these proposed changes a number of posts are to be deleted and new posts established. These are shown below.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?
4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?

In presenting your comments and feedback you are encouraged to look at Toolkit 10.

Below are some of the questions which are likely to arise from these proposals. We would particularly welcome your views on these matters. There will be many more questions you wish to ask and there will be opportunities for you to do so during the consultation period, in writing or through consultation meetings.

Assessment

1. Assessment teams currently deal with all initial assessments, core assessments and section 47 investigations on new referrals. It is proposed to retain this model – do you agree? Should locality senior practitioner posts remain based in Assessment Teams?
2. Do we need a separate Assessment Team based in the hospital? If so, should the current model of assessment and child in need service delivery continue or should it focus on assessment exclusively?

Child protection/care proceedings

3. Is it right to separate child in need service delivery from child protection service delivery? What do you see as the issues, pros and cons?

Disabled children

4. Is it right to have a specialist county wide Disabled Children's Service? Are its current thresholds for services the right ones?

LAC and Leaving Care

5. Should Looked After Children teams focus on permanence planning after care proceedings have concluded?
6. Should, as proposed, LAC teams incorporate the Leaving Care service, with personal advisors become integrated into new permanence and long-term LAC teams, working with young people to age 18, 21, or 25?

PROPOSED POSTS FOR DELETION	FTE	Tier	Grade
Current post title			
Strategic Lead – Protection and Prevention		3	COC
Strategic Lead – Children Looked After		3	COC

Strategic Lead - Safeguarding		3	18
Area Service Manager X 5 (4.67 FTE)		3	16
Adoption and Permanence Service Manager		3	16
Service Manager - Family Placement		3	16
Service Manager Strategy, Performance and Development	3		16
Service Manager Corporate Parenting and Quality Assurance	3		16
Service Manager Safeguarding and Quality Assurance		3	16
Service Manager Children's Social Care Homes		3	15
Team Manager Assessment X 6 (4.42 FTE)		4	14
Team Manager Family Support X 4		4	14
Team Manager Children Looked After X 6 (4.19 FTE)		4	14
Team Manager Leaving Care		4	14
Team Manager Placement Duty Team		4	14
Aiming High for Disabled Children Short Breaks Project Manager	4		14
OSCB Training Co-ordinator (Vacant post)		5	11
PROPOSED POSTS FOR CREATION	FTE	Tier	Indicative Grade
New post title			
Social Care Manager	3.00	3	Hay Evaluation needed
Corporate Parenting Manager	1.00	3	Hay Evaluation needed
Policy Strategy and Development Manager	1.00	3	TBC
Safeguarding Manager	1.00	3	Hay Evaluation needed
Disabled Children Manager	1.00	3	Hay Evaluation needed
YOS Manager	1.00	3	Hay Evaluation needed
Team Manager	15.00	4	14
LADO Manager	1.00	4	15
Practice Development Manager	1.00	4	TBC
Independent Review Manager (LAC)	1.00	4	TBC
Independent Chair Manager (CP)	1.00	4	TBC
Fostering Services Manager	1.00	4	16
Adoption Services Manager	0.61	4	TBC
Disability Services Development Officer	1.00	4	12
Transition Manager SEN and Disability	1.00	4	TBC
LAC and LC Placements Manager	1.00	4	TBC
Out of Hours Development Manager	1.00	4	TBC

These changes account for a relatively small number of posts. They are proposed in order to introduce a more effective set of managerial arrangements. Most operational posts within this arm of the service are unaffected by these proposals for organisational change. There will however be changes to the working arrangements, which may include location, for many of our frontline staff. The details of this are to be developed. This will occur as a consequence of the consultation outcomes.

Administrative Support

This consultation document does not include proposals in relation to the essential element of administrative support which is the subject of a separate review. It will be necessary to re-align administrative support so that it best supports the new structure. The re-alignment is likely to result in fewer posts than there are at present. We are conscious that all staff who may be affected by the review will want to know how it might affect them and details of it will be shared as soon as possible. High quality administrative support is essential for supporting the delivery of our directorate objectives. There will be changes in administrative support as a consequence of our final structure re-design.

We are seeking views on how our administrative support is best deployed and will be conducting a review of our administrative support alongside this consultation so that our final structure contains the proposed roles to support our redesigned structure. We will be seeking to include core competencies for our administrative roles that will effectively support all parts of the directorate.

There are currently, several business support models in the directorate. These have built up over time in response to particular service needs. An 'Admin Review' completed some two years ago sought to introduce a more consistent approach to administrative support than had previously been the case (e.g. through introduction of generic job descriptions). This has been very successful in some parts of the directorate, notably the three Areas but some inconsistencies remain.

Which posts will be subject to this review?

All administrative support services for the directorate are in scope. This will extend beyond those posts which have 'administrator' and synonyms of administrator in their title but will exclude those whose role is evidently very specialised.

Job descriptions

It is proposed to keep the current generic job-description but there will be clarity on the competencies and essential requirements of our administrative roles.

Future models

There are *currently* three broad models (or variations of these models) for provision of administrative support in the directorate.

Option 1. Administrative staff that are managed totally, by other (more senior) administrative staff. Where the senior administrative staff are responsible for the majority of an administrator's work, line management, appraisal etc.

Option 2. Administrative staff whose principal work is for operational staff but who are also part of an administrative team managed by other more senior administrators who are responsible for line management, appraisal etc.

Option 3. Administrative staff who are managed, totally, by operational staff. Where the operational staff are responsible for all elements of an administrator's work, line management,

appraisal etc.

There is no agreement about which model is best and, as noted above, a variety of practice has emerged, over time.

Option 1 provides advantages in terms of consistency of practice amongst administrative colleagues. It releases operational staff from management responsibilities for administrative staff and allows them to focus on their operational responsibilities. Management of administrative staff is dealt with by experts in that field (i.e. other more senior managers). This option, combined with the adoption of generic job descriptions, results in 'teams' of staff with an administrative support role and provides the organisation with much greater flexibility and resilience as staff can, within limits, be reassigned as necessary to meet changing demands.

Option 2 arguably provides the best of both worlds but it does so at a price. The lines of accountability are not always clear and there can be tensions between the wishes/preferences/professional views of the operational manager and administrative manager.

Option 3 has the advantage of simplicity and a transparent line of accountability. It does however have the potential for inconsistency of practice amongst administrative colleagues not only in terms of the operational work they support but also and, significantly, for inconsistency of approach in relation to county/directorate wide office and HR practices. Operational colleagues, who may well be expert in their field, may not, necessarily be sufficiently expert in relation to office and HR procedures and practices which *may* leave administrative colleagues isolated. It also dilutes the time available to operational staff for doing the operational work that they are paid to do and in relation to which they are expert.

Conclusion

Option 1 emerges clearly as the preferred option first because it allows operational and 'front line' staff to focus on their area of expertise and secondly because it is the model which provides the greatest degree of flexibility and resilience for the directorate.

At the same time, while there is a lot to be said for the development of a universal model of support across the whole directorate, it is recognised that there *may be* occasions when Option 2 will, be the better option.

It is therefore proposed that we should proceed on the basis of Option 1 wherever possible and Option 2 where not.

What we want your views on

1. We want to hear your views about the proposed new structure. The consultation is an opportunity for you to share your thoughts about any elements of the proposed structure, for example;
2. Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
3. Having read through the document are there areas that you think have been omitted?

4. Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?
5. Which option for the deployment and management of administrative support do you prefer and why?
6. What do non administrative staff want from their administrative support?
7. What do administrative staff think could be done more effectively and efficiently?

In presenting your comments and feedback you are encouraged to look at Toolkit 10.

Section 6 – What happens next

An electronic copy of the proposals will be provided to all of our staff and the relevant recognised unions as part of the consultation process.

Making appointments

The process for selecting who to redeploy to new posts forms part of the consultation and will comply with the [Council's Redundancy Procedure](#). It is proposed to select on the basis of the most appropriate people in terms of current role, cost and match with the person specification including as appropriate, the competencies agreed as part of the Key Service Manager process.

All staff will be given a Staff Preference Sheet at each phase of the appointment process so they can indicate their preferred redeployment option to eligible posts. Interviews will be held for the posts included in this restructure where roles change. Information will need to be provided by those involved therefore, on skills and experience, which demonstrates how the selection criteria are met.

Where posts are unaffected, there is no reduction in numbers or it is believed that there is a considerable overlap between a single existing post and a single new one, then staff assimilations, or "slotting in", will be shown. Further details are being prepared to show which people are proposed to be assimilated to posts and which staff may be eligible to be considered for posts (see information about ring fences below).

Selection for new posts will be from staff identified as being in the ring fence for each post. These ring fences will be within the CYP&F Directorate. The ring fence will normally include posts either on the same grade and/or one grade either above or below. The amount of time someone spends on duties in their current role will be taken into account when deciding on which posts they are ring fenced for (this is usually on a 80:20 ratio but can vary).

If a preference is for a higher graded post or there are more people expressing a preference than available posts, then a competitive selection process will be necessary and staff will be asked to submit a summary of how they meet the selection criteria. If only one person expresses an interest in a post then they would be slotted into the role if they are able to demonstrate that they meet the selection criteria.

It is intended that Tier 3 posts will be appointed to first, then tier 4 posts, with remaining posts to follow. Suitable candidates within the ring fence who are currently paid at the evaluated grade for the post will be given priority. Those managers who are unsuccessful in gaining a tier 3 post will then be considered along with the ring-fenced employees at tier 4 for the new tier 4 posts. Any managers who are not redeployed at tier 4 will then be subject to redeployment or redundancy.

Following the appointments at tiers 3 and 4, the remaining posts will be appointed to. The new structure is shown where it is known, i.e. in Early Intervention, and these reflect a reduction in numbers employed, particularly among managers. New and deleted posts are listed. The structure for the other parts of the Directorate will be published as soon as they are available,

again with new and deleted posts listed. A selection process will take place to achieve these reductions and so staff whose posts are shown as deleted should therefore consider themselves to be at risk of redundancy. Other staff below tier 4 will be unaffected and so these posts will be continuing.

An economic assessment will be undertaken to determine whether pay protection can be applied, in accordance with the current pay protection policy. Pay protection may apply in certain circumstances where it is required to achieve legitimate business objectives.

Every effort will be made to accommodate existing work patterns in line with Council policies. Flexible working and hours may need to be reviewed to ensure operational needs of the new team are met. Staff can express a preference for the same or lesser hours but not normally for more hours. However it may not be possible to accommodate all requests.

If an employee is due to be re-located from their current place of work they will be entitled to claim excess travelling expenses under the disturbance allowance policy for 4 years from the date they relocate subject to the current conditions of the policy

- If people cannot move due to exceptional circumstances their case will be dealt with on an individual basis
- If individuals simply do not want to relocate their contract of employment may be terminated

Transitional arrangements

Staff will continue to work in their existing job roles, under existing line management, in their existing locations until the new structure is in place.

Redundancy

Staff who are unsuccessful in obtaining a post in the new structure will at the earliest opportunity meet with [Job finders](#) and will be supported by the HR Management Advice Team. Displaced staff will be referred to [Job Finder](#) for the duration of their notice period during which time every effort will be made to identify an alternative job within the Council or Partner organisations. Staff are expected to cooperate and engage fully with the [Job Finder Service](#). Unless there are extenuating circumstances the search period will commence 1 week after receipt by the employee of the job finder application form.

While the employee is on job finder they will remain in their current role or undertake temporary work in the interim with Directorate funding. If OCC cannot find reasonable alternative employment then this will normally result in redundancy. Where a post is identified that the Council considers to be a reasonable alternative and the employee refuses to take up this post, any entitlement to redundancy will be lost.

Where someone is offered a substantially different post, either through redeployment or appointment, they may feel uncertain about whether they and the post are suited. To minimise the risk in such situations for both the employee and the Council, a trial period of up to 4 weeks will apply.

The Councils policy is to pay redundancy pay at one and half times statutory weeks on actual pay. Redundant staff will be provided with a calculation of their redundancy pay.

Requests for Voluntary Redundancy

Since there will be significant reductions in the number of posts at senior levels, Tier 3 and 4 managers should talk to their Deputy Director if they wish to put forward expressions of interest for voluntary redundancy on a no-commitment basis. Through this we hope to be able to release some people and meet their wishes. Affordability and the need to ensure we have the right skills and experience for the service in the future means it may not be possible to grant all requests.

Temporary Employees

Employees on fixed term contracts are being consulted in the same way as other staff and have the right to not be selected unfairly for redundancy. There are some exceptions, for example if the temporary employee is covering a vacancy as a result of maternity or sickness then there is no cessation of work, i.e. the post is continuing. In such circumstances, regardless of service length, a redundancy situation does not arise so no payment would be due. Staff need to have two years' continuous service to receive a redundancy payment. Individual circumstances vary and staff are advised to check with Tim Barnett if they are in doubt.

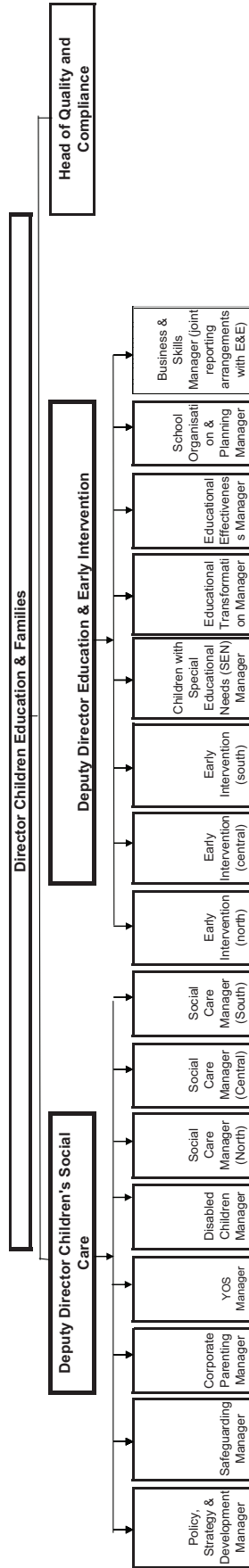
Support for Staff

A range of support is available for staff affected by these proposals and details are on the [support for employees at risk of redundancy](#) page. The page contains information about redundancy and retirement policies, the [Job Finder Service](#), internal vacancies, learning and development options and useful external websites.

[Staff Care Services](#) is available to provide for confidential advice and support where people are experiencing exceptional work-related problems. The Service can be contacted on 01865 815505.

Staff will also be able to discuss matters with their line manager or HR.

Tier 2 and Tier 3 Proposed Structures



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Annex 4 – Service & Staff Consultation Analysis
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Children, Young People & Families Service Redesign

1. This annex sets out the main findings from the formal service re-design consultation and staffing consultation, where comments were are not related to human resources matters (e.g. terms and conditions, line management etc.)
2. **Service Consultation**
3. Formal consultation on the service redesign proposal began on the 14 February and closed on the 4 April 2011 and the exercise comprised a consultation document with a feedback form available on the county council website, on hard copy by request and sent directly to stakeholders and partners involved in the production of the Children and Young People's Plan. A special version of the consultation document was prepared for children and young people and this was made available via a range of different approaches as follows:
 - Online survey and Facebook responses (Feb/March 2011)
 - Oxfordshire Youth Parliament (Volunteering and Big Society debates) (Sept 2010 and Feb 2011)
 - Local Area Trust Board meeting with children and young people (Jan 2011)
 - Facts and Figures Conference (March 2011)
 - Consultation meeting: Parent Involvement Network (March 2011)
 - The African Caribbean Project Youth Forum (March 2011)
 - SHIFT (parent/carers of disabled children and young people) (March 2011)
 - Oxfordshire Family Voices (parent/carers of disabled children and young people) (March 2011)
 - Man Enough (Dads)
 - Bicester Youth Council (March 2011)

3. In total, 93 consultation responses were received. In addition, 296 children and young people took part in the consultation and 53 parents and carers also responded. Of the 93 responses received: 77 consultation questionnaires were completed, (of which 61 were submitted online, 14 by email and two by post). In addition, 16 responses were submitted as memos / letters.

The breakdown of responses is as follows:

- 33 from residents
- Five from individual councillors, one from a District Council, one from a Parish Council and four from Town Councils
- Nine from organisations/groups and one from a local strategic partnership
- 15 from individual schools and three from school partnerships
- 13 from directorate staff or on behalf of staff teams

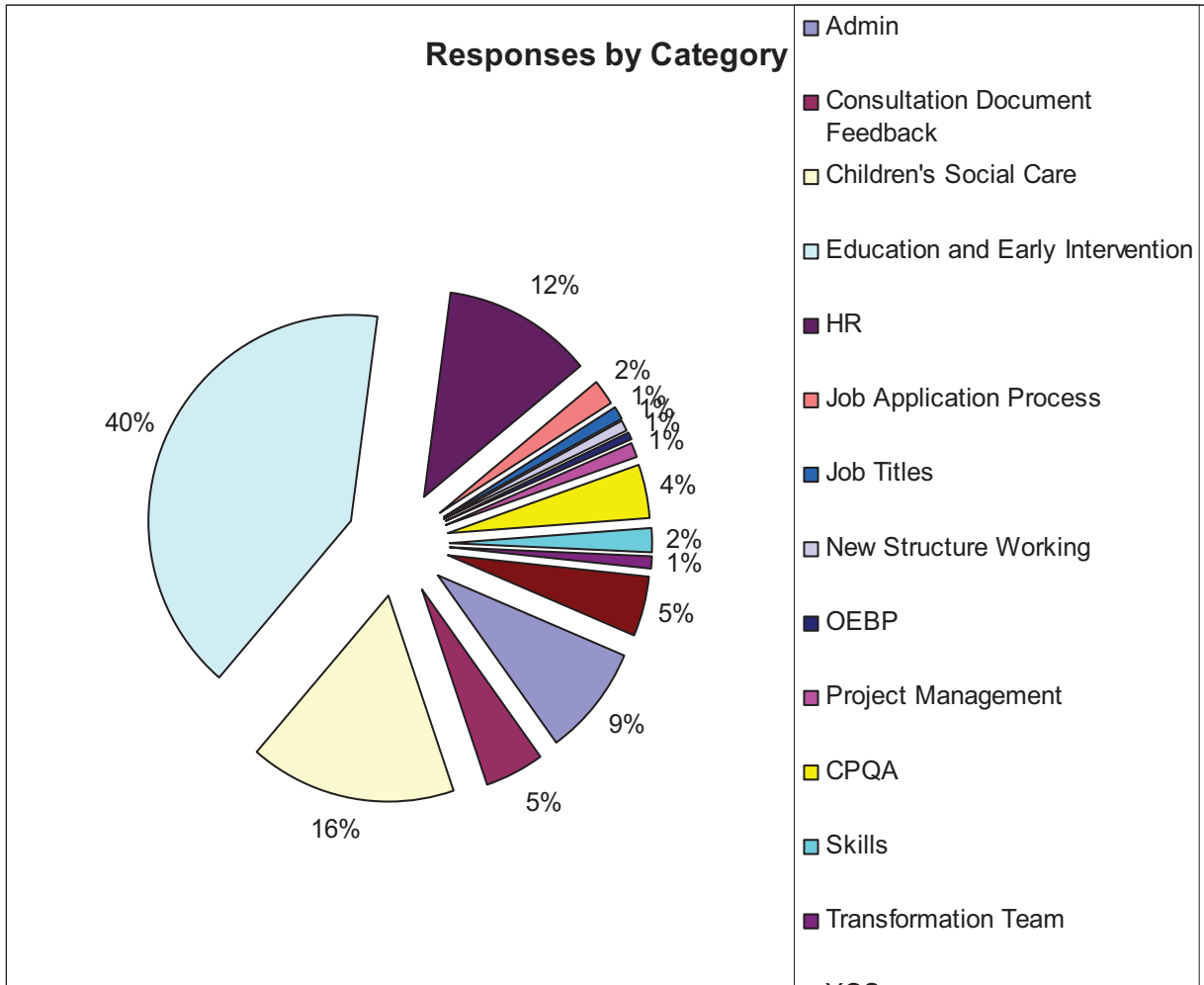
- Eight others who did not specify.

4. Staff Consultation

5. In parallel with the service consultation, the directorate also undertook a formal staff consultation focusing mainly on the staffing structure required to deliver the proposed service redesign. This consultation included Trade Unions and all staff employed within the directorate. It began on the 1 February and concluded on four April 2011 and included a consultation document and a series of meetings across the county. In total 400 responses have been received from staff.
6. There were a number of general questions asked in our staff consultation and more specific questions in each of the main service areas. The general questions were:
 - Do you have any alternative ideas as to how the structure and re-provision of services can be presented?
 - Having read through the document are there areas that you think have been omitted?
 - Can you identify ways of avoiding having to make staff redundant whilst still meeting the savings targets that have been set?

We have received over 400 responses to the consultation, this has included written feedback provided to staff consultation sessions, and responses sent to the consultation feedback email box. 297 staff took part in consultation events with the Director and her team. 78 managers attended consultation workshops with the Hay Group.

An analysis of the responses is set out on the pie chart below. The majority of the responses concerned Education and Early Intervention – the service with that proposed the most change. The second highest response has been on Children’s Social Care, and the third HR issues.



Of 400 responses

7. 5% of feedback sent to the email box concerned the consultation document and process itself. The other findings have been pulled into themes:
 - Youth Services
 - Loss of Skills
 - Access to Services
 - Staffing Levels
 - Vulnerable Groups
 - Good Practice
 - Transitional Arrangements
 - School Purchasing Services
 - Vulnerable Groups (BAME)

8. We have detailed the issues of concern and the directorate response to these issues in the table at the back of this document. We have also amended our SCIA.

9. The volume of feedback was higher in the manager consultation workshops run by the Hay group. Managers attending the workshops were broadly positive

about the Early Intervention and Prevention changes proposed. They identified the potential to reduce duplication and create better practice through the hub structure. Managers also commented positively on the opportunities offered by combining education and early intervention. Area based teams, managers thought would mean the services are closer to users. The opportunity to have clearer lines of accountability was welcomed. Managers commented on a number of issues they were concerned about, including some participants who felt the evidence base was not clear enough; in general managers felt the consultation document hadn't given them enough detail to comment on benefits, risks, costs and savings. It was reported by Hay that across the managers seminars some managers 'felt angry and upset about the way in which the process of change had been handled'.

10. Issues of pay grading and terms and conditions were raised by staff, managers and Unions. Human Resources is currently assessing the comments made as part of the feedback. All managerial roles have been evaluated against the Hay criteria (Tier 3), further consideration of the detailed feedback is currently underway within the Directorate.

Summary of Findings

5. The following table groups together the main themes expressed in the consultation and the directorate response.

a) Proposal to create a new Integrated Early Intervention Service for Oxfordshire

Theme	Raised by	Directorate Response
<p>Youth Services</p> <p>Loss of value to youth services in particular – a strong theme about relationship between young people and youth workers and over-reliance on voluntary sector.</p> <p>More time should be given to centres to allow communities to come up with local solutions</p>	<p>Children, and young people (CYP), Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>Currently the council fully funds 26 young people's centres and supports a further eight in minor ways e.g. through peppercorn rents, one session a week of 3.7 hours etc.</p> <p>As part of our proposals we would continue to fund youth work in seven hubs and six satellites – i.e. 13 centres should continue to receive a strong identifiable service provided by the county council – there would be open access sessions and some targeted sessions as is the case now. A further six centres are on school sites and we are in discussions with headteachers to explore continuity of provision locally.</p> <p>All communities are being encouraged to consider community led services supported by the Big Society Fund. For youth services, areas' local councillors are leading plans to make sure that a service continues in their locality, be it provided by local people from the business and voluntary, community and faith sector. We have already received a number of positive proposals. Should all of those proposals come to fruition, the coverage across the county should continue at similar levels to now. We have decided as a result of the comments received through the consultation to support the infrastructure organisations for a further year in order that they can support the locally led groups.</p>
<p>Loss of skills</p> <p>How will we avoid losing specialist expertise, skills and knowledge in one single</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>Recruitment to the posts in the Early Intervention Service would be designed to make sure that we recruit a balance of professional skills and experience into each team. Funding would be available to specifically ensure that professional practice and expertise is developed and refreshed. All staff would be expected to have core skills and competencies in working</p>

Theme	Raised by	Directorate Response
integrated service?		<p>with children, young people and families and these will make up the generic skills of all workers.</p> <p>The directorate is working in partnership with Oxford University which is providing a support and challenge role on many aspects around delivering services through a multi-disciplinary team. Research shows that staff with five years or more experience in their own specialist area are more able to retain that expertise and to work effectively as part of a multi-disciplinary team. We would therefore add this as a requirement for some of the posts in the Early Intervention Service.</p>
<p>Access to services</p> <p>Has the geographical coverage and access to services been fully thought through?</p>	<p>CYP, Parents and Carers, Public/Stakeholder s/Partners, Staff</p>	<p>Services currently delivering prevention and early intervention work are based in one of three centres: Banbury, Oxford City and Abingdon and they cover the needs of children, young people and families across the whole county on an outreach basis.</p> <p>The new service would see staff based in seven centres (hubs), which would mean a more local and responsive approach resulting in improved local knowledge and coverage. It is not intended that service users would all have to go to the hubs to receive a service. The staff would travel to them either at home or at a local children's centre or school or young people's centre etc. as appropriate.</p>
<p>Staffing levels</p> <p>Will the reductions in staffing mean that services are not able to cope with demand?</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>Even within the current structure there are some services that cannot cope immediately with all the demands placed upon them and there are waiting times for services. Reduced funding does inevitably mean that reductions have to be made; the proposed new early intervention service aspires to ensure that this position will not worsen.</p> <p>We have recognised that there are risks associated with this and these would be managed as part of the implementation programme.</p>

Theme	Raised by	Directorate Response
<p>Vulnerable groups</p> <p>Will individual groups be disproportionately disadvantaged e.g. disabled children and young people?</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>The directorate is not proposing to make any reductions to services currently dedicated to providing for children with special educational needs and disabilities, nor reduce the provision for children excluded from schools.</p> <p>There may, however, be some impact if sessions formerly provided in some young people's centres do not continue. The directorate is and would continue to work hard to encourage local groups to play a key part in continuing to support local developments. This is part of the council's response to the Big Society.</p>
<p>Good practice</p> <p>Will we lose existing good practice including support for volunteering and feeling safe (especially for disabled children and young people)?</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>Throughout the proposed redesign, the directorate has continued to look at evidence of what works locally and nationally and has built a strong evidence base. The directorate intends to retain good practice and in the new arrangements would continue to make sure that good practice is recorded and evidenced in order to influence future decisions about funding and to inform the evaluation of service changes.</p>
<p>Transitional arrangements</p> <p>How will we make sure there are safe transitional arrangements in place between moving from one way of working to another?</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>A project has been set up to make sure that the Early Intervention Service could be set up and ready to work effectively from the start September 2011. All stakeholders have been invited to join the groups that would work on the following themes: Buildings and ICT systems, Budget and finance, Data-baseline, sharing and processes, Transition and workforce development, Communication, governance and meetings structure, Referral processes, sphere of influence and partnerships and evaluation.</p>

b) Proposal to Redesign Education Services in Response to National Policy Changes

Theme	Raised by	Directorate Response
<p>Staffing levels</p> <p>Will the reductions in staffing mean that services are not able to cope with demand?</p>	<p>Children and young people (CYP), Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>In response to national legislation placed on all local authorities (LAs), the number of county council posts focusing on school improvement is already being reduced.</p> <p>However, the Education Management team will also hold a budget from which they will purchase support as it is required and where needed. This might include making agreements with other LAs to provide jointly, buying in private providers or employing expertise from other school staff or from Local Leaders in Education or National Leaders in Education</p>
<p>Schools purchasing services</p> <p>Schools won't, or won't be able to afford to buy in the services that young people need for example, behaviour support and especially Educational Psychologists.</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>School budgets have been less affected by the spending cuts than the county council.</p> <p>The overall funding for the county for 11-16 year olds remains the same, although the funding allocations and changes in pupil numbers mean some schools are a slightly better financial position than others. Where a school has a Sixth Form there are more significant cuts which will influence how schools manage their provision.</p> <p>Technically, schools should have sufficient funding to buy non statutory services as is the expectation nationally and the decisions about what to buy, how much and where from rests solely with schools.</p>
<p>Vulnerable groups</p> <p>Will BAME groups and children and young people with SEN/Learning Difficulties and Disabilities (LDD) be disadvantaged; will waiting lists for services get longer?</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners / Staff</p>	<p>The funding formerly held by the local authority to provide services to support the achievement of children from Black , Asian and Minority Ethnic (BAME) communities and Travellers has now been delegated to schools so that they can purchase the staffing they require on a school or partnership basis.</p> <p>Where possible and in particular where we know there is further change to come, the directorate has left things as stable as possible in order to avoid two sets of changes e.g. SEN.</p>

Theme	Raised by	Directorate Response
<p>Good practice</p> <p>Will we lose existing good practice in supporting schools to improve?</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>The directorate is considering proposals to continue employing the Out of School Liaison Officers (OSLOs) who work with special schools.</p> <p>The design of the proposed service has taken into account the work that has had most impact would retain that style of working as part of the directorate's strategy for improving schools.</p> <p>A letter received on 1 March has informed the Director that strategy has to be with the Secretary of State by 15 April 2011. The directorate will continue to support satisfactory schools and those in a special category to improve. The directorate has recently held three full briefing sessions for headteachers and chairs of governors across the county to answer many of the questions raised in this consultation in more detail.</p>
<p>Process</p> <p>The speed of change means that mistakes will be made and we will not be able to properly support our schools that need it.</p>	<p>CYP, Parents and Carers, Public / Stakeholders / Partners, Staff</p>	<p>The directorate recognises that the speed and breadth of change being required nationally is unprecedented. The directorate is working closely with all stakeholders to manage the transitions in challenging circumstances. Where possible and in particular where we know there is further change to come, the directorate has left things as stable as possible in order to avoid two sets of changes e.g. SEN.</p> <p>Headteachers have told us that they have welcomed the briefings the directorate has given them to add more detail to the proposals and to involve them in the more detailed shaping up of the service delivery plans.</p>

c) Proposal to Redesign Children's Social Care Services in response to national policy changes

Theme	Raised by	Directorate Response
<p>Staffing levels</p> <p>Will the reductions in staffing mean that services are not able to cope with demand?</p>	Stakeholders	There are no reductions in children's social care services.
<p>Team Organisation</p> <p>What will the team organisation be to provide services to children in need and those subject to protection plans and proceedings?</p>	Staff	Having received comments from a wide range of staff, the directorate has decided to retain the current organisational shape. This will ensure that there will be a dedicated family support service in each of the areas. This will provide a Child in Need Service, a Child Protection Service and will be responsible for managing proceedings for children and young people where care is considered to be the best interest option. The size and number of teams in each area is still to be determined.
<p>Good practice</p> <p>Will we lose existing good practice for disabled children and young people including children on the autistic spectrum, OCD and ADHD?</p> <p>The proposal for breaking up the countywide service in the Looked After and Leaving Care Service into areas and proposing management of teams of children and young people aged 0-25 will pose significant difficulty. What is the alternative?</p>	Staff	<p>In the proposals, the council's commitment to disabled children will have a greater focus. The work with disabled children and their families will be countywide thereby ensuring consistency of provision and improved learning opportunities.</p> <p>Currently area based teams work effectively with disability services and it is anticipated that this will continue.</p> <p>Following representation from staff to retain current arrangements, it has been determined that the dedicated countywide Leaving Care Service will remain in place. Details regarding how the transfer protocols and other related arrangements will be developed in the coming months</p>

Annex 5 Service and Community Impact Assessment
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CABINET – 19 APRIL 2011

CHILDREN, YOUNG PEOPLE & FAMILIES SERVICE REDESIGN

Service and Community Impact Assessment (SCIA)

Lead Officer for SCIA	Meera Spillet
Other managers involved in the assessment	Annie Callanan – Performance, Improvement & Development Manager Tan Lea – Strategic Lead: Youth Iain Watson – Interim Strategic Lead - Inclusion Alan Lindsay – Joint Interim Head of Raising Achievement Janet Johnson – Strategic Lead Learning Difficulties and Disabilities Jim Leivers – Interim Head of Service for Children and Families
Date SCIA Completed	April 2011
Review Date for SCIA	Initial review December 2011
Support officers on SCIA	Sharon Fleming, Service Manager: Communications and Equality Lead for CYP&F Sally Latham – Equality Adviser

Purpose of the assessment

This document is intended to be a full assessment of the impact of the proposed Service Redesign of Children's Services on Oxfordshire's communities and those groups protected by equalities legislation.

This assessment is for council decision makers, as well as service users, children and families and partners.

The intention is alert us to barriers and concerns, so that we can judge whether the decision should proceed, or what changes we might need to make.

The proposed Service Redesign, includes the development of an Early Intervention Service, changes to the School Improvement Service and Social Care and Safeguarding Service as part of the council's 2011/12 - 2013/14 budget proposals, in line with the directorate's business strategy.

The assessment is based on the council's legal guidance for Making Decisions Lawfully and is informed by the Joint Strategic Needs Assessment (JSNA) of local health and wellbeing.

In December 2010, we carried out Initial Service and Community Impact Assessments (SCIAs) of the proposals for how we plan to make changes to our services for children, young people and families. This full assessment builds on these initial assessments.

As well as specific responses set out below we will continue, as a directorate, to respond to the concerns raised in this assessment. As we progress towards establishment of the new services, all service plans and developments will take into account the need to continue to assess the impact for equality groups. We will make sure the services meet needs in the most effective way and are successful in improving outcomes for children, young people and their families.

Our Proposals

Our proposal is to:

- a) Create a new Integrated Early Intervention Service for Oxfordshire.
- b) Redesign our Educational Services in response to national policy changes.
- c) Redesign our Children's Social Care Services in response to national policy changes.

Summary

The assessment found that the main equality issues related to:

- Access to youth provision for children and families from rural areas and children that have disabilities.
- Loss of peer support in rural areas for children at risk of being marginalised, children with disabilities, as well as young people developing an understanding of their sexual orientation.
- Managing the impact of reduced specialist services in terms of anticipating the needs of young people and having the capacity to respond to these needs. This relates to children with disability and special educational needs, as well as children from Black, Asian and Minority Ethnic (BAME) backgrounds.
- Overall it is our judgement that the plans aim to promote equality, are a proportionate response to the budget reductions and an action plan is in place to mitigate the above concerns.

We will monitor this action plan and review this assessment as part of the implementation project.

a) Early Intervention Service

<p>Proposal</p>	<p>To join up and redesign several existing services to create a single integrated service focused on prevention and early intervention. The new multi-disciplinary integrated service would work locally across the county with children, young people and families facing multiple difficulties; ensuring that they receive timely and appropriate professional support. The service would work from a base of seven hubs across the county, each with a designated hinterland working closely with children's centres and our partners, providing outreach services to all communities.</p> <p>Currently the council fully funds 26 young people's centres and supports a further eight in minor ways. Included in the Early Intervention proposal are plans to make resources work more effectively by using young peoples centres as hub sites so that we can continue to fund youth services across the county from those hubs and satellite provision. In addition, we will work with local community groups, schools, the voluntary sector and other partners to develop innovative ways to deliver other youth activities in other parts of the county. A Big Society Fund has been created to support the establishment of community led initiatives.</p>
<p>What our initial SCIA research shows</p>	<p>The hub model is likely to have a positive impact by encouraging closer working between professionals and with communities.</p> <p>The reduction in youth services however is likely to have an impact on families living in rural areas and children with disabilities, who may find it harder to reach the remaining services.</p> <p>In addition children at risk of becoming marginalised, who may rely upon peer support available in rural youth centres may be disadvantaged.</p>
<p>What have we done since</p>	<p>We have :</p> <ul style="list-style-type: none"> ▪ Reviewed our existing data to better understand the impact of the policy on groups who may be more affected. This includes our Joint Strategic Needs Analysis, a detailed database shared with our partners. ▪ Held a general consultation putting the proposals on line and talking to interested parties. ▪ Held specific consultations with parents and carers, children and young people, including with OYE, a young person disability forum. We have also reviewed previous consultations. ▪ Reviewed our initial assessment at the Social Inclusion Reference Group

Assessment

1. The hub model:

Consultation feedback on the hub model was largely **positive**. Feedback raised issues about the geographic location of the hubs for rural families and reduced support for specialist services.

What did the consultation tell us?

- Respondents raised concerns that Hubs may be remote, have little local knowledge or contact with local schools and not reach isolated rural areas, especially in the south and west of the county.
- Concern regarding impact of reduced support services for Educational Psychologists, Special Educational Needs/ Learning Difficulties & Disabilities, behaviour, attendance, exclusions.
- It's a problem-focused model - too focused on kids/families with problems.

What does the data tell us?

The JSNA indicates that approximately 20% of people in Oxfordshire live in rural wards, 20% in towns and 60% in conurbations of over 10,000. South Oxfordshire has the most wards classified as being villages or less.

Directorate Response

The hubs are intended to encourage more sharing of local knowledge between partners. We will make sure that the rural nature of Oxfordshire continues to be incorporated in our plans. Additionally, localities are looking at their own resources, and not necessarily services provided by the council.

We will make sure local people know that hub staff will work locally and assertively with children, young people and families, to provide out-reach services across the geographical areas. Children, young people and families will not therefore be expected to travel to the hubs to receive services.

The hubs will act as champions for the most vulnerable in our communities and work in partnership with the community it serves to build on their own capacity to respond to the community needs.

2. Reduction in youth provision:

The initial impact assessment identified that children in rural areas, disabled children and lesbian, gay or bisexual young people may be disproportionately affected.

There were no concerns raised about how boys or girls might be differently affected, children from different ethnic background, or children from different ages. However, as a sector young people are the age-group using youth centres where reductions are

targeted and are likely to include a disproportionately high number already disadvantaged or vulnerable.

Equality Groups Impacted:

Children and Young People in Rural areas: There is a risk that outcomes for children and young people from these communities will be impacted by the reductions in youth service provision.

What do we know about children and young people using our youth support services in rural areas?

Total reach for the Oxfordshire Youth Service to date in 2010/11 is 8,584 young people, of this 46.7% (4,008) live in rural areas (rural is defined as being in small towns and villages and not including Oxford, Banbury, Bicester, Witney, Abingdon or Didcot), These young people tend to attend slightly less frequently than young people in urban areas with 34,637 attendances (38.6% of the total)

Statistics show that open access youth work sessions attract Looked After young people, teenage parents, refugees and asylum seekers, young carers, those misusing drugs and alcohol, young offenders and young people who are Not in Education, Employment or Training [NEET]. However, percentages of each group in rural areas are comparatively low (each group representing less than 1% of the total).

The Participation in Positive Activities survey (PiPA) conducted in November/December 2010 with 62% of all Year 10 students at state schools across the county, showed a 63% uptake of positive activities by young people across Oxfordshire. In the rural districts the results were as follows:

Cherwell – 61.12%

South - 66.45%

Vale – 64.30%

West – 65.65%

Positive activities covers a range of providers including Young People's Centres – the survey shows that 26.25% of young people had used a Young People's Centre, this is the second highest venue for accessing positive activities, with only sports clubs at 39.64% scoring higher. Additionally this survey showed that 50.47% of young people travel by car to an activity whilst 44.62% walk.

Disabled children and young people: There is a risk that outcomes for disabled children and young people will be impacted by the reductions in youth service provision. This reduction may make it more difficult for children with disability in rural areas to attend local provision. This is important to their ability to socialise within their own geographic community opportunities.

What did the consultation tell us?

The consultation feedback showed the things that disabled children and young people liked best in their youth provision were a) trips, b) feeling safe, c) trying new food and d) being supported by an enabler.

Concerns were raised that: *“Youth services were patchy enough for disabled Young People anyway – what now?”* and *“they really need the localness as they often go to school outside local areas”*.

What do we know about disabled children and young people using our youth support services?

There is a 9% self-reported take-up from disabled groups including physical disabilities using youth support services, which is above the county demographic. 20% of young people in youth service activities either have a learning disability or special educational needs. An average of 7.8% of the Not in Education, Employment or Training (NEET) cohort have identified learning difficulties or disabilities and 23% in contact with Connexions have a learning difficulty or special educational need.

The Children and Young People’s Plan Survey (CYPPS) 2009, provides additional evidence about disabled children. These young people are less likely to feel safe; one in ten (10%) say they don’t feel safe at all / very often in their local area in daylight, and a quarter (23%) doesn’t feel safe there at night. Disabled children are socially isolated, four times less likely than their peers to go out or go to see friends. 24% do not go to out of school/college clubs and activities at all.

Gay, lesbian and bisexual young people (LGBT) There is a risk that outcomes for LGBT children and young people will be impacted by the reductions in youth service provision. Youth centres provide an important space for young people to socialise, gain peer support or discuss issues with youth workers.

What do we know about LGBT young people using our youth support services?

National research by Terrence Higgins Trusts indicates that self-harm and depression are high amongst these groups.

The Children and Young People’s Plan Surveys (CYPPS) and national data provide additional evidence about this equality group

- 5% of young people report they have experienced homophobic bullying.
- 34% have been called ‘gay’ whether they are or not – CYPPS 2007
- National data from Stonewall (the Teachers’ Report and the School Report indicate that two thirds of young LGB young people report they have been subject to homophobic bullying and 97% of them have heard ‘gay’ used as a derogatory term.

- We will make sure that local people know that, youth work activity will continue in the evenings and weekends at the seven proposed hubs with additional sessions

in areas of particular need, six in satellites and other facilities such as those on school sites run by schools. This is in addition to a range of provision by the voluntary and community sector. We are working with local community groups, schools, volunteers and other partners to develop innovative ways to deliver youth activities and have created a Big Society Fund to 'pump prime' community-led initiatives. A very low proportion of young people from vulnerable groups access our current rural centres and the focus of our funded provision is to support these groups. Our centres and satellites have been identified in areas of highest need for these groups.

- We will work with colleagues in the Youth Inclusion, SEN and Social Care teams to monitor the impact of any changes that arise from the hub developments on young people with SEN and /or disabilities.
- Key activities and support for young people with disabilities will be targeted through the hubs. The development of integrated multi-disciplinary teams means that risks are minimised and could ensure the development of a stronger skill base in working with youth in the long term.
- Youth services will continue to provide advice and casual socialising opportunities for peer support for LGBT young people. An LGBT group operates in Banbury and has been active in recruiting new attendees. We will commission training in this area of work for the hubs if necessary. Work with targeted groups including LGBT can continue to be a priority if identified as a key local need.
- No cuts are being made to SEN Support Services (SENSS) and to statutory services provided by Educational Psychologists. Schools will be able to buy additional educational psychologist time through a traded service. A traded service for Behaviour Support is being promoted across schools and settings to maintain some level of additional resource to access and buy in.
- A workforce development programme will be established to provide all staff with induction, ongoing support and supervision and continued professional development. This will provide good opportunities for staff to build on their existing skill base and knowledge relating to meeting the needs of equality groups and to extend their capacity to work in environments less familiar to them.

Conclusion: from the above assessment the council believes that the hub model or Early Intervention should be implemented, but there are important safeguards we need to put in place to support communities which may be disproportionately affected. Our actions to mitigate the risks and reduce impact are set out in the action plan

b. Education Services

<p>Proposal</p>	<p>The proposal is to reshape education services to support an increasing range and diversity of schools and other settings in particular concentrating resources and providing targeted support and challenge on those where children are not making sufficient progress. Working with schools and settings the new services will build capacity to meet the changing education landscape through leadership, professional development and sustainable business planning. In areas such as SEN, we have proposed little change whilst recognising this area is likely to require future review as a result of the outcomes of any changes to national policy following the SEN and Disability Green Paper.</p> <p>Business skills services will make efficiencies by bringing together 14-19 and 16-19 services, the education Business Partnership and wider adult skills to work across Children, Education & Families Directorate and the Environment & Economy Directorate. Schools Organisation and Planning will remain relatively unchanged.</p>
<p>What our initial SCIA research shows</p>	<p>We found no likely direct negative impact arising from the proposal to the statutory equality groups</p> <p>The reduction in challenge and support in good and outstanding schools will mean less external support and intervention for some equality groups of young people. Though these proposals are not targeted at specific groups, there is a likely impact here which will become the prime responsibility of the schools involved.</p> <p>We found that there may be a risk for some Black, Asian and Minority Ethnic (BAME) groups where attainment has been lower than peer groups in other counties.</p> <p>The reductions in support in good and outstanding schools will mean less external support and intervention in areas of socio-economic deprivation.</p>
<p>What have we done since</p>	<ul style="list-style-type: none"> ▪ Reviewed our existing data to better understand the impact of the policy on groups who may be more affected. This includes our Joint Strategic Needs Analysis, a detailed database shared with our partners. ▪ Held a general consultation putting the proposals on line and talking to interested parties. ▪ Held specific consultations with parents and carers, children and young people, including with OYE, a young person disability forum. We have also reviewed previous consultations. ▪ Reviewed our initial assessment at the Social Inclusion Reference Group.

Assessment

Feedback on the School Improvement proposal was largely **positive** and largely confirms that the model itself does not detrimentally impact on Oxfordshire communities or equality groups.

What did the consultation tell us?

- Concern regarding impact of reduced support services for Educational Psychologists, Special Educational Needs/ Learning Difficulties and Disabilities, behaviour, attendance, permanent exclusions.
- Concern there is little for BAME, disabled and Travellers.
- Low aspirations for disabled children – will less service mean even lower aspirations?
- Out of School Liaison Officers great at accessing inclusive activities and giving info – will they go?
- Schools will never 'buy in' same services: *“our school is already very stingy and complains all the time about cuts and how we don't have enough money – so by making schools BUY additional services means making sure the people don't receive any service ..!”* Asking schools to buy in services is OK – *“but mostly it will mean parents have to buy it privately and if you can't afford it you won't get it”*

Equality Groups Impacted:

Special Educational Needs (SEN), Learning Difficulties and Disabilities (LDD).

There is a risk that outcomes for children and young people with SEN and LDD will be impacted by the proposals for School Improvement.

What do we know about children and young people receiving support for SEN, Learning Difficulties and Disabilities in Oxfordshire?

Children have special educational needs if they have learning difficulties or disabilities that make it harder for them to learn than most children of the same age and thus require special educational provision. There are three levels of need, School Action, School Action Plus and Statement.

The JSNA indicates that in 2008/9, approximately 6% of school children in Oxfordshire were identified as School Action Plus.

In Oxfordshire in October/November 2010:

- 1,955 pupils have a statement of Special Educational Needs
- 4,968 children are in support of 'School Action Plus'
- The local area child population in Oxfordshire (age 0-18) is 137,500

The gap between SEN and non-SEN pupils' attainment at Key Stage (KS) 2 in Oxfordshire is increasing. Attainment levels for all pupils have risen year on year and attainment levels for children with SEN have also increased for the last three years but the rate of increase for children with SEN is slower and therefore the gap has widened.

At KS4 the trend is similar, although there has been a marked increase in attainment for children with SEN from 2009 to 2010.

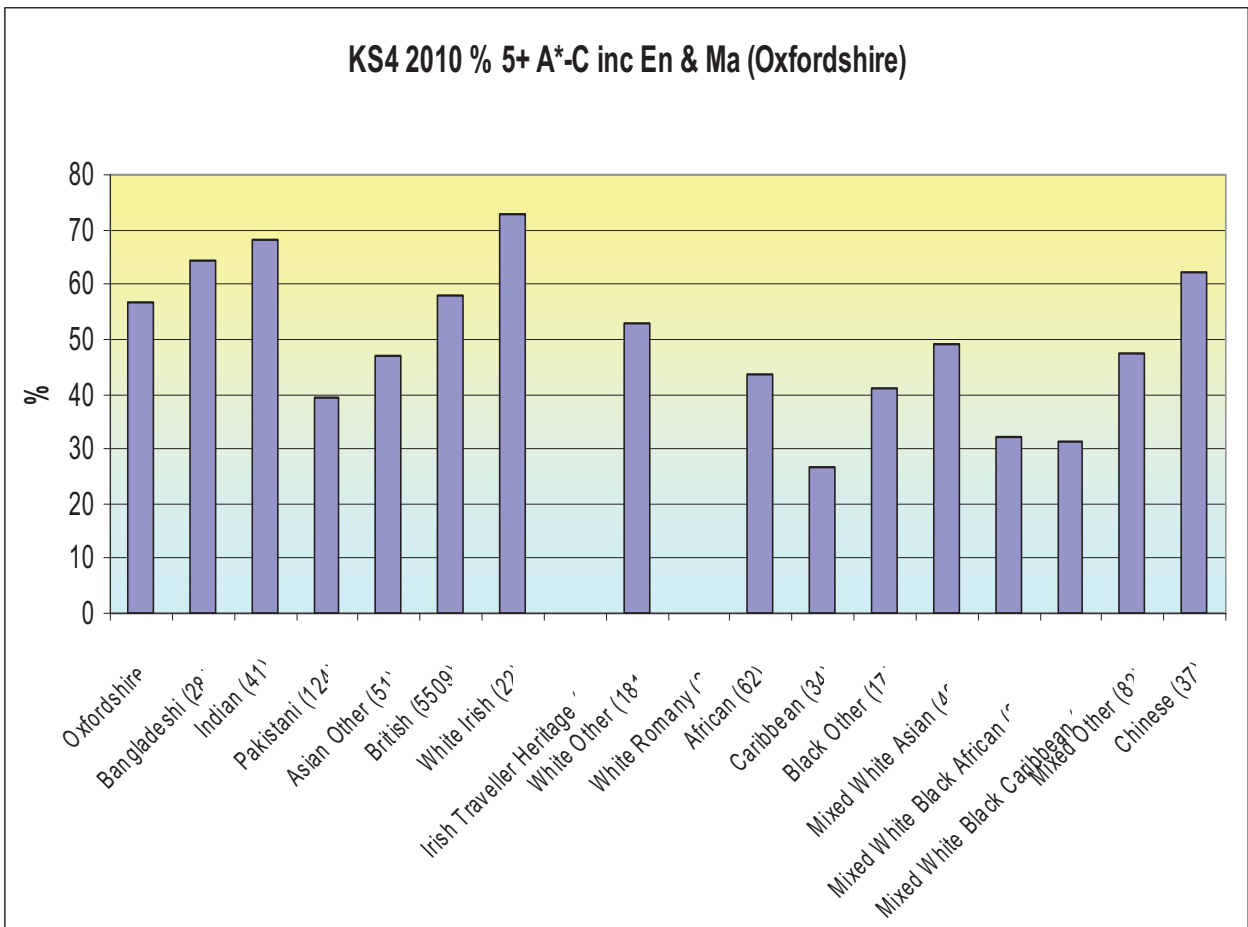
Black Asian and Minority Ethnic (BAME) Children and Young People and Travellers

Changes to the Equality and Diversity Achievement Service (EDAS) will result in government funding being directly channelled to schools. This will enable schools to make more effective local decisions on the needs of BAME pupils, with the aim of developing improved outcomes and promoting equality, however, schools may be faced with competing priorities regarding the use of this funding.

What do we know about BAME children and young people in Oxfordshire schools?

The January school census shows that 16.5 % of the statutory school age pupils in our schools are from BAME groups. 0.2% of these pupils are Travellers.

The academic outcomes by the age of 16 for young people illustrate the need to address the issues of underachievement of some BAME and Gypsy, Romany and Traveller (GRT) groups. The chart below of Key Stage 4 results (GCSEs) illustrates the percentage of Oxfordshire pupils achieving five or more good passes at GCSE (A* - C) including English and mathematics by ethnicity. The overall national average is 55.2% and the Oxfordshire average is 57.3%.



Children and young people living in poverty. There is a risk that outcomes for children and young people with SEN and LDD will be impacted by the proposals for School Improvement.

What do we know about children and young people living in poverty in Oxfordshire?

- In Oxfordshire in 2008, 11.7% of children were in poverty. This is lower than the national average of 20.9% however levels varied across Oxfordshire.
- In West Oxfordshire 7.4% of children were in poverty compared to 23.2% of children in Oxford City.
- The top five wards had 34%-42% of children living in poverty (Carfax, Blackbird Leys, Northfield Brook, Rose Hill & Iffley and Churchill).

**Source: HM Revenue & Customs Child Poverty Statistics for 2008.*

- In 2008/9, 9% of school children were eligible for FSM across Oxfordshire (6,944 of 81,057 school children).
- Levels varied greatly across Oxfordshire areas: 16% of Oxford school children were eligible for FSM, compared with 5% in West Oxfordshire.

Percentage eligibility also varied greatly between Locality areas:

- In nine of the 13 Localities fewer than 10% of children were eligible for FSM, while in Oxford South East 24% (nearly one in four) of school children were eligible.
- At Ward level, the top five wards had 23%-27% of school children eligible for FSM (Carfax, Blackbird Leys, Northfield Brook, Banbury Ruscote and Rose Hill & Iffley).

Directorate Response:

- The hubs will provide support services for inclusion social care, behaviour and attendance.
- Aspirations for children with SEN and disabilities will not be lowered. The recent Green Paper *Support and aspirations: a new approach to special educational needs and disability* aims to encourage the highest aspirations and the directorate will be exploring the government's proposals to improve services in Oxfordshire.
- SEN services are being brought together to enable continuity of service delivery, common principles and approaches from birth to age 25, this includes the Early Years SEN team, statutory SEN Casework team, SEN Support Service and Educational Psychology Service. SEN services will play a key part in narrowing the gap in outcomes for children with SEN and will work closely with schools, settings, other education services, Early Intervention and Social Care teams.
- The Education Bill 2011 will significantly change the educational landscape. This will affect schools themselves, their governors and the council's role as local authority. Schools will receive greater individual responsibility and freedoms to shape their approaches for the benefit of their pupils. Headteachers and

governing bodies hold the responsibility for school improvement. Governing bodies are expected to commission independent advice / support themselves.

- The needs of BAME groups and Travellers will be met by the restructured Equality and Diversity Achievement Service (EDAS). The further reorganisation of this service is part of a planned longer term review of the effectiveness of work in this area. Principally schools will take direct responsibility for managing the support of pupils at risk of underachieving allowing senior EDAS team members to provide challenge to schools in this respect and ensure best practice is developed and shared. We have carried out a full Equality Impact Assessment of the services provided for these groups and have established systems for monitoring attainment.
- The coalition government has established a pupil premium. This funding allocation is mainly targeted at young people whose parents' income is particularly low. The funding source will follow the pupil to their school, which will then have responsibility for ensuring that this resource is effectively used to support the learning needs of such pupils.
- We will work with schools and in particular those schools with the greatest needs, to ensure that the achievement of underperforming groups is recognised, challenged and supported.

Conclusion: from the above assessment the council believes that the School Improvement proposal should be implemented but there are important safeguards we need to put in place to support communities who may be disproportionately affected. Our actions to mitigate the risks and reduce impact are set out in the action plan.

c. Children's Social Care Services

Proposal	To redesign our Children's Social Care Services in response to national policy changes. There will be no reduction in funding for frontline social care services; including child protection. However, pressures on these services are acknowledged as increasing. The proposed management restructure will maintain the current area structure, where the core functions of children's social care – assessment, care management of children in need of protection, and those looked after are being delivered through the three geographical areas. The aim of the proposal is to enable the service to concentrate on the core business of protecting children from abuse and neglect and supporting the most vulnerable children.
What our initial research shows	We found no likely direct negative impact arising from the proposal to the statutory equality groups. We identified some potential barriers relating to disability: the reduction in overall short breaks and placement availability will affect some families although the majority of services will continue to be provided.
What have we done since	We have : <ul style="list-style-type: none"> ▪ Reviewed our existing data to better understand the impact of the policy on groups who may be more affected. This includes our Joint Strategic Needs Analysis, a detailed database shared with our partners. ▪ Held a general consultation putting the proposals on line and talking to interested parties. ▪ Held specific consultations with parents and carers, children and young people, including with OYE, a young person disability forum. We have also reviewed previous consultations. ▪ Reviewed our initial assessment at the Social Inclusion Reference Group

Assessment

Consultation feedback on Children's Social Care proposal was largely **positive** and largely confirms that the proposal itself does not detrimentally impact on Oxfordshire communities or equality groups. We are not proposing a reduction of the number of staff responsible for the delivery of services and therefore there will be minimal impact on equality groups arising from the proposal.

Conclusion: from the above assessment the council believes that the Children's Social Care proposal should be implemented. We will continue to monitor to ensure safeguards are put in place to support communities who may be disproportionately affected in the future. Our actions to mitigate the risks and reduce impact are set out in the action plan

Action Plan

Desired Outcome and Action	Lead Manager	Timescale
1. Establish a draft suite of headline performance and information data, which we will be agreed with schools. This is being designed to provide an overview of performance, including a range of potential risk factors/indicators to support initial decisions with regard to targeting of resources to meet the needs of equality groups.	Educational Effectiveness Manager (EEM)	Summer 2011
2. Establish a tightly defined team of LA officers whose role will be specifically focussed on targeted challenge, intervention and support for identified schools and settings at risk of underachievement. Ensure that this team is well trained and effective in relation to the needs of equality groups.	Educational Effectiveness Manager	Summer 2011 and ongoing
3. Ensure that EDAS colleagues work in partnership with other educational effectiveness officers in planning for and in support and challenge of schools and groups of pupils at risk of underachievement, including any BAME and Travellers	EEM & School Improvement AEN / SEN Manager	Summer 2011 and ongoing
4. Increase the involvement of families and the voluntary sector in the future development of SEN services, to improve quality and value for money, and to deliver better outcomes for children.	Children with SEN Manager	Summer 2011 and ongoing
5. Ensure the needs of disabled children young people and their families remain a high priority and focus by providing social care specialist skills, knowledge an experience.	Disability Senior Manager	Summer 2011 and ongoing
6. Continue to implement Oxfordshire's Placement Strategy And Commissioning Plan For Children In And On The Edge Of Care	Deputy Director – Children's Social Care	Summer 2011 and ongoing
7. Ensure equality groups access services – the Early Intervention service will set clear baseline data in relation to access to services by equality groups in hubs and satellites in particular in relation to young people with disabilities and LGBT groups and monitor uptake and review action to be taken.	Early Intervention Manager	By March 2012
8. Support access to youth provision in rural communities – Oxfordshire County Council will	Youth Inclusion and	By March 2012

Desired Outcome and Action	Lead Manager	Timescale
support community groups to develop local solutions to the delivery of youth provision in areas where it is no longer able to fund services directly, and in particular in relation to rural communities through the Big Society fund and proposals.	Positive Activities Manager	
9. The Hub Development Project Task and Finish Group will design and deliver workforce development programmes to address meeting the needs of equality groups, incorporating the views of children, young people, parents and carers from these groups.	Early Intervention Manager	Sept 2011 onwards
10. Undertake assertive outreach work to ensure equality of access to support and provision for children and young people from equality groups and those living in rural communities	Early Intervention Hub Managers /Children's Centres Managers	Sept 2011 onwards

Details of any targets

- Relevant targets are set out in the Action Plan in Oxfordshire's Placement Strategy and Commissioning Plan for Children In and On the Edge Of Care.
- Relevant targets are set out in Children and Young People's Plan Action Plan.
- Through local performance dashboards, we will be able to set targets and monitor performance.

Details of agreements to be made with any partners to mitigate any risks

- Consideration to continue Service Level Agreement with Oxfordshire Association for Young People until March 312012 in order to support the development of local infrastructures for the community led solutions to youth provision, with a particular emphasis on rural and disability access.
- Agreements through partnership arrangements eg OSCB and Children's Trust.

Next Review : December 2011

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