EDUCATION AND TRAINING SCRUTINY PANEL

A meeting of the Education and Training Scrutiny Panel will be held in Committee Room 3 at the Civic Centre, Lampton Road, Hounslow on Thursday, 16 June 2005 at 7:00 pm

MEMBERSHIP
Co-optees - Revd Fincham, Mrs Manfield, Mrs Rooney, Mrs Vinter, Mr Khan, Mr Pears and Peter Clare

AGENDA

1. Apologies for absence, declarations of interest or any other communications from Members
2. Minutes of the meeting held on 12 April 2005  
3. School Meals Review: Guidance
   3.1 Hounslow School Meal Policy
   3.2 Catering Contracts Specifications/Requirements
4. Healthy School Standards
   Officer attending : Annie Hargreaves – Adviser PSCHE
5. Support to Pupils

Please note that this document was considered by the Executive on 31 May 2005.
6. Young People's Strategy - Service Development Plan

7. Urgent Business

Any business which the Chair agrees to accept on grounds of urgency.

DECLARING INTERESTS

Committee members are reminded that if they have a personal interest in any matter being discussed at the meeting they must declare the interest and if the interest is also a prejudicial interest then they may not take part in any discussion or vote on the matter.

T.WELSH
Assistant Chief Executive (Legal)

2 June 2005
At a meeting of the Education and Training Scrutiny Panel held on Tuesday, 12 April 2005 at 7:00 pm at in Committee Room 3 at the Civic Centre, Lampton Road, Hounslow.

Present:

Councillor Chaudhary (Chair)

Councillors Day, Hibbs, Jassar, Kinghorn, Morgan-Watts and Sangha.

Peter Clare, Mr Khan, Mr Pears, Mrs Rooney and Mrs Vinter

Apologies for Absence

Councillors Kirton and Vaught.

52. Apologies for absence, declarations of interest or any other communications from Members

The Chair drew attention to an impressive article in HM magazine concerning the work of a Co-opted Member of this Committee, Michelle Rooney. Unfortunately, Mrs Rooney was not present at the beginning of the meeting. The Chair believed that she had highlighted an issue of concern for all parents with a child with Special Needs in her statement that her biggest worry was that her daughter would always be dependent. The Chair spoke of the importance of sharing experience and the concerns of parents about what the Government, the Council and other institutions were doing where families faced difficulties. He encouraged all members of the Panel to read the article and circulated some copies.

Councillor Kinghorn and Councillor Day joined the meeting during this item.

53. Minutes of the meeting held on 9 March 2005

The minutes of the meeting held on 9 March 2005 were confirmed. There were no matters arising.

54. School Transport Policy

See the report of the Corporate Director of Lifelong Learning, Leisure and Cultural Services – Agenda Item 3.

Councillor Hibbs joined the meeting at this point.

Merle Abbott, Head of Inclusion, attended the meeting to answer questions on the Home to School Transport Policy.

Mrs Vinter, referring to the criteria and page 55, the final sentence of the first paragraph, noted that pupils considered under the criteria included those with Severe Learning Difficulties. She had understood from Susan Murray that SLD children would continue with transport.

Merle Abbott explained that the Department would look within the context of Inclusion.
Whereas in the past all children with Severe Learning Difficulties would be attending special schools, now with parental preference, parents could choose a local school and might not in such circumstances be entitled to transport. There would be other circumstances where a child might live near a special school and the situation might not necessitate transport. The judgement would be made on the basis of pupils' needs rather than automatic entitlement. The starting point was that parents had the same obligation as any other parent. Hence there might be situations where transport provision was sought for convenience, not need. The use of the term 'considered' in the criteria gave flexibility, although there was a clear commitment to provide where there was a need.

Mrs Vinter suggested that if a child lived more than three miles from the special school they attended it was reasonable to expect transport. Ms Abbott agreed and advised that the policy would be considered against the criteria to ensure that decisions were defendable and based on need. Mrs Vinter also noted that page 59, paragraph 3.2 referred to those children whose needs are severe being collected from their house.

Councillor Kinghorn could see circumstances where a child could go to a local school but might need help with transport, for example where the parents were disabled. He recognised that they might look to develop young people post 16 to encourage independence, of which part might be travelling on buses. There were issues to overcome in this area, for example overcoming the position for a dyslexic child who would not travel because he/she could not read the bus numbers. He suggested the importance of monitoring on a regular basis and noted that there had been a users meeting a year ago of parents, escorts and drivers. Councillor Kinghorn asked whether there would be another such meeting to monitor and provide the opportunity to talk to the people involved with the service.

Councillor Kinghorn also noted that Section 6 of the policy relating to Parents and Carers' role talked about children being picked up and set down at a designated address or pick up point. He understood that the policy was not to use pick up points and asked when the policy had changed. Councillor Kinghorn also raised a question in relation to a specific case relating to the role of parents. He asked what the authority would do in a situation where a disruptive child was causing problems to other children, the escort and the driver. He recognised that the staff on the buses were doing a first class job, but asked whether there was a clear set of rules and a system for them to deal with disruptive children.

In respect of the issue about pick up points, Merle Abbott explained that the revised transport policy resulted from the Best Value Review, one element of which was a review of resources. The policy was very expensive to maintain since it was a needs led budget to comply with entitlements and hence difficult to manage. Under the Review, the authority had been asked to consider pick up points. However, as the officer responsible for children's welfare, Merle had never felt this to be positive. There was a danger of circumstances where the bus arrived at a designated point to find nobody there, or someone there, not at the parents' request. This was not an option the authority promoted. They had done an exercise with Marjorie Kinnon School, where potentially there were the greatest number of pupils who could use pick up points, but this was felt to be of little benefit financially yet incurring great risk. Members chose not to pursue this option rather than to remove it from the policy. However, the Department could get members to agree not to pursue the option.

Councillor Kinghorn welcomed this explanation. He pointed out that the variations in time, so that a child and parent could wait 30 minutes in bad weather, was another issue.
against this option. He hoped that the education authority could report to the Executive that the Scrutiny Panel was unhappy about pick up points and that this should be looked at in all seriousness when the policy was reviewed.

Michelle Rooney raised concern that there was no communication to parents if the service was late unless this came via arrangements with individual escorts. She was aware of problems for children travelling to Lindon Bennett School and not arriving on time, but understood that the depot could not have parents’ phone numbers. Councillor Kinghorn suggested that where a school was at the end of the borough and traffic problems had delayed all buses, there would be a significant number of people to ring. Hence he suggested a change of system. Mrs Vinter suggested a cascade system. Councillor Morgan-Watts agreed a cascade to one person and the next one down the line would be effective. He did not understand why numbers could not be held if people volunteered the information. He suggested that it would be helpful to specify in the policy what would be an acceptable margin of delay, for example 10-15 minutes, and to provide a system to ring parents after that.

The Chair sought to clarify how the Panel might best input these points to the Executive. Merle Abbott advised that the policy had been to the Executive and proposed that these should be recommended as changes for the Executive to consider when the policy was reviewed. She emphasised that the policy was to be gradually introduced so that there would not be a blanket change.

Councillor Kinghorn expressed the view that providing telephone contacts and setting a time margin in respect of delays could be implemented quickly. Ms Abbott explained that there were some issues about giving out telephone numbers and the duty of the local authority. Equally, parents might not consider it was their role to phone other contacts. She suggested that these were all issues that would be usefully explored through discussion with the user groups.

Councillor Morgan-Watts supported that approach. He suggested that the Panel were not proposing to alter and resubmit the policy but identifying proposals that could be implemented on a gradual basis.

Mrs Rooney informed the Panel that each year there was a questionnaire to parents. She suggested that it would be straightforward to add a questions asking parents whether they agreed to their contact details being passed on to use in case of delay. She felt that few parents would refuse this. Councillor Kinghorn suggested that parents’ employment could be affected where transport was late and believed that sharing contacts could be encouraged as a benefit not a disbenefit.

Mrs Rooney also raised the issue of sharing information on medical conditions with escorts. She was disturbed by the fact that escorts might not be aware of a child’s epilepsy or have had the training to deal with the condition. Mr Pears advised that there was a point in respect of duty of care relating to medical conditions and emergency contacts. Schools had procedures to ensure the duty of care, but the authority would be open to challenge if escorts did not have the same procedures. Councillor Kinghorn pointed out that Section 6 of the policy asked parents to provide information about medical conditions, but he could not see why this was requested if not to give to the escorts on the bus.

Merle Abbott confirmed that this form was designed for the bus/escort. However, she
needed to go back and investigate further. Mrs Rooney advised that information to Lindon Bennett School was supplied in a sealed envelope but not being passed to the escorts. The other side of the issue was the need for training of those escorts to whom the children were entrusted. However, Councillor Kinghorn noted in respect of this that the resource was needs led.

Ms Abbott agreed that this was a key issue, which the authority was beginning to address through an escort training plan. This involved monitoring and detailed records to address the inconsistency in training arising from the fact that transport escorts were employed through a variety of sources, via agencies, contractors and the local authority. Mr Pears recognised the difficulties, but bearing in mind the Children’s Act requirements, as set out to members at a recent Conference, he suggested that a change of mind set was required to address real concerns and incidents.

Councillor Jassar asked how many children were carried on each bus and whether there was only a driver. He also understood that some children required separate attention and sometime taxis were used. He asked about the level of this provision and cost. Merle Abbott advised that the buses varied in size but that there would be an escort on every bus. The total provision was very costly. Transport was provided according to need from 4 – 19+ and for some beyond to College. This was a very difficult budget to manage. A child with challenging behaviour could not be removed from the provision if the nature of the behaviour linked to special needs. However, if there were health and safety issues, a child might have to be moved from a vehicle and then another means of transport, such as a taxi, would be found. The number of pupils requiring transport was constant but the number of routes could increase because some provision was needed on a single basis. Hence, the budget was difficult to manage.

Councillor Morgan-Watts was extremely surprised to hear that escorts and drivers were not aware of the condition of children they were taking on. He spoke of his experience in the scout movement where when children were taken out chapter and verse of every condition was sought. The same rules applied for other youth organisations. He asked how the local authority could allow a different situation. Councillor Kinghorn agreed, since he was aware that medical conditions were notified in respect of adult University students attending field trips.

Merle Abbott clarified that parents were asked to complete a form and there was a mechanism for notifying escorts. However, what she was hearing was that this mechanism had fallen down. This was something she needed to investigate. Councillor Kinghorn suggested that it would be helpful to check via a user group and Mrs Rooney pointed out that an opportunity would be provided the following evening at a meeting of the SEN parents’ forum when the guest speaker would be Kathy Watters talking about Transport.

Councillor Sandhu asked to what extent the department was mindful of the resource and what was done if there was not the resource. Merle Abbott replied that the primary concern must be the needs of the child, but there was always the consideration about whether the child’s needs could be provided in a particular way. She pointed out, in response to the second question, that SEN budgets were generally overspent. This had led to members asking for a review of the policy in order to contain the budget.

Councillor Kinghorn noted this as an ongoing issue over many years, but the authority clearly had a duty to provide a service. Mrs Rooney commented that this was a valued
service, but there were concerns about communications and training. She suggested that there were easy and inexpensive ways of dealing with the problems, even for training. For example, she was aware of a situation where a child had transport for primary school but the parents were told this could not be provided for secondary school because of behavioural problems. When the school was notified, the Educational Psychologist offered to go on the bus with the child and escort and gave training to the bus staff to manage the behaviour. Hence, Mrs Rooney suggested that support staff such as Public Health Nurses and Educational Psychologists could be used as a training resource. This needed to be organised but need not be expensive.

However, Councillor Kinghorn acknowledged that escorts were normally part time staff paid for their hours of work. They would need to be paid to attend training, which would be a significant cost to an already stretched budget.

Councillor Morgan-Watts advised of the Scouts’ practice of having a clipboard with details of the passengers held with the keys of each mini-bus. In this way the information was available to all drivers to familiarise themselves. He believed this was probably an insurance requirement, but it was a straightforward way of providing information.

Referring to the Change for Children Conference and the ‘Every Child Matters’ agenda, Mr Clare stressed the importance of getting this right, since not to do so would negate all the change programme.

Merle Abbott explained that the staff delivering this service were not well paid and the under-resourced service could not address this. She noted that some of the issues raised were practice already and some the service ought to be able to address, but some would require substantial investment. This was unavailable from a finite budget, which was the same resource to deliver the entire inclusion agenda. Parents’ rights and preferences had an impact, for example, providing separate transport to a mainstream school was not as cost-effective as transport for a group together to a special school. There were some things to consider for the futures, but it was important to note the budgets were not contained.

Councillor Kinghorn suggested that a Users Conference would be helpful at some stage to discuss issues of behaviour and other issues. He believed that the message from the Scrutiny Panel to the Director and the Executive was that there was a serious problem here. There were some common sense items to look at and address but with underlying serious issues such as training. The Director and Executive needed to be aware of these concerns to ensure they were addressed.

The Chair agreed that this was an on-going problem. He was anxious for Scrutiny members to receive an undertaking that this issue and the concerns raised would be looked at.

Isabelle Granet explained that this fact-finding exercise took place as part of the Support to Pupils Review. Members’ recommendations would be put to the Executive on 31 May 2005, when the Panel would be presenting the findings of the Review.

55. Special Educational Needs Services

Members had received a presentation at the previous meeting. Merle Abbott was now attending to answer further questions from members, following on from the previous
discussion.

Provision of Therapy

Mrs Rooney recalled that members had discussed their concern about therapy provision, especially speech and language therapy. She reported that this was a huge issue for Lindon Bennett School. The Governing Body had been trying to address the problem since 2002 but was not achieving progress, despite the fact that the Code of Practice stated that speech and language therapy should be considered unless there were exceptional circumstances. There were issues about the policy, how therapy was funded, what budget there was for provision and changes reflecting the change to the Code of Practice. Clarification from the PCT had established that the responsibility for meeting needs rested with the local authority. The key issue was resources. For example, there were currently 1.8 funded Occupational Therapists for the whole of Hounslow. Mrs Rooney stressed that speech and language therapy was to the key to the ability to learn through accessing receptive and expressive language. Although the situation was not good within Hounslow, she acknowledged that there was a problem in other boroughs too. She suggested the problem was across the borough, not just within special schools.

Councillor Kinghorn suggested that special schools had better provision in relative terms and pointed out that it was particularly difficult to get provision, even for children with a statement, within non special primary schools. The national shortage of qualified practitioners led to many temporary staff working six- week contracts. They would see a child and then move on so that there was no continuity. However, part of the problem was out of the authority's hands because of the national shortage.

Mrs Rooney explained that at Lindon Bennett School in 2002, less than half the pupils had speech therapy input. This year the situation was worse since a member of staff on maternity leave had not been replaced. She agreed that within mainstream schools the situation was worse, for example cases of one speech and language therapy session for the entire year. The Specialist School Review was ongoing and this was one matter to be addressed. She questioned how they might move forward.

Merle Abbott would not argue with the conclusions drawn. It was clear that needs were outstripping the availability. However, she pointed out that the resource had been increased significantly in this last year. An additional £85k had been provided for speech therapy and a Standards Fund grant had enabled the purchase of a further £90k of provision. Targets and approach had been reconsidered to maximise the benefit. Supporting individual children was not the most efficient use of scarce resources and specialist provision. Instead a project had established a specialist teaching support service. A specialist teacher would work with a Speech and Language Therapist to work with staff in their school to assist the development of their skills working with young people with difficulties. The target was to catch young people early to ensure longer-term benefit.

Ms Abbott drew attention to the specialist units within the borough. Cardinal Road School had a Speech and Language Early Intervention Unit, providing nursery/infant sessions with intensive support from a teacher and speech therapist. A new centre at Grove Road Primary School specialised in autistic spectrum disorder, including 0.5 of a speech therapist and outreach provision. Both Lampton secondary school and Lionel primary had a Speech and Language Unit.
The authority had invested in this area to focus on early intervention and to involve staff in schools with delivering the provision. Individual provision was not always the best option if only provided short term. The qualified Speech Therapist would give guidance and make recommendations on the type of provision required. Needs did outstrip the resource available and whilst the authority would like to increase the resource, this had to be balanced with the need to complete other area of the Special Educational Needs agenda.

Councillor Hibbs understood that point but asked whether the service was constrained by the lack of available professionals. Merle Abbott acknowledged that was a factor, especially for Occupational Therapy, where there was very poor provision. Some resource had been set aside to purchase more. The department had tried with the PCT to match fund the development of an assistant to work with an Occupational Therapist but the PCT were unable to match fund. Similarly the education authority could not appoint an Occupational Therapist, as they did not have the resource to take on the responsibility of the PCT.

Mrs Rooney was inclined to challenge that comment, given the responsibility to provide speech therapy and the fact that her own school was failing half its pupils. She asked what opportunities there were for the school to purchase its own provision. The school had dedicated, professional staff willing to implement a programme but they still needed a trained therapist to set that programme and monitor its progress. They did not have this.

Merle Abbott agreed this was absolutely correct. There was a difference between the resource and the personnel to deliver it. Young people requiring therapy were not just in special schools and this stretched resources that were already stretched. The only area of Special Educational needs expenditure not overspent was staffing. Every other area, for example, statements and placements, exceeded budgets. Where the authority was able to draw on funds such as the Standards Fund, they targeted these resources but these too were finite resources.

Councillor Morgan-Watts suggested that this was a challenge for the authority to come up with a plan. Noting Mrs Rooney’s point about the option of a school purchasing provision, he suggested work might be done to provide a package of options so that a Governing Body could make a choice and seek funds. He suggested that there might be opportunities for funding via the Area Committees S106 allocations or through sponsorship from main employers in an area.

The Chair and Councillor Kinghorn did not believe that S106 could be used in this way, although new agreements could specify what the S106 would be spent on. Councillor Morgan-Watts understood the S106 policy but felt that there must be a way around to address the problem.

Councillor Kinghorn noted that in discussing transport, Merle Abbott had mentioned the affect on parents. He believed that the same applied here. If a child had a problem speaking, some parents were not in a position to access support, for example through the local health centre. He suggested that the Panel should invite the PCT to a meeting to put questions to them and identify the severity of the problem, some of which was outside the education authority’s control.

The Chair agreed to the invitation if members supported this.
Mr Pears spoke of his own experience of receiving speech therapy as a child and the fact that this could be life changing. He believed that parents also needed to be trained to help. Referring back to the integration of children’s services and the principles of ‘Every Child Matters’, he suggested that parts of the partnership needed to be brought together. The will to succeed was there but without the pressure on all sides to ensure improvements happened. He welcomed meeting with the PCT. Given the implications for the individual child, he stressed the need to get the provision right and that resource should not be the sole decider.

Following on from this, Councillor Kinghorn noted that the well being of the child was also the well being of the parents. Parents were not always in a position to take time off work to attend appointments and this could have serious ramifications for a family. Ms Abbott agreed that there was also the issue of taking a child out of school to attend a health centre. Hence they were trying to develop provision within school, with work ongoing to develop skills.

Mr Pears agreed that this was absolutely the right approach, since long travel times to appointments could be detrimental. He agreed that school based integrated solutions were better where they worked, but suggested that for some children behavioural difficulties might require out of school provision.

**Pupils with Complex/Severe Needs**

Councillor Jassar sought further clarification of the figures for the 2003/2004 budget (pages 86-87 of the agenda papers) on the number of children with severe cases and the assistance available from the health service. Ms Abbott explained that there were a number of children within special and mainstream schools who received joint funding from Education and Health. The two services worked together with joint criteria to decide what problems were health related and what special educational needs. There was always a good relationship with the health authority, identifying a holistic approach to the child. The issue was not one of goodwill or the working relationship but of lack of resource, especially for the PCT. Additional resource was committed to meet a combination of educational and health needs. The budget had increased because the number of children with complex needs and severe difficulties had risen. Resources were spread because provision might now be made within mainstream education for children with needs accommodated in the past within a special school. Ms Abbott believed that there was good quality provision and good educational input for children with complex/severe needs, but increased demand with resultant cost.

**Monitoring**

Councillor Jassar asked whether there were statistics to show the social break down of support, for example economic position, asylum seekers etc. Merle Abbott explained that this had not been quantified. All would receive the same entitlement.

Councillor Kinghorn referred to the aims and objectives set out in page 77 of the report and stressed the need for monitoring on a regular basis. He asked what the targets were and how close the service was to meeting its targets, for example in relation to speech therapy, he asked whether there were records of the hours recommended, how these were met and how improvements might be made. Councillor Kinghorn stressed that it was important for the Scrutiny Panel to see how well the service was being delivered and how it might vary year to year.
Merle Abbott explained that unless the department invested a huge resource to administration staff, it was unrealistic to provide this information. There was no database recording the amount of therapy provision. To obtain the information would require picking out details from each individual statement, and even then the therapy was not always quantified. The PCT could quantify provision if the statement said the child needed intensive speech therapy, but realistically the authority was not in a position to do so.

Members were most concerned to hear this response. Councillor Kinghorn expressed extreme concern as a matter of principle that councillors could not fulfil their monitoring role because they could not be provided with the information to monitor. He accepted that there was not currently a database, but suggested that with the integration required by the Children’s Act it was an area where the Executive and Directors should be putting a system in place for a database able to monitor such information. He recognised that at present to compile the information would be an impossible task, but suggested that it was essential for the future to invest in the technology so that the information needed in the modern age would be available in, say, five years time.

Merle Abbott further clarified that with 1444 statements and the reality that the information had not been maintained, it would be a formidable task to provide it. The key concern of the authority was how to advise schools and deliver training. They were looking at the number of assessments they undertook in the light of a government expectation that they would revise the way of assessing. The intention was to move from a statutory assessment of low-level needs to a system of giving money upfront to the school to enable the development of resources in house. The authority would not gate-keep but would use specialist resources to support the school. The authority was consulting school and parents on the principles of this approach and would then bring information to members and governors.

Support would then be routed in what was possible in school. Hence the expectation for the future was that statements would exist only for those pupils with complex difficulties, not those with low-level learning/behavioural difficulties. Money would be directed to the school, not linked as at present to an individual child, where, if they left, support would have to be developed again. This was an area of work within the Inclusion Plan.

Councillor Day was astounded to hear that monitoring information was unavailable. He took the view that if you can’t measure it, you can’t monitor it. He believed this was an important point. Members did not need pages of data, nor retrospective data, but did require information on key indicators to be collected quickly. He believed members should quantify what information they would like and begin to capture that now. He suggested the information should be kept simply but captured as soon as possible. An example of the information required would be the number of pupils needing speech therapy provision.

Mrs Rooney asked how pupils’ progress was monitored currently in mainstream schools, or indeed whether this was done. She also questioned how the policy for training and support of staff was monitored. With regard to discretionary budgets, she suggested that most parents did not know these were available, for example for children on School Action and School Action Plus. Mrs Rooney suggested that key questions were:

- How progress was monitored.
• The policy for training and support of staff.
• How the school communicated with parents and monitored how their experience of the process.

On the latter point, Mrs Rooney noted that assessment took place with school staff present and some parents were frightened to comment because they had no real confidence that staff wanted to listen to them. She suggested that there was a missed opportunity for the Special Educational Needs Co-ordinator (SENCO) to act as the first point of contact. She believed that the school should approach parents in a positive way to ask them how the programme was going and what they felt was working. Mrs Rooney felt that the current set up was adversarial, with parents only going to the school where there was a problem of crisis. She suggested there was a missed opportunity for a partnership with parents.

Mr Pears suggested that the work related to the Change for Children programme was not just about a database for information, but also about a wider knowledge management strategy considering how the information would be used. This needed to be done in partnership.

He also suggested that not having performance measurements was worrying and would lead to a perpetual mess if information were not managed. The DfES would regard the lack of performance measures seriously and it was important to start collecting data. Basic measurements were useful to assess trends. He suggested that the authority identified best practice so that they could replicate it. This was a major issue and it was important to start to collect information now, working in partnership with other bodies.

Councillor Morgan-Watts commented that the system of parental involvement suggested by Mrs Rooney was useful but he believed that many parents would not take up the offer. From his experience as a governor, he understood that education staff did have difficulty in getting parents to take up offers to discuss. Mr Khan agreed with Mrs Rooney, in contrast to Councillor Morgan-Watts, believing that the parents of a child with a disability would do anything to support the child. Councillor Morgan-Watts agreed that this might be true for parents of a child with special needs, but he did not believe this would be the case within the mainstream.

Councillor Kinghorn suggested that the key in what Mrs Rooney had said was the reference to confrontational. It was true that parents were called in when something was wrong. There was a need to change the culture of communication to give the opportunity to pick up small difficulties before they escalated. Councillor Morgan–Watts agreed. He noted that Heads would state that their doors were open but parents did not take up the offers. He agreed that parents should be encouraged to take up opportunities.

Merle Abbott wished to reassure members that it was not true that there was no monitoring arrangements. Susan Murray was the Special Educational Needs Monitoring Officer, whose role was to scrutinise the way schools utilised resources. Monitoring would be revamped, especially if money was given up front to schools. They would monitor how the resource was used and the impact on a child’s learning, recognising educational needs. There were termly Individual Education Plans (IEPs), when parents were invited to a review to monitor set targets. Not all parents took up the offer. It was possible that not all schools reinforced the parents’ right or made it clear that they could attend.

The Local Education Authority (LEA) collected information from the school on children’s
attainment and this was a means of allocating resources for non-statemented special needs. They had also introduced a monitoring programme each year with each pupil having set targets. The mechanism was in place, although it might not always work well in respect of monitoring skills. There were indeed a number of mechanisms but also the need to strengthen the way resources were used.

For each of the 1444 statements, there was an annual review reported to the LEA to monitor progress. This was a paper exercise with officers reading the statements. It was not possible to make it a database exercise because pupils needed statements to change.

Councillor Kinghorn recognised that there was a misunderstanding. His point in respect of monitoring had been specifically about the occupational provision required and the amount given. He believed there was a need to capture that information and that this should not be too difficult. He suggested that there was a need to consider the information the authority was collecting to assess whether it was the right information. At the moment it was down to the parent to monitor whether the child was getting the support required. He suggested looking at what information was needed and then consider a networked database between the schools to equate needs with hours provided. Ms Abbott explained that this was difficult because provision was not quantified in this way.

Councillor Kinghorn suggested that with the Children’s Act changes, the time was right to reconsider what information was needed and how it should be collected. He proposed that there should be a message from this Panel to propose starting from scratch in confirming what the authority needed to monitor. Councillor Day proposed that this should also include how the authority recorded actions, so that they could be input to a database.

Councillor Kinghorn clarified that this would enable looking across the borough to enable information requirements to be discussed with the PCT and the Executive. Councillor Morgan-Watts supported this proposal. He did not think, as councillors, that they were managing money from the tax-payer and members should be accountable. It was important to be able to say where the budget for the service had been spent in order to be accountable.

Councillors Day, Kinghorn and Morgan-Watts agreed the key was evidence to establish what the service wanted to achieve, did it achieve it and how did the service know more resource was required. Mr Pears suggested a means to progress would be communication of policy information and more effective capturing of information, including with partners. It was important to be able to demonstrate that services were cost effective and value-added and that outcomes had been delivered.

Merle Abbott took the point. There would be focus in the new policy on the vigorous use of resources and outcomes for young people. Councillor Morgan-Watts suggested that it would be helpful to categorise costs for particular needs so that similar needs could be compared. Councillor Kinghorn agreed that this could be used as a budget tool to compare estimated budget with actuals. Councillor Morgan-Watts commented that without such tools, how could the authority say that it was over budget.

Members felt that this had been a useful discussion and advised Merle Abbott that these points would be presented to the Executive.
Parent Partnership

Mrs Rooney referred to the Parents SEN Network, which had had its third meeting. She did not believe that the authority was meeting its statutory obligation under the Code of Practice for Parent Partnership services. The resource available was inadequate, with one Parent Partnership officer with over 1400 children with statements and 2000+ undergoing assessment. Ms Abbott took the point made. It was a significant resource issue, recognised in discussion.

The Chair thanked Merle Abbott for her contribution.

56. Annual Report - Attainment in Hounslow School 2004

This report had been circulated for members’ information only.

57. Urgent Business

1. Scrutiny Review of School Meals

Isabelle Granet circulated a proposed project plan for a scrutiny review. Members of the Overview and Scrutiny Panel had decided on the 21 March that there should be a review of School Meals. It had been felt that this was appropriately pursued by the Education and Training Scrutiny Panel.

It was proposed to start the review on 16 June, with findings by October. Members might wish to add stakeholders to those consulted and Councillor Kirton had also suggested adding school governors.

Councillor Hibbs noted that this was a topical and large issue. She suggested they might need to widen the objectives and consider what was unsuitable. Councillor Morgan-Watts had reservations about the timing of the review in the light of the fact that this had been identified as a national issue, likely to be pursued by the incoming government following the election. He felt it might be appropriate to consider at a later stage. However, Isabelle Granet pointed out that the Overview and Scrutiny Committee were eager to look at the issue.

Councillor Kinghorn also felt that there were broader issues here, for example school attitudes and outside influences. The early influence of parents on good dietary habits from birth and the need for parents’ education in nutrition was not mentioned. Councillor Day agreed that this was something to focus on, with the inclusion of the need for dietary information. Councillor Jassar, referring to the objectives, spoke of campaigning in schools and amongst parents so that children are attracted by healthy foods, but stressed that this was easier if established from home.

Mr Khan referred to a programme on BBC3 highlighting the effect on children of a proper diet as an example of resources available to help parents’ education. Councillor Jassar suggested that school assemblies were another source.
Mr Pears asked whether any approach had been made to the London borough of Greenwich where Jamie Oliver had been advising. Isabelle Granet advised that benchmarking with other boroughs was included in the proposal, but Mr Pears suggested that it would be especially helpful to include Greenwich.

Mrs Rooney explained that Lindon Bennett School had approached the officer overseeing schools meals and had had a helpful meeting seeking to change the meals at the school to meet the children’s needs. She suggested it behoved parents to ask for that, although Councillor Kinghorn urged caution since he was aware of an example where the school had rebuffed such an approach.

Councillor Morgan-Watts understood that the government was proposing exclusion zones for certain types of products. This reinforced his view that it was inappropriate to consider the issue at this point. Mr Pears also understood from the Director of Lifelong Learning’s comments that exclusion of products was also something the borough was considering.

Merle Abbott commented that the timing needed to be approached carefully. One of the areas the Council would be inspected on was the healthy nature of young people. It was likely that school meals would be considered by the Children and Young People’s Co-ordination Group (formerly the Children and Young People’s Strategic Partnership) in terms of delivery of government expectations. Hence this was something that might be picked up by that Group.

Isabelle Granet advised that this would not prevent a Scrutiny review, as part of a different process. Members agreed to proceed with the review.

2. **14-19 Post Inspection Action Plan**

Councillor Morgan-Watts advised that he had a spare copy of the above Action Plan if any members wished to have a copy.

The meeting finished at 9:10 pm.
Dear Head Teacher,

School Meals - The Future

You will have been aware of the media coverage School Meals has been receiving as a result of Jamie Oliver’s Feed Me Better – The School Meals Debate on Channel 4.

Prior to the series the Secretary of State for Education was reviewing the school meals service in response to public concern and has now announced a series of initiatives:

1. By September 2005 new minimum specifications for processed foods will apply to schools.

2. An Independent School Food Trust will be established to improve the quality of school meals.

3. In April 2005, a new vocational qualification for school caterers will help the promotion of healthy food and deliver high status for school catering managers and staff who are seen as integral to the whole team as teachers and classroom assistants.

4. From September 2005 healthy eating to be part of the Ofsted school inspection process.

5. From September 2006, tougher new minimum standards for school meals in which the use of nutrient bases standards will be strongly considered.

In the light of such considerable change and the repercussions for us all, it is proposed to convene a small working party comprising Head Teachers, PHSE Advisors, Catering Staff etc, to steer us through this transformation period. I am arranging for this to be the subject of discussion at DAP.

Bruce Headford will keep you abreast of developments. In the meantime, contact him on ext. 2630 if you have any immediate enquiries.

Yours sincerely,

ROBERT GARNETT
Corporate Director
Lifelong Learning Leisure & Cultural Services Department

Service Plan 2003 / 2004

1/ The service provides a comprehensive range of catering to the pupils, staff and visitors to schools and to the staff and visitors to the Civic Centre.

A good diet is an important way of protecting health and promoting proper growth and development. It can help children and young people to improve their concentration and fulfil their potential both inside and outside school.

Education is one of the most important ways of giving children and young people a healthy start in life. For example it can lay the foundations which help them to make healthy choices in adult life. Food forms part of the curriculum and school meals are an important part of the school day.

In the case of free meals pupils the school lunch is sometimes the only provision of the day. On it’s own a nutritionally balanced school lunch cannot compensate for an otherwise poorly balanced diet, but it can make an important contribution to healthy eating and restoring balance to the diet.

Alongside their nutritional value school meals provide a chance for pupils to enjoy the company of their friends and develop a range of social skills.

The Service seeks to promote healthy eating; provide for the needs of specific client groups i.e. children; offer a range of food to meet changing consumer demand within the allocated budgets; ensure that food provision reflects the multi-cultural nature of our society; provide vegetarian options in all its catering menus; liaise and consult with consumers to ensure that the service is responsive to their requirements; maintain hygiene standards wherever food is processed, distributed or sold.

2/ The Service forges strong links with Hounslow LLL&CS Department’s Strategic Plan and makes a particular contribution in:

i) Improving the quality of provision and standards of achievement.

ii) Encouraging a culture of learning and enable all learners to fulfil their personal development.

iii) Sharing with parents and carers the responsibility for the education and well being of their children.

The Service also makes a particular contribution to the Council’s Seven Pledges in that:

i) Our children are our future.
3/ The School Catering Section comprises four workposts (3 F/T 1 P/T). Two of these are operational and are primarily concerned with the provision of the specialist catering service in special schools, contract management and complaint investigation and strategic overview of school and civic catering services. The other two are administrative support and are primarily concerned with the maintenance and upkeep of premises and equipment, feeding of asylum seekers, provision of school milk, statistical records and payment of invoices. The Section has an annual administrative cost of £80,000.

4/ Our Clients are wide-ranging and varied. Front line Clients are the actual consumers of the service we provide and these are:

i) Pupils
ii) School Staff
iii) Visitors to schools
iv) Civic Centre Staff
v) Visitors to Civic Centre

Other clients are again wide-ranging and varied and these are:

i) Headteachers – on site Client Representatives
ii) Parents
iii) Governing Bodies
iv) Adviser; Science & P S H E
v) Social Services – Feeding for asylum seekers
vi) Other interested agencies

5/ Catering interacts with other Council departments as well as services within the LLL & CS Department in order to carry out its function. These are:

i) Direct Services – provider of contract catering
ii) Accounts – budget monitoring
iii) L M S – delegation of budgets
iv) Welfare – Free meal provision
v) Premises – Contingencies for meal provisions; premises
vi) Personnel – Staff issue
vii) I T – Software and computer packages
viii) Schools – monitoring of meal provision
ix) Building Services (Housing) – Maintenance of equipment / premises
x) Social Services – Provision for asylum seekers

6/ Our competitors are providers of catering services within the public and private sectors.
<table>
<thead>
<tr>
<th>Key Area, Objectives &amp; Tasks</th>
<th>Lead &amp; Key Personnel</th>
<th>Resources &amp; Budgets</th>
<th>Staff Development &amp; Training</th>
<th>Key Dates</th>
<th>Success Criteria &amp; Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provision Of School Meals</td>
<td>P S C A</td>
<td>Schools Catering</td>
<td>Best Value</td>
<td>Termly</td>
<td>Implemented and effective. i.e. all children receive specified meal at specified times to specified standard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Updating on legislation</td>
<td></td>
<td>Year on year uptake for paid / free meals.</td>
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<td>Penalty Payments.</td>
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<td></td>
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<td>Budget targets achieved.</td>
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<tr>
<td></td>
<td>H &amp; S At Work Act</td>
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<tr>
<td></td>
<td>Ingredients For Success – DFEE</td>
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<tr>
<td></td>
<td>Eating For Health – Raising School Achievement (Hounslow)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Free Meal Provision</td>
<td>P S C A S0 1 / 2</td>
<td>Schools Catering</td>
<td></td>
<td>Ongoing</td>
<td>As above</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Reconcile eligibility with uptake; Form 7 with school return</td>
</tr>
</tbody>
</table>

- As above:
- Ongoing:
- As above:
- Ongoing:
<table>
<thead>
<tr>
<th>3. Paid Meal Provision</th>
<th>P S C A</th>
<th>Schools Catering</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Factor K9 (b)</td>
<td>SO 1 / 2</td>
<td></td>
<td></td>
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<tr>
<td>Ensure provision of paid meal for all pupils who want one</td>
<td></td>
<td></td>
<td>% Pupils buying a meal as % pupils in school where all pupils are offered a meal but excluding pupils eligible for FSM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Provision Of Milk</th>
<th>P S C A</th>
<th>School Catering Milk</th>
<th>Monthly 3 x year Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Specify service requirements</td>
<td>Admin Officer(s)</td>
<td></td>
<td>Implemented and effective i.e. all children receive milk at specified time to specified standard</td>
</tr>
<tr>
<td>b) Monitor suppliers performance</td>
<td></td>
<td></td>
<td>Schools return invoices as per 30 day requirement</td>
</tr>
<tr>
<td>c) Pay invoices</td>
<td></td>
<td></td>
<td>DHSS / Intervention Board claims are on time</td>
</tr>
<tr>
<td>d) Claim DHSS (under 5’s) &amp; Intervention Board subsidies</td>
<td></td>
<td></td>
<td>Reconciliation of free provision with Form 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Budget targets achieved</td>
</tr>
</tbody>
</table>
5. Monitoring

<table>
<thead>
<tr>
<th>Monitoring Items</th>
<th>PSCA</th>
<th>Schools Catering</th>
<th>Computerisation of monitoring procedures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Inspect catering services at all schools minimum of 2 x yearly to ensure specification is achieved</td>
<td>S0 1 / 2</td>
<td></td>
<td></td>
<td>Implemented and effective</td>
</tr>
<tr>
<td>b) Respond to Client complaints as and when</td>
<td></td>
<td></td>
<td></td>
<td>Number of complaints / compliments</td>
</tr>
<tr>
<td>c) Implement complaints procedure as and when</td>
<td></td>
<td></td>
<td></td>
<td>Penalty payments</td>
</tr>
<tr>
<td>d) Attend user group forums: council, contractor, head teachers, pupils, parents and other interested parties</td>
<td></td>
<td></td>
<td></td>
<td>Year on year uptake for free / paid meals</td>
</tr>
<tr>
<td>e) Prioritise / assist Focus / Special Measure Schools</td>
<td></td>
<td></td>
<td></td>
<td>Budget targets achieved</td>
</tr>
</tbody>
</table>

6. Special Schools

<table>
<thead>
<tr>
<th>Special Schools Items</th>
<th>PSCA</th>
<th>Schools Catering – Special Schools Equipment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Provide catering service to Special Schools</td>
<td>S0 1 / 2</td>
<td></td>
<td>Implemented and effective</td>
</tr>
<tr>
<td>b) Ensure pupils receive specified meal at specified time</td>
<td></td>
<td></td>
<td>Year on year uptake for free / paid meals</td>
</tr>
<tr>
<td>c) Implement government legislation, H &amp; S standards</td>
<td></td>
<td></td>
<td>No of complaints / compliments</td>
</tr>
<tr>
<td>d) Liase with Head teachers, user groups</td>
<td></td>
<td></td>
<td>Budget targets achieved</td>
</tr>
<tr>
<td>e) Pay invoices – consumables and equipment</td>
<td>Admin. Officers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 7. Premises & Equipment

- **a)** Maintain school kitchens / dining centre premises to enable contractor to provide catering service
- **b)** Raise works requisitions for Building Services (Housing) to carry out remedial work
- **c)** Maintain catering equipment to enable contractor to provide catering service
- **d)** Pay invoices. Raise EDA’s

<table>
<thead>
<tr>
<th>Department</th>
<th>Activity</th>
<th>Frequency</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P S C A S0 1 / 2 Admin Officers</td>
<td>Schools Catering Premises Equipment</td>
<td>Ongoing</td>
<td>Implemented &amp; effective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Budget targets achieved</td>
</tr>
</tbody>
</table>

### 8. Fruit in Schools Scheme

- **a)** Maintain school kitchens / dining centre premises to enable contractor to provide catering service
- **b)** Raise works requisitions for Building Services (Housing) to carry out remedial work
- **c)** Maintain catering equipment to enable contractor to provide catering service
- **d)** Pay invoices. Raise EDA’s

<table>
<thead>
<tr>
<th>Department</th>
<th>Activity</th>
<th>Frequency</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P S C A Admin Officer</td>
<td>NHS/Gov.</td>
<td>Ongoing</td>
<td>No of schools participating Implemented and effective</td>
</tr>
</tbody>
</table>

### 9. Asylum Seekers

- **a)** Arrange feeding for Asylum seeking pupils.
- **b)** Liase with A/S agencies and schools to facilitate provision
- **c)** Re-charge Social Services (monthly) for provisions
- **d)** Raise invoices (monthly) for all other participating boroughs
- **e)** Maintain records; attend A/S forums

<table>
<thead>
<tr>
<th>Department</th>
<th>Activity</th>
<th>Frequency</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>P S C A Admin Officer</td>
<td>Social Services (Hounslow)</td>
<td>Ongoing</td>
<td>Implemented and effective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monthly</td>
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</tbody>
</table>

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20
<table>
<thead>
<tr>
<th>Component</th>
<th>Action</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Catering</td>
<td>a) Monitor – Inspect catering service 12 x yearly to ensure specification is achieved</td>
<td>Ongoing</td>
<td>Civic Catering</td>
</tr>
<tr>
<td></td>
<td>b) Respond to client complaints as and when</td>
<td>Termly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Attend user group forums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing (school meals)</td>
<td>a) Produce school meals menu (termly) and distribute</td>
<td>3 x year</td>
<td>Civic Catering</td>
</tr>
<tr>
<td></td>
<td>b) Promote National School Meals Week (Oct.) and ‘Special Days’ (12 a yearly)</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Attend catering forums as required to promote service</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of complaints / compliments received  
Penalty payments  
Year on year uptake
Introduction and Key Objectives

Hounslow attaches importance to the provision of school meals to pupils in the Borough as an integral aspect of the Authority's wider educational provision.

This policy seeks to incorporate the objectives of all stakeholders in the school meals service and to provide a foundation upon which the future direction and development of the service can be based. Policy guidelines have added relevance in relation to the current legislative effects of Best Value, Fair Funding and implications of National Nutritional Standards.

The objectives identified are derived from consultation processes with those involved with the service, including clients, customers, departments and agencies who have a stakeholding in the appropriate development of the service.

Key Objectives

- In school, a midday meal should be available for every pupil wishing to have one and the meal should be of good quality and in accordance with National Nutritional Standards.

- The school meals service should be an integral part of the school day representing an educational and social occasion providing opportunities for social development.

- Catering staff should play a full part in promoting the educational and social ethos of the school through their manner and behaviour, working closely and productively with the school.

The dining room environment should be conducive to the enjoyment of food and provide facilities which encourage young people to appreciate the social role food consumption plays in society.
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- The menu on offer should be attractive to young people in order for them to make informed healthy choices. Where practical menus should offer the widest possible choice.
- Opportunities should be sought to encourage an increased take up of school meals provision, both of free and paid meals, to facilitate development of the service.
- The Catering Service should be on offer to teachers, community users and visitors to the schools.

Milk

Hounslow makes milk available to all Primary age pupils in the Borough. Primary pupils whose parents are in receipt of Income Support or Job Seekers Allowance (Income Based) are entitled to free milk.

Asylum Seekers

Hounslow provides free meals, and sometimes milk, for asylum seekers attending schools in the borough and recharges the responsible borough's social services department.
Functions

A functions service is available for Headteachers and an evening and weekend 'lets' service in schools.

LeRislation

It is acknowledged that there are a number of statutory instruments that govern the supply of catering to schools. These are listed in Appendix 1 of this policy and the arrangements for catering service provision must embody the requirements to comply with the legislative requirements.

Primary Service Provision and Choice

The current organisation of school meals provision is based on the following service systems.

- Traditional System allowing Multi Choice Options

Based on a nutritionally balanced specification, this system incorporates traditional values as well as modern dietetic thinking. Pupils will normally be offered a choice from each food group. The aim will be to establish 'healthy lifestyle' patterns to encourage increased take up of key nutritional items.

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The dining room environment should be conducive to the enjoyment of food and provide facilities which encourage young people to appreciate the social role food consumption plays in society.

- Till payment Service (TPS)

Pupils bring money to school on a daily basis and choose from a range of food items including protein choices. This service offers more flexibility to parents and pupils, whilst at the same time preparing young people in the handling of money and making choices.

Special Schools

Provide a lunchtime service to pupils with particular medical and dietary needs.

Secondary Provision and Choice

All secondary schools in the borough have a delegated school meals budget and buy in their catering services from a number of external (internal) contractors. The LEA retains the power to give guidance and direction about the range, specification and price of meals provided in schools with delegated budgets. This subsumes the Dfee’s regulations and guidance for nutritional standards for school meals, Hounslow’s own healthy eating guidelines and is based on a pricing structure which is felt reasonable and consistent with production across the authority. There is also an important requirement to ensure free meals pupils can select a reasonable
meal for the value of the voucher and that the voucher value does not rise by more than the appropriate inflation factor over the period of the contract.

Healthy Eating2 and Nutritional Requirements

Hounslow recognises the importance of a good diet for young people and the contribution of dietary care in providing a sound foundation for good health in later life.

This is acknowledged in the key objectives and the approach is to aim to provide a well-balanced nutritional lunch that can be reinforced through teaching about nutrition and health in the classroom.

Hounslow supports and promotes a holistic approach to a healthy agenda and participation in the application of national nutritional standards.

It is the Council's current policy not to use any products that are known to contain genetically modified ingredients.

Resources

The arrangements for the provision of school meals will incorporate due diligence by the service provider to include aspects such as purchasing policy, food delivery and storage, preparation and handling of food, health and safety, cleaning and equipment maintenance.
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* Cash collection and Banking - schools without a TPS service will be responsible for collecting meal income from pupils and preparing it for banking. Schools will be responsible for banking all income using approved processes and procedures. Schools will endeavour to minimise and collect all school meals income arrears.

Responsibility of the Service Provider

* Statutory Requirements - the provider will comply with all current relevant legislation and any changes or new legislation.
* Staffing - the provider will be responsible for the whole recruitment process. the provider will be responsible for all trade union negotiations. the provider will be responsible for all payroll processing. the provider will be responsible for arranging absence cover, any referrals of staff to the occupational health unit, and dealing with any DSS benefit inquiries, and requests for references. The provider will be responsible for all training.

The provider will be responsible for ensuring all staff obtain a basic hygiene certificate. The provider will be responsible for ensuring all staff wear protective clothing as appropriate.
Menus and Nutrition - the provider will offer a menu choice which meets the approval of the PSCA and incorporates National Nutritional Standards. The provider will administer and provide for any reasonable special dietary requirements.

- Staff must be appropriately trained in the handling, production and service of food to promote best practice with a view to achieving optimum service delivery.

- Equipment - the provider will be responsible for the repair and replacement of light equipment. (not necessarily in Secondary Schools)

Menus and Tariff pricing

Menus should be designed to provide quality, nutritionally balanced, appetising meals that will appeal to young people.

Provision for reasonable dietary requirements should be available to meet medical and ethnic needs.

In respect of meals and food item pricing, tariffs will be set by the Education Department at reasonable levels which are benchmarked against other surrounding Local Authorities.
Hounslow School Meals Policy / Service Guidelines

Introduction and Key Objectives

Hounslow attaches importance to the provision of school meals to pupils in the Borough as an integral aspect of the Authority's wider educational provision. This policy seeks to incorporate the objectives of all stakeholders in the school meals service and to provide a foundation upon which the future direction and development of the service can be based. Policy guidelines have added relevance in relation to the current legislative effects of Best Value, Fair Funding and implications of National Nutritional Standards.

The objectives identified are derived from consultation processes with those involved with the service, including clients, customers, departments and agencies who have a stakeholding in the appropriate development of the service.

Key Objectives

- in school, a midday meal should be available for every pupil wishing to have one and the meal should be of good quality and in accordance with National Nutritional Standards.
- the school meals service should be an integral part of the school day representing an educational and social occasion providing opportunities for social development.
- Catering staff should play a full part in promoting the educational and social ethos of the school through their manner and behaviour, working closely and productively with the school.

The dining room environment should be conducive to the enjoyment of food and provide facilities which encourage young people to appreciate the social role food consumption plays in society.

In accordance with the key objectives, an imaginative range of food should be provided at sensible prices to encourage an increased take up of school meals.

Financial

The key financial aim is to minimise the subsidy by generating income from food sales to cover the cost of providing meals to paying pupils.

Guiding Responsibilities

Responsibilities of Schools (Primary)

- Premises - schools will be responsible for allowing the free use of the necessary premises by the service provider for the supply of catering services as well as providing opportunities for pupils to bring packed lunches.

- schools will allow reasonable use of all forms of energy required to provide the services for which they will receive an annual recharge.

- Administration - schools will be responsible for notifying kitchen staff of the numbers of pupils requiring lunch by 10 a.m. on the day.
- schools (other than TPS) will be responsible for the collection and banking of money from pupils for school meals.
- schools will be responsible for the completion of the school meals return.
- schools will be responsible for the completion of the meals register.
- schools will be responsible for the completion of the asylum seekers return.
- schools will be responsible for the ordering / cancelling of milk from the nominated dairy.
- schools will be responsible for the under 5's milk return.
- schools will be responsible for the DHSS milk subsidy return.
- schools will be responsible for the completion of the termly one-day survey.
- schools will be responsible for the reconciliation and return of milk invoices to the catering office.

• Marketing - the provider will undertake continual development of the catering service and the implementation of an effective marketing plan in partnership with the PSCA.
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- Marketing - the provider will undertake continual development of the catering service and the implementation of an effective marketing plan in partnership with the PSCA.
- Insurance - the provider will arrange all required staff and liability insurance using appropriate insurance policies.
- Security - the provider will be responsible for the security of the area under its control including goods and equipment used in the provision of the service.
- Income Reconciliation - the provider will be responsible for collecting, counting and preparing cash income received in TPS schools.

Responsibility of Hounslow Education Department

- Free and Paid Meals - the Education Department will be responsible for determining the entitlement to free pupil meals.
- the Education Department will be responsible for funding the cost of all free pupil meals and any net subsidy for paid meals.
- the Education Department will continue to retain paid meal income.

Best Value

The Government's legislation on best value applies to the school meals service. The best value duty does not apply to individual schools, given that the process of deciding on the spending of a delegated budget is in itself a mechanism for cost effectiveness.
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Appendix 1
Applicable Legislation

- Food Safety (General Food Hygiene) Regulations 1995
- Health & Safety at Work Act Etc. 1974
- Food Act 1984
- Food Labelling Regulations 1984 and 1996
  - Control of Substances Hazardous to Health Regulations 1994 and 1999

Food Safety Act 1990

0 National Nutritional Standards 2000
To: Headteachers  
cc: PSHCE Co-ordinators

Dear Colleague

Food in Schools

Few of us would dispute that diet is central to health and children’s diet is an important influence on their general well being. Poor eating habits contribute to a shorter life expectancy in the long term and poor levels of concentration and behaviour in the short term.

Food in schools has become an issue of national concern in recent months not least because of rising levels of obesity and evidence of children’s lack of physical activity. This has resulted in a number of national initiatives including a new national definition of what constitutes a Healthy School and the expectation that all schools will become one of these by 2009.

Hounslow is undertaking a number of it’s own initiatives, in order to contribute to this important agenda which include:

- The launch of the Food in Schools Toolkit at this terms PSHE co-ordinators meetings. Suggestions on how to organise a number of food related activities such as breakfast clubs, healthy lunch boxes and improving the dining room environment. Issues such as sustainability and funding are also addressed.

- The distribution of four different free food leaflets. Each school will receive 250 of each – topics include eating breakfast, healthy lunch boxes, healthy eating and being a vegetarian. They are also available on request in Somali, Urdu, Gujarati and Punjabi.

- Funded training for SMSAs on managing healthy eating at lunchtime.
• Parents' workshops on healthy eating and physical activity, undertaken in conjunction with the adviser for PE.

Healthy Schools evaluation visits have, for sometime, included eating with the young people and this will continue, as will proactive work with school caterers. The contribution of this agenda to meeting the outcomes of Every Child Matters should not be underestimated.

Should you wish to discuss any of this in more detail then please do not hesitate to contact me.

Yours faithfully

Annie Hargreaves
Adviser PSCH
HOUNSLOW
HEALTHY SCHOOLS
PROGRAMME

WORKSHOPS
FOR
PARENTS
Parent Workshops

1. Organisation

Cost
The workshops listed in this leaflet are all provided free of charge and schools are likewise expected to allocate places free of charge.

Time
Workshops can be arranged for a time to suit the school.

Numbers
The workshops are participatory so there is a maximum of 30 places per workshop. This includes any participating staff. There is also a workshop minimum of 10.
It is advised that schools allocate tickets or acknowledge the receipt of slips to make sure that busy parents have something in writing to remind them.

Refreshments
The provision of tea and coffee or similar is at the school's discretion and is much appreciated.

Booking
Please book half a term in advance by contacting Annie Hargreaves, Adviser for PSHCE on 020 8583 2875.
2. Workshop Menu

DRUGS

‘Helping Your Child Stay Drug Free’ Primary
Explores the elements that contribute to substance misuse in young people and how parents can help to develop these e.g. communication skills, self esteem etc..

‘Drug Awareness for Parents’ All
A workshop to increase knowledge about the various drugs, including alcohol, that young people may come in contact with as well as the myths and media.

‘Drug Education in Schools’ All
At a phase appropriate level looking at the ways schools and parents can work in partnership to educate young people in ways that are meaningful to them e.g. not using scare tactics but rather discussion etc. May be used to introduce parents to a school’s policy or curriculum.

SEX AND RELATIONSHIPS EDUCATION

‘Talking to Your Child about Sex’ Primary
Designed to encourage parents to talk to their children at a young age in a straightforward manner, Also looks at the issues and concerns parents have in talking to their child.

‘Sex and Relationships education in Schools’ All
As ‘Drugs Education in Schools’ above.
BEHAVIOUR
'Bullying' All
Looking at what bullying is, who is involved and what the research and experts tell us is the best way to help children and young people avoid becoming the targets or the perpetrators. Also to consider what we should be telling children and young people to do if they are bullied and how parents can help.

'Living with your Teenager' Secondary
Simple techniques for managing behaviour and stress levels as well as developing empathy for the young person.

'Developing Thinking Behaviour' All
Responsibility and Choice
The techniques and methods of modification that encourage greater personal responsibility and reflection.

SELF ESTEEM
'Self Esteem' All
A workshop to help raise the self esteem of parents too!
This workshop helps parents to understand the real process of self esteem and what things build or diminish it and how to relate to them.

'Body Image' Secondary
Looking at the way young people see themselves and how disorders may develop. How parents can support the development of a 'healthy' body image.

FOOD & NUTRITION
'Diet Food' Primary
Looks at what young people should be eating and the effects food has on behaviour.
HOUNSLOW FOOD IN SCHOOLS INITIATIVES : 2005

Food in Schools Toolkit

- Launched at primary & secondary PSHCE co-ordinators in May ’05 with appropriate training. Explains background to Food in Schools programme, promotes key themes such as the whole school approach and gives guidance on a range of initiatives such as lunch boxes, access to water and the dining room environment.

Managing Healthy Eating at Lunchtimes

- Training for lunchtime assistants – three afternoon sessions planned for ‘05 – ’06. Funding provided including travel expenses and payment for attending.

Additional resources

- Sets of food leaflets supplied free to all schools on topics of healthy lunch boxes, breakfast, vegetarianism and food as fuel. Available on request, in Somali, Gujarati, Urdu and Panjabi.

- Healthy lunchbox classroom resource supplied free to all primary schools.

Parents Workshops

- Offered as part of the Healthy Schools agenda on topic of food and nutrition. Also run in partnership with PE adviser to include physical activity.

Alive N Kicking

- Two day training course on food and nutrition for 15 primary co-ordinators planned for July, teachers then run interactive programme with parents and children.

National Healthy School Status

- 79 of Hounslow’s 80 schools are actively engaged in the borough’s Healthy Schools Programme. All of these schools have undergone a number of evaluation visits around the areas of drugs, alcohol and tobacco education, sex and relationships education and student participation. Many of the visits have been undertaken jointly with a health partner and involve seeking the views of young people.

- From September ’05 a new national definition of what constitutes a healthy school becomes operational. This definition contains a healthy eating theme, details of which are attached.
School Fruit and Vegetable Scheme

100% participation from Hounslow’s infants school, in this national scheme which ensures that all the boroughs 4, 5 and 6 year old receive a free piece of fruit or vegetable daily.
# Healthy Eating

Pupils have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the school day.

**A Healthy School:**
- has an identified member of the SMT to oversee all aspects of food in schools
- has a whole school food policy – developed through wide consultation, implemented, monitored and evaluated for impact
- involves pupils and parents in guiding food policy and practice within the school, and enables them to contribute to healthy eating and acts on their feedback
- has a welcoming eating environment that encourages the positive social interaction of pupils (see Food in Schools guidance)
- ensures healthier food and drink options are available and promoted at break, lunchtimes and in breakfast clubs as outlined by Food in Schools guidance (if established or planned);
- monitors pupils’ menus and food choices to inform policy development and provision;
  - ensures that pupils have opportunities to learn about different types of food in the context of a balanced diet (using the Balance of Health), and how to plan, budget, prepare and cook meals. Understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables;
- has easy access to free, clean and palatable drinking water, using the Food in Schools guidance
- has meals, vending machines and tuck shop facilities (if established or planned) that are nutritious and healthy (see Food in Schools guidance) and meet or exceed National Standards and is working towards the latest DfES guidance on improving school meals service
- Consults pupils about food choices throughout the school day using school councils, healthy school task group or other representative pupil bodies

## Key Evidence
- a whole school food policy incorporating all of the above bullet points as appropriate (including Programmes of Study, teaching and learning styles, assessment methods, leadership, resourcing and the way in
which the policy has been written in an inclusive and participative fashion

- the views of a representative body of pupils, parents/carers and staff about what how they have been positively involved in the development and monitoring of the Policy and that the school adheres to the bullet points outlined above

**NB** There is developing policy on further involving parents in healthy eating, Reference to be made to:

a) School Fruit and Vegetable Scheme  
b) 5 a day [www.5aday.nhs.uk](http://www.5aday.nhs.uk)  
c) See [www.foodinschools.org](http://www.foodinschools.org)
Support to pupils

Education and Training Scrutiny Panel

February 2005 – May 2005
FOREWORD

I have pleasure in presenting the outcome report of our short review into the support given to vulnerable pupils in Hounslow.

Members concentrated on five areas of support:
- To the more able;
- To pupils vulnerable to drug and alcohol use and misuse;
- To pupils vulnerable to mental health difficulties;
- To pupils with special educational needs; and
- Home-to-school transport.

The Panel was concerned to test out whether Hounslow works well to equip all children to achieve a fulfilled life in the years that lie ahead through the support available to them. The recommendations focussed upon building on the strengths of the existing services and aim to develop good services into excellent provision.

This report is the result of a brief investigation and the Panel did not for the purpose of this review undertake an in-depth analysis of each service. Aware of local concerns, the Panel wanted to be reassured that the provision and opportunities for the more vulnerable were fair, consistent and accessible.

I would like to thank those who have given so generously of their time submitting evidence to this Panel, both written and oral. Credit must also go to Panel members for their continued commitment, and I would especially like to thank the co-opted members, church representatives, and parent governors.

I hope you will enjoy reading this report, whether you are a member of staff, a parent or indeed a pupil and I would be pleased to receive any comments you have on the Panel’s work.

Councillor Mohammed Chaudary
Chair of the Education and Training Scrutiny Panel
EXECUTIVE SUMMARY AND RECOMMENDATIONS

1 Committed to improving the quality of life of children and young people, and in light of the Government’s agenda for change in relation to Children’s Services (as set out in it’s 2003 Green Paper - Every Child Matters), and the Children’s Act 2004, Members decided to test the effectiveness of the support available to the borough’s most vulnerable pupils. The review concentrated on five areas: gifted and talented; drug and alcohol misuse; Child and Adolescent Mental Health Services; special educational needs, and home-to-school transport.

Gifted and Talented (G&T)

2 Although the Panel identified areas where performance should be enhanced, overall the Panel welcomed the local initiatives and early successes of the scheme.

Recommendation 1 - That the LEA demonstrates the efficiency of its support to schools with regard to preventing harassment and bullying of G&T pupils. Especially in relation to monitoring and tackling harassment and bullying of G&T pupils in schools.

Recommendation 2 - That the Panel receives evidence that the current appraisal system for talented children is fair and sound.

Drug and alcohol misuse

3 On the whole, the Panel was pleased with the borough’s commitment in promoting drug education. However, there was a feeling that the Local Education Authority’s (LEA) commitment to support children and young people with drug or alcohol misuse difficulties should be strengthened.

Recommendation 3 - That the LEA develops or strengthens systems to monitor schools to ensure that substance misuse policies are up to date and implemented.
Recommendation 4 - That the LEA encourages and monitors schools’ engagement with multi-disciplinary teams in providing support to pupils
with drug or alcohol misuse difficulties. That the identified lack of schools’ engagement is tackled.

**Recommendation 5** - That the LEA analyses the consultation findings of the healthy school programme coordinator and inform Hounslow strategy for supporting pupils with drug or alcohol misuse difficulties.

**Recommendation 6** - That the LEA undertakes a spending review with a view to increasing the level of resources committed to fund drug and alcohol misuse support services.

**Recommendation 7a** - That a comprehensive review of the existing referral arrangements is undertaken.

**Recommendation 7b** - That the Education and Training Scrutiny Panel is given the opportunity to contribute to that review.

**Child and Adolescent Mental Health Services (CAMHS)**

4 Overall, the Panel was energised by the staff commitment in ensuring that mental health needs for children and young people are best met. However, concerned with equality of access to services, Members would like CAMHS to ensure that gaps in service provision are tackled.

**Recommendation 8** - That the gap in service provision for children and young people with severe learning difficulties is addressed and recognised as an objective for the forthcoming service strategy.

**Special Educational Needs (SEN)**

5 As the proportion of children with special educational needs increases steadily, it is important that the authority adapt its services accordingly. In particular, the Panel strongly urges the authority to revise its performance management processes and Parent Partnership Services.

**Recommendation 9** - That the LEA undertakes a review of its performance management processes for SEN, with a view to developing, or strengthening systems to monitor and challenge:
• School expenditure on SEN;
• The effectiveness of school management on SEN;
• The outcomes achieved by pupils with SEN.

Recommendation 10 - That the LEA undertakes a review of Hounslow Parent Partnership Service. That based on the findings the service is adequately resourced in order to meet local needs.

Home-to-school transport

6 The Panel did not review the recently revised policy, but concentrated on the areas parents had highlighted as requiring improvements. Members outlined communication gaps and advise the Executive to act quickly.

Recommendation 11a - That communication systems are implemented to ensure that all drivers/escorts relay information about journey delays to parents and carers.

Recommendation 11b - That alternative methods of fast and effective communication are explored by the Transport Office. As a result that current arrangements are revised and improved as appropriate.

Recommendation 12a - That all drivers and escorts receive up to date and full information about the individual children who are to be in their care, before undertaking a journey – i.e. re: prevailing medical and other relevant conditions, and any special care needs.

Recommendation 12b - That all drivers and escorts (including staff employed through agencies) receive regular training to ensure they are knowledgeable about the needs, and how to respond to such, of transport users.

Recommendation 13a - That a satisfaction survey (of service users and providers – i.e. parents, children, co-ordinators, drivers, and escorts) is undertaken every school year with the findings made available to pupils, parents/carers and Scrutiny Members. The Panel also believes that officers should carry out random checks during the year and include analysis of the findings with the results of the survey.
**Recommendation 13b** - That the findings inform policy improvement and included into the service performance appraisal.

**Recommendation 14** – That LLLCS and SSHP undertake a review of their performance management processes for Transport Services, with a view to developing, or strengthening systems to monitor and challenge:
- Expenditure and efficiency, and
- Effectiveness.
PART 1. BACKGROUND

1.1 The Council is committed to ensuring that children in the borough have real opportunities to achieve their full potential. It is because the Education and Training Scrutiny Panel became aware of concerns from parents and pupils that Members decided to look at the effectiveness of the support available to the borough’s most vulnerable pupils.

1.2 In light of the Government’s agenda for change in relation to Children’s services, Members felt it was timely to consider these services and suggest ways to further improve services.

1.3 Quite deliberately, the Panel did not undertake an extensive review of the services. Members acknowledge that the authority is already providing good services, and the Panel’s aims were to suggest ways to strive for excellence. The Panel examined current initiatives together with local and national guidance in respect of five areas of support:
   - To the more able;
   - To pupils vulnerable to drug and alcohol use and misuse;
   - To pupils vulnerable to mental health difficulties;
   - To pupils with special educational needs; and
   - Home-to-school transport.

TERMS OF REFERENCE

1.4 To fulfil all the functions of Overview and Scrutiny as they relate to education matters and in particular (but not limited to):

   i. All of the functions of the Council as a Local Education Authority under the Education Acts, School Standards and Framework Act 1998 and all other relevant legislation in force from time to time;

   ii. All functions of the Council in so far as they relate to the provision of opportunities for education, training and learning outside the school environment, including pre-school, adult and community learning;
iii. In particular to fulfil the Overview and Scrutiny role in relation to the development of the Council’s Education Development Plan and the Early Years Development Plan.

iv. To receive and comment upon Ofsted Inspections and any other external reviews.

**MEMBERSHIP**

Cllr Mohammed Chaudary  
Chair

Cllr John Day

Cllr Gopal Dhillon

Cllr Genevieve Hibbs

Cllr Sham Jassar

Cllr Robert Kinghorn

Cllr Luke Kirton

Cllr Andrew Morgan-Watts

Cllr Sohan Sangha

Cllr Peta Vaught

1.5 The Education Panel differs from other scrutiny committees insofar as it includes statutory representatives from outside of the Council. These are three parent governors and two majority faith representatives.

1.6 The current parent governor representatives are: Mrs Michelle Rooney, Mr Nasir Khan, and Mr Michael Pears. The faith representatives are: Revd. Nicholas Fincham, and Mr Peter Clare. Mrs Sally Vinter is co-opted to the Panel. Although no longer co-opted to the Panel in her role as a parent governor representative, Mrs Jane Manfield still regularly attends meetings and advises the Panel.
PART II. FINDINGS

2.1 The following chapters present the conclusions and recommendations of the Panel based on its initial look at the support services available to Hounslow pupils.

GIFTED AND TALENTED (G&T)

National context

2.2 A national programme for G&T education was introduced in 1999. The programme has three fundamental objectives: to improve pupil outcomes, to improve the scope and quality of provision across local education authorities, and to personalise education for the top end of the ability range.

2.3 The national programme focuses on four key strands:
   - To develop quality standards;
   - To integrate G&T provision into Central Government three national strategies – for ages 5-11 (primary), 11-14 (Key Stage 3) and 14-19;
   - To improve the targeting of support; and
   - To position G&T education as a laboratory. This involves positioning it at the ‘cutting edge’ of wider educational reforms and encouraging policy-makers to test out new approaches with the G&T population.

2.4 In 2003, the G&T education arm of the London Challenge, London Gifted and Talented was introduced to coordinate G&T education across all 33 London LEAs. This includes:
   - A pan-London Centre to co-ordinate provision across the region;
   - Teaching and learning support including online and blended learning opportunities and professional development;
   - Sub-regional clusters of LEAs working on shared priorities linking expertise in particular themes from across London.

2.5 Moreover, in 1999 the first phase of the gifted and talented children strand of the Government's Excellence in Cities (EiC) initiative was introduced into some 400 secondary schools in 24 inner city Local
Authorities. EiC provides resources and a programme of strategies focussed on teaching and learning, behaviour and attendance, and leadership. The programme is delivered locally by schools working in partnership with their LEA.

2.6 The scheme has since been extended and the strand is now operating in over 1,000 maintained secondary schools across 70 Local Authorities, including Hounslow. Each of the EiC areas has appointed a gifted and talented strand co-ordinator, as well as a co-ordinator for each secondary school.

Box 1 – ‘More able pupils’. Source: Hounslow Virtual Education Centre (HVEC)

“The term 'very able' corresponds with the term 'gifted and talented' which is used by the DfES and OFSTED (i.e. between 5 - 10% of the ability range). Hounslow uses the term 'very able' as a broad term for those pupils who demonstrate achievement in relation to their age and experience in one or more of the following areas:

- General intellectual activity
- Specific academic work
- Creative/productive thinking
- Leadership qualities/social skills.”

Local Interpretation

General

2.7 In line with government guidance, every Hounslow secondary school has:
- A G&T pupils coordinator;
- A whole school policy, and
- A G&T pupils register.

2.8 The Panel expressed concerns about the selection of 10% of pupils as G&T, and was relieved that the quota was for each secondary school and not a figure applying to the entire borough.

2.9 The Panel was reassured that the needs of asylum seekers and refugees were identified and included within the G&T category. For
example, two students who arrived as refugees were recognised by the school for their potential. They have been involved in a university summer school and identified for a national award as Excellence in Cities champions.

2.10 Members were disappointed to learn that in contrast with secondary schools, not all primary schools had a coordinator for the G&T programme. Members understand that this decision is resource driven as government funding targets the most deprived parts of the borough. However, the Panel would like to take this opportunity to encourage the LEA in broadening out the role of coordinators to all primary schools as part of its medium to long term strategy of this group of pupils.

**Harassment and Bullying**

2.11 To the Panel’s concerns about potential harassment or bullying for G&T children, Members were not convinced that the LEA was actively supporting schools in implementing safeguards. As bullies are driven by jealousy and envy, Members fear that G&T children may be more exposed to harassment or bullying compared to other pupils.

2.12 The Panel understands that the LEA has not identified harassment and bullying of G&T to be an issue in Hounslow schools. However, building on anecdotal evidence from parents Members would like reassurance that students identified as G&T are not subject to harassment or bullying. The Panel would like evidence that the LEA support schools in preventing and monitoring such occurrences.

**Recommendation 1** - That the LEA demonstrates the efficiency and effectiveness of its support to schools with regard to preventing harassment and bullying of G&T pupils. Especially in relation to monitoring and tackling harassment and bullying of G&T pupils in schools.

**G&T Appraisal**

2.13 The G&T Coordinators gather data from KS2 and KS3 assessments, and ask class teachers to nominate able or talented students who demonstrate ability in class. This helps to ensure that pupils who may
be very able but have not yet shown this in tests are not excluded. Although Members agree with the reasoning for this, they were slightly uncomfortable with the process. Based on the evidence received, the Panel felt that assessing talented children involved a subjective appraisal of particular talents. Members suspect that the appraisal system may not be promoting equal opportunities and would like to examine the process further.

**Recommendation 2 -** That the Panel receives evidence that the current appraisal system for talented children is fair and sound.

2.14 Overall, Members welcomed the local initiatives and early success of the scheme. However, there was a feeling that should G&T programme included in the SEN policy, further improvements would be secured. Members understand that experiences from other countries such as Australia had shown this to produce effective and lasting results, and they were disappointed that G&T children did not come under the definitions of SEN in legislation. The Panel acknowledges that some schools would like to integrate G&T into their SEN programme and Members would welcome feedback from schools and the LEA on this issue.
DRUG AND ALCOHOL MISUSE

National Context

2.15 Saving Lives: Our Healthier Nation (1999) strengthened the public health role for school nurses. Working in partnership with teachers and others, practitioners must provide an integrated programme of health promotion; this includes issues such as sexual health, drugs and alcohol.

2.16 The White Paper Excellence in Schools (1997) set out the Government’s intention to develop healthy schools. The National Healthy School Standard (NHSS) was introduced in October 1999. It is designed to give practical support to schools on issues such as drug use, personal, health and relationship education. The NHSS includes eight key areas of activity:

- PSHE
- Citizenship
- Drug education (including tobacco and alcohol)
- Emotional health and well being (including bullying)
- Healthy eating
- Physical activity
- Safety
- Sex and relationship education

2.17 The White Paper Tackling Drugs To Build a Better Britain published in April 1998 outlined the Government’s Drugs Strategy. This ten-year strategy highlights the need to start educating children early on the problems associated with substance misuse.

2.18 In spring 2004, the DfES produced revised guidance to schools on drug education. It deals with all matters relating to drug education, the management of drugs within the school community, supporting the needs of pupils with regard to drugs and drug policy development. The document defines drugs as including alcohol, tobacco and illegal drugs, as well as medicines and volatile substances.
Box 2 – What is drug and alcohol misuse? Source: Health Development Agency

“The term 'drug' means any substance that is 'psychoactive', which means 'mind-altering'. The term can cover:
- Legal drugs (e.g. alcohol, tobacco, poppers, butane gas)
- Illegal drugs (e.g. cannabis, Ecstasy, amphetamines) and
- Medicinal drugs, (e.g. Paracetamol, Insulin, Ventolin).

Drugs are used in a number of ways, and it is important to make the distinction between drug use and drug misuse which has a greater potential for harm.

Drug use is drug taking through which harm may occur, whether through intoxication, breach of laws or of school rules, or the possibility of future health problems, although such harm may not be immediately perceptible. Drug use will require interventions such as management, education, advice, information and prevention work to reduce the potential for harm.

Drug misuse is when drug taking harms health or functioning. It may take the form of physical or psychological dependence or be part of a wider spectrum of problematic or harmful behaviour. Drug misuse will require a further range of interventions that may include treatment.”

Local Interpretation

Policy and guidance

2.19 The LEA’s first Drug Education and Policy Guidelines was published in 1997 and updated in 2002. This guidance specifies that in order to best support young people, all schools must have a policy which includes drug education as part of the curriculum, and strategies for managing drug related incidents.

2.20 The guidelines set out the LEA approach and attitude to drug use and misuse, identifies key points in relation to Drug Education and incidents involving drugs in schools, and provide reference and referral points for further information and support.

2.21 Members welcome the LEA’s prescription that all Hounslow schools should develop, monitor and review their drug policy. However, the Panel is not sure what arrangements the LEA has implemented to assess whether schools actually do monitor and review their policies.
Recommendation 3 - That the LEA develops or strengthens systems to monitor schools to ensure that substance misuse policies are up to date and implemented.

2.22 With regard to the LEA guidance to schools for handling drug-related incidents, the Panel was disappointed that the guidelines did not encourage schools to work with local support agencies. Members believe that some schools would have developed strong links with local and national organisations, however the Panel would like to be sure that this is the case for every Hounslow school.

Recommendation 4 - That the LEA encourages and monitors schools’ engagement with multi-disciplinary teams in providing support to pupils with drug or alcohol misuse difficulties. That the identified lack of schools’ engagement is tackled.

Box 3 – Curriculum and drug education. Source: Health Development Agency
There is specific National Curriculum guidance for the content of a drug education programme in:

- **Key Stage 1**
  - **Science:** the role of drugs as medicines.
  - **PSHE:** All household products, including medicines, can be harmful if not used properly.

- **Key Stage 2**
  - **Science:** The effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health.
  - **PSHE:** Which commonly available substances and drugs are legal and illegal, their effects and risks.

- **Key Stage 3**
  - **Science:** The role of lung structure in gas exchange, including the effects of smoking. That the abuse of alcohol, solvents and other drugs affects health. How the growth and reproduction of bacteria and viruses can affect health and
how the body’s natural defences may be enhanced by immunisation and medicines

- **PSHE:** Basic facts and laws, including school rules, about alcohol, tobacco, illegal substances and the risks of misusing prescribed drugs.

- **Key Stage 4**
  - **Science:** The effects of solvents, alcohol, tobacco and other drugs on body functions.
  - **PSHE:** The health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and about safer choices they can make.

These specific sections fit within a broad programme of PSHE so that many other elements of the framework address the attitudes, skills, knowledge and understanding important to drug education, such as informed decision making, risk assessment, seeking help, emergency aid, legal aspects and assertiveness.

The Key Stage 3 and 4 Citizenship programmes of study provide opportunities to consider and discuss a wide range of issues, which could include drugs, their social and legal place, and their uses for a range of reasons and purposes.

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**Local Healthy School Programme**

2.23 The local healthy school programme is managed by a partnership between the LEA and the Primary Care Trust (PCT), and provides support to schools to enable them to achieve the ‘healthy school’ status.

2.24 Hounslow has been successful in achieving the national standards as 79 of the 80 schools have achieved the ‘healthy school’ status. The programme is coordinated by one officer who visits each school on a three-year rolling basis. As part of the evaluation process, the coordinator seeks students’ views about the school’s programme. The Panel is pleased that students’ views contribute to overall assessment of the schools, however Members feel that this information could also be used to inform Hounslow strategy for supporting pupils with drug or alcohol misuse difficulties.
Recommendation 5 - That the LEA analyses the consultation findings of the healthy school programme coordinator and inform Hounslow strategy for supporting pupils with drug or alcohol misuse difficulties.

Resources

2.25 The authority currently provides £18k funding to the Theatre in Education Group: ‘Caught up in the Act’, and ad hoc projects can be funded as part of the Healthy Schools Programme. Until 2004 a ring-fenced Standards Fund of £65k from Central Government, enabled the LEA to support schools in buying in outside agency expertise. This financial support, no longer ring-fenced, has been withdrawn and the LEA no longer offers support with funding. Unfortunately, this has raised problems for the schools as the LEA funding created better opportunity for schools to raise awareness and develop a more holistic approach to drug misuse education.

2.26 Members were disappointed by the lack of financial commitment from the LEA to support schools in funding drug education and prevention services for young people. Considering the limited schools resources, the Panel feels that LEA financial support and collaborative working with agencies could provide additional resources and strengthen drug education and prevention services.

Recommendation 6 - That the LEA undertakes a spending review with a view to increasing the level of resources committed to fund drug education and prevention services.
Referral

2.27 Referral arrangements operate in a multi-agencies environment, and CAMHS, Social Services or school based Behavioural Support are involved. All secondary schools have a referral panel which oversees internal and external referrals.

2.28 On receiving the evidence from the LEA coordinator, Members gained the impression that good work was taking place, however the Panel felt that a more joined up approach between all the agencies would benefit children and young people. Members felt that referral arrangements, internal and external, could be strengthened to better reflect the multi-agencies approach required to provide the broad range of services to pupils and young people.

**Recommendation 7a** - That a comprehensive review of the existing referral arrangements is undertaken.

**Recommendation 7b** - That the Education and Training Scrutiny Panel is given the opportunity to contribute to that review.
Box 4 - Extracts from YoungMinds

“Child and Adolescent Mental Health Services (CAMHS) are a comprehensive range of services available within local communities, towns or cities, which provide help and treatment to children and young people who are experiencing emotional or behavioural difficulties, or mental health problems, disorders and illnesses.

Some of these services are based in National Health Service (NHS) settings such as Child and Family Consultation Services, in-patient and outpatient departments of hospitals, in GP Surgeries and health centres and in private health care. Others are based in educational settings such as schools, colleges and universities or in youth centres, walk-in centres for young people and counselling services.”

National Context

2.29 The National Service Framework (NSF) for Children, Young People and Maternity Services, published in September 2004, establishes clear standards for promoting the health and well-being of children and young people and for providing services which meet their needs.

2.30 This NSF is part of central government’s overall plan for tackling child poverty and improving the lives of children and families. It is intended to raise standards in hospitals, in GP’s surgeries, in schools and nurseries, in maternity units and in Sure Start Children’s Centres.

2.31 The document introduces 11 standards, with the ninth focusing on the mental health and psychological well-being of children and young people. The aim is to develop a comprehensive CAMHS ensuring that all children and young people (0 -18), who have mental health problems and disorders have access to integrated, high quality, multi-disciplinary mental health services.
Local Interpretation

2.32 Hounslow CAMHS is based at the Thelma Golding Centre in Bath Road. This is a multi-disciplinary service providing assessment and therapeutic interventions to children and adolescents with emotional and psychiatric difficulties.

2.33 CAMHS works closely with schools and the LEA. CAMHS staff are happy to discuss possible referrals by phone with teachers. Practitioners receive referrals from teachers, Head Teachers, Heads of Years and SEN co-ordinators. Except in mental health emergencies referrals from schools require the agreement of either the school’s Educational Psychologist or a member of the Behaviour Support Team. Referrals are considered for young people up to school leaving age and up to their 19th birthday if in full time secondary education. Unless there is a psychiatric emergency, referrals are not accepted on children/young people with severe learning difficulties.

2.34 Specialist Teachers are involved in school-based assessments and help with diagnosis. Depending on the parents and young person’s consent, CAMHS share the findings and management plans with the school. This helps co-ordinating agencies and best meet the needs of the child.

Day Unit based joint working

2.35 The Day Unit is partly funded by the LEA and comprises three specialist teachers who co-facilitate therapeutic groups. Most of the groups run twice a week and follow a Cognitive Behavioural Therapy Model. The groups are attended by up to eight children who will have a variety of mental health difficulties. The Specialist Teachers liaise with the relevant schools and share behavioural strategies with the classroom teaching staff, this provides continuity and helps the child to complete the programme. School staff, Educational Psychologists and Education Welfare Officers regularly attend consultation and review
meetings in the Day Unit and many of the seminars in the department
are open to education staff.

2.36 The Panel was encouraged by the desire of all those involved to
ensure that mental health needs for children and young people in
Hounslow are best met. Members would like to take this opportunity to
congratulate staff and encourage them in continuing the good work.

2.37 The Panel understands that a gap in service provision for children and
young people with severe learning disabilities has been identified, but
is not sure how this is to be addressed. Members further understand that
following the recent findings of a local needs assessment survey
undertaken by Young Minds,
CAMHS is reviewing its strategic
priorities and objectives and a
document should be produced shortly.

**Recommendation 8** - That the gap in service provision for children and
young people with severe learning difficulties is addressed and recognised
as an objective for the forthcoming service strategy.
SPECIAL EDUCATIONAL NEEDS (SEN)

National Context

2.38 Statutory duties on LEAs, schools and early education settings were introduced by the Special Educational Needs and Disability Act 2001 and revised Regulations in 2002.

2.39 The SEN Code of Practice published in 2001 sets out guidance on policies and procedures. It aims to enable pupils with special educational needs to be included fully in their school communities and make a successful transition to adulthood.

Box 5 – Definitions. Source: SEN Code of Practice (2001)

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

c) Are under compulsory school age and fall within the definition at (a) or above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

a) For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
b) For children under two, educational provision of any kind.”

Definition - Disability Discrimination Act 1995

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”
Local Interpretation

2.40 The Council’s provision for children with SEN is partly determined by national policy and legislation and partly by local strategy and objectives. Key documents such as the Inclusion Strategy, the Inclusion Plan and the SEN Development Plan for 2004-2006 set the aims, objectives and targets for the local delivery of services to children and young people with SEN.

2.41 Those policies commit the Council to make provision for pupils with SEN in local, maintained mainstream wherever possible. When the needs of those pupils cannot be met in that setting or where mainstream provision would result in an inefficient use of the Authority’s resources, pupils are placed in one of the borough’s five special schools. Only in exceptional circumstances placement is made in out borough residential or independent provision.

**Box 6 - Facts and figures. Source: HVEC**

In January 2005 3.6% of pupils in LBH schools had statements of special educational needs and a further 18.7% were identified as having non-statemented special needs. The proportion of statemented pupils continues to increase each year.

The primary sector has 2.3% of statemented pupils with an individual school range of 0.0% (Cavendish, Isleworth Blue Orchard J & Rosary Infant) to 16.7% (Lionel).

The secondary sector has 2.8% of statemented pupils with an individual school range of 1.4% (Gumley) to 5.7% (Feltham).
As expected, the special school sector has the highest proportion of statemented pupils at 100%. 28.4% of the pupils at the Pupil Referral Service have statements. The proportion of pupils with non-statemented SEN are 20.8% overall for primary, of which 14.9% are at School Action and 5.9% are at School Action Plus. The proportion of pupils with non-statemented SEN are 16.5% overall for secondary, of which 12.5% are at School Action and 4.0% are at School Action Plus. There are no pupils with non-statemented SEN in Special Schools. The overall proportion of non-statemented SEN in the Pupil Referral Unit was 62.2% Primary non-statemented SEN ranges from 4.8% (St Mary’s Isleworth) to 38.0% (Bedfont Junior). Secondary non-statemented SEN ranges from 3.9% (Gumley) to 35.4% (Longford).

Performance Management

2.42 School funding for SEN is mostly allocated by the LEA. The funding is made of: a proportion of the school’s core budget, sums delegated to meet the needs of children with and without SEN statement, and support from the LEA’s SEN support services.

2.43 As the level of investment from the LEA into SEN has grown steadily over the last few years, Members feel that it is important that the LEA carefully plans and monitors resources. In particular, with resources increasingly being delegated to schools, it is essential that the LEA closely monitors schools’ work on SEN and assesses performance.

2.44 Overall Members felt that the performance management mechanisms should be reviewed and strengthened. The Panel believes this is critical for three reasons:

- It ensures appropriate accountability so that parents can be confident their child’s needs are being met;
- It enables the LEA to set realistic strategic objectives based on the analysis of current pupils’ needs and forward projections; and
- It enables the LEA to measure and assess the effectiveness and efficiency of service provision.

2.45 In light of the Government’s agenda for change in relation to Children’s services, Members feel it is timely for the LEA to review its performance management processes and implement mechanisms to secure service improvements.
Recommendation 9 - That the LEA undertakes a review of its performance management processes for SEN, with a view to developing, or strengthening systems to monitor and challenge:

- School expenditure on SEN;
- The effectiveness of school management on SEN;
- The outcomes achieved by pupils with SEN.

**Therapy services**

2.46 Members were disappointed to hear that there were huge discrepancies and shortfalls in the provision of health and social services for children with statements in the borough.

2.47 The access to speech and language therapy services is extremely limited. Although schools like Marjorie Kinnon benefited from specific projects, this was not the case for all schools. Physiotherapy services are also limited and delivered through centres for Physical Difficulties. Unfortunately, there is also a shortage of Occupational Therapy (OT) support.

2.48 Members understand that this grim picture is mainly due to a lack of resources: human and financial. Moreover, therapy services are greatly hit by staff shortages. Members would like reassurance that health and social services fully appreciate their role in meeting children’s SEN. The Panel therefore decided to examine this further and plan to undertake within the next year a review of therapy services.

**Parent Partnership Services**

2.49 The SEN code of practice places responsibility for the LEA to provide Parent Partnership services. The aim of parent partnership services is to ensure that parents of children with additional needs have access to
information, advice and guidance in relation to the special educational needs of their children. The Code is not prescriptive about how to provide the service whether it is in-house or provided by partner organisations. However, the Code clearly states standards for LEAs.

### Box 7 – Extracts from the SEN Code of Practice

An effective parent partnership service is expected to meet the following minimum standards and ensure:

- The provision of a range of flexible services including using their best endeavours to provide access to an Independent Parental Supporter for all parents who want one
- That practical support is offered to parents, either individually or in groups, to help them in their discussions with schools, LEAs and other statutory agencies
- That parents (including all those with parental responsibility for the child) are provided with accurate, neutral information on their rights, roles and responsibilities within the SEN process, and on the wide range of options that are available for their children's education
- That parents are informed about other agencies, such as Health Services, Social Services and voluntary organisations, which can offer information and advice about their child’s particular SEN. This may be particularly important at the time the LEA issues a proposed statement
- That, where appropriate and in conjunction with their parents, the ascertainable views and wishes of the child are sought and taken into consideration
- That information about the available services is publicised widely in the area using a variety of means
- The provision of neutral, accurate information for parents on all SEN procedures as set out in SEN legislation and the SEN Code of Practice
- The interpretation of information published by schools, LEAs and other bodies interested in SEN
- That a wide range of information for parents is available in community languages, and to parents who may not be able to gain access to information through conventional means
- That advice on special educational needs procedures is made available to parents through information, support and training
- They use their best endeavours to recruit sufficient Independent Parental
- Supporters to meet the needs of parents in their area, including arrangements for appropriate training, ensuring that they are kept
up to date with all relevant aspects of SEN policy and procedures so that they can fulfil their role effectively

- That training on good communication and relationships with parents is made available to teachers, governors and staff in SEN sections of the LEA
- They work with schools, LEA officers and other agencies to help them develop positive relationships with parents
- They establish and maintain links with voluntary organisations
- That parents’ views are heard and understood, and inform and influence the development of local SEN policy and practice
- The regular review of the effectiveness.

2.50 The Panel received evidence from some parents and understands that in Hounslow there is one designated officer to run the service. The officer provides support to about 150 families, working full-time but without administrative support. In the officer’s absence there is only an answer machine and many families with insufficient grasp of English may not have the confidence to leave a message.

2.51 Members were also alarmed to learn that most parents were not aware of the existence of the service. A recent article in the HM magazine intended to improve the situation. However, the Panel was concerned about advertising a service which would not be able to meet parents’ expectations.

2.52 The LEA is not meeting its requirement with regard to providing information and support to parents with children with special needs and Members urge the Executive to address this quickly.

Recommendation 10 - That the LEA undertakes a review of Hounslow Parent Partnership Service. That based on the findings the service is adequately resourced in order to meet local needs.
2.53 The 1996 Education Act confers LEAs with statutory and discretionary powers to provide assistance with home-to-school transport.

**Box 8 – Statutory and Discretionary provision. Source: Audit Commission Improving Mainstream Home to school Transport**

**“Statutory provision**

Under section 509 of the 1996 Education Act, a local education authority to provide free home-to-school transport when:

- A pupil is of compulsory school age and is under eight years old and the shortest available route on foot to the nearest suitable school is over two miles;
- A pupil is aged eight or above an the shortest available route on foot to the nearest suitable school over three miles;
- The route, whatever its length, is unsafe, even if the child is accompanied by an adult; or
- There exceptional circumstances."

**“Discretionary provision**

Local education authorities only have a duty to provide transport to the ‘nearest suitable school’. They also have discretion to provide free transport in other circumstances, which may include:

- Providing additional transport for shorter distances (that is, below the statutory distance criteria: LEAs may, for example, exercise discretion in this way to tackle social inclusion and the green agenda.
- Providing transport for children who are attending a school that is not the nearest suitable school: parents may be prepared to send their children further to what they view as a better school. (This may include decisions to send children to single-sex schools or, in Wales, to Welsh language schools.)
- Providing transport for children attending denominational schools. LEAs are expected to consider separately what transport arrangements are needed for denominational schools: often LEAs provide transport only to the neared denominational school from the child’s home and then only if the journey meets the statutory distance criteria.
- Providing transport for children after hours so that they can participate in after school clubs or activities.
- Providing transport for early years pupils or those aged over 16; LEAs have a duty to treat students aged over 16 who attend schools and colleges in the same way.”
Local Interpretation

2.54 The Council issued a revised policy in 2004 setting out the principles for entitlement and the processes to access free travel. This policy is in addition and not instead of the principles and criteria set out in the Social Services and Education departmental transport policies.

2.55 For the purpose of this exercise, Members did not aim to review the policy but concentrated on areas of concerns.

Communication between parents and the Transport Service

2.56 The policy outlines parents and carers’ responsibilities in ensuring that the Transport Officer is advised in advance should a child not be available for pick up. The Panel was appalled that the policy did not further stress the transport officers’ responsibilities in informing parents and carers immediately and directly of any changes in travelling arrangements.

2.57 The Panel understands from parents that advance notification of transport delays is patchy to say the least. The Panel would like clear, robust and consistent communication arrangements to enable changes to be notified immediately and directly by the relevant personnel to concerned parents and carers.

Recommendation 11a - That communications systems are revised and improved to ensure that all drivers/escorts relay information about journey delays or incidents directly to concerned parents and carers.

Recommendation 11b - That alternative methods of fast and effective communication are explored by the Transport Office. As a result that current arrangements are revised and improved as appropriate.
**Communication between officers, drivers/escorts**

2.58 The Panel was further concerned to learn from parents that although the Council collects information about children’s individual medical and other conditions, and special care needs etc, this does not seem to be shared with drivers and escorts. This shortfall in communication could mean that drivers or escorts may not be able to react quickly and appropriately when an incident occurs with a child in their care or in an emergency such as a road traffic accident. The Panel felt that the authority was not meeting its duty of care and urges the Executive to act as soon as possible.

**Recommendation 12a** - That all drivers and escorts receive up to date and full information about the individual children who are to be in their care, before undertaking a journey – i.e. re: prevailing medical and other relevant conditions, and any special care needs.

**Recommendation 12b** - That all drivers and escorts (including staff employed through agencies) receive regular training to ensure they are knowledgeable about the needs, and how to respond to such needs, of transport users.

2.59 In light of the anecdotal evidence received from parents and users, the Panel would like to be sure that the Council service is reliable and efficient. Members believe that it is the Council’s responsibility to regularly check with pupils, parents and carers whether they feel the service meets the standards set out in the borough’s home-to-school transport policy.
Recommendation 13a - That a satisfaction survey (of service users and providers – i.e. parents, children, co-ordinators, drivers, and escorts) is undertaken every school year with the findings made available to pupils, parents/carers and Scrutiny Members. The Panel also believes that officers should carry out random checks during the year and include analysis of the findings with the results of the survey.

Recommendation 13b - That the findings inform policy improvement and included into the service performance appraisal.

2.60 The Panel understands that the authority has service performance and monitoring processes re: service use etc, however Members were left with the impression that the performance management systems should be reviewed and strengthened. The Panel would like the LEA to record, monitor and review performance of the service. Members would like to repeat their earlier message (paragraph 2.44), the Panel believes that performance management processes should be strengthened for three reasons:

- It ensures appropriate accountability so that parents can be confident their child’s needs are being met;
- It enables the LEA to set realistic strategic objectives based on the analysis of current pupils’ needs and forward projections; and
- It enables the LEA to measure and assess the effectiveness and efficiency of service provision.

2.61 In light of the above, Members feel it is timely for Lifelong Learning Leisure and Cultural Services (LLLCS) and Social Services and Health Partnerships (SSHP) to review their Transport Service performance management processes and implement mechanisms to secure service improvements.

Recommendation 14 – That LLLCS and SSHP undertake a review of their performance management processes for Transport Services, with a view to developing, or strengthening systems to monitor and challenge:

- Expenditure and efficiency, and
- Effectiveness.
CONCLUSION

3.1 The panel is pleased to report on this short exploration of the LEA’s arrangements in providing support to the most vulnerable. Members found much evidence of good practice and welcomed the staff commitment to ensure the best service is delivered to the most vulnerable. However, there are opportunities to improve this further and the recommendations aim to strengthen the services.

3.2 We commend this report to the Executive and ask for their full active support in taking forward our recommendations and suggestions.

3.3 If you are a teacher or parent, we would welcome your views on our report and findings.
REFERENCES

1. Hounslow Executive Business Plan 2004/05 to 2006/07
12. Office for Standards in Education. The SEN Code of Practice: three years on (1999)
## ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>CAMHS</td>
<td>Child and Adolescent Mental Health Services</td>
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<td>DfES</td>
<td>Department for Education and Skills</td>
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<td>EiC</td>
<td>Excellence in Cities</td>
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<td>G&amp;T</td>
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<td>Local Education Authority</td>
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## APPENDIX A – ATTENDANCE DETAILS

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Items Discussed</th>
<th>Attendees</th>
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| 02/02/2005   | • Support to gifted and talented pupils  
• Support to Pupils with drugs or alcohol misuse difficulties  
• Joint working with CAMHS and Education Services  
• Special Needs | **Councillors:** Chaudary (Chair), Day, Hibbs, Jassar, Kinghorn, Kirton, Morgan-Watts, Sangha and Vaught.  
**Co-optees:** Mr Khan, Mrs Rooney and Mrs Vinter.  
**Officers:** Merle Abbott, David Brockie, Isabelle Granet, Tim Hughes, and Carol Stiles  
**Also in attendance:** Karen Adams, Chair of Governors at Lindon Bennett School |
| 12/04/2005   | • School Transport Policy  
• Special Educational Needs | **Councillors:** Chaudary (Chair), Day, Hibbs, Jassar, Kinghorn, Morgan-Watts and Sangha.  
**Co-optees:** Mr Clare, Mr Khan, Mr Pears, Mrs Rooney and Mrs Vinter.  
**Officers:** Merle Abbott, Isabelle Granet, and Carol Stiles |
Review of 2004/05

A detailed review is attached at Appendix A. A short commentary is provided below.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1. To ensure equality and diversity of the service.</td>
<td>The Service has made progress in work with refugees and asylum seekers. The work of AWAAZ has developed in specific areas and culminated in them receiving the Philip Lawrence Award for its work raising awareness of Domestic Violence in the South Asian community in addition they received a Mayor’s Certificate of Distinction for their work in this area. The development of a wide Black History Month programme, with increased involvement of young people and wider range of issues addressed i.e. Sickle Cell Awareness Seminar (HIP), which 60 young people attended. The Service’s Community Cohesion Football Team goes from strength to strength both in terms of cohesion as well as in footballing terms. The commitment from all staff to the equalities agenda and their duty to contribute to eliminating racial discrimination and promote racial harmony is clear from individual centre’s delivery programmes. The Duke of Edinburgh’s Award has recently developed a STAR Group for young people needing specific training needs. Government funding has also enabled IDentity to deliver training for schools in homophobic bullying. The Race Equality Action Plan and the Calendar of Events have been key documents for the Service in this area and the development of the BME Officer post has given the Service a clear agenda for the year ahead.</td>
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<td>2. To support Connexions in its development and delivery.</td>
<td>This year Connexions has supported young people within schools and within the community. The scope and range of Personal Development Opportunities offered as part of the intensive support offered by Personal Advisers has increased. The re-launch of The Attic has brought greater scope to young people outside of the education system with the</td>
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SNAP Project has been a new development this year and the linkage of Connexions with the Duke of Edinburgh’s Award has given young people routes for accreditation for their learning. There is improved partnership working with schools and increased accountability with the implementation of CCIS Management Information System.

Through the U:Project funding and the Study Support funding, the team was able to extend the number of PDOs on offer both in holiday time and ‘out of school’ hours. Over 90 young people who participated in the U:Project activities moved from ‘not knowing’ what they wanted to do post-16 into EET (Education, Employment or Training).

3. To secure funding from local Authority and external sources, to develop new services and

The local authority was presented with a three year funding plan in 2002/03, this was approved in May 03, and so far £70,000 has been delivered to the Service, which has supported staff contracts going to 52 weeks per year, therefore increasing provision and an additional staff member to work on the DOT Team. The external funding accrued has reached almost £750,000, however this must be tempered as most of this is time tied and will end as from March 06. This is of obvious concern, however the real commitment made by Senior Officers and Councillors to the funding of the Service for the future is positive and welcomed.

4. To develop a curriculum framework, to meet the needs of a targeted and modern youth service.

This objective has been met. A thorough consultation exercise with all staff through 2004 has resulted in the implementation of the Curriculum Document along with Curriculum Support materials being made available on the Service’s website. This has already resulted in more effective planning and evaluation of activities. Efforts to ensure the development of programmes that have recorded and accredited outcomes has made for an even more thorough planning process.
5. To ensure the 'Voices of Young People' are heard.

This work has continued through 2004. A Participation Strategy developed out of the Children and Young People’s Strategic Partnership is still being work upon and in April a conference for young people will Launch the Young People’s Version of the Strategy for formal consultation with all young people across the borough. This Strategy is targeted at 0 – 19 year olds and will be a Borough-wide Strategy reflecting the new Children’s Service’s developments as well as reflecting the contribution made by the voluntary sector and other outside agencies. Overall the service has widened its participation and consultation with young people.

6. To ensure high quality services.

The service was the London pilot for the Youth Service Quality Mark (National Youth Agency) which has been very positive and highlighted the processes already in place the work being undertaken is of a high standard. In addition, following the Service’s Pre-Ofsted Health Check in June 2004 much work on policies and systems and procedures has been undertaken. According to the Health Check - the Service is in ‘good health’ as an organisation and was praised for its partnership work and its ‘can do’ approach. Quest for Quality toolkit delivered as part of the Duke of Edinburgh’s Award Service Level Agreements with schools has been a positive addition to the quality agenda.

7. To develop a programme of staff development and training.

This year has seen a positive development in career development training, professional training to support practice. The implementation of the Curriculum has given the Training Programme an additional focus on it’s practical implementation. The DfES sponsored Equalities Training in the autumn raised the profile of the Service and equalities on a national stage.

8. To raise the profile of the Service.

The Annual Report was widely distributed and generously received, this has promoted the work of the service over the past year along with more visibility and reach at a strategic
level. The 2004 version is currently being printed.
The Annual Youth Awards (Celebration of Young People’s Achievements) held in December 04 was heralded an enormous success, it not only raised the profile of the talent and commitment of the young people involved within the Service but it also accredited young people’s contributions to their communities.
The Website – www.hounslowyouth.org continues to grow in popularity and reputation – Government Office commenting on its informative content and ease of access.

9. To develop methods of accreditation of young people’s learning.

The 1st Youth Awards supported the local accreditation of young people’s contribution and learning, over 200 young people received certification for their work and this alongside 40 young people from Awaaz receiving recognition for ‘Tuff Love’ – Philip Lawrence Award and Mayor’s Certificate of Distinction. In addition to the 700 young people who received their Duke of Edinburgh’s Award’s has resulted in a very positive year for the recognition of young people’s learning. The development of a specific post to be responsible for bringing different methods of accreditation has been on going and NVQ’s, Excel programmes in and with schools such as Longford and linkages to other forms of accreditation is another target area for 2005/06.

10. To work in partnership with continuing partnership

Hounslow Youth Partnership has continued to develop and the Newsletter has been received well. A highlight was the event held in summer 2004 for young people across the partnership with a senior Foreign Office Minister (Mike O’Brien MP), looking at young people from refugee communities ‘Identity, Integration and Foreign Policy. The Partnership with Grand Union Community Development around the SAFE initiative is another area that exemplified partnership working well. The newest initiative over 2004 was the DOT Team (Detached and Outreach Team) funded in partnership with the Community Safety Partnership and responding to ‘hotspot’ areas
of crime and anti-social behaviour across the Borough. In the first six months of the project crime in the identified areas went down by 46% - 50% against the same time last year and the working partnership with the police, environmental services, youth workers and the community is a great success. Continued networking with partners across many service areas in readiness for the Children’s Service’s developments over the coming year has started in earnest.

2004/05 overall was an extremely busy and productive year, the Health Check undertaken in June 2004 highlighted the need for the service to consolidate and settle into its growth in size and agenda’s. The growing complexity of the agenda’s that inform youth work is welcomed by the Service, however there is a necessity to develop further capacity in the ‘generic’ youth work field. The research undertaken this year into the audit of provision of the youth Service and its partner groups has highlighted this and given strength to the argument for more ‘coverage’ of the provision across the Borough. This can be exemplified by the outreach work undertaken by the DOT Team, which has given many young people an opportunity to make constructive use of their time outside of school hours, in a positive and creative way. This methodology is proven to work, it not only enables these young people to achieve but supports the community and the police in giving young people an opportunity to participate in activities that will not only broaden their horizons but prepares them for adulthood.
Detailed Review of Objectives 2004/05

1. To ensure equality and diversity of the service.

To maintain and develop the Youth Service’s anti-discriminatory and pro-equality work to achieve greater equality and diversity within the Youth Service’s policy, curriculum and young people.

a) by increasing participation in services by South Asian and African-Caribbean young people by 100% by 2006.

b) to agree Service Level Agreements and strategic links to Black and Minority Ethnic Groups throughout the Borough.

c) to ensure that all groups within Centre’s and Projects regardless of culture, work together for the benefit of the young people of the Borough.

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Evaluation:

Overall there has been an increase across the Borough in the participation levels of all young people but particularly from BME communities, the more specialist projects within the Service have achieved increases in attendances from all communities and the successful links made with HAAYA and EAYG has significantly increased the Services work with refugee and asylum seeking young people. The development of the Detached and Outreach Team (DOT) has also increased the participation of those white and considered disaffected young people, particularly in the West of the Borough. This work has promoted integration, community cohesion and cultural awareness.

AWAAZ receiving the Philip Lawrence Award and the Mayor’s Certificate of Distinction has raised the profile and broadened the membership of the group. In addition the AWAAZ Detached Team are now targeting the central Hounslow area as a means of reaching young people not accessing the provision within the Hounslow Youth Centre.

IDentity has achieved a −% increase in BME users and has begun working in and with West Thames College’s LGB Group which has increased access across all communities in the Borough. The popularity and success of the ‘taught’ programmes – i.e. ‘Defaced’ has given the group a reputation for delivering high quality programmes of work, which in turn increases its profile and membership. The groups involvement in the Civic Holocaust Memorial Event’s over the past two years has been positive.

SENDA has also increased its membership generally and specifically to BME young people, linking to both AWAAZ and IDentity for move on provision for the young people within the clubs.
The post of Black and Minority Ethnic and Voluntary Sector Officer to support both sectors, particularly the Black and Minority Ethnic Voluntary Sector has developed further this year. The post still sits within AWAAZ and has responsibility for Hounslow Youth Partnership which brings the strategic link with the voluntary sector. The development of Service Level Agreements with voluntary Sector Partners has started. The Good Shepherd Youth Project and PAYP delivery partners have benefited from this approach of formalising relationships and is a continuing development area for 05/06.

The success of the DOT Team over the 6 months the project has been in operation there has been an increase in the sessions delivered across the Borough and with this geographical communities have had access to provision. Increased working in the community such as Dukes Meadow, Sutton Court, Heston Farm have all resulted in an increase coverage across the Borough. This increase in provision along with robust monitoring, evidences the successes as we as identifying any gaps which therefore can be addressed quickly. The success of the Connexions Team CCIS management information system is a good example of this in practice.

The Race Equality Action Plan has encouraged staff to develop specific pieces of work that focus on raising awareness and challenging individuals views and opinions and complying to its statutory duties under the Race Relations Amendment Act.

The Duke of Edinburgh’s Award - STAR (Specific, Training Approach Required) Project has developed the work with special needs young people and added to the opportunities for young people with learning and behavioural difficulties, the session is an Open Award Centre those young people with special needs and integration into other sessions will continue in the future. This is positive as the SENDA work that has been undertaken this year has also gone from strength to strength and it is sad that the funding stream that supported this work is not available for 05/06.

The Service’s Calendar of Events has brought many of these events to prominence and there have been many local events that young people have had the opportunity to participate in, that raise the awareness of issues of equality and diversity and enable young people from a broad range of communities to participate, these include;

- Black History Month Events at Hogarth Youth and Community Centre,
- AWAAZ Performance at Waterman’s, attracted an audience over 300, on the issue of domestic violence within South Asian communities.
- Sickles Cell Awareness Seminar (HIP)
- Performance work from Alluminae
2. To support Connexions in its development and delivery

To play a key role within the development of the Connexions Strategy by;

a) increasing participation of young people in activities and improving youth facilities within the Borough by managing the continuing development of The Attic.

b) working in partnership with schools and other agencies to target young people, through work with colleagues to deliver personal development opportunities and holiday activities to young people.

c) ensuring adequate support is offered to young people through Connexions links to Hounslow Youth Counselling Service.

d) ensuring young people have adequate activities and the opportunity to be offered PAYP/U Project funded activities.

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Evaluation:

The Attic has developed from the need to increase provision, the aim to ensure that different agencies are represented in this development has demonstrated the way all partners are able to work effectively together in both set up and delivery of services to young people. The latest developments of SNAP and the Refugee and Asylum Seeker work has broadened the scope of delivery and enabled this target to be met.

The partnership work in schools and with other agencies has gone from strength to strength. There is an increased range of Personal Development Opportunities for young people both as part of the NOF - U Project and PAYP as well as part of the alternative curriculum groups PA`s work with in schools. Across the Team at least 30% of the `Connexions` young people have achieved recorded and accredited outcomes for the work they have been involved with and more robust targeting of resources has meant improved outcomes for young people, i.e. 100% of Year 11 pupils participating in the NOF - U Project went onto college, employment or training. The Connexions Roadshows were very successful and achieved awareness and understanding in schools.

Hounslow Youth Counselling Service’s capacity was increase by additional funding and this has resulted in access into more schools and therefore an implicit link to the work of the PA’s. In addition funding has been acquired for ‘Group ‘clinical’ Supervision’ for PA’s to off load their more complex cases and problem solve cases together has been a positive development.
3. To secure funding from the local authority and external sources, to develop new services and provision for young people.

   a) To attract additional funds to support youth work in Hounslow

   b) To ensure all centre/projects are supported to secure additional external funding

   c) To ensure local centres are supported in their development and upgrading

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Evaluation:

The Executive Committee Report May 2003, outlined a three year funding strategy for the Youth Service for Council allocation and the Report was agreed, with the proviso that the funding stream could not be implemented until 2004/05, £70,000 of additional funding was secured for 2004/05. This funding has increased participation by young people across the Borough. This has provided additional staff member to the Community Safety Partnership funding of the DOT Team and enable staff to have 52 week contracts instead of 39 week contracts thereby increasing the capacity to deliver by 8 weeks per year.

External funding continues to come in to both the Service as a whole as well as to individual centres, funding has come from the following agencies;

Connexions (London West) contracting the Youth Service to deliver Positive Activities for Young People (PAYP, Thames Community Foundation, Big Lottery Fund, SAFE _ NOF, GSK – Health Awards, Community Fund, New Opportunities Fund (NOF), Learning and Skills Development Agency (LSDA), Her Majesty’s Prison Service, Community Safety Partnership, Hounslow Homes

This funding totals almost £750,000 but it is time tied and much of it cannot be extended beyond March 2006.

Hanworth Youth Centre under the leadership of HAY, underwent a £250,000 refurbishment during 2004 and in September was officially opened, the Service is supporting Hogarth Charitable Trust to do likewise.
4. To develop a curriculum framework, to meet the needs of targeted and modern Youth Service.

   a) To continue and implement the Curriculum Framework for LBH Youth Service.

   b) To ensure that the curriculum is broad based and encompasses all aspects of personal, vocational and social development of young people to include international opportunities across the service in partnership with European Youth Programme and youth Exchange Council.

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Evaluation:

The Youth Service Curriculum Framework has been implemented. After a thorough consultation process with staff and young people the Curriculum document was adopted in October 2004. The work has been underpinned by the development of the website and the inclusion on it of curriculum support packs and resources for the practical implementation of areas of work. The Autumn conference concentrated on curriculum themes and planning has been robust as a result. Curriculum monitoring has been tightened using new session recording/evaluation sheets.

The Calendar of Events also contributes to this work and focussing discussion and other work on areas specific to events international, national or local such as World Aids Day, Holocaust Memorial Event, Black History Month, Youth Awards and Zest for Life, Duke of Edinburgh’s Award Presentation Evenings.

The website and the development of a monitoring system as to usage and who uses it is being worked on for the coming year.

During 2004 there were a number of opportunities for young people to be involved in ‘international’ work – a group from Focus, Youth Council and Convent Way participated in Rock Solid a multi-cultural conference for the celebration of the 200 anniversary of Gibraltar. Another group, as part of PAYP went to France to experience Paris. Staff also were given the opportunity to take part in an Austrian and German Study visit to forge links to the European community and set up partnership links with groups from other nations.

5. To ensure the ‘Voices of Young People’ are heard.

To empower young people to express their views, voice their opinions and have influence in the decision–making processes of the London Borough of Hounslow.
a) To increase opportunities for young people to participate in decisions in their community.

b) To develop young people’s participation mechanisms within the service and across the Borough in collaboration with partners, ensuring all young people participating in programmes have a forum to voice views and opinions of the services they receive.

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Evaluation:

Over the year there have been a number of initiatives to encourage young people to participate in decisions affecting their communities. The DOT Team, alongside Centres and Projects are all now involving the young people in the decision making processes of the centres/projects. The views of young people are regularly taken into account within the service and the development of the Children and Young People’s Participation Strategy over the past year has enabled the agenda to be broadened to other partner agencies. Many of these agencies such as; Social Services, Connexions, Planning, Early Years, Children’s Fund have come together to develop the borough-wide strategy and in April 05 a conference will be designed, planned and delivered by young people.

The membership of the Youth Council being broadened from purely post-16 young people to 14-19 and targeting specific groups of young people i.e. Looked After young people has meant that the agenda’s have changed over the past months, currently the group are working on Stop and search issues and planning a training event with the police to discuss this further.

Under PAYP there is a mechanism of ‘young monitors’ - young people asking participants for their evaluation of the events they have participated in and also their views on future activities.

Young people are now regularly participating in the recruitment and selection of staff and training to go alongside this is being developed. There have also been opportunities for young people to undertake Young Leader training and more young people than previously have taken this opportunity, including young people in schools. Young people acting as volunteers and young staff members is changing the profile of the staff teams and ensuring young people are involved in the planning and delivery of the services they use.

There is much work for the coming year on this agenda and the development of the Strategy further is within next years plan.

6. To ensure high quality services.

   a) To develop and ensure that LBH has a Youth Strategy, to ensure services to young people are co-ordinated and joined up.
b) To achieve Investors in People in 2004.

c) To ensure preparation for Ofsted

d) To implement Youth Base and Kite Marking (NYA)

e) To implement BACP Ethical Framework within HYCS

f) To implement the Duke of Edinburgh’s Award Quality toolkit.

g) To participate in the development of the Connexions Service Quality Framework

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Evaluation:

The Youth Strategy has been adopted by the Council in November 2004. The Strategy is specific to the Youth Service and achieves a clarity about what is the purpose and remit and targets for the Youth Service, as opposed to an overall Borough-wide one. The Council received the Strategy well and the future targets coming out of this are specifically to develop a Youth Pledge with and for young people of the Borough.

IIP was not achieved specifically for the Youth Service but the Council are in the process of getting across the Council. However EAYG has achieved GAB (Guidance Accreditation Board) which equates to IIP.

In May/June 2004 the Service underwent an extensive Pre-Ofsted Health Check – it’s aim was to assess the Service’s organisational health, how we might do in an Ofsted inspection and offer support to make sure delivery was heading in the right direction. The report was good, it was positive in terms of leadership, direction and standards, it highlighted some areas for development and these will appear in the planning process for 2005/06 if they have not already been adopted or tackled by the service. This also helped to raise the profile and understanding of the service.

In relation to the specific initiatives across the Service;

- the Service has not gone with Youth Base as a quality assurance system as it has proven to have too many issues around its implementation, however the Service is exploring E-YS (a web-based system) that talks to CCIS (Connexions system currently in operation) and assists in the overall programme planning, monitoring and evaluation of programmes and services.

- the NYA Quality Mark has been a positive inclusion into the Service’s work and the service has acted as London pilot for the Award which is to be rolled out over the coming year.

- the Duke of Edinburgh’s Award has negotiated Service Level Agreements with all schools as to the standards the schools can expect from the Youth Service as the Operating Authority, and what the Operating Authority
expects from the schools. The Award Officer is now working with all schools co-ordinators in monitoring those SLA’s and engaging with young people as to the expectations they have of the Award delivery in schools and what schools expect from them.

- Hounslow Youth Counselling Service has implemented the BACP Ethical Framework with the Service and with all its 40+ volunteer counsellors, this establishes a high quality trained workforce.
- Connexions Service Quality Framework – partnership meetings in schools have been positive, the implementation of CCIS monitoring and tracking system is a good tool especially since it is linking to e-YS.

In addition the Level 3 staff within the Service have started coming together to discuss issues of policy and performance. The Policies for the Service are all being updated and/or rewritten to take into account new developments over the past 5 years since they were last revised. The Staff Conference in March is concentrating on Quality Assurance systems for all.

7. **To develop a programme of staff development and training.**

   a) To implement the LBH Youth Service Staff Development/Continuing Professional Development Policy.

   b) To implement the Youth Service Training Programme

   c) To build a culture of high performance

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**Evaluation:**

The Staff Development/Continuing Professional Development Policy has been implemented after a thorough process of consultation with staff. As part of this the Induction process and Induction Checklist have been consulted on and has been included within the new Policy.

Training to support the CPD Policy has been implemented within the Training Programme and within the staff team. The Training Programme has once again been very successful and has been curriculum focussed for much of the year, although in addition to these;

- 2 young leaders courses were run engaging about 50 young people, some of whom are now paid staff within the Service,
- the DfES Equalities training was very successful
- all staff have benefited from NLP (Neuro-Linguistic Programming) training.
- BELA has again been successful and 48 participants went through the programme this year.
- Connexions PA’s have been able to participate in more specialised training that complements their work such as benefits training and housing issues training

The ARQ training for three staff has continued and two others have joined up this year and two are now at George Williams (YMCA) Course. The support and tutorials has continued and the work is steadily increasing and 5 participants completed their Connexions Diploma this year.

The implementation of Level 3’s meetings will support the agenda for high performance and the training programme will continue with additional input from all staff members in delivering an element of the programme.

8. To raise the Profile of the Service.
   a) To raise the profile of the London Borough of Hounslow Youth Service
   b) To ensure the development of the Youth Service website

Evaluation:

There have been many initiatives over the past year to raise the profile of the Service, this ranges from developing a ‘house style in printed material to the website to high profile events locally and nationally. Articles in the local press, hm magazine and Young People Now have all contributed to raising the awareness of the quality of work.

The ‘house’ style for the Service is being developed for all brochures and leaflets and printed material. The Annual Report 2003 was received well and is to be repeated for 2004. The Service through its Health Check was able to raise the profile and understanding of the purpose of the Service and was well supported by partners and councillors, colleagues and young people.

The Calendar of Events has been growing in support from the staff and this year specific events have been targeted and linked into staff’s delivery plan. There are 3 major service wide events that have been developed and the appointment of a part time Events Co-ordinator to support these events has meant they have happened:
   - Black History Month
   - Youth Awards
   - International Women’s Day

The Black History Month events were undertaken at Hogarth and included the Zest for Life auditions for the Youth Awards event. The Awards were probably the most high profile of the overall Service’s work, both showcasing talent and rewarding achievement of young people.
Events that were part of the Calendar of Events that also made huge contributions to both the raising the profile of the Service but the specific area of work were:

- Duke of Edinburgh’s Award Presentation Evenings
- Respect Festival
- Pride
- London MELA

The website is now well up and running with over 10,000 hits – it has been praised by GoL and others for its ease of access and content and style and should be seen by all on www.hounslowyouth.org

Money is being sought also to establish a young people’s magazine and the positive response to the Hounslow Youth Partnership newsletter is also very positive.

9. To develop methods of accreditation of young people’s learning.

a) To ensure that 60% of participants gain a recorded outcome

b) To ensure that 30% of participants gain an accredited outcome.

Evaluation:

The achievement of recorded and accredited outcomes for young people has been developing over the year. In a recent DfES/NYA survey the key drivers for participation, contact and attendance and recorded and accredited outcomes was surveys. Hounslow came out overall well. The issues the Service has is that despite is poor budgetary provision it still within the support of external funding manages to reach the target for participation and beyond in some cases, this skews the figures for the 60% and 30% - within the available resources. The ECM outcomes are a lot more positive and provides an outcome linked to ‘council funded provision’ – which will be low in terms of the national expected targets.

However, the Youth Awards, that celebrated the achievement of young people raised the profile of the Service, and recorded outcomes for over 200 young people on the night.

The Duke of Edinburgh’s Award has had one of its most successful years with over 700 young people receiving Awards and 48 receiving Awards for BELA.

Individual Certification by centres/projects has been continuing. Training is also encouraging young people to be part of the development of centres/projects, the Service has put on Young Leader Training over the past year.
In addition EAYG have provided an accredited community radio project and are providing young people from refugee communities opportunities to participate in Millennium Volunteers programmes. Connexions staff have completed the Complete Crew Certificate with young people from Lampton Schools (OCN Level 2) and other avenues are being explored.

10. To work in partnership with other agencies and services.

a) To build Hounslow Youth Partnership

b) To deliver opportunities with partners for young people

c) To continue the work of NOF – U Project and PAYP to deliver opportunities for young people

d) To work with the Community Safety Partnership for the benefit of the wider community.

Evaluation:

Hounslow Youth Partnership has since September 2003 had a 0.5 worker attached and this has enabled the work to progress, as of April 2004 this became a full time post. The development has been to encourage and foster links to partners and to build on the ‘Launch’ the Youth Partnership in Spring 2004.

The event held with the Foreign Office Minister in July 04 was a positive event and was targeted at young people from refugee and asylum seeking communities and went down well with those who attended.

The quarterly Newsletter has been positively received and the group is starting to discuss realistically its remit and what it should concentrate on in order not to duplicate other organisations or sections delivering similar but possibly less specific work in this area.

The delivery to young people in schools, with partners through PAYP and through other programmes has been developing well through out the year, here are some examples of work undertaken in partnership with others;

- the Excel programme at Longford Schools through the DOT Team,
- links made into the Education Business Partnership through the Duke of Edinburgh’s Award,
- schools and colleges work with Connexions, Hounslow Youth Counselling Service, Identity, SENDA, AWAAZ, DOT,
- work in prisons with HYCS
- work alongside housing organisations
- health partners and CAMHS and LAC Teams
- [www.sosafe.org.uk](http://www.sosafe.org.uk) delivered together with SAFE- Grand Union Community Development and Youth Service received a national award for its work on the website and the virtual soap opera delivered for and by young people.
- Community Safety partners
- the community
- young people
Objectives 2005/06

The Objectives have been included in Appendix B, however the Key Strategic Objectives are provided below. Through both the review of the past years objectives and the development of this years it has been essential to ensure that the Council’s Key Priorities are incorporated and integrated into the overall Service Planning framework and introduce the Every Child Matters Framework of outcomes and indicators for success.

Key Service Objectives 2003/06

1. To ensure equality and diversity of the service.
2. To support Connexions in its development and delivery.
3. To secure funding from the local authority and external sources, to develop new services and provision for young people.
4. To develop a curriculum framework, to meet the needs of a targeted and modern youth service.
5. To ensure the ‘Voices of Young People’ are heard.
6. To ensure high quality services.
7. To develop a programme of staff development and training.
8. To raise the profile of the service.
9. To develop methods of accreditation of young people’s learning.
10. To work in partnership with other agencies and services.
## Objectives and Targets for 2005/06

**Objective 1:** To ensure equality and diversity of the service.
To maintain and develop the Youth Service’s anti-discriminatory and pro-equality work to achieve greater equality and diversity within the Youth Service’s policy, curriculum and delivery to young people.

### Every Child Matters: Make a Positive Contribution, Staying Safe, Enjoying and Achieving
### Executive Business Plan: Promoting Community Development, Cohesion and Safety

<table>
<thead>
<tr>
<th>Target for March 2006</th>
<th>Relevant Performance Indicators including BVPIs and local Pls</th>
<th>Action</th>
<th>Delivery Plan</th>
<th>Lead responsibility</th>
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| A. By increasing the participation in services by South Asian and African Caribbean young people by 100% by 2006. | To ensure that the service is in contact with 25% of the resident 13 – 19 year old population through council funded services. | To ensure an increase in provision that will enable the work to expand in relation to all young people across the Borough.  
To provide a safe environment for African-Caribbean young people to meet in Chiswick (Hogarth).  
To continue the development of the Service (AWAAZ/Focus Community Cohesion Football Team)  
To expand detached and outreach work into areas where centre/project based provision is lacking and needs have been identified. | Executive Business Plan  
Race Equalities Plan  
Community Cohesion Plan  
Community Safety Partnership Plan | All  
DA  
BS  
IB |
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<tr>
<th></th>
<th>B. To agree Service Level Agreements and strategic links to BME Groups throughout the Borough.</th>
<th>BV174</th>
<th>To establish an Equal Opportunities Forum for staff, and young people across the Service.</th>
<th>Community Safety Partnership Plan.</th>
<th>MH/QK</th>
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<tr>
<td>C. To ensure that all groups within Centres and Projects, regardless of culture work together for the benefit of the young people of the Borough.</td>
<td>BV174</td>
<td>To contribute towards the progress of Level 3 Equalities Standards within LiLLCS.</td>
<td>Race Equalities Plan</td>
<td>QK/MH</td>
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<td></td>
<td>ECM – Safe from bullying and discrimination.</td>
<td>To develop links to voluntary sector partners to work alongside. (Focus)</td>
<td>Community Cohesion Plan</td>
<td>BS</td>
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<td></td>
<td>ECM – Develop positive relationships and choose not to bully or discriminate.</td>
<td>To develop young women’s sessions within all centres/projects.</td>
<td>Equalities Plan</td>
<td>All</td>
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<td></td>
<td>To increase the D of E volunteer staff to include more volunteers from the BME Communities.</td>
<td>Race Equalities Plan</td>
<td>DHa</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>To provide the Youth Service Calendar of Events that recognises key equalities events for the whole service</td>
<td>Departmental Business plan Obj. 1</td>
<td>QK/All</td>
<td></td>
</tr>
</tbody>
</table>
D. To ensure the Service contributes to the overall corporate objective to improve the experience of Service users and ensure equality of opportunity

<table>
<thead>
<tr>
<th>Action</th>
<th>Objectives</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>BV 175</td>
<td>To ensure the effectiveness of the racial incidents monitoring by the Service per 1000 of the youth population. To establish an Equal Opportunities Forum for staff, and young people across the Service. To develop work further with Special Needs young people through; re-provision of SENDA projects and continuation of Duke of Edinburgh’s Award STAR Project.</td>
<td>Community Cohesion Plan</td>
</tr>
</tbody>
</table>

**MONITORING** (who will ensure that actions are completed to time? How will this be done?)

Actions will be monitored by lead SMT members through monthly supervision in relation to specific projects. The monthly statistics will be analysed to ensure that the numbers are tracked and action taken to look for local increases.

**EVALUATION** (who will decide whether the objective has been successfully achieved? How will this be done?)

SMT will evaluate via monthly statistics and contributions from Departmental Heads. The Equalities Monitoring Forum process for young people and staff will monitor the progress.

**RESOURCES** (including cash, time and training needs)

All activity will be contained within existing budgets for staff and resources with additional assistance from a) Community Safety Partnership funding b) Community Cohesion Grant.
### Objective 2: To support Connexions in its development and delivery.
To continue playing a key role within the development of the Connexions strategy.

**Every Child Matters: Being Healthy, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Well Being**

**Executive Business Plan: Positive Regeneration, Children and Lifelong Learning**

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<th>Relevant Performance Indicators including BVPIs and local PIs</th>
<th>Action</th>
<th>Delivery Plan</th>
<th>Lead responsibility</th>
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<tbody>
<tr>
<td>A. To further develop alternative education programmes for all disaffected vulnerable and hard to reach and place young people. To involve them in activities within the Service and specific development of The Attic.</td>
<td>To ensure that the service is in contact with 25% of the resident 13 – 19 year old population through council-funded services, ECM – Engage in further education, employment or training. BV 159/44/45/46</td>
<td>To continue the SNAP project for Year 11 pupils out of school. To develop further PDO’s and alternative provision from within the Connexions PA Team, including links to the Duke of Edinburgh’s Award – through links to the Alternative Curriculum Groups and the Youth Offending Team through PAYP.</td>
<td>Departmental Business Plan Obj 5+ 7. Connexions Local Plan PAYP Development Plan</td>
<td>QK/KA/IM/KJ/GS</td>
</tr>
<tr>
<td>B. To work in partnership with schools and other agencies to targeted young people, through work with colleagues to deliver personal development opportunities to young people and holiday activities.</td>
<td>60% of young people with a recorded outcome. 30% of young people with an accredited outcome.</td>
<td>To develop cross Borough working for the Team of Personal Advisers and make links to the Voluntary Sector.</td>
<td>Connexions Local Plan DfES Targets</td>
<td>QK/KA/IM/KJ</td>
</tr>
<tr>
<td>C. To offer additional counselling for the Connexions NEET Group through Hounslow Youth Counselling Service</td>
<td>% of young people receiving support from specialist agencies. ECM – mentally and emotionally healthy</td>
<td>To support HYCS to retain funding for Counselling work. To further develop the work of IDentity within Connexions and within schools.</td>
<td>Connexions Local Plan</td>
<td>PD/KT/QK/IM/KA/LHa</td>
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<tr>
<td>D. To ensure young people have adequate activities and the opportunity to be offered PAYP/NOF funded activities.</td>
<td>% of young people in EET... ECM – engage in law abiding and positive behaviour in and out of school.</td>
<td>To support young people temporarily and permanently excluded from school to ensure they access appropriate provision to continue their education. To deliver residential and non residential opportunities to young people across the Borough.</td>
<td>Connexions Local Plan Departmental Business Plan</td>
<td>QK/IM/KA/KJ</td>
</tr>
</tbody>
</table>

**MONITORING** *(who will ensure that actions are completed to time? How will this be done?)*

The actions will be monitored by appropriate Steering Groups as noted above and the regular supervision meetings with the relevant staff. The Local Management Committee for Connexions and the Operational Group of the Hounslow LMC.

**EVALUATION** *(who will decide whether the objective has been successfully achieved? How will this be done?)*

An evaluation involving young people through the service users and schools will be conducted. Data will be monitored through CCIS and PAYP monitoring processes and through Youth Service’s monthly statistical information.

**RESOURCES** *(including cash, time and training needs)*

Within existing resources and additional resources from GoL, Connexions – Hounslow LMC, PAYP.
Objective 3: To secure funding from Local Authority and external sources, to develop new services and provision for young people.

<table>
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<tr>
<td><strong>Target for March 2006</strong></td>
<td><strong>Relevant Performance Indicators including BVPIs and local Pls</strong></td>
</tr>
<tr>
<td>A. To attract additional fund to support youth work in Hounslow.</td>
<td>Schools improvement PI’s for young people and % of young people participating in provision of resident population.</td>
</tr>
<tr>
<td>B. To ensure all centres/projects are supported to secure their own budget including additional external funding.</td>
<td>Raise the position of the Youth Service in expenditure league ensure not in bottom 10.</td>
</tr>
<tr>
<td></td>
<td>Expenditure targets - move closer to the £100 per head expenditure figure. ECM - % of Education Budget ECM - % of youth and community sub block</td>
</tr>
<tr>
<td>C. To ensure local centres are supported in their development and upgrading.</td>
<td>Improving facilities for young people in Hounslow.</td>
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</tr>
</tbody>
</table>

**MONITORING** *(who will ensure that actions are completed to time? How will this be done?)*

These actions will be monitored through monthly supervision meetings. The management committees of all centres which will all include young people as representatives will monitor the progress of the developments.

**EVALUATION** *(who will decide whether the objective has been successfully achieved? How will this be done?)*

SMT

**RESOURCES** *(including cash, time and training needs)*

These will be drawn from external resources by Trusts/partners. Time allocated from PYO work load and SMT.
Objective 4: To continue the development of curriculum work, to meet the needs of a targeted and modern youth service.

<table>
<thead>
<tr>
<th>Target for March 2006</th>
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<th>Action</th>
<th>Delivery Plan</th>
<th>Lead responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To ensure that the curriculum is broad based and encompasses all aspects of personal, vocational and social development of young people to across the service</td>
<td></td>
<td>To undertake planned curriculum work by all centres/projects and continue delivering personal development opportunities through Connexions and PAYP/NOF funding to include residential and non residential and international work. To continue the monitoring and development of curriculum work thorough the Curriculum Working Group. To create a working group/forum for staff and young people to monitor and evaluate the curriculum on line through the Service’s website.</td>
<td>Departmental Business Plan Obj 1</td>
<td>MB/LHa</td>
</tr>
<tr>
<td>C. To ensure the curriculum is in tune with and responsive to the ECM targets and outcomes and involve specialised projects in the delivery to ensure this.</td>
<td></td>
<td>Develop the Curriculum Working group to be able to work alongside ECM targets</td>
<td></td>
<td>MB/LHa</td>
</tr>
</tbody>
</table>
| **MONITORING (who will ensure that actions are completed to time? How will this be done?)** | Staff Development, Curriculum and Training Working Group  
Curriculum Monitoring Forum – on line.  
SMT |
|---|---|
| **EVALUATION (who will decide whether the objective has been successfully achieved? How will this be done?)** | SMT  
On line monitoring the views of young people and the number of 'hits' on the web site as well as through the BV 23(LOC) will monitor the satisfaction of the service through an on line questionnaire. |
| **RESOURCES (including cash, time and training needs)** | This will be achieved through current budget stream and where external opportunities are relevant this will be applied for. |
Objective 5: To ensure the ‘voices of young people’ are heard.
To empower young people to express their views, voice their opinions and have an influence in the decision making processes of the London Borough of Hounslow.

<table>
<thead>
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<th>Lead responsibility</th>
</tr>
</thead>
</table>
| A. To increase opportunities for young people to participate in decision making processes of the Council. | C+YP Strategic Partnership  
ECM – engage in decision making and support community and environment | To continue the development of the Children and Young People’s Participation Strategy.  
To deliver at least two conferences to raise the issues of decision making with young people and decision makers.  
To ensure children and young people are represented on the Children’s Partnership Board.  
To ensure that all centres/projects have representative forums for young people both inside the project and where appropriate within the community i.e. YP on Beavers Tenants Association. | Departmental Business Plan  
Departmental Business Plan  
Executive Business Plan  
Departmental Business Plan  
Departmental Business Plan | CL/LHa  
CL/LHa  
CL/LHa  
CL/LHa  
All |
| **B. To develop young people’s consultation and participation mechanisms within the service and across the Borough in collaboration with partners, ensuring all young people participating in programmes have a forum to voice views and opinions of the services they receive, participate in recruitment and selection of staff and are enabled to become youth workers through training processes.** | ECM – engage in decision making and support community and environment | To establish a strong and permanent youth representative structure in Hounslow in a climate which is empowering to young people and engaging them in active citizenship.  
To ensure that this representation extends to young people from BME communities through the Hounslow Youth Partnership Youth Forum.  
To support the youth council and members of the Youth Parliament to be more representative of their peers to support the overall Borough’s Participation Strategy. | Departmental Business Plan  
Connexions Local Plan | CL/LHa |
| **C. To develop a Youth Pledge/Youth Entitlement with young people across the Service and across the borough.** | Health Check REYS  
ECM – engage in decision making and support community and environment | To develop a focus group to further the work of the Youth Entitlement.  
To work with Councillors to support its implementation | Departmental Business Plan Obj 6 | LH/CL |

**MONITORING (who will ensure that actions are completed to time? How will this be done?)**  
The Executive and the Children and Young People’s Strategic Partnership will monitor the Participation Strategy..
| EVALUATION (who will decide whether the objective has been successfully achieved? How will this be done?) | SMT/ C+YP Strategic Partnership and the Executive. 
This will be monitored and evaluated through the monthly supervision meetings and with the young people and members of the Youth Council and the Youth Parliament |
| RESOURCES (including cash, time and training needs) | This will require continuation of the Youth Participation role within the Youth Service (£35k) and will need to be overall council structures and therefore resources in place to support the engagement of young people with the local members and local communities. (£30k) |
Objective 6: To ensure high quality services. And Objective 8: To raise the profile of the service.

<table>
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</thead>
<tbody>
<tr>
<td>A. To develop and implement the quality assurance framework across the Service.</td>
<td>REYS Targets</td>
<td>To implement a new management structure at HYCS in order to ensure counsellors are well supported. To continue the implementation of the BACP Ethical Framework. Quest for Quality Control Review in Schools.</td>
<td></td>
<td>PD</td>
</tr>
<tr>
<td>B. To improve the management information systems within the Service and investigate and implement e-YS MIS system.</td>
<td>OPDM timeframe and priorities.</td>
<td>To ensure compliance with e-government priorities. To explore e-YS as a model toolkit to use to plan, support, monitor and evaluate youth work across the Borough.</td>
<td></td>
<td>Departmental Business Plan Obj 1. SMT</td>
</tr>
</tbody>
</table>
| C. To develop a marketing plan across the Service. | To adopt a house style for Youth Service  
To monitor web site – using on line forums  
To work to ensure that young people have the most accessible and highest quality information available to them to serve their needs. | Departmental Business Plan.  
Connexions Local Plan | QK/MB |
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<tr>
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<tbody>
<tr>
<td>To develop Quality Standards for the Service in line with Ofsted, Every Child Matters and Quality Mark.</td>
<td></td>
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</tr>
<tr>
<td><strong>MONITORING (who will ensure that actions are completed to time? How will this be done?)</strong></td>
<td>The actions will be monitored by the lead officers. SMT and through the Quality Assurance Working Group.</td>
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<tr>
<td><strong>EVALUATION (who will decide whether the objective has been successfully achieved? How will this be done?)</strong></td>
<td>SMT – Ofsted and Departmental management team and young people through the annual questionnaire and the young people’s involvement in the inspection process.</td>
<td></td>
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</tr>
<tr>
<td><strong>RESOURCES (including cash, time and training needs)</strong></td>
<td>This will be contained within existing budget provision. Where the budget is inadequate corporate and departmental reserves will be explored. Transforming Youth Work Development Fund (Performance Management)</td>
<td></td>
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</tbody>
</table>
Objective 7: To develop a programme of staff development and training.

<table>
<thead>
<tr>
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<th>Action</th>
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<th>Lead responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To implement the London Borough of Hounslow Youth Service Training Programme.</td>
<td>CPA</td>
<td>To ensure Health and Safety relating to Off Site activities are run in accordance with departmental policy. To re-write the Policy. Staff within the Service and voluntary sector to access training. To develop opportunities for young people, volunteers and part time staff to develop skills and expertise. To encourage young people to become young leaders across the service.</td>
<td>Departmental Business Plan Obj 3</td>
<td>DHa/LHa</td>
</tr>
<tr>
<td>B. To build a culture of high performance.</td>
<td>CPA</td>
<td>To evaluate Continuing Development and Training programmes to ensure the development of adequately trained and supported staff who are able to deliver more effective youth work.</td>
<td>Departmental Business Plan Obj 3 + 4</td>
<td>MB</td>
</tr>
<tr>
<td><strong>MONITORING</strong> (who will ensure that actions are completed to time? How will this be done?)</td>
<td>The Staff Development, Curriculum and Training Working Group will monitor the outcomes. SMT and individually through supervision.</td>
<td></td>
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<tr>
<td><strong>EVALUATION</strong> (who will decide whether the objective has been successfully achieved? How will this be done?)</td>
<td>SMT and SDC+T working Group. Staff Development Monitoring Forum. Questionnaires and on going evaluation with young people at the end of every session delivered.</td>
<td></td>
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</tr>
<tr>
<td><strong>RESOURCES</strong> (including cash, time and training needs)</td>
<td>The resources come from a Departmental contribution of £4500, Transforming Youth Work Development Fund (£10k) and in house opportunities for staff to deliver is monitored and budgeted for within the services budget.</td>
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</tbody>
</table>
Objective 8a: To engage and be fully involved in the Children’s Service Development across the council and participate at all levels.

Every Child Matters: Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Well Being

Executive Business Plan: Positive Regeneration, Children and Lifelong Learning

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<tbody>
<tr>
<td>A. To support the progress of the work of integration of Children’s Services in line with the Children’s Act.</td>
<td>Creation of integrated services department.</td>
<td>To respond and contribute to corporate development in relation to the changes within the service area.</td>
<td>Departmental Business Plan Executive Business Plan</td>
<td>LH - SMT</td>
</tr>
</tbody>
</table>

**MONITORING (who will ensure that actions are completed to time? How will this be done?)**

SMT

**EVALUATION (who will decide whether the objective has been successfully achieved? How will this be done?)**

Team briefings and monthly briefing information.

**RESOURCES (including cash, time and training needs)**

Within current resources
**Objectives and Targets for 2005/06**

**Objective 9:** To develop methods of accreditation of young people’s learning.
- To ensure that 60% of participants within 13 - 19 population gain a recorded outcome for their work.
- To ensure that 30% of participants within 13 – 19 population gain an accredited outcome for their work.

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</table>
| A. To ensure that % of participants gain a recorded outcome. | DfES Target
To ensure that 60% of contact participants within 13 - 19 population gain a recorded outcome for their work. | To continue the development of ‘in house’ certification for young people’s achievements.
To ensure that all programmes are assessed and monitored to ensure their compliance with outcome targets.
To monitor and record outcome targets for recorded and locally certificated outcomes. | Community Plan | SMT/MB
DHa/GY/CL
GY |
| B. To ensure % of participants gain an accredited outcome. | DFES Target | To ensure a variety of accredited programmes are available to be delivered to ensure there is accreditation of young people’s learning including YAA, MV, NVQ’s, D of E, |
| | | To continue the Youth Awards for 2005 for young people. |
| | | To continue the Duke of Edinburgh’s Award Presentation Evenings. |
| | Departmental Business Plan | SMT |
| | | DHa |

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**MONITORING** *(who will ensure that actions are completed to time? How will this be done?)*

Actions will be monitored by lead members and through the Event Working group.

**EVALUATION** *(who will decide whether the objective has been successfully achieved? How will this be done?)*

This will be monitored through consultation with young people throughout the process and they will be part of the overall planning, delivery, monitoring and evaluation of the objective. Quality Assurance monitoring.

**RESOURCES** *(including cash, time and training needs)*

The resources will be found as part of the core work of the service any additional funds will be raised externally. Transformed Youth Work Funding steam (Performance Management).
**Objective 10: To work in partnership with other agencies and services.**

To continue the work of developing partnership styles of working with Connexions, Youth Offending Team, Health Authority, Voluntary Sector, Schools, Businesses and Other local authority departments.

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<tbody>
<tr>
<td>A. To deliver opportunities for young people with the many partners who are working for and with young people.</td>
<td>REYS</td>
<td>To develop an Accommodation Strategy for the Service, recognising; - Community use buildings - Partnership buildings - Youth Service buildings</td>
<td>Health Check</td>
<td>LHa</td>
</tr>
<tr>
<td>B. To work with the Community Safety Partnership for the benefit of a wider group of young people.</td>
<td>REYS</td>
<td>To reduce both incidents and fear of youth crime and disorder associated with anti social behaviour</td>
<td>To deliver opportunities for all young people and work cohesively for the benefit for local young people. To continue the delivery of the DOT - ‘Hot Spot Team’ across 5 areas - to support the outcomes within the Community Safety Plan.</td>
<td>Community Safety Partnership Plan Connexions Local Plan Departmental Business Plan</td>
</tr>
</tbody>
</table>
| C. To continue the development and progress of Hounslow Youth Partnership – identifying its purpose and role and increasing its reach. | Community Cohesion and Community Development  
PSA 5a and 5b | To develop a starter pack for new organisations.  
To offer specific advise to groups and to monitor the groups asking for support. | MC  
MC |
|---|---|---|---|
| D. To enable projects and centres to provide support to voluntary and community sector partners through joint working. | PSA 5a + 5b | To train, support and enable staff at Dukes Meadow to be involved in the overall work of the Service.  
To maintain and enhance the provision at Heston Farm and identify other areas that have significant gaps in provision. | Community Plan  
DA  
IB |
| MONITORING (who will ensure that actions are completed to time? How will this be done?) | SMT will monitor this and will undertake within monthly supervision meetings with staff. |
| EVALUATION (who will decide whether the objective has been successfully achieved? How will this be done?) | SMT and young people as to the effectiveness of the style of working. |
| RESOURCES (including cash, time and training needs) | This will require additional funding from other partners and this will be integrated within the overall services budget. |