

Children & Family Services

Outcomes Framework and Commissioning Intentions 2016-17

Theme 1: Children and young People are safe within caring family homes												
The outcomes for children, young people and families will be that....	Key Performance Indicator	Commissioning Intentions – things that will be done	PREVENT	REDUCE	DELAY	MEET	Leadership & Transformation	Enabling Economic Growth	Better Care – Health and social care	Supporting Children and Families	Safer communities – A better environment	Statute/Regulation
			Those families identified as most troubled are supported to become self-sufficient and resilient.	<ul style="list-style-type: none"> The number of families supported through SLF service. The number of SLF families claimed for as a % of overall payment by results target. Feedback from families and evaluation provides evidence of positive impact - including through family and youth star. The % of families referred to locality hubs that are allocated/processed within 28 days 	<p>Offer the right, proportionate help to families at the right time (self- directed, targeted or specialist assistance)</p> <p>Strengthen the provision for children with developmental delay/additional needs</p> <p>Deliver a targeted youth offer ensuring sufficient outreach provision to those in vulnerable groups.</p> <p>Provide a clear family support ‘offer’ to address the needs of the most vulnerable cohorts based on ‘what works’.</p>		X					
				X						X		X
				X						X		X
				X						X		X

<p>Children and young people who are, or are likely to be, at risk of harm are identified, protected from further harm and helped to recover from previous harm.</p>	<ul style="list-style-type: none"> No.'s of children/families in receipt of early help and family support services– The % of Framework-i contacts referred to Early Help Number of Early Help cases referred to Social Care Recorded incidence of CSE 	<p>Provide one 'front door' through FRCD for the receipt and analysis of children's social care referrals and early help requests for services in order to provide the right help at the right time.</p> <p>Delivery of multi-disciplinary Child Sexual Exploitation Team in order to identify incidence of CSE, take steps to prevent escalation, intervene to safeguard/protect and guide individuals toward recovery</p>				X				X		X	
<p>Children and young people receive the right help at the right time to become successful within caring family homes.</p>	<ul style="list-style-type: none"> The % of Child Protection plans lasting 2 years or more The % of children becoming subject to a child protection plan for second or subsequent time Percentage of child protection cases reviewed in timescales. 	<p>Protect children at risk of significant harm through dedicated child protection and child sexual exploitation teams that work effectively with the police, NHS and schools to bring about effective safeguarding.</p> <p>Work with partners to jointly commission Therapeutic intervention for children and young people who have suffered significant harm or trauma that will assist recovery from significant harm. Therapeutic services for children in care, adopted children, those who have experienced extreme and repeated domestic abuse, and those using Sexually Abusive Behaviour will be a priority.</p>				X			X	X		X	

<p>Children and young people will grow up in their own families when it is safe to do so</p>	<p>% of children who receive Early Help or Children's Social Care services who are subject to an in-house or agency placement outside the family</p>	<p>Ensure that all services are focussed on supporting families to remain or become successful</p> <p>Where necessary, provide support that prevents children leaving their family and coming into care</p> <p>Where a child does come into care steps will be made promptly to re-unify the child with their family, unless it is demonstrably harmful to do this</p> <p>Respite care for families for children with complex emotional and behavioural needs.</p> <p>Extend use of education provision as an alternative to care where appropriate</p>	<p>X</p>	<p>X</p>		<p>X</p>			<p>X</p>		<p>X</p>	<p>X</p>	
<p>If children and young people cannot stay with their families then they live in stable, productive placements so that they become socially and economically independent adults.</p>	<ul style="list-style-type: none"> % children in same placement for 2+ years or placed for adoption 	<p>Seek to find alternative family based care from within the child's kinship group or if that is not possible in an alternative family setting</p> <p>Commission children's placements from within social care and the independent market</p> <p>Increase placement choice through increased in-house foster carers.</p> <p>Ensure supply of level 6 carers for children with complex emotional and behavioural needs</p> <p>Provide support to these family placements to ensure their success</p> <p>In a small number of placements (8-10% of children in care) provide a high quality residential setting</p>			<p>X</p>				<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>

<p>Children in Care are found permanent homes in families without unnecessary delay so they experience a loving and nurturing home environment.</p>	<ul style="list-style-type: none"> • % children who wait less than 20 months between entering care and moving in with their adoptive family 	<p>Ensure that there is concurrent planning for children to provide speedy access to permanent loving families from within their kinship group or in an alternative family</p>				X				X		X	
<p>Children in Care live in stable placements so they experience a loving and nurturing home environment.</p>	<ul style="list-style-type: none"> • % children with 3 or more placements during a year 	<p>Foster carers are carefully assessed, approved and matched with children to ensure the best chance of success in placements</p> <p>Support is provided to carers to ensure they are assisted to be successful</p> <p>Where difficulties occur in a placement, flexible and practical help is offered to overcome these</p>			X				X		X	X	
<p>Adopted children are able to develop safe and secure relationships with their adoptive family that aid their recovery from past trauma and prepares them for independent adulthood.</p>	<p>% of children placed for adoption over last 3 years whose placement has broken down</p> <p>No of adoption support packages in place</p>	<p>Adoptive carers are carefully assessed approved and matched to ensure the best chance of success</p> <p>Appropriate and proportionate support is offered post-placement to maximise success</p>		X		X			X		X	X	

<p>Young people leaving care make a successful transition to independent adulthood including access to education, employment or training and safe housing.</p>	<ul style="list-style-type: none"> • The % of Care Leavers in suitable accommodation • The % of Care leavers who are not in education, employment and training (NEET). 	<p>Sufficient CFS staff and resources are dedicated to this group in order to ensure objectives are met</p> <p>Delivery of support to children in care, including 16+ leaving care and asylum seeking children services.</p> <p>Planning and commissioning for 16+ supported living options.</p> <p>Increase supply of supported lodgings</p> <p>Work in partnership with schools and Prospect to provide direct support to young people leaving care who are at risk of becoming NEET by promoting the availability of high quality complementary and alternative education programmes</p>				X				X			X	
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Theme 2: Children and young people achieve their potential

<p>All children and young people have fair access to a good supply of high quality childcare and school places</p>	<ul style="list-style-type: none"> • The % of pupils obtaining their first preferences for 1st time admission to primary school. • The % of secondary pupils achieving their first preference for secondary transfer. • The % of all childcare providers rated good or outstanding. • The % of schools rated Good or Outstanding. • The % of Special Schools rated Good or Outstanding. • The % of pupils in Good or Outstanding schools 	<p>Ensure all schools in Leicestershire are active members of school-to-school support networks.</p> <p>Promote and ensure high quality early years and childcare provision, develop early years market, secure sufficient free early education for all three and four year olds and for all eligible disadvantaged two year olds</p> <p>Ensure a strong supply of high quality school places, through;</p> <ul style="list-style-type: none"> • Robust collection of date to enable good planning • The successful delivery of phase 2 of the 2014/17 basic needs capital programme (£25.14m). • Encouraging outstanding/good schools to expand and where new schools are needed, seeking proposals for Free Schools (including presumption Free Schools). • Working with Districts and developers to ensure appropriate contributions for additional school places arising as a consequence of new housing. • Continue to influence the organisation and development of 11-16/19 secondary provision. <p>In our role as strategic commissioners, deliver an effective process for schools seeking academy conversion, including sponsorship.</p> <p>Ensure fair access to all schools for every child in accordance with statutory School Admissions and the School Admissions Appeal Codes and provide appropriate information to parents.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>				<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>			<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	
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<p>Children and young people in Leicestershire experience improved educational outcomes that are above national averages across all key stages.</p>	<ul style="list-style-type: none"> • Key Stage 2 - Level 4+ Reading/Writing/ Maths • Key Stage 4 - 5 A*-C GCSEs (including English/Maths) • 'A' Level average points score. • Progress measures from Key Stage 2 to Key Stage 4 (English & Maths) • Progress measures from KS1 to KS2 (Maths/Reading/Writing) • Secondary School persistent absence rate 	<p>Identify maintained schools requiring intensive, targeted and collaborative support.</p> <p>Ensure quality assurance and improvement interventions to support early years settings and providers that are judged to be 'requiring improvement' or 'inadequate' by Ofsted</p> <p>Provide intensive, targeted and collaborative support to maintained schools with an increased focus on:</p> <ul style="list-style-type: none"> • closing the gaps in vulnerable groups' achievement • supporting leadership • supporting governance • increasing the proportion of outstanding schools. <p>Moderate teacher assessments at Key stages 1 and 2</p> <p>Provide an effective Governor Development Service and commission targeted support for governors in schools causing concern.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>						<p>X</p> <p>X</p> <p>X</p> <p>X</p>		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	
<p>Young children begin school ready to learn and ready for school</p>	<ul style="list-style-type: none"> • The % of eligible 2 year olds taking up their FEEE • The % of eligible 3 year olds taking up their FEEE • The % of reception pupils reaching a 'Good' level of development'. 	<p>Commission early learning and childcare information and advice to parents in accordance with the statutory guidance.</p> <p>Promote and provide universal three and four year old education entitlement to facilitate children's transition and readiness for school.</p> <p>Further develop the pathway for children accessing the two year old offer to ensure they make good progress in their learning and development and that their families receive the support they need in order to improve educational achievement.</p> <p>Strengthen the provision for children with developmental delay/additional needs.</p>	<p>X</p>					<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>		<p>X</p> <p>X</p> <p>X</p>		

<p>Vulnerable children and young people, and those missing education, experience improved educational outcomes so that the attainment gap to 'all children' is removed.</p>	<ul style="list-style-type: none"> • The % inequality gap in achievement across all early learning goals. • The % of reception pupils with FSM status achieving 'Good' level of development'. • The % of pupils eligible for Free School Meals achieving L4 in Reading/Writing/ Maths • The % of pupils eligible for Free School Meals achieving 5+ A* - C (including English & Maths). • The % of SEN pupils achieving L4 in Reading, Writing & Maths at KS2 • The % of SEN pupils achieving 5+ A* - C (including English & Maths). • The % of NEET 16-19 for children with SEN and disability – • The % of Children in Care of reception age achieving a Good Level of Development. 	<p>Ensure the children who fall into this group are clearly effectively identified as early as possible in order that their right support can be provided by the right agency and services and that their progress can be tracked</p> <p>Create capacity and capability within mainstream and special school sector to meet the needs of their vulnerable learners.</p>			X									X					
		<ul style="list-style-type: none"> • Promote the quality of 'local offer' and 'quality first teaching' initiatives to ensure progress of pupils with special education needs and disability who are educated at mainstream setting and schools. 			X									X					
		<ul style="list-style-type: none"> • Monitor baseline assessments at foundation stage in order to guide effort to where it is most required to ensure educational outcomes match/exceed comparitors 			X									X			X		
		<ul style="list-style-type: none"> • Identify specific areas of concern and work with partners to improve outcomes for vulnerable and disadvantaged children. 			X									X					
		<ul style="list-style-type: none"> • Investigate reasons for underachievement of vulnerable groups across all stages and to develop an action plan to embed best practice in mainstream schools. 			X									X					
		<ul style="list-style-type: none"> • Creating capacity and capability within mainstream and special school sector to meet the needs of their vulnerable learners. 			X									X					
		<ul style="list-style-type: none"> • Re-commission pathways of alternate provision initiatives for pupils outside mainstream education. 			X			X						X			X		
		<ul style="list-style-type: none"> • Review and revise pupils missing out on education practices (PME and CME) to ensure that these pupils are identified as missing out on education, assessed quickly;, have their whereabouts confirmed; are safe and engaged back into an appropriate education programme as quickly as possible. 			X									X			X		
		<ul style="list-style-type: none"> • Quality assure educational and alternate provision and intervene when concerns are raised. 			X									X			X		
		<ul style="list-style-type: none"> • Continue to progress service improvements in relation to Children with Medical Needs • Continue to build capacity in the primary sector, reduce INSET and exclusions. 	<p>Primary Outcomes, needs & intentions</p>			X				X				X			X		
	<ul style="list-style-type: none"> • Ensure an outreach service as part of the area special school role to support local schools in the area to meet the needs of mainstream pupils. 			X									X			X			

All pupils experience a successful transition after KS4 into education, employment or training in preparation for an independent adulthood.	<ul style="list-style-type: none"> The % of Level 2 qualifications by age 19. NEET rates at ages 16-18 years. The participation rate of 17 year olds. 	<p>Work with schools and colleges to ensure early identification of young people at risk of disengagement and becoming NEET.</p> <p>Understand the needs of this cohort and ensure there is access to information, advice and guidance</p>		X						X		X	
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Theme 3: Children and young people have their health, wellbeing and life chances improved

Children with Special Educational Needs and/or Disabilities receive personalised integrated care and support to become increasingly independent.	<ul style="list-style-type: none"> The % change in number of first time assessments over 12 month period. The % of first time assessments completed in less than 20 weeks for the calendar year <ul style="list-style-type: none"> The % change in number of current total number of statements / EHC plan over 12 month period The % change in number of SEND appeals lodged for the calendar year 	Provide access to a Local Offer that ensures families are supported to maximise their independence and success	X						X		X			
		Ensure compliance with statutory assessment processes to enable identification and assessment of children and young people with SEND and to guide the access to or provision of appropriate support.			X		X		X		X		X	
		Jointly across CFS and NHS commission targeted and specialist in-house and external SEND services to families and schools to ensure needs identified within SEND Support Plans and Education, Health & Care plans are addressed.				X		X		X		X		
		Make available specialist placement options for our most vulnerable children				X				X		X		
		Ensure effective joint working and parental voice with Leicestershire parent and carers forum to support more effective commissioning			X					X		X		
		Ensure independent advice and guidance is available for parents carers and young adults who have special educational needs			X					X		X		
		Ensure independent mediation for families and young adults with SEND to enable them to make effective choices, assist in resolving disagreements and increase resilience			X					X		X		

<p>Children and young people with complex physical and mental health needs experience a good transition between child and adult services</p>	<ul style="list-style-type: none"> • Parent and young person evaluation satisfaction rates 	<p>Commission expert brokerage providers to improve employment and training opportunities for young people with SEND on leaving school and college.</p> <p>Work with FE sector to ensure wider variety of curriculum provision that widens participation of vulnerable young people.</p>				X		X		X			X
<p>Children in Care experience good physical and mental health</p>	<ul style="list-style-type: none"> • The % of children in care who have had dental checks. • The % of children in care who have had health checks. • The % of children in care with up to date immunisations • The average emotional health strengths/difficulties score for children in care. 	<p>Ensure close working with NHS commissioners and providers to ensure that:</p> <ul style="list-style-type: none"> • all children coming into care receive an initial health assessment with 28 days • all children in care take part in the SDQ process • routine immunisations, health screening, dental checks, review health assessments take place 				X			X	X			X

4. Children and young people and their families live within thriving communities

<p>Families live in communities where crime and disorder is minimised and they report feeling safe.</p> <p>I.</p>	<ul style="list-style-type: none"> • Number of first time entrants to the criminal justice system aged 10-17 • Rate of re-offending by young offenders • Number of instance of the use of custody for young people • The % of people reporting they have been a victim of ASB in the last 12 months • The % of people who agree that the Police and other local services are successfully dealing with ASB and Crime • The % of people who feel safe in their local area after dark • Overall Crime Rate 	<p>Ensure the delivery of all elements of the Youth Justice Plan</p> <p>Ensure effective participation in MARAC and MAPPA, PREVENT processes</p>		X					X	X	X		
<p>Vulnerable communities are protected and supported to be safe</p>	<ul style="list-style-type: none"> • Reported hate incidents (per 1,000 population) • The % of people who agree that people from different backgrounds get on • The number of County cases referred to Channel in the last 12 months 	<p>• Raise awareness of Hate Incidents and where to report through training and media campaigns</p> <ul style="list-style-type: none"> • Manage and develop Keep Safe Places <p>• Ensure consistent response to ASB case management and risk assessment through Partnership processes</p> <ul style="list-style-type: none"> • Prevent people being radicalised through training, work with young people and the Channel process 	X	X					X	X	X		
<p>Families are free from domestic violence and abuse, are assisted to recover from violent and abusive episodes and further violence and abuse is prevented.</p>	<ul style="list-style-type: none"> • % people reporting they feel safer following support, or have improved health and well-being • % of domestic violence cases reviewed at MARAC that are repeat incidents • Incidence of domestic homicide 	<ul style="list-style-type: none"> • Manage joint commissioned support services for adult and 13+ primary victims of domestic abuse and sexual violence. • Respond to and embed support for child secondary victims of domestic abuse within children's services. 				X			X	X	X		

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