

East Lothian Partnership

# Draft

# Children and Young People Services Plan 2016-2019

# Consultation and Feedback Report



# 29 December 2015

# 1 Introduction

The Draft Children and Young people Services Plan 2016-2019 went out to public consultation from the 13<sup>th</sup> November to the 20<sup>th</sup> December. The draft plan was made available in an online form at <https://eastlothianconsultations.co.uk/childrens-wellbeing/children-and-young-peoples-service-plan>

There were a number of different ways that individuals or organisations could feedback their comments on the plan:

- > Responses could be submitted by filling in an online questionnaire on the East Lothian Council Consultation Hub
- > An easy read power point version of the plan was made available on the East Lothian Council Consultation Hub. This also included a link to a survey monkey questionnaire.
- > A number of focus groups were facilitated within schools and community groups.
- > Individuals or organisations could also submit responses in writing to the Children's Strategic Partnership mailbox.

# 2 Consultation Activity

25 responses were submitted via an online questionnaire on the East Lothian Council Consultation Hub. Seven responses were from organisations and 18 were from individuals. These organisations included the East Lothian Youth Council, Birthlink, Community Learning and Development, South East Scotland Academy, Carers of East Lothian, RoSPA.

There were 6 responses from individuals to the survey monkey questionnaire using the PowerPoint easy read version of the draft plan.

5 focus groups were facilitated within the following schools:

- North Berwick High School (7 Participants S1-S6 )
- Knox Academy (13 participants from S1-S6)
- Preston Lodge High School (10 Participants S1-S6)
- Longniddry Primary School (14 participants from P2-P6)
- Dunbar Primary School (8 Participants from P4-P7)

4 focus groups were facilitated with targeted groups:

- Post Adoption Support Group (4 participants)
- Family Led Information Point (5 participants)
- Champion's Board (11 participants)
- Youth group for young people who are looked after (4 participants)

Six individual responses were submitted in writing.

### 3 Consultees

The link to the draft plan and consultation questionnaire was circulated to the following partners and organisations with a request to distribute more widely:

<p>East Lothian Partnership and Supporting Partnerships e.g. Resilient People Partnership</p> <p>Children's Strategic Partnership and Planning &amp; Delivery Groups</p> <p>Local Area Partnerships</p> <p>Elected Members</p> <p>Places of Worship</p> <p>Care Inspectorate</p> <p>Parent Councils</p> <p>East Lothian Council/Intranet</p> <p>East Lothian Food Bank</p> <p>Citizen's Advice Bureau</p> <p>Youth Council</p> <p>Young Carers</p> <p>Carers of East Lothian</p> <p>Equal Scotland</p> <p>Deaf Action</p> <p>Stonewall</p> <p>East Lothian Access Panel</p> <p>Disabled Go</p> <p>White Ribbon Scotland</p> <p>Capability Scotland</p> <p>LGBT Health</p> <p>Bethany Christian Trust</p> <p>Partners in Advocacy</p>	<p>Dads Work</p> <p>Mentor UK</p> <p>Anti-Bullying East Lothian</p> <p>Family Led Information Point</p> <p>Schools/Head Teachers</p> <p>EL Health and Social Care Partnership</p> <p>NHS Lothian/Intranet</p> <p>Children's Reporter</p> <p>East Lothian Council Management Team and Service Managers</p> <p>Edinburgh College</p> <p>Queen Margaret University</p> <p>East Lothian Works</p> <p>Support from the Start</p> <p>Intowork</p> <p>Deafblind Scotland</p> <p>Shakti</p> <p>Headway East Lothian</p> <p>Edinburgh Interfaith Association</p> <p>Edinburgh and Lothian Regional Equality Council</p> <p>Pakistan Society</p> <p>Saheliya</p> <p>Equality Network</p> <p>BEMIS</p> <p>MECOPP</p> <p>East Lothian Young Carers</p>
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### 4 Consultation Responses

All on-line responses, including the feedback gained from individuals and through the face-to-face focus group activities held during the consultation period, were collated during the period 21 December 2015 to 8 January 2016.

Importantly, of the 25 respondees to the online consultation survey, 25 (100%) agreed with the vision and values and 21 (84%) agreed with the priorities outlined in the Draft Children and Young People Services Plan 2016-2019.

Alongside individual (unnamed) responses, the following organisations gave feedback during the consultation period:

Children's Wellbeing Service, East Lothian Council Education Service, East Lothian Council Community Partnerships Service, East Lothian Council Roads Service, East Lothian Council East Lothian Youth Council Post Adoption Support Group Family Led Information Point NHS Lothian Health Promotion Service NHS Lothian Public Dental Health Service NHS Fife Dental Public health Service North Berwick Coastal Area Partnership	North Berwick High School, East Lothian Council Knox Academy, East Lothian Council Preston Lodge High School, East Lothian Council Longniddry Primary School, East Lothian Council Dunbar Primary School, East Lothian Council South East Scotland Academies Partnership RoSPA Birthlink Stonewall Scotland North Berwick Community Council Youth Group for Young People who are looked after East Lothian Champion's Board East Lothian Young Carers
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## 5 Summary of Main Themes from the Consultation Responses

- ✓ Bullying of young people with additional support needs should be addressed in schools.
- ✓ The link between bullying and non attendance should be addressed.
- ✓ Improve access and opportunities to participate in sports and leisure opportunities for children and young people with additional support needs.
- ✓ Young people need to be thoughtful about what 'nurtured' means?
- ✓ Young people need the same opportunities regardless of their care placement.
- ✓ The need for relationship based practice should be emphasised across and within the plan.
- ✓ Young people feel that more should be done to help them feel safe in their local area.
- ✓ There should be a stronger focus on mental health for young people.
- ✓ Young people need more support and education in schools about sexual health and relationships.
- ✓ The Access to Leisure Pass Plus card should give young people that are looked after free access to Enjoy Leisure facilities at weekends and during the evening.
- ✓ Early identification and support for young carers
- ✓ Access to information about activities and clubs should improve.
- ✓ Schools should focus more on building relationships and developing positive relationships in communities.
- ✓ Training for education staff including auxiliaries about additional support needs.
- ✓ Parents should be seen as key partners in decision making processes about their child.

- ✓ Multi-agency professionals should prioritise attending staged assessment meetings that they are invited to.
- ✓ All agreed that the term looked after or care experienced needs to be inclusive of children once they have been adopted.
- ✓ Parents feel that their children don't always access the levels of support that they need from services like health, education etc.
- ✓ Attachment/trauma/brain development training should be available for all teaching staff and those associated with the school.
- ✓ Develop a consistent approach by health, education, support agencies re attachment etc – possibly as mandatory training.
- ✓ Address the need for appropriate safe housing options for homeless young people.

## 6 Post-Consultation Activity

On closure of the consultation over the Draft Children and Young People Service Plan 2016-2019, on 20 December 2015, all responses were collated and analysed. Where contact details were provided, individual consultation respondents received an acknowledgement and response to their consultation feedback, and to any particular points they had raised in seeking clarification or amendment to the draft Plan.

Amendments were made to the draft Plan, incorporating many points raised by responding consultees. The final version of the draft Plan is attached, showing the amendments made, to enable consultees to identify the amendments made to the Plan as a result of their consultation feedback having been reviewed.

The Appendix to this report contains the detailed consultation feedback received from the focus groups who participated in the consultation over the Plan. Their feedback proved very informative and positively challenging and it was felt appropriate to share this more widely.

This Consultation and Feedback Report was produced to provide all consultees with an overview of the consultation process, scope, participants and feedback. The Children's Strategic Partnership meets in January 2016 and will consider the final version of the Draft Plan for approval and subsequent referral to the Resilient People Partnership on 9 March 2016. Young people from North Berwick High School are now actively involved in the redesign of the final version of the draft Plan, reformatting its 'look and feel'. Arrangements are in progress to formally launch the new East Lothian Children and Young People Services Plan 2016-2016 by 31 March 2016; this will include provision of leaflets, posters, news articles etc. The new Plan will be remitted to the Children's Strategic Partnership to oversee and report upon through the Resilient People Partnership.

# Summary of Focus Group Feedback – As They Said It

## KNOX ACADEMY

### Safe

More support within school for those struggling at home and in school

I feel safe living in East Lothian and I think there would be good people to talk to if anything happened

We are well educated on how to be safe and we get support from adults who are there to help us and give us needed advice

I don't think any pupil is 100% safe. Anything can happen at any time. And there won't always be some there to stop it.

I think the majority of young people are safe in the community

I think that young people in Haddington are safe

I think it's not really discussed

I think a teacher should be allowed to ask or dig deeper into people

### Healthy

I think that schools are improving on keeping pupils healthy and active e.g. King's Meadow Primary have fruit on offer to all pupils at lunch for free

Children not education about drug use

I think school teaches us about our health

Wealth – health gap

### Achieving

I feel that children have lots of support to do the best they can do

In our communities, we get the support and information we need to aim high and achieve our dreams

I think that the majority of pupils get the chance to achieve to the best of their ability

I think people like our teachers, parents and friends help us achieve

I think some people just want to go far in school and some people just give up. I think the Council should focus on them.

Clear gaps in educational attainment between wealth gaps. Catching/Noticing gaps needs done faster

### Nurtured

The fact isn't highly mentioned, so many don't know what it means

Not enough done about parents neglecting their children.

Young Mothers don't get enough support to raise their children

Some families don't earn enough money to buy certain things.

Also we don't learn about it and it's never really mentioned.

Not sure

I think that the school doesn't emphasise on healthy food, all they have is junk food

Supporting new parents

### Active

I think that there are many clubs in East Lothian for anyone

There are many opportunities for children and young people to take part in extracurricular activities but this should be more advertised

I think all young people get the chance to join / participate in a sport of some sort

Not enough opportunities for girls sports and progression in these sports

Not enough support for teenagers doing exams

I think there should be more clubs for people who have disabilities or can't do sports etc.

I also think there are a lot of clubs outside of school are inside of school.

There are also a lot of opportunities for people who are doing well in clubs and want to do harder things like compete

I think there are many opportunities in East Lothian

I think clubs should be more evenly spread out across the week, instead of them all in one day

Too many male dominated sports - PE in school is pointless, because nobody does it – it's not enjoyable

More resources for extra-curricular activities

### **Respected**

Listening to young people's opinions

I think that young people are respected in East Lothian and they can show their views

People and children are treated with respect throughout the community

No, I don't think all children in East Lothian are respected.

Most of the time we are respected but every so often there is a time where we aren't

Children often don't get the respect of adults, particularly teenagers

I think children are respected here.

Sometimes we don't get to share our opinions though

I think we are respected in the community.

I don't think we get a lot of choices in the community

Generally children are treated with respect in all areas but should be given more choice in things

### **Included**

I think that everyone is included and you are good to join any group or club you want to join

There are many opportunities for us to be included within our Communities, schools and many more.

We are also well education on the subject and also get our say in things

I think most pupils are included in a lot of things but that's not always the case

Not enough buggy / wheelchair access

I think there is still a lot of bullying going on and if bullying is happening people don't feel included / part of friendships

I think people are respected in the community

I think we are included in many things like the lighting of the Christmas lights

Everyone is included in most things

Wealth barriers, causes disadvantages for more deprived families and individuals

## **DUNBAR PRIMARY SCHOOL**

**The pupils talked about a primary school pupil who might have a complex needs and shared their thoughts about the wellbeing issues such a child might face.**

### **Safe**

Donate money for a zebra crossing

Provide someone to walk to school with x  
Put up more traffic lights  
Someone to walk to school with.  
Get a good sleep to make sure x is not sleepy when walking to school.  
More traffic lights.

### **Healthy**

To make a glass dome that can take away pollution  
Make sure x's getting the right food and stuff like that  
X needs to live in a safer, healthy place

### **Nurtured**

If parents have more children than one they should make sure they spend time with all children.  
Even if one child has special needs they should always spend time with all children.  
X's mum should make sure she spends time . Even x's brother spends time with x and neighbours  
volunteer to take care of x's brother.

### **Active**

Make sure x's involved and make a glass dome  
Donate money so x can go to activities that cost money  
X needs to be active and to have fun  
Help provide some free clubs or cheap after school clubs so x can get more exercise.

### **Respected**

X needs to be respected because x has a problem  
Keep a close eye on x to check if x is being respected  
Make sure x's not getting picked on

### **Responsible**

To make traffic light zebra crossing and make a glass dome  
X needs to talk to people that can help x with x's problem

### **Included**

There needs to be more free things x can do as a child  
Make sure children don't tease people but let them join in games

## **LONGNIDDRY PRIMARY SCHOOL**

**The pupils created their own SHANARRI pupil and identified the support that she needs in her life; see the picture below.**

- Teachers and club leaders should tell her what an amazing person she is and how well she is doing
- Affordable afterschool activities should be available
- Children in school should learn about their responsibilities as well as their rights
- All young people should be treated the same.



## **YOUTH GROUP for LOOKED AFTER YOUNG PEOPLE**

### **SAFE**

- More support. Come and talk to young people more
- Needs to be more safety because rape is on a high with people not feeling safe to go for a walk in the park – need more cameras
- Relationships – positive – how to manage. The way this is done needs to be reviewed, how this is practiced – learn from older young people what would work
- Make more groups and clubs for young kids to enjoy.

### **HEALTHY**

- Regular check-ups
- Clearer sugar information. Local shop and cafe should have info on food sugar in food intake
- Less Takeouts - More healthy food cheaper.

### **ACHIEVING**

- More classes – More staff
- Don't skive – help with attendance.

### **NURTURED**

- Have attention – Plenty of food
- Have attention
- Life-long care – No postcode lottery – Same opportunities regardless of care placement or workers
- Love!!

### **ACTIVE**

- More clubs and groups
- More activities.

### **RESPECTED**

- Not enough information on race or culture. This would help respect other people's background
- Ask and speak out.

### **RESPONSIBLE**

- Have the right friends
- Have the right friends.

### **INCLUDED**

- Have courage and talk more
- Put yourself forward and have courage and talk.

## **NORTH BERWICK HIGH SCHOOL**

Pupils reviewed the consultation power point presentation and found the East Lothian information / stats interesting. They felt that the pregnancy percentage for girls aged 13 – 15 was quite low and they were a little surprised at the LAAC stats, feeling that they seemed quite high, but they had no real national context to this and it was probably a bit of an “unknown” for them. They were really interested in the stat for young people in residential homes as a few didn’t realise that these exist. Pupils then considered each indicator and some of the priorities mentioned in the plan.

### **SAFE**

They agree with the priorities on the plan but felt that anti-social behaviour was a real issue for them as young people. They spoke about feeling intimidated when walking past big groups of young people who are perhaps smoking and swearing and this was particularly relevant for them in North Berwick when visiting the Lodge gardens. They often feel embarrassed to think that parents with young children may see this kind of behaviour in their community. They identified pupils in S3 and S4 as being the worst offenders (endorsed by S3 and S4 who were there!) and felt that more could be done to target this in this age group. They wanted more police presence in and around towns to try and combat big gangs that hang around and make them and others feel uncomfortable. They spoke about the need to raise this issue with parents too; who they felt sometimes didn’t make enough effort to stop their own children from behaving like this.

### **HEALTHY**

They were firmly behind a real focus on mental health – in fact they are holding their own mental health awareness week shortly in school as their school committee feels it is a real issue. They feel that there are not enough resources or understanding and acceptance of difficulties. The senior pupils wanted to raise awareness of mental health in relation to exams and pressure and stress. They want a school counsellor full-time in school and loved the idea of offering low level mental health supports in school. They also felt that the focus on sexual health is really important and one senior pupil feels that it is becoming a really big issue at the moment. Interestingly, a couple of teachers also raised this as a concern – the lack of knowledge about sexual health and also the attitudes of some young people in terms of the importance of relationships linking in. They felt that playgroups for early year’s children should be mandatory as it would help to improve the health and activity of some children who don’t get out much.

### **ACHIEVING**

The pupils felt that the focus should be on the middle 60%, not just the bottom 20% of pupils. They feel that it is with this group that the most difference could be made. They said that this group feel ignored a lot of the time as teachers are taken up with a focus on pupils with more challenging behaviour. They felt that actually, if more time was taken with this group, it could push a lot of pupils’ results up. In terms of skills, they feel that we are good at developing certain areas but they identified **confidence** as a real issue – they don’t get enough opportunity to practice things like speaking in public, there is too much focus on the curriculum. They would like to have opportunities to look at more employability skills but as they move up the school, they pointed out that again, the focus switches to exams and results and they don’t have time for much else.

## **NURTURED**

They feel that teachers need more input in terms of the nurture that pupils receive at school as it can be inconsistent. They agree that offering parenting programmes is a good idea but wondered if more 1:1 support could be offered as parents may feel intimidated going into a big group. They also spoke about up-skilling adults in communities who are friends / peers who could support each other, rather than “random people”. We talked about parenting classes being compulsory for everyone.

## **ACTIVE**

They feel that there should be more clubs out of school with free access for people who are struggling financially. They worried that LAAC pupils may be excluded from clubs because of their situations. They acknowledged that there are probably more clubs out there than we know about so felt that they could be better advertised. They would like an East Lothian lego club! They felt that educating parents about outdoor play would be helpful but they also wanted parents to be aware that being on a computer or drawing was also being “active” in a way and should not be dismissed! They wanted parents to be encouraged to listen to what their children wanted to do to be active rather than making all the decisions for them. They also felt that it would be great for older pupils to run clubs with younger ones, rather than it always being an adult, as that would help develop peer relationships and respect and break down some of the barriers between age groups as mentioned in safe section re anti-social behaviour / feeling intimidated.

## **RESPECTED**

They feel that in school, things are very driven by the curriculum and they would like to spend more time on building up relationships / respect amongst pupils / pupils, pupils / teachers and all members of the school community. They recognise that teachers have to work to the curriculum but wanted more from them (going back to the nurture point). They feel that as young people, they are still spoken “down to” by adults and want this to change. They feel that within education sometimes things are too rule-driven and they don’t have enough say (they also felt that this was the case at home too!!!!). They really feel a need to put a focus on developing positive relationships in communities. They want more inter-generational work to be done as they feel that older people have so much to offer and they want some young people to be more respectful of them. They were all aware of the UNCRC and their rights.

## **RESPONSIBLE**

Again, they highlighted the issue of being responsible in terms of sexual health and relationships, particularly around making the link between the two. They like the focus on drugs and alcohol misuse but would like to see support and understanding around these issues rather than punishment – WHY are young people doing it, not just a reaction to them doing it. They feel that peer pressure is a big factor in the use of drugs and alcohol and again, going back to developing respectful relationships, feel that this is something that we could educate young people on and try and change mindsets. They felt that it would be good to have external agencies to help support drug misuse in particular as just covering it in school does not give it the same focus.

## **INCLUDED**

They would like to raise awareness on disability and acceptance as they feel that sometimes youngsters with disabilities can be bullied. They did make the point that sometimes teachers treat youngsters with

disabilities differently and that this can be awkward for the youngster, but it also can make them feel as if they are being treated differently – an example was that when watching a film, a young girl with autism is told that she can leave the room if she finds something upsetting in the movie, but they do not get the same treatment if they find something upsetting. They feel that this comes back again to everyone knowing and recognising all young people as individuals and treating them according to who they are and not in a blanket fashion.

## **PRESTON LODGE HIGH SCHOOL**

- Children and young people should be able to get good support with their mental health and have someone that they can talk to.
- Young people welcome peer education from other young people
- Young people should have more opportunities to access the gym at a time that suits them.
- Schools should work together to challenge stereotypes of young people
- There should be more opportunities for young people to get practical work experience in childcare.

## **FAMILY LED INFORMATION POINT**

All participants agreed that the plan sounds good “as long as it is put into practice”.

### **Safe**

- What does building capacity for parents and carers re “relationships, Sexual Health and Parenthood” programme for children with additional support needs mean on pg 48
- Bullying of children with additional support needs needs to be addressed within schools and communities- Maybe links with tackling hate crime???
- The links between bullying and non attendance at school need to be addressed
- More training for taxi escorts about additional support needs

### **Healthy**

- It would be good if health visitors could continue to support children with additional support needs after they turn 5. Parents feel that they don't know how to get support with their child's health when the health visitor is no longer involved.
- The outcome 2 is not appropriate for children with additional support needs as not ALL children with achieve their developmental milestones (PG51)
- Wording of outcome 4 should change to “Children and young people who have autism should receive timely diagnosis and supports”

### **Achieving**

- Parents report that there should be ongoing communication between parents and children in Schools about their child and the support they are getting e.g. when auxiliary staff are off
- Entitlement for exceptional needs should follow children at all key point of transition
- All school staff including teachers and auxiliaries should have training about additional support needs

- Parents feel that children with ASN should have more support in mainstream so that they can achieve e.g. speech and language, communication aids
- Outcome 3 – Parents feel it is inappropriate to assume children with ASN can exceed development- Should it be reach their potential for their age and ability
- Some parents expressed concerns about class sizes of 32 and how this makes it difficult for children with ASN to reach their potential.

#### **Active**

- The leisure pass plus card is not valid at weekends and after 5pm which is quite restrictive. Could the pass be extended to outwith these hours?
- Parents would like more open swim sessions for children with additional support needs
- Parents felt that the active schools programme should be more inclusive of children and young people with additional support needs
- Pg 63 – prioritise increasing the number and diversity of distinct participants- Parents would like to know what we mean by distinct.

#### **Respected**

- Parents welcomed the possibility for more opportunities for children and young people with additional support needs to have their views represented in meetings about them. They felt that this does not happen consistently.
- Parents also felt that there should be more opportunities for parents to participate in decision making processes about their child and at a strategic level. Parents should feel treated as partners.

#### **Responsible**

- Professionals need to be committed to attending meetings about the children they are working with. They are concerned that key professionals don't attend relevant staged assessment meetings.

#### **Included**

- Parents feel that that pupil councils should be more inclusive of children with additional support needs

## **CHAMPIONS BOARD FEEDBACK**

### **Safe**

- Need for immediate safe and appropriate emergency accommodation
- Start working with young people early enough before moving on from care to plan ahead,
- More older young people than babies at risk of death due to lack of safety and support
- Accommodation needs to be appropriate to young people's health needs
- Need to know that accommodation/residential/foster care placements are safe and there is a plan and checks

### **Healthy**

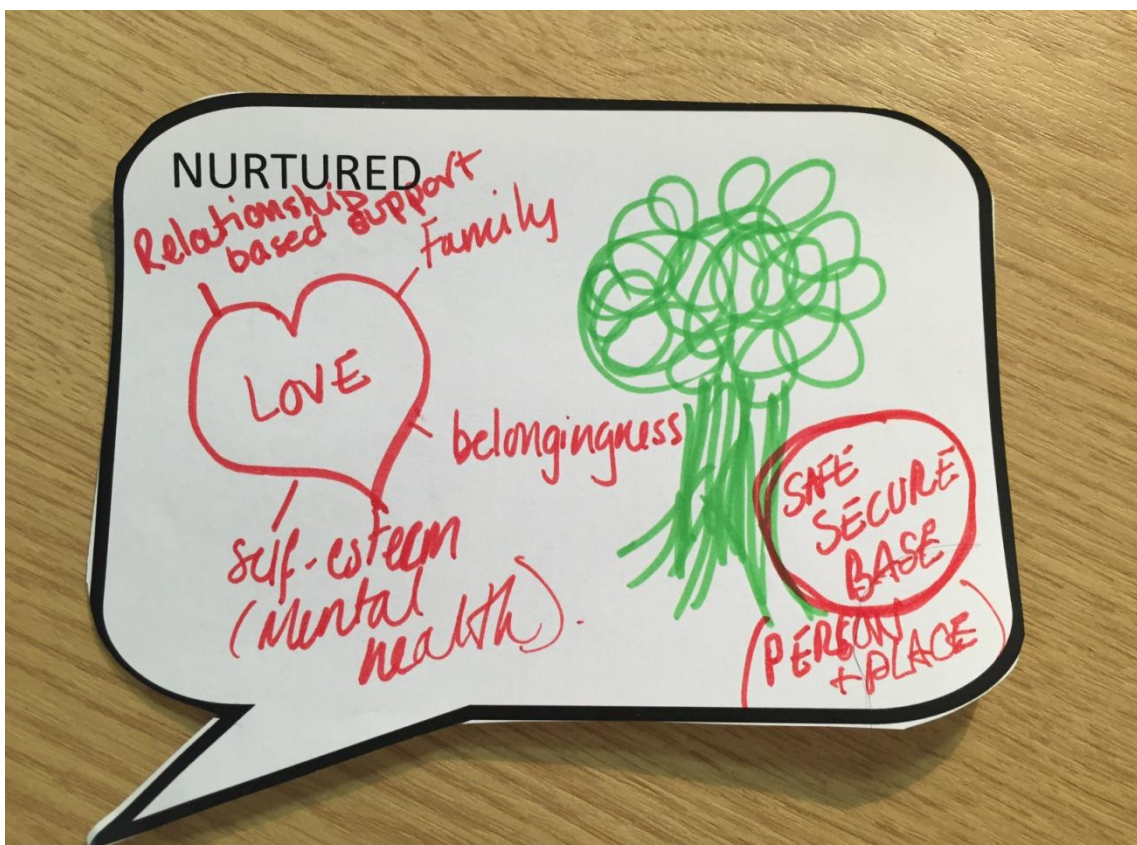
- Mental Health – Brains
- Physical
- Housing and being listened to
- Safe
- Mental health 18+???

- Support to develop.
- Self Respect
- Self Esteem
- Self Worth
- Eating

### Achieving

- Transition Support
- Not resulting in punishment, more understanding and love.
- Alternatives to learning outside of school

### Nurtured



- Young people should be able to keep in touch with their carers and workers after the end of the placement.
- Relationships are important (crucially important for young people!)
- Compassion
- Need to ensure that young people moving on from placements outside East Lothian have access to the same support as young people leaving East Lothian placements.
- Ensuring young person placed outside Local Authority get same chance to be nurtured. Provides values matching plan
- Relationship based support
- Family
- Love
- Belongingness
- Self esteem (mental health)

- Safe secure base
- Person and Place
- Intensive input to families prior to being accommodated.

#### **Active**

- Leisure cards – Free access for after school and weekend access
- Try to get them to the gym and be active

#### **Respected**

- Access to support such as advocacy (independent relationship based)
- Advocacy
- School – cyber bullying – anti bullying
- Tolerance
- Equality

#### **Responsible**

- Young people who spend time in prison or psychiatric hospital should have immediate access to support until age 26.

#### **Included**

- Needs a structure to ensure all young people in care and after care have funding for and are made aware of and helped to access leisure/hobbies

## **POST ADOPTION SUPPORT GROUP**

All agreed that the term looked after or care experienced needs to be inclusive of children once they have been adopted. Parents feel that their children don't always access the levels of support that they need from services like health, education etc.

### **Healthy**

Any additional support need/disability/mental health concern should be diagnosed and supported in a timely fashion not just autism.

### **Achieving**

Fear gets in the way of learning.

There needs to be recognition that a lot of adopted children live in fear and don't trust adults as 'safe people'

Statistically adopted children do not achieve and fulfil their potential.

Positive attachments only form after 18 months. This has implications for pupil's relationships with teachers.

The school environment needs to help children feel safe in the class room e.g. room set up and atmosphere.

Attachment/trauma/brain development training for all teaching staff and those associated with the school

### **Nurtured**

Adopted children are often social and emotionally young - stuck at the age of trauma

Active

## **Respected**

Respect parents opinions. They are a wealth of knowledge on their children especially adoptive parents. Teachers should not be the gate keepers for assessments e.g. getting to see an educational psychologist.

## **Included**

Sanctions for behaviour need to be more clever/creative. Don't punish by excluding children e.g let them go into school first rather than making them sit outside (Trouble in the lunch queue and being made to wait till last).

Greater supervision outside class times. Don't punish by exclusion.

## **CHILDREN'S WELLBEING and CHILDREN 1ST PRACTITIONERS**

### **Safe**

Cross agency communication: core team meetings: variety of resources of accommodation

Increase health visiting service and support : community development

Team around drug using and vulnerable young women so that they receive support through pregnancy and team for first 2 years to look at stimulation / attachment and planning

Early intervention : intensive support at a much earlier stage, not once a family is in crisis : group work

Stop people parking on pavements. Parents with buggies, wheelchairs and children have to walk on roads.

Ongoing info to children in schools and staff in schools to feel supported to speak to children and parents

Accessible services – info widely distributed to children and families – better communication i.e. Health, Education, Vol Sector. Early intervention – saves anxieties for children, promote child protection and disability agenda across all departments / community groups. With Scotland training pack. Also protecting children and young people from child sexual exploitation.

Agencies to have shared understanding of young people's vulnerabilities rather than behaviours eg consistency across Police/Education/SW/Health/Voluntary/wider communities

### **Healthy**

Family Nurse Partnership – key early intervention

Mental Health – curriculum in primary schools on feelings and emotions – reading groups for parents and children

Attachment – brain development etc be offered pre birth to parents

Mental and emotional health needs to be addressed through agencies working with children and families.

Huge waiting lists for CAMHS – can other Professionals be trained or having info shared to support children and families.

More understanding needs of adults and yp affected by trauma, brain development.

Consistent approach by health, education, support agencies re attachment etc – mandatory training

Increase knowledge of Health / Disability with community by publicity within school / community.

Target younger age kids re health promotion and at same time respect individuality

Enjoy Leisure – develop inclusion strategy for disabled children and young people to enable them to access sports.

Promote access to families, promote opportunities for specialist groups – work in partnership with national 3<sup>rd</sup> sector organisations

YP behave responsibly in sexual relationships. Delivery of healthy respect

Programme tailored to yp with disabilities

Transitions improvement – transition seamless – only to age 18

### **Achieving**

Broad approach to understanding of attachment and trauma particularly in school to promote achieving and positive self esteem

Acknowledge achieving for C&YP in school not just about performing academically

To ensure there is appropriate educational resources/curriculum in place that is appropriate/accessible for children and yp with autism.

The environment is right

Staff are appropriately trained to teach children & yp with autism

Attachment / trauma – brain development training for all teachers and those associated with school

### **Nurtured**

Increased numbers of parents of disabled children to access positive parenting classes/how to support your child with autism / coming to terms with a disabled child in the family.

Appropriate resources for families to give them the space to be able to nurture eg short breaks in number of carers providing a resource.

Need to define if reducing numbers of children with severe and complex needs placed Away from home – does this mean placements outwith EL needs to be clarified

### **Active**

Practical Leisure benefits – thinking alternatively by using resources within EL.

Social Paedagogy approach using skills and resources within EL – outdoor gyms

Working together to share resources to ensure parents can learn what nurturing is through peer classes at school – structured courses from voluntary agency

Active schools for children with disabilities. Fully/effectively trained workers to support C&yp with disabilities so that they don't need a support worker

More community resources re visual to encourage children and young people to be active eg skate parks

Promote partnership with agencies such as Adoption UK – activities for families

### **Included**

YP with ASN DO not feel included.

Performance indicators – all services have appropriate

Training / culture to include C &YP with ASN

Any additional support need / disability / mental health concern should be diagnosed and supported in a timely fashion not just autism

### **Responsible**

School, Police and Children's Services working together to support young people to learn responsibility

### **Respected**

Access for all eg Sign Language – Challenging Bullying

Children's rights are substantially promoted in all agencies

January 2016