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**Report to: People Committee**

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**Date of Meeting: 21 November 2019**

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**Subject: Children's Services Plan 2017-2020: Annual report 2018/19**

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**Report by: Strategic Director (People)**

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## **1.0 Purpose**

- 1.1. To update Committee on progress in relation to the annual report 2018/19 relating to Clackmannanshire Children's Services Plan 2017-2020.

## **2.0 Recommendations**

- 2.1. It is recommended that the Committee notes and comments the information contained in the attached report.

## **3.0 Background**

- 3.1. The Children's Services Plan 2017-2020 sets out the vision and priorities for Children's services across Clackmannanshire community planning partnership area and the activities we have been undertaking to achieve these.
- 3.2. There are four core priorities that are delivered in accordance with the Getting it Right for Every Child (GIRFEC) national framework and are based on the key principles of prevention and early intervention. The priorities are to ensure that children and young people:
- Are safe from harm
  - Have the best possible start in life
  - Grow up healthy, confident and resilient
  - Have skills for life, work and learning

## **4.0 Considerations**

- 4.1 The annual report (attached at Appendix 1) provides a year-two update (April 2018 - March 2019) from across the partnership and builds on progress outlined in the annual report 2017/18 across each of these priority areas, identifying key strengths, highlights, challenges, and areas for further improvement.

- 4.2 Members across the partnership have contributed to this report, including staff across Education, Children's Services, Criminal Justice, NHS Forth Valley, Police Scotland, SFRS, Clackmannanshire Council Partnership and Performance portfolio, Child Protection Committee, and third sector partners.

## 5.0 Sustainability Implications

- 5.1 The people portfolio is committed to driving positive outcomes to achieve our aspirations of a high quality of service with the best possible outcomes for Clackmannanshire's children and young people. Planning has commenced with the Children and Young People Strategic Partnership Group to create a Children's Services Plan beyond 2020.

## 5.0 Resource Implications

### 5.1 Financial Details

- 5.2 Financial implications are set out in the report as appropriate. Yes ✓

- 5.3 Finance have been consulted and have agreed the financial implications as set out in the report. Yes ✓

### 5.4 Staffing

- 5.5 Staff across the Children and Young People Strategic Partnership Group have contributed to this report.

## 6.0 Exempt Reports

- 6.1 Is this report exempt? Yes ☐ (please detail the reasons for exemption below) No ✓

## 7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

- (1) **Our Priorities** (Please double click on the check box ☒)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all ☐  
Our families; children and young people will have the best possible start in life ✓

Women and girls will be confident and aspirational, and achieve their full potential ✓

Our communities will be resilient and empowered so that they can thrive and flourish ✓

- (2) **Council Policies** (Please detail)

## 8.0 Equalities Impact

- 8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?  
Yes ☒ No ☐

## 9.0 Legality

- 9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes ☒

## 10.0 Appendices

- 10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 - Children's Services Plan 2017-2020: Annual Report 2018/19


## 11.0 Background Papers

- 11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)  
Yes ☐ (please list the documents below) No ☒

### Author(s)

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### Approved by

NAME	DESIGNATION	SIGNATURE
Fiona McOmish	Strategic Director (People)	



# Clackmannanshire Children's Services Plan

2017-2020



Annual Report  
April 2018 to March 2019

# Children's Services Plan 2017-2020

## Annual Report 2018/19

### Introduction

This report provides an update on the work undertaken between April 2018 and March 2019 associated with Clackmannanshire's Children's Services Plan 2017- 2020. The plan sets out the vision and priorities for Children's Services across Clackmannanshire Community Planning Partnership area and the activities we would undertake to achieve these.

### Our Vision

Clackmannanshire Council's vision is outlined in the Corporate Plan 2018-22: We will be a valued, responsive, creative organisation, through collaboration, inclusive growth and innovation, to improve the quality of life for every person in Clackmannanshire.

*What does this mean for the Children's Services plan?*

- We want Clackmannanshire to be a great place for children and young people to grow up.
- We aim to do this by ensuring that they have the best possible opportunities and life chances.
- We want every child to experience a safe and happy childhood.
- We want them to develop positive wellbeing and to access high quality learning and development opportunities, so that they can move forward confidently into adulthood.

Our core priorities in our Children's Services Plan for children and young people living in Clackmannanshire are to ensure that they:

- Are safe from harm
- Have the best possible start in life
- Grow up healthy, confident and resilient
- Have skills for life, work and learning

These are delivered within the Getting it Right for Every Child (GIRFEC) national framework and are based on the key principals of prevention and early intervention. We base our work with children on a rights based approach with a commitment to addressing inequalities and a commitment to actively involving and listening to children, young people and their families.

Our priorities are underpinned by the following principles:

- A focus on prevention and early intervention
- A rights based approach
- A commitment to addressing inequalities
- And a commitment to actively involving and listening to children, young people and their families

This report provides a year-two update from across the partnership on the progress across each of these priority areas identifying highlights, key strengths, challenges, and areas for further improvement. See final appendix for a list of abbreviations used in this report.

This report is based on progress made on Clackmannanshire's Children's Services Plan 2017- 2020 <https://www.clacks.gov.uk/site/documents/childrensservices/childrensservicesplan/>

This report is also closely related to Clackmannanshire's Local Outcome Improvement Plan 2017-2027 <https://www.clacks.gov.uk/community/loip>

Further information on the Community Planning Partnership – the Clackmannanshire Alliance - and our work with partners: <https://www.clacks.gov.uk/community/planning>

## CHILDREN'S SERVICES CONTEXT AND IMPACT

### Education

Latest unpublished CfE data (2018/19) (*Teacher Professional Judgement Data*) indicates continued improvement in the achievement of Early Level Literacy and Numeracy with the achievement rates being higher than the national average for 2018. At First Level there has been a slight fall in Literacy and Numeracy compared to the previous year where there was a significant improvement leading to the percentage rate being on par with the national average. At Second Level there is improvement in Numeracy but a fall in Reading and Writing which remains below national average. Across Third Level and above there is continued improvement in all our secondary schools.

Across the authority, there remains a clear poverty related attainment gap with children living in the most deprived areas not achieving as well as the overall population; included in this analysis is children entitled to Free School Meals who are achieving between 10 and 20 percentage points lower than the other children. This is particularly reflected in the most recent (unpublished) TPJ data.

SQA results for 2018/19 reports an overall improvement in the pass rate within the S4 cohort which is the first senior cohort to benefit from Scottish Attainment Challenge (SAC) funding; reflecting the wider achievement of results from National 2s to Highers which the authority is encouraging. Attainment across the S6 cohort reports improvement in particular in the percentage of pupils achieving Advanced Highers which was higher than the Scottish average. Included within the results is the attainment of our Looked After Children (LAC) with 89% achieving at least one or more qualification at SCQF Level 4 in 2018/19.

In partnership with Forth Valley College, more young people achieved Foundation Apprenticeships and other SCQF level 5 and 6 qualifications in 2018/19 which are not currently available through the school curriculum. This opportunity to study other qualifications through FVC is leading to improvement in the young person's overall attainment as well as providing them with a broader range of skills and experience which is helping to secure more positive destinations.

In 2017/18, 93% of our school leavers were in a positive initial destination, an improvement compared to the previous year (87%). About a third of our school leavers entered employment which is higher than the Scottish average reflecting the local economy. Across the authority there was an improvement in the uptake of Modern Apprenticeships. Clackmannanshire also has one of the highest numbers of school leavers entering Activity Agreements compared to other local authorities across Scotland. The destination rate for LAC school leavers is the same as the overall rate in 2018/19 (93%) which is a significant improvement on the previous year, with more than half entering Further Education.

There was little change to the average attendance across both our primary and secondary schools in Clackmannanshire in 2018/19 with 92.8% attendance reported at the end of the year. The average attendance for pupils from our most deprived areas was 90.8%, again little change to the previous year. Attendance of LAC was 92.4%, slightly lower than the overall attendance with little difference in gender however LAC Away attendance was much higher at 95%.

The fall in exclusions continued in 2018/19 with 8 pupils excluded. No causal trend was identified although all pupils excluded had an Additional Support Need in common, namely 'Social, Emotional, and Behavioural Difficulties'.

## **PROGRESS ON ACTIONS AND OUTCOMES:**

### Core Priority 1: All children and young people are safe from harm

#### **Anti-Bullying Interventions**

1. A Clackmannanshire Anti-Bullying Strategy has been developed in collaboration with Respectme, Scotland's Anti-Bullying charity. The strategy, which includes a definition of what bullying behaviour is, contains guidance to schools to support children who are displaying bullying behaviour and children who are subject to bullying behaviour, as well as procedures for recording, intervention and involving parents.
2. The strategy was developed in consultation with parents, pupils, staff and other stakeholders. During session 2018-19 educational establishments worked with the draft strategy to test whether it worked in practice. The finalised strategy was launched in August 2019. During session 2019-20, establishments will be required to refresh or create their own establishment anti-bullying policies in line with the Clackmannanshire-wide strategy. The Head Teacher or Manager must now keep records of any reporting of bullying behaviour including details of any associated correspondence or communication, actions taken and outcomes – this should be recorded on the SEEMiS Bullying and Equalities Module and monitored regularly. This new Strategy will allow bullying to be monitored more effectively across schools.

#### **Online Safety**

3. The E-safety partnership work continues to be delivered by community and school based police officers from Police Scotland. Inputs are provided to school pupils dependant on age group and current community issues. These inputs have covered issues on anti-bullying, No Knives Better Lives, local crimes and internet based issues. All three secondary schools are covered as well as Clackmannanshire Secondary School Support Service, Forth Valley College, as well as pupils in P7 transitions. This has been approximately 3,000 individuals.
4. In addition support is provided to parents and carers using coffee mornings and parent evenings to reach around 200 parents/carers. Some inputs are also delivered on issues as they occur by community officers to parents and carers around internet safety and social media. Training is ongoing to support community officers to become 'Web Constables' where they are conversant with current issues and trends.
5. In Clackmannanshire inputs are also being delivered on Internet Safety by Respectme and the NSPCC who, along with O2, form the "Keep Your Child Safe Online" partnership and are currently working in Primary Schools.

#### **Protection**

6. A full systems review of the Front Door of Children's Services was undertaken in the past year. This team deals with all new referrals, including all Child Protection Referrals. We have tested new models and made changes to improve governance, service delivery and outcomes. This has been an iterative process as we seek to find the best model that meets the needs of vulnerable children and families.
7. This work is ongoing as we strive for continuous improvement and a relentless focus on protection and wellbeing outcomes. We are determined that our Front Door of the service is strong ensuring all children get the right help at the right time by the right people, as enshrined in Getting it Right for Every Child (GIRFEC).

## Permanence

8. We recognise that for a small group of babies, infants and children, it is not safe for them to remain with their parents, carers or extended family given exposure to trauma and significant harm with no capacity or evidence of growth and change. Due to this, we have actively engaged with the Centre of Excellence Looked After Children in Scotland (CELCIS), and are working to build and improve our permanence planning practice through the Permanence and Care Excellence programme (PACE).
9. We also have invested in creating a Permanence and Parenting Capacity Team (PPCT) to have a relentless focus on tackling drift – to ensure that each child’s journey within our system has no delays.
10. To reiterate our commitment to improving permanence work within Children’s services, we have connected and commissioned experts in this field. One of them – Sally Wassell – has developed a programme of high quality bespoke training for the team. We have also connected with a legal expert who has vast experience in this field and she has delivered training about the legal, evidential and court process in respect of permanency planning.
11. We are committed to this improvement journey to ensure that we achieve our aspirations of stability and security for every child.

## Core Priority 2: All children have the best possible start in life

### **Language is Fun Together**

12. Language is Fun Together (LIFT) was introduced in August 2017 to close the vocabulary gap for children entering P1. It is led by NHS Forth Valley Speech and Language therapists. A study of three year olds attending 7 ELCC settings across Clackmannanshire found that 66% of them had speech, language & communication needs (SLCN) arising from a number of factors, including deprivation. This appears to be higher than the national data suggests.
13. Clackmannanshire Council funds specialist Speech and Language Therapists to carry out universal and targeted work within our most deprived schools and ELCC settings. In LIFT settings, families develop knowledge and skills to improve the quality of their everyday interactions with their child with positive effects on spoken language development, improved attainment and life outcomes.
14. During 2018/19 staffs were trained in several interventions. A 'Nursery Narrative' group was run in collaboration with Early Years Officers and a Speech and Language Therapist with targeted groups of children with the aim being to develop children's spoken language skills. A 'Teaching Children to Listen' intervention improved children's active listening; (all children aged 3 & 4 received this intervention within their key group). Parental sessions were also included in the interventions.
15. Engagement with families is the main focus for year two of the LIFT Nurseries. In year one, all parents and carers were supported with information and resources to encourage their role as primary communicative 'teachers' for their children. Following formal training on the communication environment, staff in each setting will continue to work alongside the therapist to audit the communication environment. All nurseries will be expected to achieve the Bronze level 'excellent visual environment' award in 2019/20.

### **Family Support**

16. The Family Learning in Clackmannanshire (FLIC) Framework was implemented during 2018/19. Effective partnership working with schools and third sector organisations has resulted in the development of family learning programmes which include a range of local initiatives. In total, 29 families have engaged which includes 41 children, from across our educational establishment (school support service, 6 primary schools, one secondary school, one nursery and 'Sauchie Active 8). More than 40% of parents/carers participated in the 'Columba Leadership programmes' with two of the programmes aimed at both parents and families providing support in the transition from primary to secondary school. More than 40% of parents have gained at least one qualification with half gaining more than one (first aid, elementary food hygiene and cooking skills). A fifth of the parents have opened a community café one day per week which is currently attracting a number of local residents and agencies providing weekly services. Families are also participating in outdoor learning programmes, family cooking groups and in family activity groups. Together with their children, they are also working towards a number of recognised awards including the John Muir award, a Hi5 award and Dynamic Youth Awards. Many are volunteering in the local community.
17. Over the reporting period Education Scotland facilitated an event, 'Creative Conversation' which included attendance by some of our third sector organisations. The aim of the event was to be able to explore our understanding of family learning, family engagement and home learning. As a result of the success of this event, there are plans to host Family Learning Network Cafes with the first one planned for September 2019.

## **Parenting Programmes**

18. PEEP programmes have been running successfully in every nursery. PoPP is a targeted programme and parents are referred through a screening process. Next step for PEEP is to apply for accreditation to allow parents to get City and Guilds qualifications followed by a guaranteed College interview at the end of the course. Learning Together Programme (PEEP) and Psychology of Positive Parenting Programme (PoPP) training is delivered for educators from Early Years. Data on referral pathways will be collected on the PoPP database along with total numbers to allow analysis of where referrals are coming from and % increase from previous years. PEEP is a universal programme which has been running successfully in every nursery.
19. Sauchie nursery completed a test of change for their PEEP group. They predicted that 75% of their families would attend a session. Overall 79% families attended. 14% shared reasons why they could not attend but were really keen to engage and 7% choose not to participate. Feedback from one parent stated "I will focus more on what is being said and try to get both boys to listen to me and each other".
20. PoPP has has 23 referrals since January and its impact will be reviewed. A new programme may be introduced called Thrive to increase life skills for parents.

## **Parents of children with Additional Support Needs**

21. In October 2019, Clackmannanshire held its second ASN Fayre where parents and partners were able to access information and supports from a full range of sources. A summary leaflet of the ASL Strategy was provided and parents will be involved in evaluating and monitoring the progress of the Strategy.
22. The Service has improved information sharing for parents who have raised a complaint under the rights of the child with Additional Support Needs by including their right to appeal on our Internal Resource Group decision letters. The authority also continues to have a contract with RESOLVE to provide mediation if required.

## **Syrian Refugee Integration**

23. There was an increase in the number of adult learners who engaged in the Syrian ESOL programmes in 2018/19 (all offered 8 hours each week per individual learner). Programmes developed were in-line with SQA ESOL Introduction and Beginners Literacies 1 & 2; SQA National Level ESOL 2, 3 + 4.
24. By delivering programmes aimed at our Syrian families success has already been reported that individuals are progressing to college, gaining employment, volunteering and attending further training. A number of our learners are accessing Forth Valley College studying for accredited National awards in ESOL with many studying for different SCQF Levels. An increased number of learners are currently studying at college. A further number are engaged in additional community programmes, aimed at supporting their integration more effectively. More learners are also now volunteering in the community in 2018/19 compared to the previous year with a further number being successful in gaining employment. New businesses managed by members of Syrian families are effectively contributing to the local community. There was a significant increase in the number of Syrian people successfully passing their driving test in 2018/19 with a further few having passed their theory part of the test.
25. As a result members of the Syrian Community are reporting increased confidence within the wider community with families being more confident in engaging with schools and supporting their child's learning.

## Prevention

Developing and strengthening the family first restorative approach in working with children and families has been at the heart of our work. Key to this is ensuring that all social workers operate within a strong set of values that recognise the strengths within families, and that they take a proportionate approach to risk whilst ensuring the safety and wellbeing of the child and young person. This approach continues to develop and strengthen within team practice. Further, the services we are commissioning and models we are implementing demonstrate this commitment. Examples include:

26. Safe and Together – a Forth Valley Partnership with Falkirk and Stirling, the first phase of the Safe and Together Model was rolled out in 2019. This strength based approach in addressing domestic abuse has a clear focus on partnership with the non-abusing parent whilst holding the perpetrator to account. Staff in both Children's Services and Criminal Justice attended joint training and work is currently ongoing in relation to improving working practice.
27. Family Group Decision Making: we invested in more staff training with the aim of creating a small team focussed on delivering this approach to empower families to find their own solutions to ensure the care, protection and wellbeing of children and young people within the family unit.
28. Functional Family Therapy: we have continued to invest in this restorative model to safely work with vulnerable young people and their parents/carers who are at risk of family breakdown and potentially being on the 'cusp' of care.
29. Early Help and Intensive Family Support: Our Alloa Family Centre has a team of Family Support Workers who provide the full spectrum of community based support from early help to intensive family support. All of this is done alongside our third sector and universal partners. During the past year, further investment has enabled us to expand family support services with joint commissioning of Barnardo's and Action for Children to provide out of hours support, seven days a week to some of our most vulnerable families. This has enabled us to provide not only a flexible service, but one a provision that ensures families get the right help at the right time.

### Core Priority 3: All children grow up healthy, confident and resilient

#### **Scottish Attainment Challenge**

30. The Clackmannanshire Scottish Attainment Challenge Programme continues to implement a range of authority and school based programmes aimed at closing the poverty related attainment gap. Many schools have decided to use their additional funding to address the health and wellbeing of children and young people, including nurture approaches and spaces, partnership arrangements with Speech and Language Therapy and Occupational Health, recruiting support workers to work with their children and families, training staff in nurturing principles. Qualitative evidence indicates an improvement in the health and wellbeing of our pupils and a link to the fall in exclusion incidents. Attendance has also remained consistent with improvement reported across a number of schools prior to the significant outbreak of Norovirus towards the end of 2018/19. At the end of the first year of (PEF) funding there are indications that some of the targeted interventions are beginning to have an impact on closing the poverty-related attainment gap.

#### **Food, Families, Futures**

31. By working closely with their parent council on issues such as reducing the cost of the school day, uniform consultation and a reduction in additional fundraising costs, Sunnyside Primary School recognised they had no strategy to assist with out of school hunger/food poverty. As a result of partners working with Children in Scotland, a programme was developed around the Food, Families, Futures initiative.
32. Initially, a steering group was created comprising of members of our learning community, third sector and local business. Following this first steering group meeting, two parent consultation events were held and our Pupil Council was consulted detailing possible activities for all.
33. Feedback developed an outline plan detailing learning activities for both parents and partners, involving more community partners. As a result parent and pupil activities have been delivered around the following areas: Healthy eating and food preparation; ICT skills; literacy & numeracy games; basic CPR; sport & team games; financial literacy, and drama. [Partners who have assisted in delivering and supporting these activities include Stirling University, The Gate Charity, Active Clacks, NHS Forth Valley, Scottish Fire & Rescue, Citizens' Advice, SMS Garage and DYW Alloa Academy].
34. Feedback from parents include more experiencing more enjoyment in partaking in healthy eating & food preparation activities (especially at supper club). They feel having the activities in the school is beneficial to the local community with parents reporting they are developing new relationships with members of the community. Workshops are also assisting parents to access local services such as Citizens Advice and develop their skills for life, learning and work. A number of parents have been working closely with community chefs from NHS Forth Valley and as a result are on track to achieving their REHIS elementary cooking skills qualification.
35. Feedback from children reports they enjoy preparing their own food and cooking. New friendships are being developed through partaking in a variety of active learning games. The school roll shows our families come from a wide variety of backgrounds ranging from SIMD 1-8 and including EAL families. During 2018/19 the overall attendance rate for the school was maintained at between 94 & 95%.
36. In order to sustain activity and enable the clubs to become more financially viable it is hoped that further funding can be secured from community partners including Tesco Bags for Life and Asda Community Grants. Further developments also include involving our families in community

projects such as the Gartmorn Dam Development Trust. Supporting workshops to focus on adult literacy, numeracy and ICT are being considered into 2019/20 to widen employability opportunities with our families including improving links with Forth Valley College.

## Youth Voice

37. Children's rights, experiences, 'voice' and participation is one of our main goals. Further, we believe that respecting rights and participation are embedded within restorative practice and approaches. Consequently, there is an expectation that everyone in Clackmannanshire who works directly with children ensure they build strong trusting relationships and focus using all their skills in communicating with children.
38. We have invested in Who Cares ? Scotland, Independent Advocacy and Participation, and additionally, in 2019, increased this investment to promote this service to the broader looked after population, including those children and young people at home and in kinship care. Our Participation Group – Oor Clacks Voices – are actively involved in assisting us moving forward.
39. A three yearly survey carried out with secondary school pupils was completed in 2018 with a 48% response rate.
40. Over the reporting period (2018/19) our young people developed the 'Standards for Children and Young Peoples Engagement and Participation' which was duly endorsed and adopted by Clackmannanshire Council. During the same period a focus group of young people developed the first Youth Assembly - **the Power House** - with 54 young people attending.
41. A number of key actions was agreed to be taken forward by young people and our partners over the next reporting period:
  - Mental Health Awareness Campaign
  - Improve lunches at school
  - Clacks Youth Voice including Volunteer Ambassadors in each School
  - Junior Award for Active Citizenship
  - Life skills programmes for everyone
  - Develop community based activities including sports and outdoor activities.
42. Our Youth Council participated in Clackmannanshire Council's Budget Consultation, engaging with other young people in focus groups and promoting youth involvement through an online survey. The Youth Council developed and launched their Manifesto and are currently developing the 'Clax 100 Youth Voices' which was launched within local schools and community during the summer term.
43. The election for members of the **Scottish Youth Parliament** took place in March with two members successfully elected with a total of 1,380 votes cast. Following on from the developments in 2018/19 it is anticipated that we will see an increase in young people's voice in our schools and wider community, with young people reporting their voices are being listened to and opinions acted upon.

## Young Carers

44. There is now an established Young Carers group in each of the three secondary schools in Clackmannanshire as well as a Young Carers champion in each. The Groups provide peer support and are also supported by a Wellbeing Worker who organises meditation and other activities for the young people. The schools are also now supported by a Young Carers Lead partnership worker from the Carers Trust, a new initiative with Education Scotland. Currently the

Young Carers Lead worker is supporting and engaging with 26 young carers in primary schools and 64 young carers in secondary schools.

#### **Looked After Children Destinations**

45. As previously detailed, the percentage of LAC entering an initial positive destination in 2017/18 (latest published data) is the same as the overall authority rate at 93%. This is a significant improvement on the previous year where it was only 67% and is higher than both its Virtual Comparator and the National average for that year. More than half (58%) entered Further Education and a higher percentage than the previous year entered Higher Education which highlights the emphasis being placed on ensuring our LAC enter a positive destination upon leaving school.

#### Core Priority 4: All children and young people grow up with skills for life, work and learning

##### **Additional Support Needs**

46. A new Strategy for Additional Support for Learning: Inclusion and Equity, and an associated implementation plan has been developed and agreed in October 2019. The Strategy supports Getting it Right for Every child (GIRFEC) and, in particular, takes account of a recent Scottish Government publication 'Guidance on the Presumption to Provide Education in a Mainstream Setting', March 2019. This clearly states the requirement that children and young people should have equitable access to a quality education which meets their needs and helps them achieve their full potential. A three year implementation plan is now being taken forward. This will improve planning and interventions.
47. An ASL (Additional Support for Learning) Community of Practitioners has been established to provide the opportunity to share knowledge, expertise and good practice, ensuring all practitioners are informed. This network has improved information sharing as well as providing a forum for sharing information from national agencies. Survey Monkey provided a platform to measure staff opinions and preferences on how to improve the meetings with feedback indicating monthly meetings for next year. Areas identified for professional development included Legislation, Social and Emotional Behavioural Needs and Autism. Training has also been provided in partnership with Allied Health Professionals to increase confidence of staff in schools and nurseries in handling more severe and complex needs. MAPA (Management of Actual or Potential Aggression) training has also been updated to Pivotal MAPA in November 2018 to ensure that staff have appropriate levels of training in this area.
48. An audit of Staged Intervention took place across all primary schools in 2019. The findings from the Audit and associated improvement actions and training will be taken forward throughout the school year 2019/2020.
49. During 2018/19 all three secondary schools have been engaged in ASN Reviews, which includes an audit of their current Staged Intervention process. As a result, two of the schools have already received bespoke training for Pupil Support Staff. In addition, all 'Support for Learning' Teachers have received Staged Intervention / Child's Action Plan training.

##### **Readiness for Learning (R4L)**

50. The Readiness for Learning (R4L) approach, implemented by the Educational Psychology Service, has continued to become embedded across Clackmannanshire educational establishments as a multi-level way of closing the poverty-related attainment gap by supporting mental health and wellbeing and improving resilience. By November 2019, all schools will have had training in the core element of the Neurosequential Model in Education (NME). Pupils in the targeted R4L classrooms have continued to show positive progress, with a greater percentage of pupils in this class achieving the appropriate level within Curriculum for Excellence.
51. As of March 2019, there are eleven cases open to the Intensive Therapeutic Service. The average decrease in post-traumatic symptoms for pupils accessing this service in 2018/19 was 63%.
52. Toolkits: The ability of schools to implement the approach following R4L training has been enhanced through the introduction of organisational readiness and classroom self-evaluation toolkits which support schools to identify gaps in their knowledge, action plans and procedures. This information has allowed more targeted action planning to take place within a coach-consult model, and the number of schools unable to take forward positive actions after the training has reduced.

53. Over session 2019/20 schools will continue to be supported in developing learning spaces that take account of the theories in R4L through ongoing coaching and mentoring with school staff. The remaining schools are scheduled to be trained in NME in November 2019. E-learning modules for R4L Level Two have been made available to educators in October 2019.

#### **Career Pathways: Employability Skills and Destinations**


54. The Year of the Young People increased the voice of the young people across the authority. As a result of the success of Lornhill Academy's Parliament, the other secondary schools introduced a parliament in session 2018/19. Young people report they are growing in confidence, developing skills and experience which will place them in a better position to secure a more positive destination. Extra support to young carers is being provided through our Young Carers Champions, a strategy developed in partnership with Education and Social Work.
55. An increasing number of our young people are completing accredited national awards for volunteering such as SALTIRE, John Muir, Dynamic Youth and Duke of Edinburgh. Clackmannanshire has become the first local authority to have all our secondary schools directly licensed to work in partnership with the Duke of Edinburgh's Award. This has led to a significant increase in uptake of Duke of Edinburgh across all three secondary schools, and improved progression to Silver and Gold Awards.
56. All three secondary schools are taking forward 'Developing the Young Workforce' (DYW) and working with the DyW Regional Group to improve employability skills and positive destinations for young people. The (initial) positive destination figure for Clackmannanshire's 2017/18 leaver cohort was 93.0%; an increase of compared to the previous year and the highest percentage increase across Scotland. Recent uplift of data from schools indicates that there has been a further significant increase in positive destinations for 2018/2019. For the very 1st time, all 5 pupils leaving the EASN special provision unit at Alloa Academy in the summer of 2019, are going off to a positive destination.



# Children's Services Plan 2018/19

(see end for list of abbreviations)

<b>A. Safe</b>	<b>Core Priority:</b> All children and young people are safe from harm
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Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
CHC CPR A1a	Total Child Protection Referrals	Social Services	237	156	148			<p>These figures must be set within a context of overall referrals into the Front Door Duty Team. Total referrals have increased but there has been considerable work done in our Front Door with our Multi-Agency Partners in the <b>screening</b> of referrals. We have recalibrated the operational system <b>being clear of those referrals that are not Child Protection</b> (meeting the threshold of significant harm) and those referrals that share concerns about a child's <b>welfare</b>, but <b>do not</b> meet the threshold for Child Protection. This operational change is now resulting in a more measured Front Door system that does not bring too many children into a Child Protection process disproportionately. The system now ensures that resources are better targeted. These figures are <b>evidence</b> of the considerable work in this area. We believe this work also fits with our restorative practice, which identifies risk and need but also recognises <b>family strengths and solutions</b>. Proportionate response, balanced assessments, while building strong relationships with families, critically, produces better outcomes, while ensuring careful use of critical resources within a broader context of complex rising demand.</p>
-	Reported bullying incidents per 1,000 pupils in Primary/Secondary Schools	Education	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP A1a	Implement 2017-2018 Strategic Plan for Child Protection Committee including programme multidisciplinary programme of training	Social Services	<div><div>100%</div></div>	✓	31-Mar-2020	✓	The CPC invested in a Public Protection Learning & Development post. Significant work is now underway across the partnership to implement and embed a Public Protection Learning & Development Framework.
CHC CSP A2a	Implement a range of evidence based interventions in schools to provide support to vulnerable families and young people, from early intervention to intensive support where required	Education	<div><div>100%</div></div>	✓	31-Mar-2020	✓	<p>A Clackmannanshire Anti-Bullying Strategy has been developed in collaboration with Respectme, Scotland's Anti-Bullying charity. The strategy, which includes a definition of what bullying behaviour is, contains guidance to schools to support children who are displaying bullying behaviour and children who are subject to bullying behaviour, as well as procedures for recording, intervention and involving parents.</p> <p>The strategy was developed in consultation with parents, pupils, staff and other stakeholders. During session 2018-19 educational establishments worked with the draft strategy to test whether it worked in practice. The finalised strategy was launched in August 2019. During session 2019-20, establishments will be required to refresh or create their own establishment anti-bullying policies in line with the Clackmannanshire-wide strategy.</p>
CHC CSP A3a	Central E-Safety Partnership promotes online safety for children, young people and their parents and carers	E-Safety Partnership	<div><div>33%</div></div>	✓	31-Mar-2020	▶	<p>Much of the direct work of the E-safety partnership is delivered by community and school based police officers from Police Scotland. Inputs are provided to school pupil's dependant on age group and current community issues.</p> <p>These inputs have covered issues on anti-bullying, No Knives Better Lives, local crimes and internet based issues. All 3 secondary schools are covered as well as Clackmannanshire secondary school support service, Forth Valley College, pupils in P7 transitions. This has been approximately 3,000 individuals.</p> <p>In addition support is provided to parents and carers using coffee mornings and parent evenings to reach around 200 parents/carers. Some inputs are also delivered on issues as they occur by community officers to parents and carers around internet safety and social media. Training is ongoing to support community officers to become 'Web Constables' where they are conversant with current issues and trends.</p> <p>In Clackmannanshire inputs are also being delivered on Internet Safety by Respect me and the NSPCC who along with O2 form the "Keep Your Child Safe Online"</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							partnership and are currently working in Primary Schools.
CHC CSP A4a	Ensure that there is early and effective support in place to identify children and families affected by substance misuse and to minimise the harm caused by this. This will include revised assessment and referral pathways	Alcohol & Drugs Partnership	<div><div>50%</div></div>	✓	31-Mar-2020	▶	<p><b>Impact of Parental Substance Use Assessment Tool (IPSU)</b> – a multi-agency group has reviewed and refined the assessment tool. The group met recently and have agreed a deadline of the end of June 2018 for final changes to the tool and for a guidance note to be developed. The purpose of this tool is to enable practitioners from both adult and children's services to comprehensively assess the impact that alcohol and / or drugs has on an individual's parenting capacity. Clackmannanshire Council have agreed that they will use the tool within Social Work Services.</p> <p><b>Referral Pathways</b> – the referral pathway for under 5s has been revised with a revised implementation date of the 1st June 2018. This will support direct referral to adult substance services from Health Visitors, Family Nurse Partnership and the Pre Birth Planning Service. This will support both early identification of harm and early intervention.</p> <p>An additional referral pathway for vulnerable adults from the Police directly to Substance Use services has been developed. In addition to the Arrest Referral Scheme, there is now a process by which the Police can directly refer to Signpost if they have contact with a vulnerable person but they do not arrest them. With the individual's consent, the person's details can be shared with the service that will then assertively outreach to offer support. Adequately supporting adults obviously reduces risk to children and families.</p>

## B. Healthy

**Core Priority:** All children and young people grow up healthy, confident and resilient

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SCH PSU	Pupil Survey - 'I enjoy my life'	Education		79%				

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
002								
SAP NHS 03b	Teenage pregnancies under 18 years of age (3 year average rate per 1,000 females aged 15-17)	FV NHS	20.2					Though it has improved for 3 years running, Clackmannanshire's rate is higher than most of western Europe, and the Scottish rate (20.4 in 2016). Also varies within Scotland, with deprivation a closely linked factor.
CHC NHS 03a	Still births (rate per 1,000 births, calendar year)	FV NHS	9.8					Work has been undertaken to support mothers to recognise and act on any change to their baby's fetal movement patterns. This change can be an indicator of fetal wellbeing. (Scottish average 3.8)
CHC NHS 03b	Infant mortalities (rate per 1,000 live births) (calendar year)	FV NHS	2.0					We piloted the national 'Baby Box' initiative to reduce cot deaths by preventing overheating. Improvement believed to be linked to all babies born after Aug 2017 receiving a free baby box. (Scottish rate: 3.3).
ELY DVM 01a	Children meeting expected developmental milestones at 27-30 month health review	FV NHS	60.8%	78.6%				Note from Improvement Service: It should be noted that the introduction of a new domain in the 27-30 Month Review has led to an increase in the number of incomplete returns. This has resulted in the 2016/17 data not being directly comparable to previous years data. Information published by NHS Information Services Division – date not known.
ELY DVM 02a	Children reaching expected developmental milestones when starting primary school	FV NHS						Currently no universally recorded and consistent tool measuring children's well-being when starting primary school is being used. However, a number of workstreams, local and national are underway to establish the most appropriate means of measuring child's developmental milestones.
-	Number of smoke free pledges	FV NHS	Not available				Data on this indicator is not currently available in this format	
-	Children and young people reporting feelings of wellbeing in national surveys	FV NHS	Not available				Data on this indicator is not currently available in this format	
-	Obese children in P1 and S1	FV NHS	Not available				Data on this indicator is not currently available in this format	
-	Children breastfed at the time of their 6-8 week review	FV NHS	Not available				Data on this indicator is not currently available in this format	
-	Caseload for qualified health visitors	FV NHS	Not available				Data on this indicator is not currently available in this format	

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP B1a	Evaluate the Family Nurse Partnership pilot, which currently provides targeted support to address health inequalities in the context of teenage pregnancy	FV NHS	<div><div>50%</div></div>	✓	31-Mar-2020	▶	The pilot of the Family Nurse Partnership has completed, and following evaluation the programme has been made permanent and expanded. This is to ensure that all referrals can be supported. The programme also works alongside the Clackmannanshire Young Parents Project to support young women within the context of teenage pregnancy.
CHC CSP B1b	Targeted support to improve the percentage accessing antenatal care at an early stage to ensure that women experience positive pregnancies	FV NHS	<div><div>50%</div></div>	✓	31-Mar-2020	▶	From the previous report in 17/18, for Forth Valley, a higher percentage of women are accessing antenatal care at early stages of pregnancy than the National target. The target is set at 85% by 12th week of pregnancy and Forth Valley is achieving 91.6% by 12th week of pregnancy.
CHC CSP B2b	Extend preventative approaches including third sector partners and community organisations	Clackmannanshire Third Sector Interface	<div><div>50%</div></div>	✓	31-Mar-2020	▶	The Third Sector has continued to play its part in the children's services design and delivery and is currently working with community planning partners on ensuring the voices of young people are listened to and help shape future review of services. This redesign includes the appointment of new full time worker from Who Cares now supporting looked after children, through their own new support group, Orr Voice. Other key work has been carried out by Action for Children, working collaboratively with Education and NHS Forth Valley to design the C-Caf&eacute;, a whole-family approach to improving attainment and healthy relationships. Homestart, with new funding from BBC Children in Need and the Big Lottery has appointed additional family workers and is training more volunteers to support local families in crisis, alongside Social Work. Volunteering Matters has now received significant three year funding to widen its remit to provide a befriending service for up to 30 young people a year. Play Alloa continues to extend its services and activities to a wider number of ageing young people as well as offering support, along with Forth Valley Welcomes, to a larger number of Syrian refugee families, based in Clackmannanshire. The Third Sector is also working towards supporting young people with disabilities finding opportunities for meaningful work, as an alternative to day care. These include new social enterprises like Makers' Gallery, now being run by Scottish Autism and Rebound Therapy who use trampolining as means of improving health and wellbeing, as well as community centres like Hawkhill Community Centre, in Alloa who provide everything from breakfast clubs, homework clubs, residential holidays and daily youth groups.
CHC CSP B2c	Progress actions under the NHS Forth Valley Tobacco Action Plan to reduce children and young people's exposure to second hand smoke in a range of settings. This includes targeted campaigns to increase smoke free environments.	FV NHS	<div><div>50%</div></div>	✓	31-Mar-2020	▶	NHS FV Tobacco Action Plan took place throughout 2018. Not a Favour Campaign delivered through trading standards looks at proxy sales of tobacco and protecting children and young people from exposure to tobacco. 'Jenny and the Bear' delivered through the wider Play Mentor programme as multi generational approach to tobacco prevention. 'Jenny and the Bear' is a storytelling intervention aimed at positively influencing behaviour change in parents of nursery children in Clackmannanshire and thus protecting children and young people from exposure to second hand smoking or smoking in the home or car.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP B3b	Extend opportunities to focus on promoting positive relationships and informed decisions to promote positive sexual health	FV NHS	<div><div>50%</div></div>	✓	31-Mar-2020	▶	Work with Health Promotion and Education Officer to promote new national resource for RSHP to Clacks schools. Alloa Academy and feeder primaries participating as pilot site for new RSHP resource. Audit of current RSHP provision in primary sector completed by education and actions from this being agreed. Jane Rough heading multi agency group to develop action plan to address issues affecting young people in Clacks in preventing unplanned teenage pregnancy and supporting young parents ( in line with outcomes from PPYP strategy).
CHC CSP B4a	Continue to support implementation of UNICEF's Baby Friendly approach across communities, to secure and sustain an improvement in the rates of breastfeeding	FV NHS	<div><div>50%</div></div>	✓	31-Mar-2020	▶	Achieved BFI re-accreditation of maternity Services and working towards neonatal BFI accreditation .Community HV services were accredited in December 2017 and due for BFI UNICEF reaccrreditation in December 2019. Currently the HV service is on track with their action plan which includes roll out of 'National Breastfeeding Welcome Scheme' (currently under development) to businesses, local authority services and wider community services. In addition there will be a rollout of National Breastfeeding Welcome Nursery Scheme (currently under development) in order to achieve implementation ongoing support and commitment from partners will be required.
CHC CSP B4b	Deliver the workforce plan to recruit and train additional health visitors in line with Scottish Government recommendations	FV NHS	<div><div>100%</div></div>	✓	31-Mar-2020	▶	Workforce plan and health visitors in place throughout 2019.
CHC CSP B4c	Develop a workforce plan for school nursing in line with the nine national priorities	FV NHS	<div><div>100%</div></div>	✓	31-Mar-2020	▶	A workforce plan was developed in relation to School Nursing with 5 post graduate students School Nurses for Forth Valley qualified in January 2019.



## C. Achieving

**Core Priority:** All children and young people grow up with skills for life, work and learning

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SCH ATT B1a	4th year pupils gaining 5+ awards at level 5 or above	Education	52%					Improvement in early Level Literacy & Numeracy, above Scottish Average for 2017. At 1 <sup>st</sup> & 2 <sup>nd</sup> Level, improvement in Literacy & Numeracy, similar to SA. In 3 <sup>rd</sup> Level or above, improvement in both Literacy & Numeracy however remains below SA.
SCH ATT	5th year pupils gaining 5+ awards at level 6 or above	Education	22%					

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
B1b								
SCH ATT C1a	Average tariff score in SIMD quintile 1 (most deprived)	Education	491	484		618		Most recent SQA data indicates the attainment gap for pupils from our most deprived area compared to pupils from our least deprived area is falling especially with the cohort of pupils in S5 & S6.
SCH ATT C1b	Average tariff score in SIMD quintile 2 (2nd most deprived)	Education	778	702		750		
SCH ATT C1c	Average tariff score in SIMD quintile 3 (middle)	Education	781	802		896		
SCH ATT C1d	Average tariff score in SIMD quintile 4 (2nd least deprived)	Education	884	1,042		1,016		
SCH ATT C1e	Average tariff score in SIMD quintile 5 (least deprived)	Education	1,008	1,110		1,221		
SCH ATT C2a	Overall average tariff score - all pupils	Education	744	746		891		
SCH ATD A1b	School attendance - Looked After Children	Education	94.0%			91.0%		Attendance of LAC pupils is closely monitored. This rate is ranked the 3rd best out of the 32 Scottish local authorities.
SCH ATD B1a	Primary Attendance - All Pupils	Education	94.6%	94.2%				National data is not currently available. This data is from SEEMiS. As part of their on-going engagement with schools the service will be reviewing strategies which are effective in ensuring improvements in attendance.
SCH ATD B2a	Secondary Attendance - All Pupils	Education	90.3%	90.7%				

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SCH EXC C1a	Rate of exclusions per 1,000 pupils in Primary Schools	Education	19.0					
SCH EXC C1b	Rate of exclusions per 1,000 pupils in Secondary Schools	Education	47.3					
SCH EXC C1d	School exclusions - Looked After Children (per 1,000 Looked After Children)	Education	46.9			80.0		School exclusions are falling due to a different approach being encouraged within the school environment with exclusions only being considered as a last resort. Rates for Looked after Children are substantially better than overall, with this result ranked 4th best in Scotland.
YTH LVR 01b	School leavers entering positive destinations	Education	86.9%	93.0%		93.7%		16/17 Scottish average used as 17/18 target. Our rankings have declined for 4 years running in this indicator, now worst in Scotland, however, the Participation Rate indicator is now considered a more suitable measure.
YTH LVR 02a	Participation Rate – 16-19 year olds participating in employment, education or training	Education	89.7%	89.3%				Though there was a slight decline overall, there was a higher percentage of participation in Employment (25.6%) compared to previous year (24.7%). 16/17 Scottish average used as 17/18 target.
-	Families of children with ASN who feel confident child's needs being addressed	Education	Not available					Data on this indicator is not currently available in this format
-	Young carers in receipt of support	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children with average expressive vocabulary for age by start P1	Education	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP C1a	Delivery of the actions linked to the Attainment Challenge: Ensure barriers to learning are identified early and addressed	Education	<div><div></div>66%</div>		31-Mar-2020		<p><b>Pupil Equity Fund</b></p> <p>Schools in Clackmannanshire were allocated £1.528 million in Pupil Equity Funding in 2017/18. Schools worked together in clusters to consider the most effective use of this additional money to close the poverty-related attainment gap. Schools then</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>devised plans, taking local context and need into account.</p> <p>Evidence from a variety of sources indicated a need for the majority of schools to provide additionality around the health and wellbeing of children and young people.</p> <p>Primary schools have continued to further develop their work in nurture, using the additional funding to create nurturing spaces, work with colleagues from SALT and Occupational Health, recruit support workers to work with their children and families as well as continuing to train staff in nurturing principles. Evidence is showing an increase in the health and wellbeing of pupils involved and this has contributed to a decrease in exclusions and increase in attendance.</p> <p>At the end of the first year of funding, signs are positive that the majority of targeted interventions are beginning to have a positive impact on closing the poverty-related attainment gap. Work continues to ensure additionality is targeted and focused to ensure maximum impact for children and young people.</p>
CHC CSP C1b	Improve planning and interventions for children with specific additional support needs	Education	100%	✓	31-Mar-2020	✓	<p><b>ASL (Additional Support for Learning) Community of Practitioners</b></p> <p>The establishment of termly ASL network meetings provides the opportunity to share knowledge, expertise and good practice, ensuring all practitioners are informed. This network has improved the previous lack of information sharing as well as providing a forum for sharing information from ADES and ASLO. During 2018/19, Specialist SLT (Support for Learning Teachers) and relevant Principal Teachers (PT) were invited to three network meetings with more than half attending the very first meeting.</p> <p>The ASN meetings are designed to policy updates and share a greater understanding of other services supporting ASN. By taking place in different school settings attendees are able to see how other learning environments are meeting the needs of children and young people. Due to an improvement in local knowledge, a lower number of calls are now being received at the centre.</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>Survey Monkey provided a platform to measure staff opinions and preferences on how to improve the meetings with feedback indicating monthly meetings for next year. Areas identified for professional development included Legislation, SEBN and PDA.</p> <p>By establishing an effective ASN network across the authority, areas identified for improving attainment and health &amp; wellbeing are now receiving more enhanced support.</p> <p><b>Inclusive Practice Training (ASN)</b></p> <p>Previously, training had been provided by all ASN services on a “needs - led” basis. Training is now provided in a more planned approach by the three identified leads of ASN:</p> <ul style="list-style-type: none"> <li>• Complex Learning Difficulties</li> <li>• Autism</li> <li>• Social, Emotional and Behavioural Needs</li> </ul> <p>During 2018/19, mainstream colleagues accessed a CLPL on Complex Needs. Their feedback is currently being evaluated. Allied Health professional colleagues have already commented on the increase in confidence among staff in our schools and nurseries.</p> <p>SEBN staff had their MAPA (Management of Actual or Potential Aggression) training updated to Pivotal MAPA in November 2018. Given the relevance to educators the training was offered over the 4 in-service days in 2018/19. Over the reporting period,</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>84 members of education staff were trained in Pivotal MAPA.</p> <p>As a result of the progress made in training staff, ASN in mainstream settings is becoming less confusing for colleagues. This training has allowed ASN staff to upskill, building their confidence and understanding of the whole education team whilst connecting staff together.</p> <p>Over the next year, ASN training will be highlighted in the ongoing development of an authority wide training programme.</p> <p>“Building the capacity of staff” is a key aspect of our draft Equity and Inclusion Strategy</p> <p><b>Parental Engagement and Support</b></p> <p>In October 2018, Clackmannanshire held its first ASN Fayre where attendees were able to access information from our own ASN provisions, meet multi-disciplinary and third sector representatives with the aim to improve support for our ASN families across the authority. Over 40 people attended this event. Due to the success of the initial event, further events are planned for 2019/20 with the next one planned for October 2019.</p> <p>The authority has improved information sharing for parents who have raised a complaint under the rights of the child with Additional Support Needs by including their right to appeal on our Internal Resource Group decision letters. The authority also continues to have a contract with RESOLVE to provide mediation if required.</p> <p><b>Staged Intervention</b></p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>In February 2018 our Staged Intervention Guidance was reviewed and updated across the authority including the production of an information leaflet for parents. A Staged Intervention e-module is also now available on 'Clacks Academy' and is part of mandatory training for all staff.</p> <p>An audit of Staged Intervention is in progress across all primary schools. It is anticipated that the findings will support learners are being appropriately placed on the appropriate Staged Intervention and are receiving the relevant support. Updated guidance on the recording of ASN needs on SEEMiS was also completed and this will be shared across all schools at the beginning of the new school year 2019/20.</p> <p>During 2018/19 all three secondary schools have been engaged in ASN Reviews, which includes an audit of their current Staged Intervention process. As a result, two of the schools have already received bespoke training for Pupil Support Staff. In addition, all 'Support for Learning' Teachers have received Staged Intervention / Child's Action Plan training.</p> <p>There is currently a programme of training being developed for all primary staff as part of their collegiate activity for 2019/20.</p> <p><b>Additional Support Needs Strategy – Equity and Inclusion</b></p> <p>As reported elsewhere in this report, the ASN guidance for the authority was outdated and needed reviewed. The new strategy is a collaborative action plan which outlines work to be carried out immediately and strategically from 2018 to 2021. It provides a more targeted support to ensure equity and excellence across ASN in Clackmannanshire.</p> <p>The new ASN strategy was presented to our Elected Members (People Committee) in</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							September 2019.
CHC CSP C1c	Carers' Strategy in place which includes actions in respect of young carers	Social Services	<div><div>100%</div></div>	✓	31-Mar-2020	✓	See D1b for update
CHC CSP C2a	Increase supports in schools to ensure that children are ready for learning	Education	<div><div>75%</div></div>	✓	31-Mar-2020	▶	<p><b>Readiness for Learning (R4L)</b></p> <p>Over the past year, the Readiness for Learning (R4L) approach has become more embedded across the authority as a multi-level way of closing the poverty-related attainment gap by supporting mental health and wellbeing and improving resilience.</p> <p>The majority of schools have now been trained in the core element of the Neurosequential Model in Education (NME). There are currently more than 100 staff who have completed R4L Level One e-learning modules, with a larger number still in progress.</p> <p>Evaluative feedback suggests the majority of staff who received the training have been able to make positive changes to their practice. Further R4L classrooms were established across the authority in 2018/19 in order to continue the implementation of the approach at the universal level.</p> <p>Pupils in the R4L pilot class in session 2017/18 have continued to show positive progress, with a greater percentage of pupils in this class achieving the appropriate level within Curriculum for Excellence.</p> <p>As of March 2019, there are eleven cases open to the Intensive Therapeutic Service. The average decrease in post-traumatic symptoms for pupils accessing this service in 2018/19 was 63%.</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p><b>Toolkits:</b> The ability of schools to implement the approach following R4L training has been enhanced through the introduction of organisational readiness and classroom self-evaluation toolkits which support schools to identify gaps in their knowledge, action plans and procedures. This information has allowed more targeted action planning to take place within a coach-consult model, and the number of schools unable to take forward positive actions after the training has reduced.</p> <p>Over session 2019/20 schools will continue to be supported in developing learning spaces that take account of the theories in R4L through ongoing coaching and mentoring with school staff. The remaining schools are scheduled to be trained in NME in November 2019. E-learning modules for R4L Level Two will be made available to educators by October 2019.</p> <p><b>Professional Collaboration</b></p> <p>A number of opportunities to share the evaluation of the R4L approach have taken place in 2018/19. These include presenting virtually at the International Symposium of the Child Trauma Academy in Banff, Canada; presenting to national events such as the Scottish Learning Festival &amp; the Association of Principal Educational Psychologists (ASPEP) conference on Nurturing Approaches.</p> <p>Written material has also been shared through a peer-reviewed article in the Division of Educational and Child Psychology journal, and the Times Educational Supplement (Scotland) magazine. The R4L Lead EP has been appointed as an Education Fellow of the Child Trauma Academy in recognition of the innovative use of the Neurosequential Model within Clackmannanshire.</p> <p>In addition, a number of individuals and organisations have approached our Educational Psychologist Team from across Europe for advice and support as they begin developing a trauma-informed approach to learning. These activities have enabled us to engage in collaborative professional dialogue with a range of services which has helped to further develop the approach delivered across</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Clackmannanshire.
CHC CSP C3a	Implement targeted programmes e.g. Language is Fun Together (LIFT) programme is delivered to early learning and childcare settings	Education	<div><div></div><div>75%</div></div>	✓	31-Mar-2020	▶	<p>Language Is Fun Together (LIFT)</p> <p>Language is Fun Together (LIFT) was introduced in August 2017 to close the vocabulary gap for children entering P1. It is led by NHS Forth Valley Speech and Language therapists.</p> <p>A recent study of three year olds attending 7 ELCC settings across Clackmannanshire found that 66% of them had speech, language &amp; communication needs (SLCN) arising from a number of factors, including deprivation. This appears to be higher than the national data suggests.</p> <p>Clackmannanshire Council funds specialist Speech and Language Therapists to carry out universal and targeted work within our most deprived schools and ELCC settings. In LIFT settings, families develop knowledge and skills to improve the quality of their everyday interactions with their child with positive effects on spoken language development, improved attainment and life outcomes.</p> <p>During 2018/19 staff were trained in several interventions. A 'Nursery Narrative' group was run in collaboration with Early Years Officers and a Speech and Language Therapist with targeted groups of children with the aim being to develop children's spoken language skills. A 'Teaching Children to Listen' intervention improved children's active listening; (all children aged 3 &amp; 4 received this intervention within their key group). Parental sessions were also included in the interventions.</p> <p>Engagement with families is the main focus for year two of the LIFT Nurseries. In year one, all parents and carers were supported with information and resources to encourage their role as primary communicative 'teachers' for their children. Following formal training on the communication environment, staff in each setting will continue to work alongside the therapist to audit the communication environment. All nurseries will be expected to achieve the Bronze level 'excellent visual environment' award in</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							2019/20.
CHC CSP C4a	A career pathway model from Primary to post School is implemented	Education	<div><div>75%</div></div>	✓	31-Mar-2020	▶	<p>The draft Framework was produced in December and has been out for consultation with key stakeholders - deadline end March 2018. Once the Framework is finalised it will be rolled out to all schools and Early Years establishments. The impact of this will be that all educators in Clackmannanshire will have a shared understanding of the importance and relevance of skills development at all ages and stages.</p> <p>All secondary schools have reviewed their Senior Phase pathways with a Quality Improvement Manager looking at subject choices, alternative arrangements for learning provision, Consortia and digital. This review has informed the ASN and Digital Learning Strategies. The impact of this work should be evident in this year's attainment and achievement figures.</p>
CHC CSP C4b	An alternative pathway/destinations approach is implemented	Education	<div><div>75%</div></div>	✓	31-Mar-2020	▶	<p>Employability Skills and Destinations</p> <p>The Year of the Young People increased the voice of the young people across the authority. As a result of the success of Lornshill Academy's Parliament, the other secondary schools introduced a parliament in session 2018/19. Young people report they are growing in confidence, developing skills and experience which will place them in a better position to secure a more positive destination. Extra support to young carers is being provided through our Young Carers Champions, a strategy developed in partnership with Education and Social Work.</p> <p>An increasing number of our young people are completing accredited national awards for volunteering such as SALTIRE, John Muir, Dynamic Youth and Duke of Edinburgh. Clackmannanshire has become the first local authority to have all our secondary schools directly licensed to work in partnership with the Duke of Edinburgh's Award.</p> <p>All three secondary schools are taking forward 'Developing the Young Workforce' (DYW) and working with the DyW Regional Group to improve employability skills and positive destinations for young people. The (initial) positive destination figure for Clackmannanshire's 2017/18 leaver cohort is 93.0%; an increase of compared to the previous year and the highest percentage increase across Scotland. More than a</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>quarter of our school leavers in 2018/19 were from our most deprived areas with the percentage of them entering an initial positive destination increasing in 2017/18. More than three quarters of our LAC school leavers entered an initial positive destination in 2017/18, lower than the overall figure.</p> <p>For the very 1st time, all 5 pupils leaving the EASN special provision unit at Alloa Academy in the summer of 2019, are going off to a positive destination. This is down to the hard work of staff and the pupils themselves. The aim is to maintain this level next session.</p>
CHC CSP C4c	A range of senior phase qualifications/achievement awards is offered	Education	<div><div>75%</div></div>	✓	31-Mar-2020	▶	<p>Senior Phase Pathways</p> <p>During 2018/19, all secondary schools reviewed their Senior Phase Pathways alongside a Quality Improvement Manager. Included in the review was a specific look at current (&amp; future) subject choices, integrating alternative arrangements for learning provision, considering a Consortia approach and the use of digital technology.</p> <p>This review informed both the ASN and Digital Learning Strategies for 2019/20. It is anticipated that through the flexibility of this new approach there is an opportunity for senior level attainment to improve. With the development of more flexible pathways there should be an increase in the percentage of school leavers with an initial positive destination more appropriate to their learning.</p> <p>The success and range of learner journeys and pathways was celebrated at an event with Forth Valley College, Alloa Academy and the Deputy First Minister on 6 August 2019.</p>
CHC CSP C4d	Develop partnership with employers/Developing the Young Workforce	Education	<div><div>75%</div></div>	✓	31-Mar-2020	▶	<p>Partners' Communication Strategy</p> <p>Education continues to work with partners to plan and deliver services to our schools, staff, children, young people, parents and families. During 2018/19 a 'Mobilisation Team' met to outline the types of partnership working teams and individuals are</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>currently engaged in as an initial step in the project to develop a strategy. From this a Task Brief was drafted outlining the goals of the intended project and an early draft of a Partnership Strategy has been written. This Strategy will be further developed over the next year in collaboration with our teams and partners.</p> <p>A recently completed Partnership Directory now makes it easier to contact partners to invite them to relevant events as well as sending them copies of newsletters to keep them up to date. During 2019/20 focus will be placed on developing a Partnership Forum Group where it is anticipated there will be opportunities for more effective engagement in information sharing as well as working collaboratively with partners.</p>
CHC CSP C4e	Implement Corporate Parenting Strategy and further develop approaches to supporting looked after young people into work placements and training	Social Services	75%	✓	31-Mar-2020	▶	<p>Employability Programmes</p> <p>Traditionally, Clackmannanshire has had a higher rate of school leavers on Activity Agreements (AA) than the rest of Scotland. Therefore, in 2018/19, the authority focused on ensuring that the appropriate school leavers were being referred on to Activity Agreements through enhanced discussions between Community Learning &amp; Development and the secondary schools. Of the number of young people referred in 2017/18, only two referrals were not appropriate, which is a significant improvement on previous years. More than 80% of the young people were offered an AA with more than three quarters registering in 2018/19.</p> <p>Across the authority, including the young people already on an AA, 73% progressed with the programme (44 young people). Over 90% (33) participants started a minimum of one award/accreditation.</p> <p>Of the young people who completed an AA in 2018/19: half gained employment; with the remaining either entering further education or training.</p> <p>Given the increase uptake of AA across the authority, the skills and experience the young people are gaining is improving their positive destination which is ultimately contributing to the overall improvement in the positive destination rate across the</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>authority.</p> <p>SWAP (School Wider Achievement Programme)</p> <p>The primary school programme, 'Primary External Education Provision' (PEEP) was developed over the reporting period. During 2018/19, Primary 6 pupils in Park Primary School engaged in music and cooking programmes with 27 pupils participating in a Dynamic Youth Award. A number of primary 5 pupils engaging in dance and drama are also being accredited through the Hi5 award.</p> <p>For 2019/20, the SWAP programme has been integrated into the Flexible Learning, Individual Pathways (FLIP) which currently has 22 pupils participating. A number of pupils are successfully maintaining a reduced school time table with one to one support, although there are some who are not, despite receiving key worker support. Over the next year it is anticipated that an individual learning programme will be developed for each pupil (regardless of whether they are sustaining an individual timetable), including the possibility of the FLIP Digital Academy. Through the academy, the level of attainment achieved by pupils who would normally not achieve any qualifications is expected to improve; including their participation in wider accreditation programmes/awards.</p>

<b>D. Nurtured</b>	<b>Core Priority:</b> All children and young people grow up healthy, confident and resilient
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Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
-	Parents engaging in validated parenting programmes	Education	Not available					Data on this indicator is not currently available in this format

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
-	Young carers identified	Social Services	Not available					Data on this indicator is not currently available in this format
-	Family learning/support opportunities offered	Education	Not available					Data on this indicator is not currently available in this format
-	New foster carers and support carers recruited	Social Services	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP D1a	Provide support to families who most need it through partnership working and targeted interventions and opportunities for family learning	Education	<div><div>50%</div></div>	✓	31-Mar-2020	▶	<p>Adult and Family Learning in Clackmannanshire</p> <p>The Family Learning in Clackmannanshire (FLIC) Framework was implemented during 2018/19. Effective partnership working with schools and third sector organisations has resulted in the development of family learning programmes which include a range of local initiatives. In total, 29 families have engaged which includes 41 children, from across our educational establishment (school support service, 6 primary schools, one secondary school, one nursery and 'Sauchie Active 8).</p> <p>More than 40% of parents/carers participated in the 'Columba Leadership programmes' with two of the programmes aimed at both parents and families providing support in the transition from primary to secondary school.</p> <p>More than 40% of parents have gained at least one qualification with half gaining more than one (first aid, elementary food hygiene and cooking skills). A fifth of the parents have opened a community café one day per week which is currently attracting a number of local residents and agencies providing weekly services. Families are also participating in outdoor learning programmes, family cooking groups and in family activity groups. Together with their children, they are also working towards a number of recognised awards including the John Muir award, a Hi5 award and Dynamic Youth Awards. Many are volunteering in the local community.</p> <p>Creative Conversation</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Over the reporting period Education Scotland facilitated an event, 'Creative Conversation' which included attendance by some of our third sector organisations. The aim of the event was to be able to explore our understanding of family learning, family engagement and home learning. As a result of the success of this event, there are plans to host Family Learning Network Cafes with the first one planned for September 2019.
CHC CSP D1b	Increase identification of young carers	Social Services	100%	✓	31-Mar-2020	✓	Young Carers Service was fully operationalised in September 2019 building on the work already noted. The Service sits directly in with the Children & Education Services as part of the People Directorate.
CHC CSP D2a	Targeted parenting programmes	Education	100%	✓	31-Mar-2020	✓	<p>PEEP programmes have been running successfully in every nursery. PoPP is a targeted programme and parents are referred through a screening process.</p> <p>Next step for PEEP is to apply for accreditation to allow parents to get City and Guilds qualifications followed by a guaranteed College interview at the end of the course.</p> <p>Learning Together Programme (PEEP) and Psychology of Positive Parenting Programme (PoPP) training is delivered for educators from Early Years. Data on referral pathways will be collected on the PoPP database along with total numbers to allow analysis of where referrals are coming from and % increase from previous years. PEEP is a universal programme which has been running successfully in every nursery.</p> <p>Sauchie nursery completed a test of change for their PEEP group. They predicted that 75% of their families would attend a session. Overall 79% families attended. 14% shared reasons why they could not attend but were really keen to engage and 7% choose not to participate. Feedback from one parent stated "I will focus more on what is being said and try to get both boys to listen to me and each other"</p> <p>PoPP has has 23 referrals since January and its impact will be reviewed. A new</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							programme may be introduced called Thrive to increase life skills for parents.
CHC CSP D2b	New arrangements will be introduced to engage with parents of children with disabilities	Education	100%	✓	31-Mar-2020	✓	<p>The ASN Manager engaged with ASN colleagues across Clackmannanshire mainstream and specialist settings from nursery, primary and secondary settings. The group drafted out where they felt the gaps in parental engagement were.</p> <p>Members of the group also met with parents from the same settings and opened up frank discussion about the gaps in advice and support for them and their families. Written feedback was very helpful and along similar lines as the feedback from practitioners and this has been transferred into an action plan.</p> <p>The plan has named colleagues who will be responsible for addressing/working towards addressing the actions. There is a clear plan ahead for improving our engagement but some actions will take longer than other more 'simple fixes'. Parents felt that this was a good start in making improvements together.</p> <p>All ASN pages on the Clackmannanshire Council website have been reviewed for clarity, ease of finding and to ensure they are up to date. Some additional pages have been added such as education in hospital and administration of medicines to fill some information gaps about the services we provide.</p> <p>Colleagues are very committed to working more closely as an ASN team and to ensuring that we improve our engagement with parents across ASN. The group has begun work on a Parent/Carer information day "ASN Fayre" where we will invite a wide variety of colleagues, partners, social work, Resolve, Enquire, Inclusive Solutions, Play Alloa, CALL Scotland and more.</p> <p>We will -</p> <ul style="list-style-type: none"> <li>• Set up an ASN Parents Support Group and host an ASN Information Day</li> <li>• Revamp ASN information on our website</li> <li>• Offer training from specialist ASN educators for colleagues in nursery, primary and secondary</li> </ul>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<ul style="list-style-type: none"> <li>Provide mediation and advocacy support to parents</li> <li>Revise our staged intervention guidance and develop e-learning for all colleagues</li> <li>Improve transitions into, throughout and beyond education with our NHS and social work colleagues</li> </ul>
CHC CSP D2c	Support food activities with local organisations and staff to address health and economic food issues, particularly those working with vulnerable individuals and families through provision of small grants and targeted training	Education	<div><div>50%</div></div>	✓	31-Mar-2020	▶	More than 40% of parents have gained at least one qualification with half gaining more than one (first aid, elementary food hygiene and cooking skills). A fifth of the parents have opened a community café one day per week which is currently attracting a number of local residents and agencies providing weekly services. Families are also participating in outdoor learning programmes, family cooking groups and in family activity groups.
CHC CSP D3a	Develop service models including a core and cluster approach to extend accommodation options and support young people leaving care to return to the local community	Social Services	<div><div>10%</div></div>	✓	31-Mar-2020	▶	Transformational model not yet established. Significant work to be scoped with a business case to be developed. Significant staff changes have impacted on the development and delivery of this project.
CHC CSP D3b	Recruit and retain local foster carers and supported carers	Social Services	<div><div>75%</div></div>	✓	31-Mar-2020	▶	This strategy remains a high priority. The service has taken an innovative approach to the recruitment of foster carers, which shall increase the pool of carers, thus, reducing the need to purchase high cost external foster carers.

<b>E. Active</b>	<b>Core Priority: All children and young people grow up healthy, confident and resilient</b>
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Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SPD EPE 01a	Engagement in Physical Education (minutes per week per secondary pupil)	Education	Not available					Data on this indicator is not currently available in this format
SPD EPE 01b	Engagement in Physical Education (minutes per week per primary pupil)	Education	Not available					Data on this indicator is not currently available in this format

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
-	Looked after young people participating in activity and sports programmes	Education	Not available					Data on this indicator is not currently available in this format
-	Children who report that they are physically active	Education	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP E1a	Increase opportunities for looked after children and young people to access activities and sports programmes in their local communities	Education	100%	✓	31-Mar-2020	✓	<p>This project aimed to build on the partnership with social services and encourage children who are looked after to take part in the summer programme offered by Sports Development. A pilot ran in 2017 with 60 children and the feedback was very good.</p> <p>The impact of this has been - a reduction to zero child referrals during the summer holidays, social workers and families were able to hold meetings and have discussions whilst the children were at camp, and families were given choices and children are now taking part in activities that they would never have previously considered. Families reported that they were less stressed knowing that their child was being well cared for at camp which meant they could focus on other family issues.</p> <p>Children have said - they enjoyed the opportunity to try something different, that they had a great time and made new friends and learned new skills that they previously did not have. Children enjoyed structured activities at camp and head teachers reported that they were more ready to go back to school after the summer break.</p> <p>Families were impressed with Sports Development Staff, how well organised the camp was and how well staff included all children and dealt with any difficulties that arose.</p> <p>In 2018 the plan is for 79 pupils to take part and maintain previous success.</p>



## F. Respected, Responsible and Included

**Core Priorities:** All children and young people grow up healthy, confident and resilient;  
All children and young people will have skills for life, work and learning.

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
CHC LAC B3a	Looked After Children being cared for in the community	Social Services	89.7%	93.8%				Provisional data not yet published by Scottish Government. We consistently perform above the Scottish average in this indicator, with this 4.6% improvement likely to move us into the top quartile (final data available 31st March 2019). Efforts continue to be clearly focussed on ensuring that children remain in the community, whenever possible.
-	Use of independent advocacy services	Social Services	Not available					Data on this indicator is not currently available in this format
-	Referral rates to advocacy services	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children & young people attending Child Protection meetings and LAAC reviews or completing "Having Your Say" forms	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children reporting that they are treated fairly and with respect	Education	Not available					Data on this indicator is not currently available in this format
-	Young people referred to Criminal Justice Service	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children & young people who report that they can exercise influence in school & community	Education	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP F1a	Implementation of the Clackmannanshire Corporate Parenting Strategy for looked after young people	Social Services	<div><div></div>70%</div>	✓	31-Mar-2020	▶	The Corporate Parenting Group have completed most of the key actions in the Corporate Parenting Plan. Outstanding actions should be completed during 19/20.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP F1b	Extend opportunities for looked after children and young people to meet with and influence decision-makers	Social Services	<div><div>85%</div></div>	✓	31-Mar-2020	▶	The service has increased participation and advocacy rights in respect of care experienced young people by commissioning an additional Who Cares ? Scotland Advocacy Worker. A second participation group for younger children has been established. Participaton and advocacy support has now increased across the care experienced population. Oor Clacks Voices attended the Scottish Parliament and met with the First Minister.
CHC CSP F1c	Work with looked after young people to put in place a Champions' Board	Social Services	<div><div>40%</div></div>	✓	31-Mar-2020	▶	Correction to previous note. The Champions Board was not established due to lack of funding. However, a Corporate Parenting Group (CP) is established and has representation from a broad range of Corporate Parents. The Leader of the Council remains the CP Champion. The elected member for the People Directorate now sits on the CP Board
CHC CSP F1d	Develop approaches to participation and engagement to put children and young people at the heart of decision-making	Education	<div><div>50%</div></div>	✓	31-Mar-2020	▶	<p>Clackmannanshire Youth Voice</p> <p>A three yearly survey carried out with secondary school pupils was completed in 2018 with a 48% response rate.</p> <p>Over the reporting period (2018/19) our young people developed the 'Standards for Children and Young Peoples Engagement and Participation' which was duly endorsed and adopted by Clackmannanshire Council.</p> <p>During the same period a focus group of young people developed the first Youth</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>Assembly - <b>the Power House</b> - with 54 young people attending.</p> <p>A number of key actions was agreed to be taken forward by young people and our partners over the next reporting period:</p> <ul style="list-style-type: none"> <li>• Mental Health Awareness Campaign</li> <li>• Improve lunches at school</li> <li>• Clacks Youth Voice including Volunteer Ambassadors in each School</li> <li>• Junior Award for Active Citizenship</li> <li>• Life skills programmes for everyone</li> <li>• Develop community based activities including sports and outdoor activities.</li> </ul> <p>Our Youth Council participated in Clackmannanshire Council's Budget Consultation, engaging with other young people in focus groups and promoting youth involvement through an online survey. The Youth Council developed and launched their Manifesto and are currently developing the 'Clax 100 Youth Voices' which was launched within local schools and community during the summer term.</p> <p>The election for members of the Scottish Youth Parliament took place in March with two members successfully elected with a total of 1380 votes cast. Following on from the developments in 2018/19 it is anticipated that we will see an increase in young people's voice in our schools and wider community, with young people reporting their voices are being listened to and opinions acted upon.</p>
CHC CSP	Revise and update the process for transition between services for children and young people with complex needs and disabilities involving	Education	<div><div></div>10%</div>		31-Mar-2020		Work in progress to ensure smoother transitions between services for children and young people.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
F1e	children, young people and their families						
CHC CSP F2a	Increase availability of independent advocacy for children and young people who most need it	Social Services	<div><div>100%</div></div>	✓	31-Mar-2020	✓	Additional part time post added to increase Advocacy support.
CHC CSP F2b	Increase involvement and engagement of children and young people in formal meetings	Education	<div><div>75%</div></div>	✓	31-Mar-2020	▶	<p><b>Youth Council</b></p> <p>Youth Council members have established regular meetings with the Education Senior management Team which has enabled them to raise and share issues within education and the wider community. One young person said, "Being a part of the Youth Council opened up many new opportunities that I never had. I became a member of the Youth Bank, Youth Cafacute;, Party Bank and Time Bank."</p>
CHC CSP F3a	Youth Network Voice is expanded to include a wider range of partners	Education	<div><div>75%</div></div>	✓	31-Mar-2020	▶	<p>The Clackmannanshire Youth Council launched their Manifesto 2018 - 21 in October 2018 at their Annual General Meeting, with new members being voted onto the Youth Council to take this forward. The Power House youth assembly event was held in November 18 with 54 young people participating and setting priority actions for 2019.</p> <p>A focus group of 4 young people worked with staff from Education CLD, and supported by staff from Action for Children and CTSi to develop the Clackmannanshire Standards for Children and Young Peoples Engagement and Participation. Following these 3 milestones the Youth Council members will be supporting Education CLD and the CLD Partnership to implement and develop the Clacks Youth 100.</p>
CHC CSP F3b	Syrian refugee integration and resettlement programme is fully implemented	Education	<div><div>100%</div></div>	✓	31-Mar-2020	✓	<p>Syrian Refugee Integration Programme</p> <p>There was an increase in the number of adult learners who engaged in the Syrian ESOL programmes in 2018/19 (all offered 8 hours each week per individual learner). Programmes developed were in-line with SQA ESOL Introduction and Beginners Literacies 1 &amp; 2; SQA National Level ESOL 2, 3 + 4.</p>

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							<p>By delivering programmes aimed at our Syrian families success has already been reported of individuals progressing to college, gaining employment, volunteering and attending further training. A number of our learners are accessing Forth Valley College studying for accredited National awards in ESOL with many studying for different SCQF Levels. An increased number of learners are currently studying at college. A further number are engaged in additional community programmes, aimed at supporting their integration more effectively. More learners are also now volunteering in the community in 2018/19 compared to the previous year with a further number being successful in gaining employment. New businesses managed by members of Syrian families are effectively contributing to the local community. A significant increase of Syrian people successfully passed their driving test in 2018/19 with a further few having passed their theory part of the test.</p> <p>As a result members of the Syrian Community are reporting increased confidence within the wider community with families being more confident in engaging with schools and supporting their child's learning.</p>
CHC CSP F3c	Strengthen support arrangements for accommodate children and young up to the age of 26	Social Services	<div><div>50%</div></div>	✓	31-Mar-2020	▶	There are a number of actions within the Corporate Parenting Plan that have been implemented, which have contributed to further progress in this area.
CHC CSP F4a	More young people and children who offend are offered structured programme work to support change and are supported within Children and Families Services	Social Services	<div><div>100%</div></div>	✓	31-Mar-2020	✓	The Youth Justice Team have continued to adopt the Whole System Approach including Early and Effective Intervention. A multi-agency group has strengthened support and outcomes for young people. An additional WSA Worker has also been recruited to ensure this work remains a high priority.
CHC CSP F5a	Increase the proportion of looked after children and young people living at home in their own communities versus those who are looked after and accommodated away from home Introduce a range of intensive support services across the age ranges, for example, Functional Family Therapy	Social Services	<div><div>100%</div></div>	✓	31-Mar-2020	✓	The service continues to maintain a strong focus on the rebalance of care strategy to ensure as many children and young people, safely, remain at home and in thier own community. There is a strong Family - 1st restorative approach to practice enabling the rebalance of care strategy to be a high priority.
CHC CSP F6a	Pilot University of Strathclyde parental and community project in the Alva Cluster	Education	<div><div>100%</div></div>	✓	31-Mar-2020	✓	Schools in the Hillfoots cluster had a set of specific issues around parental and community involvement which were identified in a series of interviews with each school carried out by the project lead from Strathclyde University. The schools identified issues such as - Communication, Volunteering and involving parents in

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Decision Making as well as Collaborating with the Community. Some 'interventions' were planned - mainly in the form of information sessions and focus groups to address these issues. Parent Council members said they were clearer about their role in Decision Making and how they can involve the Community more in the life of the school - "I didn't know I could invite people from the local community to be part of the Parent Council." Schools are now working with parents on improving communication to gauge the effectiveness of some communication methods - particularly Twitter and Class Dojo. A set of Volunteer Support materials has been developed in collaboration with a group of volunteers at Muckhart PS. Those are currently being tested by another Hillfoots school and will be offered to all Clackmannanshire schools in due course. "I wish I had had this [a role description] when I started volunteering." Next steps are to continue to work with Hillfoots Schools and plan how to share this work with all schools across Clackmannanshire once the pilot is over. An updated and revised parent volunteers in class policy, co-produced with CTSI and other stakeholders, has been issued to all Clackmannanshire establishments.

## Abbreviations

ACI	Adult Child Interactions	PSE	Personal and Social Education
ADP	Alcohol & Drug Partnership	PSU	Pupil Survey
ASN	Additional Support Needs	PVG	Protecting Vulnerable Groups
ATD	Attendance	R4L	Readiness for Learning
ATT	Attainment	ROSC	Recovery Oriented System of Care
BBC	British Broadcasting Corporation	S(S)	Secondary (School)
BT	British Telecom	SA	Scottish Average
CALL	Communication, Access, Literacy and Learning	SAC	Scottish Attainment Challenge
CAMHS	Child and Adolescent Mental Health Services	SALT	Speech and Language Therapists
CHC	Child Care	SCH	Schools
CLD	Community Learning & Development	SCQF	Scottish Credit and Qualifications Framework
CLPL	Career-long Professional Learning	SEEMIS	Scottish Education Management Information System
CPR	Child Protection	SMT	Senior Management Team
CSP	Children's Services Plan	SPD	Sports Development
DHP	Deputy Head Teacher	SQA	Scottish Qualifications Authority
DYW	Developing the Young Workforce	UK	United Kingdom
EEI	Evaluation of Early and Effective Intervention	UNICEF	United Nations International Children's Emergency Fund
EPE	Engagement in Physical Education		
EPS	Educational Psychology Service		
ESOL	English for Speakers of Other Languages		
EXC	Exclusions		
FV	Forth Valley		
GIRFEC	Getting it Right for Every Child		
GOPR	Getting Our Priorities Right		
IPSU	Impact of Parental Substance Use		
LAC	Looked After Children		
LAAC	Looked After & Accommodated Children		
LIFT	Language is Fun Together		
LTP	Learning Together Programme		
LVR	Leaver		
NHS	National Health Service		
NME	Neurosequential Model in Education		
NSPCC	National Society for the Prevention of Cruelty to Children		
P(S)	Primary (School)		
PEEP	(Not abbreviation – reference to Peeple charity)		
PEF	Pupil Equity Fund		
PoPP	Psychology of Positive Parenting		