

Integrated Children's Services

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Achieving Outcome Group

Role, Remit and Membership

Background

In February 2014, the new governance structure for Integrated Children's Services was approved by the Integrated Children's Services Board. It was agreed that 6 outcomes would report to the newly formed ICS board in place of the previous 5 outcome groups – Safe, Healthy and Active, Achieving, Nurtured, Responsible, Respected & Included outcome groups have replaced the Best Start in Life, Achieving their Potential, Responsible & Included Citizens, Safe and Protected, Successful Transitions to Adulthood Outcome groups.

The new Achieving Outcome Group has been formed out of the membership of the previous Successful Transitions to Adulthood outcome group as well as the Achieving their Potential outcome group. It will now be reconstituted to become the Achieving Outcome Group.

National Context

Education (Additional Support for Learning) (Scotland) Act 2004

The Act: Introduced the concept of additional support needs, places duties on education authorities to identify, meet and keep under review the needs of pupils for whom they are responsible, gives parents a number of rights, including the right to access mediation, dispute resolution and refer decisions to the Additional Support Needs Tribunals for matters concerned with a coordinated support plan.

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Amendments to the Act (2009)

The Education (Additional Support for Learning) (Scotland) Act 2009 (the 2009 Act) made certain amendments to the Education (Additional Support for Learning) (Scotland) Act 2004 (the 2004 Act). Amendments included an increase in the rights of parents when making area placing requests and accessing mediation and dispute resolution.

Getting It Right for Every Child (2005)

The wellbeing of children and young people is at the heart of Getting it right for every child. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence. The four capacities aim to enable every child and young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

Curriculum for Excellence - Senior Phase (2009)

In the Senior Phase all young people can expect the entitlements set out in Curriculum for Excellence – Building the Curriculum 3: A Framework for Learning and Teaching to be delivered, whatever their individual needs and wherever their learning is taking place. Specifically these are:

- A curriculum which is coherent;
- The opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities;
- Opportunities to continue to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing;
- Personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide; and support in moving into positive and sustained destinations beyond school.

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Curriculum for Excellence – Building the Curriculum 4 – Skills for Learning, Skills for Life and Skills for Work (2009)

In 2009, the Scottish Government published Building the Curriculum 4 which sets out what schools should be doing to support the development of clusters of skills including; (i) personal and learning skills, (ii) literacy and numeracy, (iii) essential skills, and (iv) vocational skills.

Equality Act (2010)

Provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The characteristics protected by the Act are: age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sex, sexual orientation.

It introduces several new measures: requiring public bodies to meet a new integrated Equality Duty, using public procurement to improve equality, banning age discrimination outside the workplace, requiring public bodies with more than 150 staff to publish gender pay gap information for their staff – publishing the percentage difference between men and women's average hourly pay, requiring public bodies to report on employment information about the number and characteristics of staff extending the scope to use positive action, strengthening the powers of employment tribunals, protecting carers from discrimination, clarifying the protection for breastfeeding mothers, banning discrimination in private members' clubs, and strengthening protection from discrimination for disabled people.

16+ Learning Choices (2010)

In April 2010, the Scottish Government published 16+ Learning Choices, a policy and practice framework aimed at supporting young people into positive and sustained post school destinations in education, employment and training. This provided a framework to further support the implementation of the 2006 More Choices More Chances Strategy to reduce the proportion of young people not in education, employment or training at their school leaving date.

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Opportunities for All (2012)

In April 2012, the Scottish Government announced a guarantee offer in education and training for every 16-19 year old not in education, employment or training.

Opportunities for All brings together a range of existing national and local policies and strategies. It provides a single focus to improve young people's participation in post-16 learning or training, and ultimately employment, through appropriate interventions and support until at least their 20th birthday. This builds on, and adds, impetus to existing entitlements and commitments to support youth employment through the senior phase of Curriculum for Excellence. It is an explicit commitment to offer a place in learning or training to every 16-19 year old who is not currently in employment, education or training. It requires the post-16 learning system to re-engage young people who are not currently in education, employment or training, appropriately with learning or training between their 16th and 20th birthdays. It also enables support to be offered to young people more effectively beyond that age.

Children and Young People (Scotland) Act (2014)

The Children and Young People Bill became law in March, 2014. The aims of the legislation are to:

- Help the Scottish Government achieve its ambition to make Scotland “the best place in the world to grow up” (Scottish Government, 2012)
- Strengthen children and young people's rights, as described in the United Nations Convention on the Rights of the Child (UNCRC);
- Improve and expand the services that support and protect children and families, including looked after children.

National Youth Work Strategy (2014)

This Strategy developed jointly by the Scottish Government, Education Scotland and YouthLink Scotland aims to set out our ambitions for improving outcomes for young people through youth work. It has been developed in the context of the Strategic Guidance for Community Learning and Development, and it aims to ensure that we harness and build on our partnerships and what we know works in delivering vibrant and effective youth work practice. The strategy sets out 5 overarching ambitions for young people in Scotland;

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1. Ensure Scotland is the best place
2. Put young people at the heart of policy
3. Recognise the value of youth work
4. Build workforce capacity
5. Ensure we measure our impact

Education Working For All! Commission for Developing Scotland's Young Workforce Final Report (2014)

The Commission for Developing Scotland's Young Workforce was set up in January 2013 to consider :

- How a high quality intermediate vocational education and training system, which complements our world-class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce.
- How to achieve better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged.
- How to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.

The final report makes 39 recommendations designed to;

- Better prepare school leavers for the world of work
- Focus College education on employment and progression in learning
- Focus Modern Apprenticeships on higher level skills and industry needs
- Ensure more employers engage with education and recruiting more young people
- Advance Equalities

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Local Context

In November 2013, Education, Culture and Sport announced 4 service priorities until 2015/16. The ECS Strategic Objectives - Priority Areas are;

1. Accelerate progress to improve learning outcomes for specific underperforming groups – in particular Children and Young People with additional support needs (ASN), Literacy and Adults
2. Improve Health and Wellbeing outcomes – through more people being more active more often and improved mental health and resilience
3. Improve and increase positive and sustained destinations for 14-25 year olds
4. Extend quality cultural opportunities

The Achieving Outcome Group will focus on the 20% of young people who would historically be at risk of moving into a negative destination. The outcome group will have a lead on developing and delivering specifically on Strategic objective 3 - Improve and increase positive and sustained destinations for 14-25 year olds

Inclusion Review

The Education, Culture and Sport Service of Aberdeen City Council (ACC) holds the principle of inclusion to be central to high quality education and believes that it should inform all policies, procedures and practice. This approach is consistent with the requirements of council policy, national legislative demands and curricular advice. Specifically inclusion and inclusive practice is seen as essential to ensuring success for all learners and the establishment of positive working relationships.

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In order to evaluate current provision to support learners within ACC schools and inform future development, there has been a long term commitment by the Education Service to review inclusion policy and practice. The inclusion review and recommendations should be published in Autumn 2014.

Role and Remit of the Achieving Outcome Group

The Achieving outcome group has been assigned the following themes;

Looked After Children, Throughcare & Aftercare, Transitions for Young People with ASN, Youth Employment Partnership

To achieve our aims requires continuous improvement across the following objectives:

- Maintain an effective partnership to ensure local leadership, planning and delivery through joint commitment and action.
- To improve information management to support timely, proportionate and appropriate multi-agency information sharing.
- To ensure early identification of, and support for, young people furthest away from learning to stem the flow of school leavers moving into *negative destinations*.
- To deliver a universal 16+ Learning Choices offer to all young people in advance of their statutory school leaving date.
- To ensure the right levels of support and provision to enable young people to take up offers and sustain positive destinations in education, employment or training.
- To consult and engage with stakeholders.

Key Aims

Achieving

- Every child and young person has the right to fulfil his or her potential.

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- Improving attainment and achievement go hand in hand and mean improving life chances and enabling all our young people to progress and develop the skills, ambition and know-how to enable them to fulfil their potential.
- Achievement also applies to a child's development as a social being with a fully-formed and autonomous personality who feels they belong and can navigate their way through life with knowledge, understanding, skill and confidence in their ability to cope with new and different challenges

Links to Single Outcome Objectives

To support the delivery of the Council's commitments set out within 'City Vision 2022', with particular reference to vision statement;

"Young people can be seen exploring new possibilities for their futures and linking into the rich learning opportunities that Education Aberdeen offers. They see learning as highly positive and it has provided a route out of disadvantage for increasing numbers of children and their families."

Develop links to the key thematic priority;

Learning and Workforce

- Reduced levels of unemployment
- Universal literacy
- Employees in Aberdeen receive a "living wage"
- Effective lifelong learning through vocational and academic education training from secondary school

As well as the Multi-lateral cross partner priority;

Priority Families

- Communities demonstrate independence, resilience, confidence, self-esteem and aspiration. Preventative approaches reduce the number of families experiencing multiple and complex negative outcomes.

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Group Membership

The Group has representation from all key local partners required to work together to deliver improved learning and employment opportunities for young people. Active and engaged partners are central to the success of any strategy and the Group provides a positive environment in which we can work together to make a real difference to the lives of our young people.

The Group is led by Aberdeen City Council's Education, Culture and Sports Directorate to deliver leadership and direction across schools and community planning to deliver integrated children's services. It has representation from the following key partners:

- Aberdeen City Council, Corporate Governance
- Aberdeen City Council, Education, Culture and Sport Directorate (ASN, Community Learning & Development .Education, Enterprise & Employability, Opportunities for All, Policy & Performance)
- Aberdeen City Council, Enterprise Planning & Infrastructure
- Aberdeen City Council, Social Care and Wellbeing Directorate (Planning & Development, children with disabilities, looked after children, throughcare/aftercare, Adult Services)
- Aberdeen Council of Voluntary Organisations
- Aberdeen Foyer
- Aberdeen Works Partnership
- Action for Children
- Jobcentre Plus
- North East Scotland College
- Skills Development Scotland
- WEA

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Meetings

The Achieving Outcome Group will meet 6 times per year.

Responsibilities of members

On an individual bases, members of the Group are responsible for:

- Ensuring regular attendance at meetings;
- Identifying a regular representative to attend meetings on their behalf, if necessary, to ensure continuity; and
- Feeding back information from meetings to colleagues in their Service, as appropriate.

Chair and Support

The Achieving Outcome Group will be chaired by Charlie Penman, Head of Education Services, Education, Culture and Sport Directorate, Aberdeen City Council.

The Chair will be supported by the lead officer for the group, John Cairns, Opportunities for All Manager, Education, Culture and Sport Directorate, Aberdeen City Council.

Reporting and Accountability

The Achieving Outcome Group will report to Integrated Children's Services Board and will link with the Aberdeen Works CPP forum and the Local Training Providers forum

Approved on 28.08.14

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