

Children and Young People's Services equality and diversity tasks 2007- 08

(with outcomes: ★ achieved, ● ongoing, ▲ not achieved)

Task	Comments on outcomes
Revise application forms for teachers and school support staff including equality monitoring form and finalise system for monitoring and evaluating job applicants in relation to equality and diversity.	<ul style="list-style-type: none"> • Equality monitoring form produced for school employee application forms <p>●</p>
Develop Dignity at Work Policy for school based staff as recommended to governing bodies.	<ul style="list-style-type: none"> • Not completed. Within 2008/09 team plan <p>●</p>
Ensure system (in conjunction with Corporate Personnel) for monitoring and evaluating job applicants in relation to equality and diversity is working effectively.	<ul style="list-style-type: none"> • Corporate Recruitment Team monitor applications to Children & Young People's Services <p>★</p>

Identify the range of recruitment events for the whole children's workforce, evaluate their effectiveness' and prioritise future resource allocation. Produce and agree generic Children, Young People and their Families Partnership literature to attract potential recruits to the children's workforce.

- Research completed on events attended by Council staff and literature available
- Some generic literature completed. Work to continue through 2008/09 plan
- Ongoing collection of private, voluntary and independent early years and childcare workforce data in relation to gender, age, disability and ethnicity
- Step into Childcare, Pre-Registration Childminding and teenage pregnancy 'Care to Learn' programmes delivered.
- Service Level Agreement with Job Centre Plus regarding access to work with children and young people.
- Work commenced on borough-wide recruitment to children's workforce through the Volunteers in Partnership group. To include elements relating to attracting under-represented groups and an induction training module relating to equality and diversity.






Collect baseline information relating on careers fairs, events and volunteer programmes targeted at young people and develop a proposal for an interagency approach to promoting career opportunities across the children's workforce





- Children's Workforce Strategy Team development worker attended a number of recruitment fairs targeting recruitment of young people into the children's workforce
- Teenage pregnancy 'Care to Learn' programme continued to be delivered
- No capacity in team to complete task at present



<p>Determine the level of shortages of foster carers in relation to particular age ranges and diversity and develop an action plan to address these issues.</p>	<ul style="list-style-type: none"> • Research undertaken and analysis of data commenced • Working group established addressing the introduction of common induction standards for foster carers, to support recruitment and retention in this area. Foster care team trained on common induction standards <p>●</p>
<p>Implement an equality and diversity training programme for: - all Children & Young People's Services staff - all managers as identified by Wigan manager Competency Framework</p>	<ul style="list-style-type: none"> • Three conferences developed and delivered on working with Black and minority ethnic groups in Wigan • Children's voluntary workforce event planned to include a workshop on working with children and young people • Equality and diversity objective for all Children & Young People's Services staff as part of Employee Development Review process in 2007/08 <p>●</p>
<p>Complete an audit of equality and diversity training and development provision across the Children, Young People and their Families Partnership children's workforce (include both statutory and non statutory agencies and schools) and evaluate the feasibility and value of designing a systematic training programme on an inter-agency basis.</p>	<ul style="list-style-type: none"> • Not completed. In 2008/09 action plan <p>●</p>

<p>Develop and ensure the delivery of a Children & Young People's Services managers' development programme in relation to the Local Government Equality Standard Level 3, to include:</p> <ul style="list-style-type: none"> - guidance and training on equality and diversity issues relating to recruitment and selection - guidance and training on the implementation of the Equality Standard, Level 3 - training on the implementation of the standard with contractors and partners - awareness of action plans and the implications for services and employment 	<ul style="list-style-type: none"> • A one Council, unified approach to this now taking place • Corporate group – Pete Coulson representing Children & Young People's Services • Departments to oversee nomination of relevant staff to attend different levels of training <p>●</p>
<p>Co-ordinate actions to reach Equality Standard Level III</p>	<p>★ Actions on target for July 2008 validation</p>
<p>Contribute to corporate Equality Standard Level III task groups (Work strands 1, 2 and 3)</p>	<p>★ Richard Foster (W1), Frances Topping (W2), Pete Coulson (W3) and Dawn Leigh [later Pete Coulson] (W4) represented Children & Young People's Services</p>
<p>Put in place equality monitoring system for Children & Young People's Plan</p>	<p>● Pete Coulson, Tim Carroll and Rachel Horsfield have set the required timetable to implement this.</p>
<p>Establish a working Equality Scheme in every school</p> <ol style="list-style-type: none"> 1. Remind governing bodies to undertake the process 2. Support schools to develop and implement a Scheme 	<p>● positive responses from 87 governing bodies; all requests fro advice, training and visits met</p>

<p>Monitor all schools' progress with promoting equality and respecting diversity</p> <ol style="list-style-type: none"> 1. clarify school rating criteria 2. establish monitoring procedure for Personal, Social & Health Education Link Workers 3. collect information about equality and diversity in link schools 4. submit rating for all schools 5. develop a range of interventions to challenge and support schools identified as vulnerable in school index 6. develop a range of interventions to challenge and support other schools 	<p> Tasks 1 and 4 carried over because of delay in implementing School Rating Index;</p> <p>all other tasks completed, including training for Personal, Social & Health Education & Citizenship Team and drafting of a potential comprehensive self-evaluation tool for schools</p>
<p>Establish a borough-wide system for monitoring hate-incidents involving children and young people</p> <ol style="list-style-type: none"> 1. evaluate Sentinel pilot 2. make necessary amendments 3. advertise system across borough 4. train admin staff in settings 5. monitor incidents 	<p> All five tasks completed; Pete Coulson invited to speak on Wigan's use of Sentinel at South of England Sentinel Conference and Wigan hate-Crime Conference</p>
<p>Develop a system to ensure that impact assessments are carried out for all major developments, procedures and reports.</p>	<p></p>

<p>React effectively to requests for support following a hate-incident</p> <p>Quick response by :</p> <ul style="list-style-type: none"> • Telephone, • Email, • Visit 	<p> Satisfactorily achieved</p>
<p>Develop a children's workforce confident and competent in promoting equality and respecting diversity</p> <ol style="list-style-type: none"> 1. provide needs-based training on Equality Schemes 2. provide information to update Personal, Social & Health Education Team 3. provide information to update schools 4. provide information to update other settings 	<p> All four tasks completed</p>
<p>Trial alternative selection processes for Headteacher and Deputy Headteacher appointments and questions.</p>	<p> Contributions of new materials to the database.</p>
<p>Develop a Local Authority policy and principles regarding learner entitlement and curriculum design</p>	<p>Policy has been produced and will form the basis of ongoing curriculum plan 2008-9</p>
<p>Gather information on gender, race and disability in relation to disciplinary, performance capability and grievance casework and store on Capita One.</p>	<p></p> <ul style="list-style-type: none"> • For school employees - gender is on Capita One system, as is race and disability, where information has been provided by the employee • Casework information is stored separately but can be cross-referenced with gender, race and disability • Human Resources support for schools now transferred to Business Support Services

Gather information on gender, race and disability in relation to disciplinary, performance capability and grievance casework and store on Corporate Personnel System



- For Children & Young People's Services employees - gender is on Corporate Personnel System, as is race and disability, where information has been provided by the employee
- Casework information is also stored on Corporate Personnel System and can be cross-referenced with gender, race and disability
- Human Resources support for CYPS now transferred to business Support Services

Tasks relating to ethnicity

Task	Comments on outcomes
Ensure that all Educational Psychology Service information to settings , young people and careers is accessible in the main community languages	Achieved- available via a web link to download
Review Ethnic Minority Achievement Plan	<p>National data shows outcomes for pupils in Wigan with English as an Additional Language are better than national outcomes at Key Stage 2</p> <p>Schools in pilot Toolkit project praised at regional English as an Additional Language Hub meeting – working at a level of understanding beyond regional neighbours – Wigan the only council to implement the programme so far.</p>
Develop alternative systems of support in relation to International New Arrivals across the Borough.	<p>Key staff in schools working very successfully with Groundwork Trust worker</p> <p>Plans to continue programme next year</p>

Provide enhanced attendance support to young people and families with English as a second language.






Training and Awareness raising completed
Particularly vulnerable young people brought to the attention of Education Welfare Service appropriately supported
Launch of Children Missing Education strategy will enhance above
Total completion of task continues to be reliant on joined up Council / Partnership wide English as an Additional Language strategy

Develop a strategy for working with young people to address race and hate crime, domestic violence and oppressive attitudes and behaviour.





Youth Offending Team Race and Diversity action Plan reviewed and up-dated
Actions identified in team plans.
Formal strategy to be developed
Initial work on Leigh Neighbours project commenced and mentors recruited

<p>Develop strategies to ensure young people who are from Black and minority ethnic, asylum seeker or economic migrant backgrounds have access to Connexions services and support to enter learning opportunities.</p>	<p>● Objectives set in team plans/Employee Development Reviews. Progress update to be completed by end Mar 08. Delayed due to targeted services absence.</p>
<p>Develop guidelines for the development of printed materials in “other formats” to ensure service user’s have access to services.</p>	<p>★ Corporate style guide revised with guidance on plain English, the production of materials in other formats such as pictorial, spoken word on CD or tape etc. This has been published on the intranet with a quick link on the front page.</p>
<p>Deliver healthy eating and healthier packed lunch sessions to parents and children in multicultural schools. Learn about multicultural recipes from community members</p>	<p>● Wide use of multicultural food resources; specific National Health Service resource purchased from London;</p>

<p>To monitor the mental health inequalities between ethnic groups</p> <ol style="list-style-type: none"> 1. To meet with Sadia Nawaz 2. To read the report on 'The Health and Well-Being of Women and Child Asylum Seekers and Refugees In Wigan' 	<p style="text-align: center;"></p> <p>Both tasks completed</p>
<p>Support schools in dealing with controversial issues</p> <ul style="list-style-type: none"> • Disseminate Red Cross 'Global Dimension: Teaching Controversial Issues' at March 07 Secondary school co-ordinators' Development Network meeting Workshop at Personal, Social and Health Education & Citizenship Team Summer Conference :('Scary issues in a safe environment) 	<p style="text-align: center;"></p> <p>Both tasks completed</p>
<p>Undertake sample interviews with Black Minority Ethnic (Black and minority ethnic) employees and former employees within Children & Young People's Services and schools to assess the reasons for staff turnover. Report to Partnership Group for consideration for further action.</p>	<p style="text-align: center;"></p> <ul style="list-style-type: none"> • Task completed and report written, including recommendations for action, and for further interviewing • Development of Black and minority ethnic toolkit for use with private, voluntary and independent sector practitioners commenced • New exit discussion form for Children & Young People's Services developed and includes equality monitoring





<p>To increase the percentage of Leigh residents who feel that Leigh is a place where people from different ethnic backgrounds get on well together: implement Leigh Neighbours Project in Leigh schools and other settings</p>	<p>★ Friends Together project complete; Who Do We Think We Are? project to take over; Leigh Neighbours Film Project started</p>
<p>Develop a model that outlines a joined up approach to Mental Health Promotion for children and young people including for Black and minority ethnic population.</p>	

Tasks relating to gender


Task	Comments on outcomes
<p>Implement the Local Area Agreement plan to raise boys' attainment in writing:-</p> <ul style="list-style-type: none"> ○ Evaluate the performance and progress of boys at all Key Stages in each school ○ Identify and support schools who would benefit from targeted intervention and/or guidance. <p>Implement new/ further develop existing strategies for improving the skills in communication, language and literacy of boys in the Foundation Stage, including use of ICT.</p>	<p></p> <p>Targets met and new plans to develop this project relating to improving achievement and attainment in progress y2-y4 are in place for next year working within the Primary National Strategy context & framework.</p>
<p>Run a new "Lads and Dads" weekend course for Spring 2008 at Low Bank Ground</p>	<p></p> <p>Course advertised and promoted through schools Little take-up to date</p>

<p>Increase the number of men involved in Healthy Schools</p> <ol style="list-style-type: none"> 1. To work with partners which involve or target men. 2. Monitor school based consultation for male involvement in Healthy Schools related work. 3. Identify next steps as a result of consultation. 	<p>Task 2 consultation conducted but results limited: collected some baseline information from approx 20 schools. Some examples of good practice found, eg. Dad's Project work at Kingshill: role models, challenging stereotypes, perceptions and attitudes; exploring young men's perceptions, experiences and thoughts about the future - what sort of dad do they want to be? Task 3 not completed</p>
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Tasks relating to disability

Task	Comments on outcomes
Plan and deliver training and development work to the new schools for complex needs in partnership with the schools and other agencies	 Completed and 2 of the schools had outstanding OfSTED inspections
Improve the capacity of mainstream schools and early years settings to meet the needs of young people with additional needs, including Learning Difficulties and Disabilities This to be done via <ul style="list-style-type: none"> • Consultations • Project work • Sharing good practice • Advice on appropriate programmes of work 	 an ongoing target. Less referrals for statutory assessments of Special Educational Needs last year. Reducing numbers in special schools for learning needs. The 20% of low achievers making good progress against national indicators.
Develop a shared Children, Young People and their Families Partnership definition of disability and add psychological theory and research to the complex needs team strategy	 Achieved for the social care work-threshold document
Develop a 14-19 Learning Difficulties and Disabilities strategy (see individual strategy for these targets to be broken down further)	 consultant being sought to map need and interview young people/ carers. Number of young people with Learning Difficulties and Disabilities not in education, employment or training reduced last year
Work with Hope School to further develop and implement an Independence Strategy at the school	Action ceased - being incorporated in the outreach evaluation work.

<p>Disseminate to schools and the local authority, the implications of the Disability Discrimination Act 2005</p>	<p>★ Achieved via work in schools with both systems and individual cases. To be monitored at the Sept planning meetings.</p>
<p>Introduce and promote the newly created ground floor ICT/dual purpose training facility</p> <p>NB: The suite will include 2 height adjustable workstations suitable for wheelchair users</p>	<p>★ The Professional Development Centre has achieved its aim of providing ICT training facilities accessible to disabled users. The facilities have been in use for almost one year. Feedback from all users is excellent</p>
<p>Install hearing loop systems in:</p> <ul style="list-style-type: none"> • Lounge • Langton • Grange • Reception 	<p>★ All Professional Development Centre training rooms now have hearing loops installed, therefore meeting the needs of all hearing impaired staff and visitors</p>
<p>Complete the planned in-house moves and changes to use of space within the Professional Development Centre</p>	<p>★ Reorganization of space has enabled the Professional Development Centre to establish an additional small ground floor meeting room, which increases the facilities now accessible by disabled visitors.</p>

<p>Develop a strategy for tracking and positively influencing the attainment of vulnerable groups of children</p>	<p></p> <p>Strategy proposal developed in partnership with data and Wigan Education Support Services partners and line with FSOD. See FSOD action plan and outcomes for further detail.</p>
<p>Gain British Dyslexia Association Dyslexia-Friendly Local Authorities Quality Mark by July 2008.</p>	<p>6 further schools identified for initial 6day training .</p> <p>12 schools have put themselves forward for Dyslexia – Quality Mark</p> <p>First school (primary) has undergone verification process and been successful.</p> <p>Date been set for national assessor to visit the authority - first judgment on Wigan Council before end of summer term</p> <p>Strategy fully implemented</p>
<p>To ensure pupils in Wigan schools gain maximum benefit from Sound Field Systems.</p>	<p>Systems used well.</p> <p>Wigan Council praised in Inspection of Children’s Hearing Service for having resources in place</p>

<p>Develop appropriate Speech & Language Therapy services for hearing impaired pupils in the Borough</p>	<p>First case loads identified evaluation of outcomes for pupils agreed Service praised in Inspection of Children's' Hearing Service</p>
<p>Engage a work placement (approx 12 weeks) from the Supported Employment Services to work with branch administrative support teams; Admin Team Leaders to create a programme of work for the work placement - work and support to be offered by each of the 4 admin teams</p> <ul style="list-style-type: none"> ○ Advisers ○ Professional Development Centre ○ Arts ○ Educational Psychologists 	<p>A number of placements have been established across branch, exceeding our original target.</p> <p>Feedback from Supported Employment Services is excellent. Admin staff are providing high levels of support to these placements and Supported Employment Services report that those undertaking the placements are happy, secure and continue to grow in confidence and independence.</p>

Develop a strategy that supports the integration of young people with Learning Difficulties and Disabilities into mainstream Youth Service provision.

●
Audit of young people with Learning Difficulties and Disabilities who currently access provision was undertaken in March 2007.
Identification of pilot projects to encourage young people with Learning Difficulties and Disabilities to access provision. Completed by May.
Staff training delivered on the 29th June, Further training has been identified for Nov/Dec 2007
Pilots are underway and will be reviewed in March 08.
Pilot Projects have been evaluated in March 2008.
Priorities for Inclusion and Partnership established with Children & Young People's Services Complex Needs Team and Wigan Leisure & Culture Trust – Leisure for Art Initiative.

Increase the number and range of work experience placements offered across Children & Young People's Services and rest of Local Authority, to enable access for young people with disabilities.



Visits being undertaken to the various departments. This will conclude in the Summer and a final report prepared to inform the Director of those departments still not providing placements. Initial indications are that most departments have responded positively.

Develop guidelines for the development of printed materials in "other formats" to ensure service user's have access to services.







Guidelines produced and located on the intranet and systems in place to support the production of materials in "other formats". This also links to the development of the support for front line delivery staff in interpretation, which is also being rolled out.

<p>To develop inclusion in Personal, Social & Health Education and Citizenship lessons in primary schools by supporting co-ordinators to create resources and lesson plans for disabled pupils and those with moderate learning difficulties</p> <ul style="list-style-type: none"> • Consult with mainstream primaries around the type of support which they require. • Draw up an action plan once this information has been gained. • Meet with primary special school co-ordinators to draw upon their experience and knowledge of resources etc. <p>Develop the requested resources and lesson plans as appropriate and/or provide suitable training for mainstream co-ordinators.</p>	<p>Lead officer not available to complete this task because of maternity leave.</p>
<p>Gather baseline data on numbers of disabled staff employed by Children & Young People's Services and set an employment equality target to increase the employment of disabled staff across the Children & Young People's Services children's workforce and establish a system to monitor the target</p>	<p>●</p> <p>Big increase in completion of employee diversity monitoring forms following campaign of reminders; for Wigan Council the targets will from now on be corporate rather than departmental</p>

<p>Establish a base line of schools which are considered to be generally accessible and prioritise use of Access Grant to provide equitable physical access across the Borough.</p>	<p>A list of schools which have had access works has been drawn together. We have rated them red/amber/green for the level of their accessibility. The access strategy plan runs for 3 years, currently from 01.04.06-31.03.09. We have in our plans a task to review the strategy and produce a revised strategy for 1.04.09 -31.03.12. We will use information from our audit to inform this process.</p>
<p>Provide assessment and intervention for children with complex needs/disability</p>	<p>All children with a disability have the right to an assessment of need if requested. (CA1989) Assessment for children with the most complex disabilities is undertaken by the Children with Complex Needs team and for children and young people with less complex needs via the Children in Need duty service. Advice, information and / or services may be outcomes of such assessments.</p>

<p>Review and refine procedures for the early identification, assessment and support of pre-school children with additional needs</p>	<p>We have reviewed and refined the early years processes for supporting pre-school children with additional needs (Targeted Individual Support). Training sessions were held for Special educational Needs Co-ordinators and other relevant professionals in the Autumn Term 2007</p>
<p>Ensure children and young people with learning difficulties can participate fully in recreational and voluntary learning activities across services.</p>	<p>To date, there have been 137 referrals (77 of which have accessed regular weekly activities with support and 60 of which have accessed ad hoc activities. There have been 1,128 activities accessed and the number of hours supporting children on activities is 3,891. Turn around of referrals to be matched remains at two weeks</p>

Tasks relating to social class

Task	Comments on outcomes
Expand the Wider Opportunities programme at KS2 identifying school needs using the Income Deprivation Affecting Children Index	 Wider Opportunities Programme roll out approved by Schools' Forum and planned in line with Income Deprivation Affecting Children Index.
Devise pilot Key Stage 3 Wider Opportunities programme building on strategies employed at Key Stage 2	 Programme pilot developed.
Create an inclusive primary drama and dance curriculum which will be available for all Primary schools in Wigan borough	 Curriculum plans begun and being devised in conjunction with school based colleagues.
Implement a pilot project in two care homes to provide sustainable music making opportunities for looked after children.	 Funding to support Children in Care identified. Project to be implemented 2008-9

<p>Increase arts capacity and diversity through the development of sustainable partnerships with external organisations.</p>	<p>● Ongoing development of relationships with variety of partners. Bid submitted for “Find Your Talent” on basis of partnership working. Partnership with Wigan Leisure & Culture Trust strong, especially in terms of Trencherfield Mill.</p>
<p>Produce a draft framework that outlines the key elements of excellent learning.</p>	<p>★ Draft Learning Entitlement Framework completed.</p>
<p>Develop a strategy for tracking and positively influencing the attainment of vulnerable groups of children</p>	<p>★ Strategy proposal developed in partnership with data and Wigan Education Support Service partners and line with FSOD. See FSOD action plan and outcomes for further detail.</p>
<p>Provide Wave Three Intervention Programmes for schools identified at risk of underachieving.</p>	<p>Evaluations of interventions begun. Data base of all training accessed by schools drawn up. Sustainability to be discussed with heads in summer term meetings</p>

Develop and establish revised home to school transport policy to reflect new entitlement to school choice for children from low income families. Undertake equality impact assessment to assess further work on policy to be addressed in future



- New policy recommended to Cabinet - May 2008
- Parents informed of new provisions through Borough Life and Admissions Booklets
- Further review to be undertaken as outlined in Cabinet paper