

# Children's Services 2015/16 Annual Report

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**Final draft for Committee**



**Brighton & Hove  
City Council**

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## 1 Introduction

As a political administration we believe in the importance of setting clear priorities and being accountable for their delivery.

Our priorities, and what we believe the electorate should hold us to account on, is to target increasingly stretched council budgets on the most vulnerable and disadvantaged in our communities. That means transforming and modernising how we deliver these vital public services.

Secondly, we need to continue to take this authority on an improvement journey so that Ofsted grades our children's and social services as at least good or outstanding by 2019. Thirdly, it is important that we continue to work collaboratively with our 'family of schools' – including the city's small number of academies; to raise attainment standards; and close the disadvantage gap. And fourthly, we want to end the scourge of long-term youth unemployment in our city by 2020, creating an additional one thousand apprenticeships over the next 3 years. It includes trebling the number of apprentices that the council employs.

Over the next year, we will play our part in helping to reinvent the role of the local authority in education locally as well as future-proof our schools from the kind of outside interference our parents have said they do not want.

- We will continue to press ahead with social work reforms, including boosting the number of in-house foster parents.
- We will take the council's corporate parenting role to the next level by introducing a Care Leavers' Trust Fund.
- We will keep our excellent council run nurseries in public ownership, as well as reforming the workforce to reduce the required levels of subsidy. Investing in the early years in disadvantaged parts of the city will be a major priority.
- We will establish a Youth & Apprenticeship Trust, re-focusing our youth offer around a more concerted skills and employability agenda.
- We will follow through on the recommendations of the Employer Skills Task Force ensuring business is put in the driving seat locally, particularly when it comes to economic regeneration and education.
- We will continue to push schools to hire more apprentices, which is essential if the council is to get back some of the Levy it will start paying over to government from next April.

All these things add up to one over-arching goal of this Administration:  
To ensure Brighton and Hove becomes the best place in Britain to bring up a child, the best place if you find yourself in foster care. A city where education and employment opportunities are made available regardless of the postcode in which people live. Ultimately, that is what improving life chances in our great city should be all about.



Councillor Tom Bewick  
Chairman – Children, Young People & Skills Committee  
Brighton and Hove City Council

It takes a city to raise a child and a Children's Service to ensure that all of our children and young people across the city have the very best start in life, so that they grow up happy, healthy and safe with the opportunity to fulfil their potential. Our staff are committed to this ambition, but I'm very pleased that it is a task shared by a range of partners across the city, by parents and carers and by our young people themselves.

This is the first Annual Report from Children's Services and has been produced following the direction set by the new Labour Administration in May 2015 and the announcement of four key priorities outlined above.

We started the year completing our Ofsted inspection of safeguarding services. This was a gruelling experience for staff but it was pleasing that Ofsted recognised that we are keeping children safe, that we knew ourselves very well and that our improvement plans are appropriate. We were aware that there were some areas within the service that were not as good as we would have liked and since the inspection we have continued to make the improvements necessary to ensure that we produce the very best outcomes for children. As we write this report we await news about whether we will be chosen for one of the new inspection frameworks: the Joint Targeted Area Inspection and we are halfway through an inspection of special educational needs and disability services.

Over the course of the year there have been a number of key milestones that are described in more detail within this report, including some fantastic school results over the summer including the most improved GCSE results in the country, the implementation of a redesigned social work service focussed on relationship based practice and consistency of support for young people, the development of an integrated learning support service and one of the highest percentage of two year old children taking up their free nursery places. We are also mid-way through a range of service redesigns and developing plans for new models of delivery in the future. There are also some key events coming through in the next few months including changes to our secondary school admission arrangements, a decision about changes to our SEN provision, the development of a new integrated adolescent service and continuing the success of our Troubled Families programme as we move into phase two of this development to help even more families. We will also be looking at how we can ensure that all services across the city are more child and family centred. All of our plans for the year can be seen in our Directorate Plan, referred to at the end of the document.

We would like to thank everyone who has been on this journey with us, helping to make this a fantastic city for children to grow up in

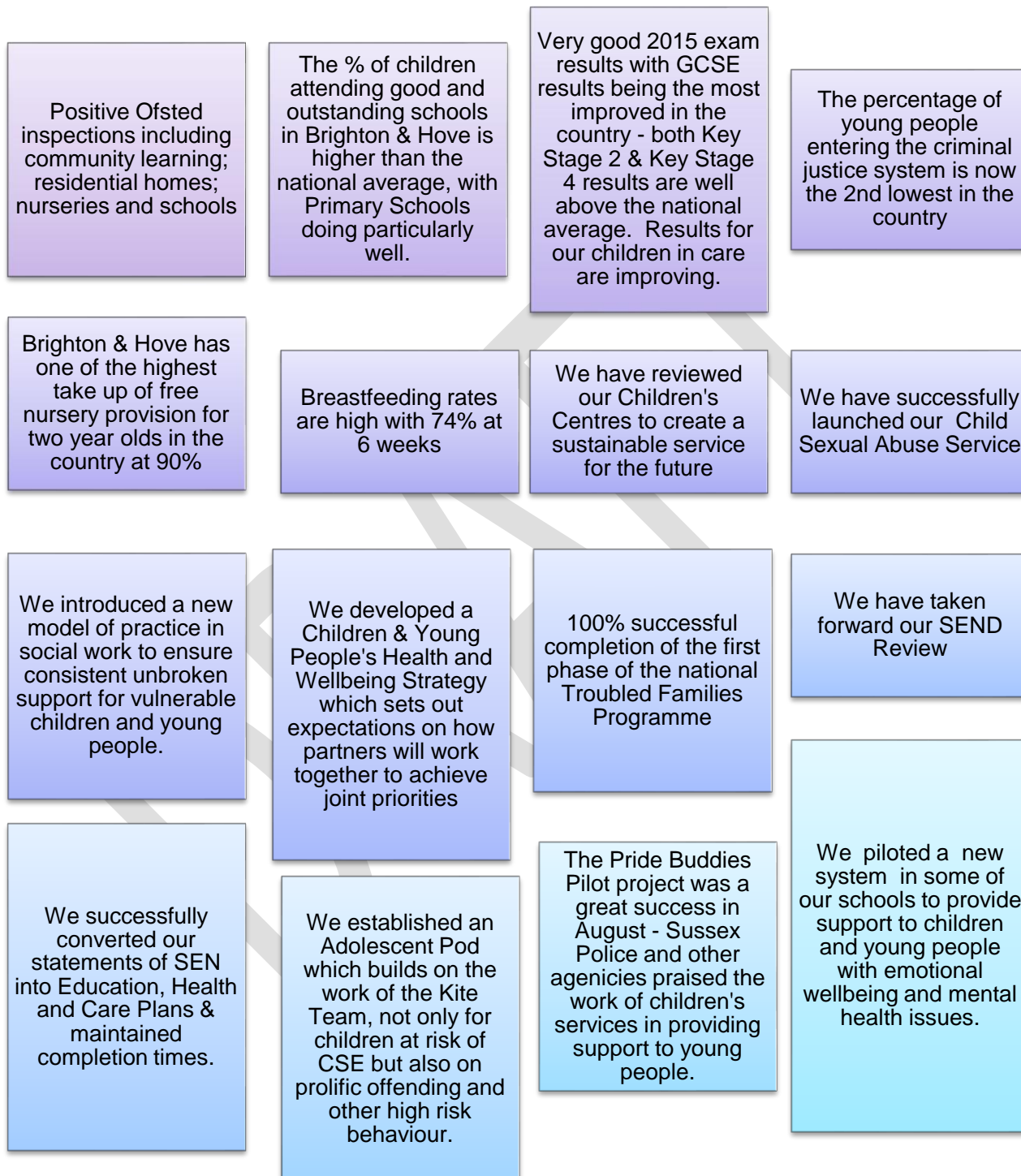


Pinaki Ghoshal  
Executive Director of Families, Children and Learning

## 2. Our key achievements and challenges in 2015/16

A great deal of activity and change has been seen across Children's Services over the past year and some of this is summarised below.

Our key achievements this year include;



However, we are clear there is still work to do.

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Areas for  
developmen;

Our most vulnerable children are not achieving as they should, for example children on free school meals

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As an employer we are not fully representative of groups with protected equality characteristics

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The number of children subject to child protection plans and the number of children who are in care are still high but a lot of work is underway in early help processes to ensure the right interventions are offered at the right time

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We are seeing a large increase in demand for mental health services across the city which is causing pressure and increased waiting lists for children, young people and their parents

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The number of young people who are reoffending is too high

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### 3. Our service areas

We are in the process of redesigning our directorate but here are details of how our work has been managed and taken forward over the last year.

#### Children's Safeguarding and Care – Helen Gulvin



Service responsibilities include: the MASH and Assessment Service; Children in Need, Children subject to Child Protection Plans, Children in Care, Care Leavers, Adoption, Fostering, Youth Offending Service. Contact Service, Looking Forward, RuOK, Early Parenting Assessment Programme and the Clermont Family Assessment Unit

Current focusses are to continue work with Social Work and Youth Offending Team staff to embed a unifying and consistent approach for working with children and families based on a 'Relationship Model'; consolidating work with the Police to implement Child Sexual Exploitation strategies that Prevent, Protect and Divert children from harm and prosecute perpetrators; further embed a new service for vulnerable teenagers and young adults up to the age of 25 who are at risk of serious difficulties; working with the Police and the courts to reduce further the small cohort of young people in the City who are repeat offenders

#### Education and Inclusion – Jo Lyons



Service responsibilities include: school improvement, behaviour and attendance, education other than at school, school meals, admissions and home to school transport, school leadership and governance, Virtual School, Ethnic Minority Achievement Service, Traveller Education, and the Music & Arts Service. This area is also responsible for developing the services to schools offer and the commissioning of school places and all school organisation matters including finance and emergency planning, as well as providing special education needs provision including our Pupil Referral Units (PRU's).

Current focusses are to raise standards across all phases of education; close the gap in achievement for our vulnerable groups; develop collaborative partnerships across the city to deliver our learning and skills agenda; deliver on our duty to provide school places at a new secondary school; review our secondary admissions arrangements for 2018 onwards; develop our strategy around traded services to schools and achieve greater value for money; bring together learning support services and to develop integrated provision and support for children with Social, Emotional and Mental Health providing more effective early help.

## Special Educational Needs and Disability – Regan Delf



Service responsibilities include: the Educational Psychology Service; Community Child and Adolescent Mental Health Service; assessment and learning support services for children with Special Education Needs; the Learning Disabilities Team; disability social work and key working services in the Integrated Child Disability Service (council and health services); respite and short break services run by the council for children with disabilities; the two children's homes for children with disabilities; managing a range of SEND contracts in the Community and Voluntary Sector.

This branch, working with other colleagues and partners, is leading on taking forward the recommendations of the SEND review linking with a parallel review of learning difficulties within Adult Social Care. This involves developing integrated provision for our children with the most complex needs from early years to age 25 in line with the requirements of the new Children and Families Act 2014. The changes will extend support to families and offer them more choice and control and will involve creating more effective advice, support and training for schools and working more efficiently with colleagues in health and the community and voluntary sector

## Stronger Families, Youth and Communities – Steve Barton



This area leads on our Early Help Partnership Strategy and service responsibilities include: the Early Help Hub and pathway; Stronger Families Stronger Communities - Brighton and Hove's response to the national Troubled Families Programme; Childcare Strategy and Children's Centres; Youth Work and the Youth Employability Service.

Current focusses are to consolidate the work of the new Early Help Hub in order to provide a clear Early Help referral route and through monitoring and evaluation to inform the targeted delivery of Early Help Services in the City. To work with partners and residents to ensure our services support family and community resilience, deliver high quality universal provision alongside timely early help interventions and connect effectively with specialist and safeguarding services and to develop plans to implement the extension to 30 hours of free childcare for 3 and 4 year old with working parents from September 2017.



#### 4. Listening to Children's, Young People and their families – an overview of participation and engagement work and how we collect and act on feedback

We have a range of ways in which we can speak to children, young people and their families about their experiences in working with us but also to allow them to have a genuine role in evaluating and planning our services. These include:

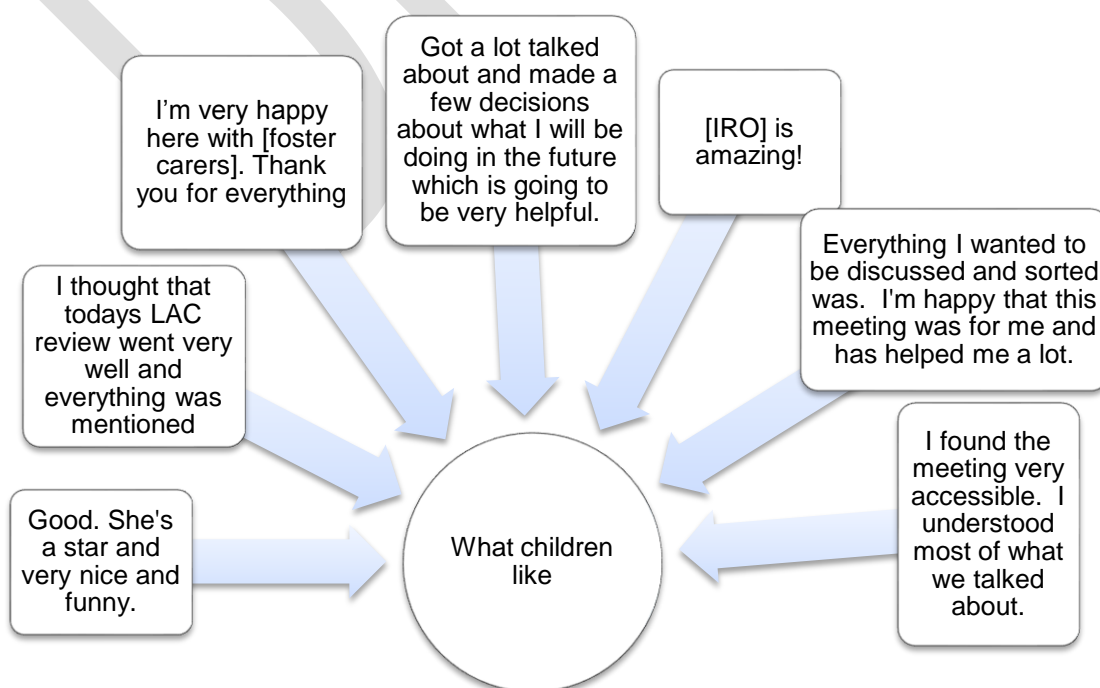
- The Participation Team that coordinates the Youth Mayor and Children in Care Council amongst other groups
- Youth Advocacy Project (YAP), a referral service that ensures children's rights are adhered to and that they have a voice
- Independent Reviewing Officers who work with families to ensure the council is doing all it should to support children in the care of the local authority
- A comprehensive complaints and compliments process that is reviewed regularly to ensure learning is taken forward
- The Safe and Well at School Survey (SAWSS) which is an anonymous online survey conducted annually by primary and secondary schools during lesson time.
- The Young Ambassadors which fully involves young people in the recruitment and selection of senior managers and staff working with children at BHCC.

We also endeavour to fully engage these key stakeholders in any service / policy redesigns we undertake. Recent examples include the Youth Review, SEND Review and most recently the School Admissions engagement events, including four events and a questionnaire with children and young people.

**Some examples of feedback we have received from children and young people includes;**

*Rate My Review:* This feedback system helps to ensure children looked after have a say about their experience of their Independent Reviewing Officer and the review process.

This is what children told us they like...



*Young Ambassadors* is a programme which involves young people in the recruitment and selection of senior managers and staff working with children at BHCC. Some of the feedback from young people who have participated in the programme includes;

I really enjoyed the experience and hope to do it again.

I would feel confident sitting on an interview panel now; I'm really glad we did the mock interview.

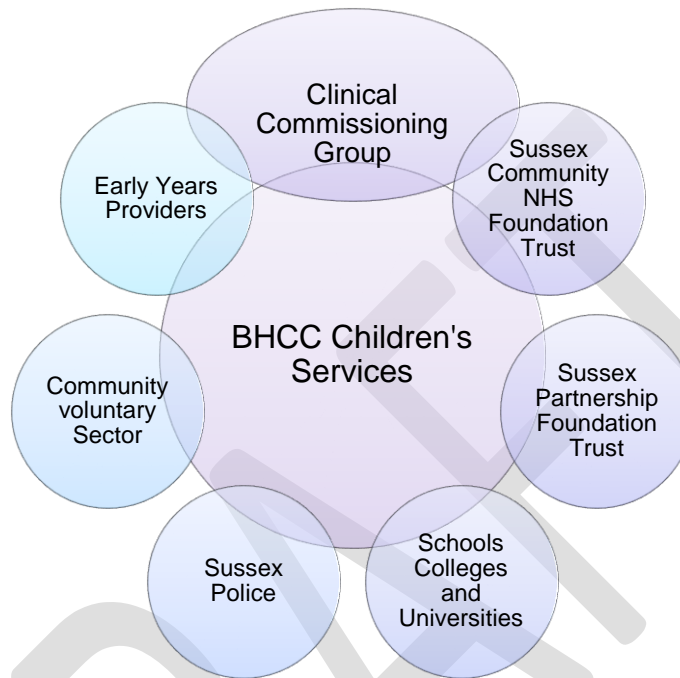
I felt really prepared because they explained things in a way I could understand. I met with them to do the shortlisting. They had a list of questions already but asked me what I would add or change and prepared me around what they were hoping to hear from the candidates in answering the questions

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## 5. Our partnership arrangements

Partnership working is critical to the work of Children’s Services. As a single agency we cannot by ourselves ensure that our children and young people grow up happy, healthy and safe.

Key Partners outside of the council include;



Our key governance arrangements are listed on the following page. In addition, there are a number of partnerships as follows;



Key governance arrangements include:

Children and Young People Committee

- Responsible for education, children’s health and social care services, public health relating to children and young people

Health & Wellbeing Board

- Brings together councillors, senior council officers, GP commissioners and local people to plan for health, public health and adult and children’s social care services across the city.

Local Safeguarding Children Board

- Has oversight of the safeguarding arrangements across the city

Children's Services Partnership Forum

- Provides discussion, challenge and leadership to improve outcomes for children, young people and their families by working to a shared vision

Corporate Parenting Board

- Acts as an advisory Board to the Council, its partners and its Committee on matters related to the Council’s Children in Care

Youth Offending Service Board

- Oversees the local delivery of responsibilities under the Crime and Disorder Act

Learning, Skills & Employment Group

- Has oversight of education and skills across the city following the merger of the Learning Partnership and the Employment & Skills Group.

Early Help Partnership Board

- Provides governance for our Early Help Strategy and Stronger Families Stronger Communities Programme

## 6. Our strategic priorities and work completed over the year

**Priority 1: Ensure that the most vulnerable and disadvantaged children receive the council's support, consolidating services where possible, and targeting resources at those most in need**

### **Key actions that we've taken forward in 2015/16**

- Implementing our Child Sexual Exploitation action plan
- Safeguarding young people at risk of radicalisation
- Developing an adolescent pod in social work
- Enhancing personalised support to disabled children
- Mental health pilot project started in schools
- Ofsted improvement plan being implemented
- Support community resilience
- The views of children and young people have been an essential part of our service redesigns
- Work progressed towards building a child centred city

### **Case Study – Troubled Families**

The Stronger Families Stronger Communities programme funds support for families experiencing a range of difficulties including, school attendance and behaviour, skills and employment, health issues, anti-social behaviour and crime, domestic violence and abuse and children in need of early help or social work involvement. Work with complex families takes place through the Integrated Team for Families where a Family Coach works with all the family to assess what the issues are, identify goals and then support progress towards those goals. Outcomes range from parents improving their parenting skills to children achieving better school attendance and from better managed long term health conditions to reductions in the risk of domestic violence. The aim is always to help families develop their ability to cope with life and for parents to better support their children and young people.

The number of children in care is falling, from 472 to 449 in a year

16.8% of our children are living in poverty which is better than national averages but clearly more work is needed

### **Case Study – adolescents service**

A young man was at risk of child sexual exploitation and his mother informed us she didn't feel she could keep him safe and would like him taken into care. He is out of mainstream school and attending Homewood on a reduced timetable

The adolescent pod started working with him and he became subject to a child in need plan. A package of care was developed with him and his mum. This care included allocation to 2 social workers, one primary worker focusing on developing a relationship between him and mum. This dual allocation ensures that someone is always available to work with the family, covering leave, sickness, emergencies etc. He has been allocated additional support through the YOS and a sessional worker that are able to build on his education provision, providing constructive activities during the day, including the use of Rapid English. He is supported to remain in the family home, his risk of CSE has been reduced and he is now working to a return to full time education in mainstream school.

## **Priority 2: Take the council on an improvement journey to achieve excellent services for children and young people by 2019, as rated by Ofsted**

The children's services directorate is answerable to a wide range of inspection frameworks from Ofsted. We also work closely with partners across the city who are subject to inspections. A summary of the inspections include:

- Schools in Brighton and Hove are performing well overall in terms of Ofsted inspections and the number of pupils attending good or outstanding schools in the city is above the national average. The new Ofsted common inspection framework was introduced last autumn and colleagues within the Education & Inclusion branch continue to review school performance termly and provide appropriate support and challenge.
- Early years providers also perform well with 91% having good or outstanding Ofsted judgements
- Brighton & Hove's two residential children's homes for children with disabilities are inspected yearly and were last judged to be good or outstanding.
- Children's Centres are subject to an Ofsted inspection but this framework is currently on hold due to a review, the outcome of which is expected later in 2016.
- Key to any inspection are the views and experiences of children, young people and their families and we are continuously developing ways to capture and consider these to influence service delivery.
- We are currently preparing for a new social work inspection, the Joint Targeted Area Inspection (JTAI). This is a new, multi-agency inspection between Ofsted, Probation, Police and the health inspectorate. A 'deep dive' theme will be used for every 6 months of this new framework, starting with Child Sexual Exploitation and Children Missing from Home, Care and Education.
- Ofsted have launched a new inspection in May 2016 focussing on how local areas fulfil their responsibilities towards disabled children and young people and those with special education needs and at the time of writing we are halfway through our inspection. Feedback and any actions will be provided to committee post inspection and in next years annual report.
- The Single Inspection Framework (SIF), focuses on children in need of help and protection, children in care, care leavers and the local safeguarding children's board (LSCB) and we had our SIF inspection in 2015.

### **Key actions that we've taken forward in 2015/16**

- We have redesigned the social work service to support relationships and provide containment for staff and to support safe and stable family live
- Pod Managers have received training from the Centre for Social Work Practice
- School Improvement Work continues
- Work of the SEND Reform Group progresses
- We have commissioned the National Charity, Missing People to provide a Return Home Interview Service and 1:1 support service to children and young people.
- We have made a significant investment in the Fostering Service to support a recruitment and retention project to increase the number of in-house foster carers
- Inspection prep for Nursery inspections
- We have completed a joint MASH and Early help review of all Contacts made to the MASH in May 2015 to analyse patterns and types of referrals made

### **Case Study – Benfield School**

Benfield Primary School was judged by Ofsted to be inadequate in November 2012. The Local Authority commissioned Emma Lake, headteacher of Hangleton Infants to be executive head. She appointed the deputy head as head of school and together they worked to develop the quality of teaching and learning to address under performance. She used staff from Hangleton to support in areas of need.

The LA also co opted a National Leader of Governance on to the governing body who became chair of governors and developed the governing body. The school came out of special measures very quickly (December 2013) and was judged to be good in their recent inspection, April 2016.

### **Case Study – Team around the relationship**

Families told us they wanted continuity and consistency of social worker and social workers told us they wanted to be enabled to affect change for families. Therefore, in October 2015 we re-designed our children's social work services into small teams, or pods, to support families from their first assessment and to provide a consistent service for as long as we work with them.

Initial evaluation is promising. The number of children subject to a child protection plan is now 374, it was 415 in November. Social workers have told us that 'it is helping us to think differently about cases'. Feedback from families also seems positive: "We have found [the social worker] really excellent in helping us cope with a situation that has at times felt completely overwhelming. She is a very positive influence to our child and a great help within the family for her empathy, tenacity and compassion."

**Priority 3: Provide greater challenge and support to council maintained schools to close the disadvantage and educational attainment gaps, including a focus on STEM subjects (Science, Technology, Engineering and Mathematics)**

**Key actions that we've taken forward in 2015/16**

- Continued work on closing the gap
- Unifying the Learning Support Service
- Implementing School Organisation Plan
- Secure location options for new school

We have 90% take up of 2yr old education places – one of the highest in the country

82% of our schools are judged to be good or outstanding, with none in special measures

**Case Study – Every Child a Reader**

25 Reading Recovery teachers in twenty two local schools identify the lowest attaining in literacy, at age 5 or 6, and provide intensive individual lessons, every day for 30 minutes. They also work closely with the class teacher, school team and parents to support those receiving additional help, they also contribute to raising literacy standards across the school.

Using early reading and writing intervention and associated Quality First Teaching and intervention training, the ECaR service has improved local KS1 outcomes, closing the gap in attainment for pupils vulnerable to low progress in literacy learning. ECaR schools serve pupils across Brighton and Hove with 47% pupils living in disadvantage.

ECaR schools and families will continue to work to the goal of most pupils working at age related expectations in Reading and Writing early in their education so they can continue to access learning with success and enjoyment.

Since 2010 KS1 Reading gap has closed by 22 percentage points in ECaR schools

Our GCSE results were the most improved in the country with 61% of all pupils getting 5+A\*-C (incl English and Maths)

**Case Study – Virtual School**

The Virtual School has responsibility to promote the educational achievement of Children in Care. The Virtual School has done this successfully by:

- supporting and challenging all schools and social workers so they provide high quality educational support.
- training carers, schools and social workers how to intervene successfully to support children's education and attachment issues.
- implementing or streamlining systems and structures to support good progress e.g allocation of pupil premium, personal education planning (PEPS).
- commissioning or providing and monitoring direct interventions including adviser attendance at PEPs, 1:1 tuition, Every Child a Reader tutors, Letterbox reading program.

Key to the Virtual schools success for children is close monitoring, bespoke and timely intervention, assertive advocating and collaboration.

The outcome of the work has meant GCSE results, exclusions and attendance are all significantly better than National Averages. This success was recognised in 2015 Ofsted.



**Priority 4: Eliminate long-term youth unemployment (18-24 years old) and boost apprenticeships in the city by 2019**

**Key actions that we've taken forward in 2015/16**

- Develop 16-19 pathways for young people
  - Review of youth provision - Secure external support to explore Youth Trust options
  - Apprenticeship Pledge and local authority commitment within that - Skills task force established
- City Employment and Skills Plan development

**Case Study – the YES team**

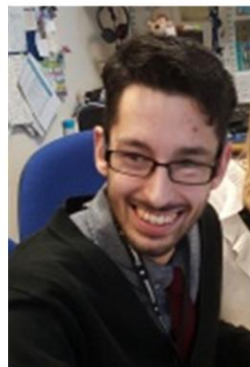
The Youth Employability Service (a small team of professionally qualified Information, Advice and Guidance (IAG) advisors who work with young people aged 16 – 19 (up to 25 with LDD) who are NEET or at risk of becoming NEET, by supporting them into post 16 learning opportunities or work. They have established an internationally recognised pioneering use of social media to engage with and support young people and are finalised for the 2016 MJ Awards. They excel in using facebook, you tube and the use of hashtags to communicate with the young people and the My Story series of videos inspires others to get involved in the service.

Only 4.7% of our young people are NEET, lower than our statistical neighbours

**Case Study –Rohan**

Our Children's Disability Service has been supporting, Rohan, an intern from Plumpton College. He is employed one day a week. He is also a sessional volunteer with the Federation of Disabled people and an ICT drop-in support at the library. He said: 'I am really excited to join the team properly. I've done lots of volunteering but this will be my first paid job. I will get a payslip! I've learnt loads on how things work in the department and people have been really welcoming.' The service manager said "It's been one of the most satisfying and rewarding developments I've been involved with and it's created a life changing opportunity for Rohan, I encourage others to do it. "

59% of our care leavers are in education, employment or training, considerably higher than national averages



Rohan at work at Seaside View

## 7. Our Performance Management approach – how do we know we are making a difference?

Performance management encompasses everything the council does and it is everyone's job.

In times of reducing budgets and increasing demand for council services, the need for effective performance management has never been greater, as this allows us to:

- help improve the services and outcomes for our citizens and customers
- prioritise our goals and allocate our shrinking resources effectively
- ensure everyone is clear about their role and accountable for delivering their contributions to achieving our purpose through delivering the principles and priorities as set out in the Corporate Plan.
- ensure value for money
- motivate and engage staff
- work more effectively with other parties, e.g. partners and contractors
- Meet our statutory requirements

### Good Practice Example

For Brighton & Hove, the SIF Ofsted Inspection conducted in April-May 2015 found performance management to be positive overall;

*The performance framework is well embedded and the quarterly performance board rigorously analyses key performance indicators, progress against performance targets, risk actions, learning from complaints and audits and key people data. Helpful context and commentary is included. Managers are held to account for poor performance and the move to a culture of continual improvement is well underway. Management information is accessible, helpful and comprehensive*

An area for improvement is for managers and workers to use it consistently or effectively and an additional resource has been invested to help managers understand, interpret and use this data more effectively.

In response to this, in 2015-16 we have introduced the following;

- A new performance management framework on social work: we have moved towards a self-service model to ensure that social workers and managers have access to management information in order for them to effectively manage their caseload and key activity;
- A revised Quality Assurance Framework to reflect the new model of practice e.g. social workers to complete audits with their managers; audits to covers all aspects of the child's journey; the intelligence from audits to be used effectively to inform the content of learning & development, achieving a circular, joined-up model of learning and improvement.

## 8. Reflecting and supporting our communities – our commitment to equality and diversity

Children's Services as a directorate and through our commissioned services continues to demonstrate a commitment to improving access to services and longer term outcomes for all in the city, but especially those who may otherwise be at a disadvantage. Here are some examples over the last year to drive this work forward.

- Our Ethnic Minority Achievement Service continues to support a range of children in the city with additional needs, including one case of a young African girl with a very rare dialect. She is now settled, happy and very popular in her school in Brighton and feels that she has a strong voice.
- Work was undertaken to ensure that BME students were not over represented in school exclusion data
- Services routinely analyse attendance data to activities by children, young people and families with protected characteristics to ensure attendance reflects the local population
- Closing the Gap remains a priority for the LA. It is good to see the rising results across the city and the progress that has been made in closing the gap. However there is still a long way to go and we are working hard to ensure those who are most vulnerable are supported to do well.
- Ofsted commended the local authority on their work with children and young people with protected characteristics

This is in the context of our services completing equalities impact assessments, particularly when there are significant changes suggested and consulted on. These assessments assure that there is a robust understanding and monitoring of service delivery outcomes and impact of changes on our more vulnerable citizens.



Image from the Nothing About me, Without Me guidance recently developed for Brighton & Hove Schools to help support disabled students

## 9. Looking ahead to 2016/17 and beyond

There are some key activities underway to look at how our services will be best delivered in the future and to further develop our approach of continuous improvement and improving outcomes for our service users. These include:

- Developing thinking around new models of delivery for a range of areas including youth services, adoption arrangements and our partnership arrangements with schools in the city
- A clear drive on improving the number of apprentices employed across the city
- Future proofing our secondary school admissions arrangements to tackle rising numbers and to further plans to open a new school in 2018
- Developing plans to implement the extension to 30 hours of free childcare for 3 and 4 year old with working parents from September 2017

We are also in the process of changing some of the focus of our directorate. We are changing our name to Families, Children and Learning to reflect the bringing together of our children's services with those for adults with learning disabilities.



## 10. Where to find more information

Brighton and Hove City Council website <http://www.brighton-hove.gov.uk/>

There are a number of web pages on the Council's website that hold information about our services and teams. You can use the Children and Education tab on the opening page or you can search for a specific team or document using the site search engine. You will find information about the membership, meetings and papers of the Children and Young People's Committee and the Health and Wellbeing Board under the Council and Democracy tab.

### Children's Services on the Wave

The Council has an internal intranet known as the 'Wave' that holds information for Council officers which you will be given access to. We have a Children's Services section on this which you can reach through the 'Our Council' tab on the opening page. There is a section for schools which can be reached from the opening page and we have linked access to the health services equivalent known as 'The Pulse' which you can access via the 'Wave Links' list on the right of the opening page.

### Key partner websites:

Local Safeguarding Children Board (LSCB) <http://www.brightonandhovelscb.org.uk/>

Brighton & Hove Connected <http://www.bhconnected.org.uk/> - Information about the Sustainable Communities Strategy for the City and the various thematic partnerships.

Brighton and Hove Clinical Commissioning Group <http://www.brightonandhoveccg.nhs.uk/>

Community Works <http://www.bhcommunityworks.org.uk/> - Provides support for Community and Voluntary Sector organisations working in the City and has a Children and Young People Network group.

### Key Documents

[Children's Services Directorate Plan 2014-2017](#)

[Threshold Document](#) - Provides a framework for referrals in to our services

[Early Help Partnership Strategy 2013-2017](#)

[School Improvement Strategy 2013-17](#)

For further information please contact the Service Development Officer on 01273 293736 or [carolyn.bristow@brighton-hove.gov.uk](mailto:carolyn.bristow@brighton-hove.gov.uk)

