

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE – 24 MAY 2005

LEARNING PARTNERSHIPS – PROGRESS REPORT

Report by Executive Director of Educational and Social Services

1. PURPOSE OF REPORT

- 1.1 To provide the Education Committee with information regarding progress within Learning Partnerships.

2. BACKGROUND

- 2.1 Nine Learning Partnerships were established in East Ayrshire in 2002. They bring together the main partners who deliver services to children and young people in each of the nine secondary school catchment areas. Their overall aims are to raise attainment and achievement and to better integrate service delivery for children and young people.
- 2.2 Learning Partnerships are also the main vehicle adopted by East Ayrshire to roll out Integrated Community Schools, part of which is each educational establishment must be Health Promoting by 2007.
- 2.3 There are four guiding principles for Learning Partnerships, namely:
- putting children first
 - working together
 - intervening early
 - devolved management
- 2.4 The main partners involved in Learning Partnerships include Education Services (Educational Establishments, Quality Improvement, Psychological Services, Network Support and Community Learning and Development), Social Work Services, Neighbourhood Services and NHS Ayrshire and Arran.

3. LEARNING PARTNERSHIP PROGRESS

3.1 Putting Children First

Each Learning Partnership bases their Action Plan on the needs of the area. A number of Partnerships have followed this up with stakeholder surveys on what young people and their carers believe is important and have sought feedback on how well the Partnership are meeting need.

3.2

Working Together and Intervening Early

Core Support Team

Each Partnership should have a multi-agency team, composed of : Children's Services Co-ordinator (0.5FTE); Support Assistant; School Nurse and Community Link Worker. It has proven difficult to fill these vacancies with appropriate candidates, but all except two are now filled. They work on a multi-agency basis with the most vulnerable as early as possible, to promote inclusion and improve outcomes. Their work is driven by Learning Partnership Action Plans which identify local need and how it will be met.

Work of the Core Support Team

- Initial referral, assessment and targeting of service – health, education or social
- Direct support to young people as early as possible
- Multi-agency training and development
- Updated lists of Looked After and Accommodated children shared with Partnerships
- First line services for those with social care needs – individual and group
- Health promotion initiatives including access to local services and appointments, immunisation, healthy lifestyles, smoking cessation, positive mental health initiatives
- Support Assistants attend all Partnership Assessment Teams (PATs) where there is no allocated Social Worker to ensure young people in need have a comprehensive assessment and support package
- Community Link Workers support for breakfast clubs, family learning and alternative learning programmes such as Princes Trust XL/Pacific Institute

3.3 Devolved Management

Finance and Resources

Each Partnership has additional personnel and finance delegated to Partnerships. Examples include Enterprise Officers and 3 Business Support Managers being aligned to Partnerships and vulnerability budgets being disbursed to each Partnership according to levels of poverty within their area.

Performance and Impact Framework

The Head of Service: Quality Improvement through the Quality Forum has developed an Integrated Performance and Impact Framework. This tool,

which has been presented to a previous Committee is being piloted within Learning Partnerships to enable partners to reach a collective view on the impact of their Partnership's activities and will highlight where integrated approaches require to be strengthened.

The Framework will examine:

- Vision and Values
- Leadership
- Communication
- Partnership Working
- Service Planning
- Assessment and Resource Allocation
- Performance Monitoring and Continuous Improvement

4. LEGAL/POLICY IMPLICATIONS

- 4.1 The proposals contained in this report are entirely consistent with the objectives of Integrated Children's Services Planning.

5. FINANCIAL IMPLICATIONS

- 5.1 Nil

6. RECOMMENDATIONS

- 6.1. It is recommended that the Education Committee:

- (i) ask the Executive Director of Educational and Social Services to return to Committee with the outcome of the Partnership evaluation and Action Plan; and
- (ii) otherwise note the contents of the report.

John Mulgrew
Executive Director of Educational and Social Services

9 May 2005
JM/KG/HC

LIST OF BACKGROUND PAPERS

1. Learning Partnership Progress Report – 23 March 2004

Members wishing further information should contact Kay Gilmour, Head of Community Support, Tel: - (01563) 576104 or Hugh Carswell, Integration Manager, Tel: - (01563) 578126

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