

## **EAST AYRSHIRE COUNCIL**

**EDUCATION COMMITTEE: 4 FEBRUARY 2003**

### **INTENSIVE SUPPORT FUND BID**

#### **Report by Director of Educational and Social Services.**

## **1 PURPOSE OF REPORT**

- 1.1 To advise Committee that the Social Work bid to the Intensive Support Fund was successful, and to seek approval for the associated posts related to within the Bid.

## **2 BACKGROUND**

- 2.1 The Scottish Executive invited bids from local authorities and the voluntary sector for the provision of intensive support services as part of its Youth Crime Initiative (see Youth Justice Report submitted to Social Work Committee 07.11.02 - Item 7, Page 2493, 99/03). Telephone confirmation of the approval of the Bid from East Ayrshire Council was received on 23/12/2002 and will be followed in writing.
- 2.2 The purpose of the fund was to provide alternative care arrangements for young people who would be at risk of entering secure residential school care.
- 2.3 Appendix 1 is a copy of the Bid submitted by the Council. The Bid was for a period of four years with a reducing budget each year, reflecting that there would be savings in the external placements budget over the period of funding which could then fund the project.

## **3. SERVICE PROPOSAL**

- 3.1 The service development is the creation of a four bedded Residential Unit, location to be determined, which would aim to reintegrate young people back into the community and mainstream education by providing them with structured support and programmes to address their offending behaviour. In addition to residential staff, there will be teaching, psychological and youth support staff, as well as support from social workers in the Youth Justice Team.

3.2 The progress of the Unit will be subject to internal monitoring with the provision of reports to the Scottish Executive on an annual basis.

#### **4. PERSONNEL IMPLICATIONS**

4.1 Appendix 2 details the staffing requirements for the Residential Unit and for the additional posts within Education. It should be noted that the costs will be met in full in year 1 by the Scottish Executive grant and in future years by savings achieved within the external placements budget.

#### **5. RECOMMENDATION**

- (I) The Committee is asked to note the contents of the report.
- (II) The Committee is asked to forward the report to Policy and Resources Sub-Committee for approval of the staffing levels proposed in Appendix 2.

John Mulgrew  
Director of Educational and Social Services  
Enc (2)  
7 January 2003

#### **LIST OF BACKGROUND PAPERS**

1. Youth Justice Report to Social Work Committee of 7 November 2002.

For further information please contact Bill Eadie, Principal Officer, Children and Families and Criminal Justice Services, Council Offices, Civic Centre, Kilmarnock, Tel: 01563 576728.

**IMPLEMENTATION OFFICER : BILL EADIE**



## **BID ON INTENSIVE SUPPORT**

### **Why is the Work Necessary**

East Ayrshire Council has made significant progress since 1996 in reducing the numbers of young people who enter residential schools because of offending behaviour, from 26 to 6 over the life of the Council. We now face a hard core of young people with very challenging behaviour, who would also be categorised as persistent offenders. These young people can find themselves in secure care as a result of their behaviour. During 2001 there were three placements in secure and this year 1 placement thus far. There are two other young people who we consider to be close to secure provision if their current behaviour continues.

This is a group of young people who also find themselves excluded from mainstream education provision as a result of their behaviour and also because they opt out of education.

The children are generally in the age range 14 to 16 years and would fall within the following categories;

- Children in danger of secure care
- Children who have been referred for secure care but for whom a placement is not available
- Children in secure care for whom the placement is not effective
- Children who are displaying extreme behaviour which is likely to lead to either a residential or a secure placement
- Children who have been excluded from residential school because of their behaviour and are therefore likely to accelerate up the tariff scale and are more likely to face a secure placement.

The proposal seeks to provide these young people with an intensive residential experience supplemented by educational support which will aim to link them back into mainstream education provision either within schools / further education / vocational training.

Education and Social services has been a unified department for two years and is developing a strong track record in developing innovative services for young people, including socially excluded young people. The proposal seeks to build upon not only this record of innovation but also to further integrate services based upon the models of support that have been developed thus far by the Department. We are therefore working from a basis of strength in multi-disciplinary service delivery and seeking to bring that experience to delivering services to a more challenging group of young people.

Services are already in place to support young people who are excluded from school or whose behaviour is likely to lead to the potential for exclusion. These services include Youth Support and Rathbone both of whom provide flexible packages of support which retain young people within the education system. Strong links have also been established with service providers in the Further Education sector, Kilmarnock College, to link young people to programmes within that setting which can address the learning needs of young people.

The Department of Education and Social Services recognises the need to develop innovative services in order to address issues of social inclusion and youth crime and in this proposal seeks to build on innovative approach to service delivery to date by;

- Targeting young people at the higher end of the tariff scale
- Creating a multi-disciplinary team to work with young people within the residential setting
- Utilise skills from the youth justice team in the department work alongside residential staff on cognitive programmes
- Build an intensive service around the most vulnerable young people which aims to reintegrate them back into mainstream provision

In addressing issues in this way the Department will be tackling the social inclusion agenda for these young people who are amongst the most excluded within East Ayrshire. Levels of deprivation within East Ayrshire are above the Scottish average and this has an impact upon issues of youth offending

#### Key elements

- A 4 bedded residential unit which will offer intensive support from unit staff. Staffing levels will be geared to the times when the young people are resident, that is evenings and weekends
- Specialist educational provision drawing upon the experience of project staff who currently support young people excluded from school
- An intensive support programme from education staff to reintegrate young people into mainstream provision within a six month period.

- Structured intervention programmes from youth justice staff and the residential staff in the evenings and at weekends within the residential unit which will challenge offending behaviour.
- Support for the specialist staff from mainline provision within East Ayrshire Education and Social services.
- The provision of dedicated psychological services time to work intensively on the learning needs of the young people.

## **The Proposal**

The proposal is for a four bedded unit which will offer intensive support to the young people who are accommodated. The unit will be staffed to a ration of 1 staff to 2 young people which will ensure a high level of supervision. Young people entering the unit will enter phase 1 of a three phase programme. If the bid is successful then the department will seek suitable and appropriate accommodation through both the local authority housing service and housing associations. The accommodation will then be adapted to meet the requirements of the care Commission for registration purposes.

Phase 1 activity will include an assessment of the young persons educational and vocational needs and will be undertaken by the teacher, educational psychologist and youth support staff in conjunction with residential staff. The purpose of the assessment is to identify the best community based resources which can be identified to support the reintegration of the young person into the community. This activity will be undertaken during the day. In the evenings the young person will participate in a variety of cognitive programmes which will challenge their offending behaviour. The programmes will be delivered by fieldwork staff in the youth justice team. From the above it will be seen that integrated service delivery will permeate the implementation of the project and provide opportunities to demonstrate the benefits such delivery to service providers in other authorities.

Phase 2 will follow the completion of the assessment and will involve the young people in moving out of the residential unit during the day to a youth support base. At the base the teacher and educational psychologist, as well as the youth support team staff will work with young person in meeting the identified needs and developing the individual learning programme of the young person. The aim of this phase is to develop the young persons personal skills to the point where they can transfer to main stream resources. This transition phase will encompass time at the support unit with time in other educational / vocational training settings. Within the residential unit, in the evenings, the young person will continue to participate in cognitive programmes.

Phase 3 will see the young person participating in mainstream education / vocational training provision during the day with a monitoring role being

performed by the youth support staff. Within the residential unit the young person will be participating in cognitive programmes and receiving support to move back to an appropriate setting within the community. As the young person will be subject to a supervision order this work will be undertaken jointly by the social worker in the youth justice team and the residential staff. If the young person is 15+ at this stage then the social services throughcare team will be introduced to the young person and will join the multi-disciplinary team assessing and supporting the young person in returning to the community.

In each of the three phases young people will also have the opportunity to participate in outdoor activities and to be involved in vocational training through Rathbone, with whom the Council currently has a contract for alternative educational provision. The residential unit, based on the Departments experience of educational provision within Children's units using the Learning with Care monies will ensure that the unit is an educationally rich resource with appropriate I.T. and other materials to encourage young people to continue learning outwith core education time.

### **New Resources Required**

- 4 bedded residential unit
- Staffing for the unit
- 1 Full time equivalent teacher
- 1 half time educational psychologist
- Outdoor learning support (additional requirement) .2 FTE
- Rathbone (additional requirement) .2 FTE

### **Budget**

HEADING	COST (£PA)
Staffing residential unit	320,991
Non salary, residential unit	75,000
Initial capital residential unit (alteration of building And furnishing and equipment. Estimate)	150,000
Teacher	30,000
Rathbone	4,000
Outdoor learning	5,000
Psychologist	20,000
Admin support	10,000
Activity budget	5,000
<b>Total for Bid</b>	<b>619,991</b>

Recurring revenue costs, after initial set up and staffing in year 1 would be, £469,991

## **Bid**

<b>Year 1</b>	<b>£619,991</b>
<b>Year 2</b>	<b>£352,493</b>
<b>Year 3</b>	<b>£234,995</b>
<b>Year 4</b>	<b>£117,497</b>

The bid for years 2, 3 and 4 will reflect the progress in reducing the number of young people in secure and residential school placements and the increased transfer of financial responsibility to the Council as it achieves savings in its residential school budget.

## **Monitoring and Evaluation**

Joint monitoring team will be established involving Quality Improvement staff from education and social services. The team will gather performance data on a monthly basis which is relevant to the criteria for success;

- To include attendance at education provision, rates of absconion from unit, rates of offending, patterns of integration into mainstream provision, participation in and completion of cognitive programmes, attendance at counseling sessions for substance misuse
- Monthly reports on performance will be submitted to the Youth Justice partnership with quarterly reports submitted to the Executive if required. Completion of an annual performance report which will also report on the impact in terms of the destinations of young people admitted to the project, educational attainment both at the end of placement and at the conclusion of mainstream education post placement, impact on the use of residential school and secure placements.



**Stephen Moore**  
**Head of Social Work**  
13 November 2002

## RESIDENTIAL UNIT PROPOSAL

STAFFING	BASIC + ALLOWANCES
Unit Manager	25,976
Senior Residential Worker	18,878
Residential Worker Day (7)	116,711
Residential Worker Night (4)	88,700
Residential Worker Peripatetic	16,673
0.5 Admin Support (GS1/2)	5,279
	272,217
Employer Costs	55,108
<b>TOTAL SALARY COST</b>	<b>327,325</b>

**Associated Staff**

<b>1 Full-Time Equivalent Teacher attached to Youth Strategy</b>	-	<b>£30,000</b>
<b>0.5 Psychologist</b>	-	<b>£20,000</b>