

If you wish to make any comments about this newsletter, want to write an article for a future issue or have a question about the Children's Trust, please contact Kathryn Rutherford, Communications Officer, Social Services, 50 Fawcett Street, Sunderland SR1 1RF.

Tel: 0191 566 1832 email: [communications@ssd.sunderland.gov.uk](mailto:communications@ssd.sunderland.gov.uk)

The deadline for the next edition is 6 January 2006



Issue 4 - November 2005

# Children's Trust News

FOR EVERYONE WORKING WITH CHILDREN IN SUNDERLAND

## More Children's Centres



# on the way!

### Where we are now?

**Phase 1** of Children's Centre development (2004 - 2006) is now approaching completion and by September 2006, Sunderland will have eleven new Children's Centres, as part of this Government plan to improve outcomes for all young children, and in particular to close the gap between the outcome for the most disadvantaged children and others.

Six of these new Centres have been developed from the existing Sure Start Local Programmes in Thorney Close, North Washington, Southwick, North West, Monument and Ford. Plans are now firmly underway in a further five Centres in Hendon, Central Washington, Ryhope, Silksworth and at Pennywell Early Excellence Centre.

### Sunderland City Council plans for more Children's Centres

As we now look to **Phase 2** (2006 - 2008) the local authority is planning for all families to have access to Children's Centre services i.e. families in the 30% most disadvantaged areas. It is expected that on average a Children's Centre will serve a community with about **800** children under five years old.

### Children's Centres must offer:

- Daycare from 8.00am until 6.00pm 48 weeks per year
- Family support and outreach
- Extended Family Health Services
- Parental Involvement
- Links with Jobcentre Plus

Sunderland has been allocated £1.5m capital funding to create another six Centres by April 2008. One has already been identified - the existing Sure Start Local Programme in Hetton & Houghton, which will be based at Hetton Lyons Nursery School. The Council has invited expressions of interest from a variety of providers including Schools, Neighbourhood Nurseries, Maintained Nursery Schools, Family Centres, Community Centres, Health Centres, Voluntary and Private childcare providers. It is anticipated that those successful organisations, which meet the assessment criteria, will be known soon.

## INTRODUCING THE NEW DIRECTOR OF CHILDREN'S SERVICES

Dr Helen Paterson has been appointed as Director of Children's Services, a new post which she took up on 1 November 2005. She comes to Sunderland after serving as Director of School Improvement, Performance and Partnership at Solihull Council, where she has worked to successfully lead the authority's first wave of the Building Schools for the Future Programme.

Since then Helen has been head teacher of a large amalgamated urban primary school and a large junior C of E school. Helen has an MA(ed) in Educational Management and completed her PhD focusing on theories of transitions with field research into the transition to school processes for four year olds in 2004. She is also a Justice of the Peace.

Helen has a wealth of experience working in education, children's services and the public sector. She began her career in teaching in Yorkshire and moved to Hampshire in 1987 to take on her first Headship.



## In this issue...

- SEEN AND HEARD - Appointing the new Director of Children's Services
- SERVICE DELIVERY ROOM - Every Schoolday Counts
- YOUNG ASIAN VOICES STEPPING OUT TO IMPRESS
- MORE CHILDREN'S CENTRES ON THEIR WAY
- PLAY TOGETHER
- PUTTING PUPILS FIRST PAYS OFF

# CHILDREN'S SERVICES

## - NEW INSPECTION ARRANGEMENTS

**Children's Services are going through a great number of changes, one of which relates to the new arrangements for inspection.**

The Government has adopted a **single framework** to assess services for children and young people, underpinned by the 5 outcomes of the Every Child Matters (ECM) Outcomes Framework. This framework will not replace specialist inspection frameworks but aims to avoid duplication and reduce the burden of inspection whilst being timely and manageable.

The inspection aims to **improve outcomes** for children and young people by examining:

- experiences and achievements of young people.
- evaluating services contributions.
- encouraging rigorous self-evaluation.
- evaluating services capacity,
- saying what improvements need to be made.
- and pursuing the action taken to improve outcomes.

As it is increasingly important to ensure **children, young people and families are involved** in the design and delivery of services, and the assessment of them, the framework will assess the effectiveness with which an area involves its service users.

Specific elements have been set up within the assessment framework, including:

- **Annual Performance Assessment of Council Children's Services (APA)**

The APA has replaced:

- the performance assessment of children's social care undertaken by CSCI (Commission for Social Care Inspection).
- education rating used in the CPA (Comprehensive Performance Assessment).

The APA will include contributions from Education, Health and Social Services.

The APA aims to:

- support improvement in the quality of services, including partnership working.
- provide a framework for performance management and review of services.
- provide annual judgement.
- establish what action needs to be taken to improve the quality of children's services.
- provide the general public with a judgement on the performance of their local council.

The APA provides a judgement based on the council's overall contribution in education and children's social care in improving outcomes for children and young people. A rating will be determined based on this and the Council's capacity to improve.

- **Joint Area Reviews (JARs)**

The JAR is aimed at ALL children's services. The JAR will include the involvement of statutory, voluntary and private sector providers. The JARs will be timetabled so that they correlate with the completion of the APA, and as such will draw information from the APA.

Both the APA and JARs will form the basis for future planning and commissioning, and will contribute to the Children and Young People's Plan.

- **Children and Young People's Plan (CYPP)**

The CYPP is a three-year plan outlining the planning intentions of an area to improve outcomes for children and young people. The CYPP will not form part of the assessment process itself, but it will be aligned with the framework to ensure the timeliness and effectiveness of service planning.

**For further information please contact John Markall, Senior Policy, Planning & Development Manager, Social Services on 0191 566 1836.**

## Street Magazine

Street is a magazine for the youth of Sunderland written by the youth of Sunderland and produced by the Sunderland Echo.

If there are any young people in your project that would like to write an article for the magazine, then we are looking for:

- Personal Stories.
- Reviews on: Fashion, Cinema, Books, and Music Gigs etc.
- Cartoon Strips.
- Puzzles.
- The best venues and activities that young people can access.

Please send articles to Sylvia Hopper at the Sunderland Youth Participation Media Group:

Email: [Sylvia.hopper@sunderland.gov.uk](mailto:Sylvia.hopper@sunderland.gov.uk)  
Tel: 0191 553 7403  
Or write to: Youth Strategy Team, Havelock Towers, 270 Hylton Road, Sunderland SR4 7XJ

connexions

TYNE AND WEAR

## YOUNG ASIAN VOICES STEPPING OUT TO IMPRESS



*Pictured: Members of Young Asian Voices learning the moves*

In July, Connexions Tyne and Wear and Young Asian Voices (YAV) welcomed Beverley Hughes, Minister for Children, Young People and Families on a visit to the Bangladeshi Centre in Sunderland.

The Minister had expressed an interest in seeing activities funded through the Positive Activities for Young People (PAYP) programme.

Through the PAYP programme Young Asian Voices organise a range of activities over holiday periods including football coaching, music and DJ sessions and trips away. The particular activity on the day involved a dance tutor from the City of Sunderland College introducing young Asian girls to break-dancing. The aims were, through a fun activity, to encourage self-expression and self-confidence and to build links with the College to make the transition to further education an easier step. As well as seeing the young people in action, the Minister also listened to what the young

people, staff and guests had to say about personal, local and national issues and was impressed by what she heard. High on the agenda for the young people and staff was a permanent base for YAV for which they are seeking finance and support.

The Minister praised Young Asian Voices and the PAYP programme for helping young people address issues they face including their own attainment, attendance at school and entering employment, education or training. She also commented that the programme was helping to promote good relations between young people throughout the City.

Young Asian Voices is a voluntary sector youth project for young Asian people. The project undertakes youth work activities of an educational, cultural and recreational nature on a weekly basis at a number of venues in the City. Activities include junior and senior girls and boys groups, outreach work, a swimming club, international youth exchange, anti-racist work, issue-based educational work, visits and trips to various places in order to encourage learning. YAV also support work for children and families who are experiencing racial harassment.

# Seen AND Heard

APPOINTING THE NEW DIRECTOR OF CHILDREN'S SERVICES

## EDUCATION PROJECT CONTINUES TO GROW



**Sunderland City Council enlisted the help of five young people - Stacey Richards, Charlotte Cheal, Jamie Tuckwell, Peter Derrick and Ross Willcock - to recruit their Director of Children's Service.**

Three of the young people came from the Sunderland Connexions Youth Engagement Group and two members from Sunderland Youth Parliament.

The young people played an important role in the recruitment process. They listened to presentations made by each candidate and took the opportunity to ask them questions based on their presentation. They also put together a range of questions to ask each candidate in an interview.

The young people had the opportunity to again meet with candidates, Elected Members, stakeholders and the Chief Executive, Ged Fitzgerald, over lunch.

Following lunch, they gave feedback to Elected Members, corporate personnel and Ged Fitzgerald on their views and the scores that they had given each candidate. They identified candidates' strengths and weaknesses in their feedback and, in turn, Elected Members asked questions of the young people regarding the scores and assessment they made.

The young people felt that being involved had helped shift the power base, be it a small step, in favour of

young people and felt it recognised young people as key partners in the Development of The Children's Trust in Sunderland.

The involvement of young people in this process demonstrates a willingness by the City Council to embrace the importance of actively engaging young people at all levels and at all times, not just in the development stages but in the long term plans of governance and decision making.

The young people who took part in the recruitment for the Director of Children's Services are currently putting together their evaluation and it is hoped that their views will strengthen the City Council's process for involving young people in the future.

The evaluation is to be given to Corporate Personnel in Sunderland City Council, with the young people asking for a response as to how the council is intending to deal with the recommendations.

The young people and this process, including the evaluation, were supported by Michael Wade (Connexions Tyne and Wear) and Michael Elsy (Youth Development Group).



*Just some of the young people benefiting from Keyfund*

### **The Keyfund project has recently gone from strength to strength in the Sunderland area.**

The Keyfund Federation is a regional youth education project operating across the North East of England, Cumbria and North Yorkshire. The registered charity and youth education project in Sunderland have received Neighbourhood Renewal Fund support.

Keyfund encourages groups of young people (aged 11-25 years) to work together to make projects happen. They work with trained Keyfund facilitators who can be anyone working with young people, in any setting, to turn their ideas into actions, their dreams into reality. They have to plan and prepare everything, developing their idea themselves including where/what they want to do, how they are going to get there, how much it will cost, transport issues, risk assessment and any other details.

They present their idea to a panel, who will negotiate financial resources with them. They then carry out their idea, and have to evaluate it at the end.

The project develops and engages young people, giving them the responsibility of organising their activities and presenting their ideas. They set the challenges for themselves and develop 12 Keyfund skills that are transferable in other settings.

Recent figures show that there are currently 177 groups with 1,160 participants in Sunderland, working with 116 agencies.

Keyfund is now being delivered to children under the age of 13 as a pilot project with great success.

Seven groups from St John Boscoe, Hylton Red House Primary, Hylton Castle Primary, Bishop Harland CE have taken part.

The young people have planned outdoor play equipment, been rock climbing, sledging and snowboarding, visited the Stadium of Light and Scotswood Nature Garden and one group hope to develop a quiet area in their school garden.

The Keyfund Juniorz pilot scheme, which took place from May 2004 - end May 2005, has now ended but funding is being actively sought to continue the work. Julie Lane, Project Worker for Home School Partnership, who has been instrumental in delivering the project stated:

**"The young people have benefited from group work, building confidence and increasing their ability to communicate ideas both verbally and in written terms."**

**"They learn to conquer their fears, try something new and learn to work together accepting other children's ideas and opinions without arguing."**

# The Service Delivery Room

THIS ISSUE FOCUSES ON  
THE CHILDREN'S FUND'S  
EVERY SCHOOLDAY  
COUNTS INITIATIVE

Every Schoolday Counts (ESC) is an innovative and proactive initiative of the Sunderland Children's Fund Programme that actively promotes the benefits of Primary School attendance to children and families. The aim is to initiate a shift in parental perception and values to education in order that children inherit a positive attitude towards school. The Project offers targeted work with schools that need it most, offers strategies based around rewards and incentives and continually celebrates success with a well-established certificate system and an annual celebration.



## Impact to date:

- Primary School attendance is at its highest since 2000/1
- The number of schools with 94% attendance or above is up by 17.5%
- Absence has reduced from 6.1% to 5.8%
- The number of children with 100% attendance has increased by 20.1%
- During the Spring Term 2005, 32 out of 44 children given targeted support improved their attendance - a success rate of 73% with the average child's percentage attendance improving by 16.7%.

likely to happen at home, learn how to become a good citizen and look after others as well as themselves.

ESC links directly to the Every Child Matters outcome of 'Enjoying and Achieving', however, being at school will undoubtedly contribute to children 'Staying Safe' and 'Being Healthy'. Longer-term children will be contributing to economic well-being and will be making a positive contribution by gaining the skills to make informed choices about supporting the community and environment. Hopefully many children will gain the confidence to go on to Further Education.

The Project, which started in 2002, has grown from strength to strength, even being praised and seen as a model of good practice nationally. Its work in achieving long-term commitment from a local travel agent to help reduce the cost of holidays during term time has been a key achievement as this contributes to a significant amount of absence. The number of days missed as a result of this scheme has reduced by 12.9%.

ESC regularly share good practice to all, and ensure

children are at the heart of decision-making processes. Children have even been involved in the recruitment of Project staff and the inspiration behind the innovative resources used along side attendance raising strategies. An example being the creation of 'Spike' the Project's friendly attendance mascot.

In partnership with the Behaviour and Education Support Team (BEST), Every Schoolday Counts is piloting the way it works with Year 7 pupils in 4 Secondary schools in Sunderland (Farringdon, Sandhill View, Hylton Red House and Pennywell) as part of the Behaviour Improvement Programme.

Although Children's Fund financial support comes to an end in 2008, the Project will be looking to mainstream its service into existing Council provision. The Project is currently training staff on the use of resources whilst also developing a supply of sustainable resources to leave in schools for future use.

Check out the Project's brand new website, with downloadable resources for parents, teachers and children - [www.everyschooldaycounts.com](http://www.everyschooldaycounts.com)

# Play Together

**Play is an important part of all children's lives. This is recognised by the UN Convention on the Rights of the Child, which states "all children have the right to rest and to leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."**

Since its beginning in 2002 Play Together has worked towards this objective to support over 30 play projects, providing funding for play activities for children outside of school hours. In addition, staff and volunteers from play projects are offered a range of training opportunities including one day training sessions such as first aid and fire awareness and additional training through links with Sunderland anti-bullying strategy. Nationally recognised qualifications are also offered including level 1, 2 and 3 in Playwork.

Further support is offered through the provision of a Play Resource Centre where play projects can loan toys, books, games and sports equipment to support their play activities.

This summer holiday period has been significantly successful with 32 projects accessing funding to provide over 400 individual play activities to over 600 children across Sunderland. Activities included creative play such as t shirt printing, puppet making, drama and karaoke, physical play such as team games and sporting challenges and informal educational opportunities including visits to local attractions such Herrington Park and Newcastle Centre for Life whilst some children went further a field to York and Blackpool.

As part of Sunderland Children's Fund, Play Together works towards the Every Child Matters outcomes with particular success in contributing towards economic well-being in communities

through the capacity building of voluntary and community groups across the City. This is achieved by offering local people the chance to gain a qualification which can help them gain employment with existing play projects in their community and help the project towards future sustainability. Groups are also offered extensive support in developing their internal quality systems and procedures.

Play Together also contributes to ensuring children stay safe by providing funding to increase the frequency of supervised play activities available to children in their own community during school holidays. Advice and training about the development of effective health and safety systems across the projects helps to ensure the safety of children but also improves the understanding of voluntary and community groups about their legal and moral duties in providing good quality playwork.

The provision of funding also allows children more opportunity to be involved in supervised play activity both indoors and out, contributing to children being happy and being healthy.

The added support of offering playwork training to staff and volunteers ensures that the highest quality of play is being delivered and this helps children to enjoy their leisure time and achieve personal goals.

By supporting play in local communities it is hoped that staff, volunteers, children and parents are all developing positive relationships and therefore making a positive contribution to improving their own community.

**For more information please contact Georgia Sibbald on (0191) 514 6150 or email: [georgia.sibbald@etec.org.uk](mailto:georgia.sibbald@etec.org.uk)**

## COMMON ASSESSMENT FRAMEWORK

The aim of the Common Assessment Framework (CAF) is to help practitioners, across universal and specialist services, assess children's needs earlier and more effectively.

### Background

The development of a CAF was announced in the green paper Every Child Matters: Next Steps.

An external Working Group was established, consisting mainly of local authorities that have made good progress with common assessment.

A public consultation ran from 25 August to 17 November 2004, which received over 450 responses. These were in support of the idea of a CAF as an opportunity to improve services for children. Support was given to a prescriptive approach, with a single, common approach to assessments. Practical issues were raised, including the need for clarity about when a CAF would be needed, the training of practitioners and IT systems.

**Nationally**, local authorities could choose to implement the CAF from April 2005. An evaluation will be conducted looking at lessons learnt with a group of authorities that provide a mix in terms of geographical spread, urban/rural etc. Following the evaluation revised materials will be produced and all local authorities will be expected to implement these from April 2006.

**Locally**, we have identified three areas to pilot the introduction of the CAF and Lead Professional. We will use the recently published materials to test out the proposed procedures and forms, and provide training on these. A local multi-agency event was held on 11th July to discuss the implementation of the CAF and Lead Professional role within the pilot areas. A number of questions were raised:

### 1. Why do we need a Common Assessment Framework?/What are the benefits of a CAF?

Why:

- Some children are asked for the same information time and time again.
- Some children receive multiple assessments from numerous agencies.
- Needs are overlooked because they fall outside the remit of the assessing agency.
- Inter-agency referrals do not operate as well as they could.

Benefits:

- A framework to support earlier intervention.
- Improved outcomes for children and young people.
- Improved joint working and communication between practitioners.
- Greater trust between agencies.
- Improved coordination and consistency between assessments leading to fewer and shorter specialist assessments.

- Improved information sharing.
- Informed decisions about whether further specialist assessment is necessary and if necessary contributing to it.
- Enable a picture of a child or young person's needs to be built up over time and, with appropriate consent, shared among professionals.
- Provide better, more evidence-based referrals to targeted and specialist services.

### 2. What is the CAF?

A national, standard approach to assessment developed for practitioners from all disciplines within all agencies. The CAF should reduce the number and scale of assessments, while identifying needs at an earlier stage and so providing early intervention. It should provide an overview of a child's needs.

The CAF consists of:

- A pre-assessment checklist to help identify children who would benefit from a common assessment.
- A process for undertaking a common assessment, to help practitioners gather and understand information about the needs and strengths of a child.
- A standard form to help practitioners record, and, where appropriate, share with others, the findings from the assessment in terms that are helpful in working with the family.

### 3. What will common assessments cover?

The CAF has been developed from combining the underlying model of the Framework for the Assessment of Children in Need and their Families with the main elements used in other assessment frameworks. There are three key domains:

- Development of baby, child or young person, including health and learning.
- Parents and carers.
- Family and environmental factors.

### 4. What is the CAF's relationship with specialist assessments?

The CAF will provide an overview of a child or young person's needs. In doing so it should obviate the need for some specialist assessments to take place.

The CAF will not replace highly specialised assessments and the DfES is consulting the agencies responsible for such assessments to determine how they should fit with the CAF and cut out duplication. Consultation is underway with relevant agencies and practitioners, to agree the relationship between the CAF and:

- Initial Assessment of the Framework for the Assessment of Children in Need and their Families (the Assessment Framework).
- BEST Assessment process.

- Connexions Assessment, Planning, Implementation and Review Framework (APIR).
- Young offending - ASSET and ONSET.
- SEN Code of Practice.
- Foundation Stage Profile.
- Health assessments i.e. those completed by health visitors.

### 5. Should owners of specialist assessments such as APIR and ASSET be adapting those assessments straight away?

No. Not until more work has been done on mapping relationships between these and the CAF.

### 6. Who will implement the CAF?/What is the timetable for implementation?

April 2005: local authorities can implement the CAF.  
2005 - 2006: the CAF will be evaluated and revised.  
2006-2008: all local authorities are expected to implement them

The DfES will issue statutory guidance on new duties

- on children's services authorities to cooperate to promote the well-being of children and
- on delivery agencies to safeguard children and promote their welfare.

The CAF and lead professional role will be part of this guidance. Implementation guidance will also be produced.

### 7. What are the benefits if we implement in this first year?/What will happen if we don't implement it?

Early implementers will be at the leading edge of CAF development and be able to inform and influence government policy. They will benefit from monitoring and support from Regional Change Advisers (RCAs) and national evaluation.

Those areas that do not implement in 05-06 will be expected to prepare for CAF implementation in 06-08. The CAF has to be implemented so we cannot choose not to.

### 8. Will there be local flexibility to change the form?

Locally, there needs to be flexibility in the way the CAF is implemented to reflect local priorities and delivery structures, and to enable buy-in to be secured. Local authorities who adopt the CAF in its first year of implementation, from April 2005, will be evaluated to test this in practice.

Nationally, the aim is that local areas will use the same form so that it is transferable when practitioners and children, young people and families move between local authority areas. Standardisation will support the effective electronic enablement of the CAF in nationally available IT systems used by practitioners.

### 9. Who will do the assessments?/Will all practitioners need to be assessors?

All practitioners in agencies that provide services to children and young people should have an awareness of the CAF and either know how to have a common assessment completed, or how to complete one themselves.

All agencies are expected to train at least some of their staff in completing common assessments.

### 10. What support will be provided - resources, money, IT equipment?

Every Child Matters: Change for Children (DfES, 2004) announced that £22.5 million and £63 million will be available in 2006-7 and 2007-8 respectively to help areas implement local change programmes. The local Change Fund grant of £15 million is available for an 18-month period to March 2006. These are not ring-fenced resources.

### 11. What training will practitioners have?

DfES will provide training packages for use at local level that will cover knowledge of the CAF and the skills on how to undertake a common assessment. The DfES will work with national bodies to embed the CAF within initial and continuing training. Local authorities and their partner agencies should determine what additional training practitioners need.

### 12. Will information from the common assessment be on the information sharing indexes?

No. The Index will provide a mechanism to enable practitioners to find out if a common assessment exists, but none of the assessment information will be on the Index. A practitioner would have to obtain consent from the child, young person or family before being able to access that information.

### 13. Will this lead to greater workloads and increased pressure on practitioners?

In the trailblazers the Index has led to earlier more targeted referrals, more focussed interventions and better outcomes for children, young people and families without adding to the workload or radically changing the roles and responsibilities of practitioners.

### 14. Will the CAF be affected by other changes like moving to locality-based working?

No. The CAF is a framework to support practice, however that is set up.

Further CAF information is available on the Information Sharing and Assessment website at [www.dfes.gov.uk/isa](http://www.dfes.gov.uk/isa)

**Drug and alcohol training**

Our drug and alcohol awareness training course which ran in September was well over-subscribed and we are now opening enrolment for our next course beginning early 2006. The course is free-of-charge and accredited at DANOS level 2 - please book early, contact the Training Administrator on 0191 529 7159 or email: smttadmin@suntpct.nhs.uk

**First steps in identifying young people's substance related needs**

This guidance is aimed at professionals who work in statutory or voluntary health, social care, education and the criminal justice system, providing a service to children and young people.

The aim of the guidance is to:

- highlight the responsibilities of all professionals working with young people in relation to identifying substance related needs.
- provide a framework for identifying substance related needs within existing assessment procedures.
- ensure young people's drug, alcohol and solvent needs are identified and acted upon with the aim of reducing vulnerability to developing substance misuse problems.

Mechanisms such as screening tools have been developed so that generic workers coming into contact with young people could have increased awareness of substance use issues, and also have the knowledge and confidence to respond effectively to young people in need of interventions.

Research has shown that in the past young people referred for a 'drugs problem' would not arrive for the appointment (DrugScope, 2003). One possible explanation for this was that generic staff working with young people would automatically make an appointment for the young person because "they have a drugs problem". A young person is not likely to attend an appointment if they feel they do not need an intervention and all they want is information on cannabis.

Guidance material produced by DrugScope (2003), emphasised the need for professionals working with young people to be able to identify and respond to the needs of young substance users.

It is not expected that professionals working with young people should manage the situation in isolation, rather that they should have the knowledge and the confidence to activate referral procedures where substance use impacts on the young person's life (Research and Service Development Centre, 2003).

**The Screening Tool**

The Screening Tool was designed to enable a generic worker to make a quick and accurate decision about whether a young person needed an intervention with regards to their substance use.

This could be a Tier 1 response where the worker would obtain leaflets about a particular drug, through to an immediate referral to a drugs agency for in-depth assessment.

The Screening Tool would be most appropriate for use by someone working with a young person:

- who has used a substance or there is suspicion of substance use.
- where a young person seeks advice and information in relation to substance use from a member of staff on a one-to-one basis.
- when a substance-related incident occurs.
- when a young person at risk of substance use comes into contact with the service.

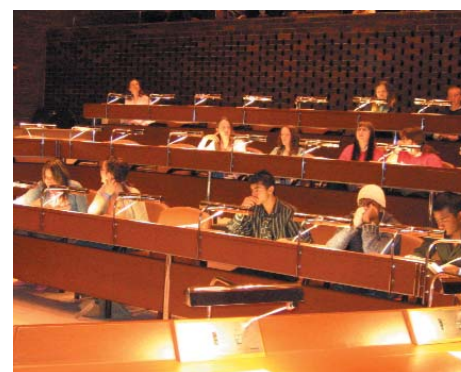
(Definition of a young person at risk: Those under age of 19, who are a young offender, a school exclude, Looked After Children, Children In Need, Young People NEET, homeless, involved in prostitution, young women, stimulant user, young people with disabilities, and young people in rural areas. (Drugscope, 2003).

It is important to note that the screening tool as a mechanism is not mandatory across the board for all agencies to adopt as each agency working with young people have their Government driven assessment forms such as ASSET, through to less formal procedures involving reporting back to line managers. The screening tool is intended to act as an additional guide, to help a generic worker make a confident, immediate and positive decision about a young person and their needs.

It is important that partner agencies endorse a screening process so that professionals working with young people are using the same principles. It is also important that the young person fully understands the implications of the screening process and gives consent.

Any screening process adopted needs to be consistent, so that efficient screening and appropriate referrals are conducted well.

STATE OF THE CITY DEBATE  
LOOK AT THE STATE OF IT!



After nearly a year of planning we pulled it off, I'm talking about the state of the City Debate for young people, the first in Europe! For any of you who attended it we hope you found it very useful as the Council is still talking about the work that was done that day.

On 5 July 2005, over 100 young people flocked to the Council Chamber in the Civic Centre to debate about life in Sunderland. We kicked off the morning with the Deputy Mayor officially opening the day, and then our morning theme was education. We had Councillor Pat Smith who is responsible for Education in the City talking about what we had to offer, after that we had the Learning is Fun group present their findings at the conference. This was followed by a healthy debate about the cane and other topics in education.

After a short break we started off the second half talking about facilities for young people. We started off with the NERD Group (North East Really Delivers) talking about what the region has to offer, then we had Young Asian Voices speaking about life for them with in the City. Next up we had City Equals who are the voice for young people with disabilities within the City. The second half closed with the Council speaking about the major changes in Sunderland over the past 5 years. This sparked a lively debate and we came away with our 5 key messages to challenge the Council on, we will chase them up in 6 months time to see what they've done about it!

**Grant Hollis  
MYP Sunderland**

**Sunderland Proves Putting Pupils First Pays Off**



*Pictured: Pupils from Hylton Red House School enjoying their work placement*

Youngsters and adults in Sunderland are benefiting from a unique project aimed at raising standards within schools and creating opportunities for education and employment for young people and members of their local communities.

Seven Sunderland schools are currently involved in the pioneering Pupils First project which specifically targets small groups of children that have been identified as unlikely to achieve the Government's minimum standard for education.

Through its Schools Programme, Pupils First helps children to achieve by responding to individual needs and, through its Junior Intermediate Labour Market (JILM) and Grow Your Own (GYO) schemes, the project is actively helping to raise the aspirations of young people on future employment opportunities and of parents and members of the community.

Mike Boundy, Head Teacher at Hylton Red House School, has 29 children currently on the JILM scheme - a long-term work placement programme designed to give pupils a real-life experience of employment. "It is fantastic to see the pupils progressing as well as they are through the programme. These are youngsters who are growing up in areas of high unemployment, where it is easy for ambition to be blunted. We hope to turn this around by giving them the opportunity to experience work in the real world," commented Mike Boundy.

Funded by the Neighbourhood Renewal Fund the results for Pupils First, since its launch in April 2003 prove that it is having a substantial

impact within the schools and the wider community. Out of the 61 Pupils First children who were entered for their Key Stage 2 exams in May this year, 80 per cent achieved a level 4 or above in English, 93 per cent achieved a level 4 or above in Maths and 97 per cent achieved a level 4 or above in Science, and of the 170 adults that have been involved through GYO, 41 have been awarded learning certificates at Levels 1,2 and/or 3.

Raj Singh, Assistant Head of Service for Sunderland City Council's Education Directorate, explained:

"The results speak for themselves. The children we are working with were not expected to achieve the Government's minimum standards and in some cases we've got schools where 100 per cent of the children have achieved.

"We also have parents and adults from the local communities, where second and third generation unemployment is the norm, accessing training and in some cases finding work through the GYO scheme. The Pupils First programme is without doubt really starting to show some tremendously positive results," Raj Singh continued.

David Owens, is a former Pupils First student at Pennywell Secondary School. "I did really well, better than I thought, in fact I wasn't actually predicted to achieve any B or C grades. When I left school I achieved 7 GCSEs, 3 Bs and 4 Cs. Without Pupils First and my mentor I would not have achieved my GCSE's or be studying at Sixth Form today," David commented.