



# Behaviour Support Plan

**June 2001**

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## **STRATEGIC VISION, PRINCIPLES AND OBJECTIVES**

Cumbria LEA believes that:

- Children's behaviour is a consequence of their social and emotional development and their mental health. It is essentially learned.
- All children, wherever possible, should receive an inclusive education.
- Schools, in partnership with caregivers, play a key role in promoting the social and emotional development of their pupils
- Children are individuals and may behave differently in response to their environments
- Children are unlikely to achieve their learning potential if their social and emotional needs are not met

The BSP is based on the following principles:

- Significant resources are and will be delegated to schools and the LEA will support and challenge schools to make effective use of that resource.
- Within a continuum of provision there will be levels of intervention.
- Wherever possible decisions regarding the allocation of resources, both in terms of personnel and finance, will be made as close as possible to the point of delivery.
- Progress towards achieving the objectives identified in the BSP will be rigorously monitored and the effectiveness of activities evaluated. This will be part of a process of on-going review and development.
- In order to deliver the vision of the BSP both schools and LEA will need to develop an ethos of respect, sharing and listening.
- Interventions should be as early, unobtrusive and inclusive as possible with the expressed objectives of return to normality as quickly as possible.
- Wherever possible resources will be targeted at preventative work that includes whole school approaches.
- The LEA schools and support staff will continue to develop partnerships with other agencies to identify and achieve our shared objectives.
- The LEA will seek to identify good practice and support the sharing and dissemination of good practice.

The BSP contains details of current provision and relates to other documents that are attached as an appendix. It aims to:

- Provide a framework for development.
- Identify priorities with reference to specific groups.
- Identify and indicate transparently how resources will be allocated.
- Link to other strategic plans.
- Promote area autonomy by including Area Plans within the BSP, written in collaboration with schools and other partners.

The following objectives have been set and an action plan for each is within Appendix 1.

|    | <b>Objective</b>   |
|----|--|
| 1  | Develop Area Groups, involving school staff, to have increasing autonomy for the allocation of resources   |
| 2  | Support schools to make effective use of available resources   |
| 3  | Provide training opportunities and develop materials for school staff to improve skills and develop effective strategies to promote positive behaviour |
| 4  | Develop strategies and support to develop whole school approaches that promote social inclusion and positive behaviour                                 |
| 5  | Promote and further develop early intervention strategies  |
| 6  | Provide specialist support, in a co-ordinated manner, to help schools to meet the needs of individual pupils   |
| 7  | Monitor and evaluate the effectiveness of specialist support to schools  |
| 8  | Promote working partnerships between schools, pupil referral units, LEA staff and other agencies   |
| 9  | Identify and share good practice between support staff   |
| 10 | Identify and share good practice between schools   |
| 11 | Promote strategies to reduce the number of pupils who are excluded from school   |
| 12 | Further develop strategies to improve attendance rates   |
| 13 | Reduce the number of statements for emotional and behavioural difficulties and reallocate the resources through agreed mechanisms                      |
| 14 | Ensure all excluded pupils have access to a full timetable   |
| 15 | Increase the number of short term PRU placements and reduce the number of placements exceeding one year for pupils in KS2 and KS3                      |
| 16 | Increase the number of pupils, not excluded from two schools, in KS2 and KS3 to be dual registered   |
| 17 | Promote social inclusion of Looked After Children  |
| 18 | Promote social inclusion of pregnant school girls and teenage mothers  |
| 19 | Increase attainment of LAC   |
| 20 | Increase attainment of children with emotional and behavioural difficulties  |

## 2. **BACKGROUND**

Section 527A of the Education Act 1996 placed a duty on LEAs to prepare statements known as Behaviour Support Plans (BSPs), setting out arrangements for the education of children with behavioural difficulties. Cumbria's plan was published in December 1998.

Circular 1/98 and a supplementary note provide guidance to LEAs on the preparation of BSPs and their structure and content. Cumbria carried out and published a review of its BSP in October 2000.

To facilitate the review, all schools were invited to attend area based briefing and consultation meetings involving Pupil and School Support (PaSS) District Teams. Feedback was obtained from the meetings and schools were also invited to contribute individually using a proforma covering the main areas. Discussion groups were facilitated at primary headteachers area meetings and at the county secondary headteachers meeting. Groups were asked to address specific issues and the recommendations have informed this BSP. Services within PaSS, including educational psychologists, specialist teachers, pupil referral unit staff, education welfare officers, office services and members of the special educational needs service have also been invited to discuss the BSP at service meetings and contribute.

Comment was sought from the two health authorities, three NHS trusts, child and adolescent mental health services, police, probation, magistrates, diocesan education service and the new youth offending teams.

The review; subsequent consultation on the vision, principles and structure of the BSP; consultation on the early intervention strategy; and further guidance from DfEE have informed this document.

## 3. **CONTEXT**

The Cumbria County Council Statement of Purpose is:

'CCC will work with and on behalf of the people of Cumbria to ensure the delivery of efficient public services. As a democratically elected body we are committed to promoting the economic, social and environmental well being of Cumbria'.

One of the key themes is:

'Increased educational standards and skill levels'

The Education Development Plan (EDP) has six priorities for the LEA and its schools to improve:

- Standards of literacy of all pupils
- Standards of numeracy of all pupils
- Performance in external qualifications at Key Stage 4
- The quality of teaching and learning
- The quality of management and governance
- The inclusiveness of education

These priorities are appropriate for all children, including those requiring additional support for behaviour. The Behaviour Support Plan is particularly concerned to optimise the educational attainment of vulnerable children within a policy of appropriately supported inclusive education in their local schools wherever possible. We recognise that children with behavioural difficulties present a particular challenge for schools. However we do believe that by adopting a whole school approach to positive behaviour, supported by early access to effective, well coordinated support services and the availability of good quality training and guidance, schools will be able to respond to the needs of almost all pupils. The success of the Behaviour Support Plan will be measured by the academic and social progress of vulnerable children. In particular, by a reduction in the number of pupils unable to access mainstream education and a reduction in the amount of time vulnerable pupils spend out of school.

Some activities are common on both the EDP and the BSP, namely:

- A reduction in the number of permanent exclusions;
- The development of the 'Looked After Children Project';
- Developing links between Pupil Referral Units (PRUs) and schools; and
- Development and extension of the Behaviour Curriculum.

#### 4. **SUPPORT TO SCHOOLS**

The LEA believes that school is the most appropriate and effective place for education to be provided. Early intervention and preventative work, particularly developing whole school approaches to promote positive behaviour remain a high priority.

##### 4.1 **Support Materials**

The development of support materials for schools was one of the key activities in the first Behaviour Support Plan and a comprehensive pack of materials has been produced. Each school has received a copy and further copies can be purchased from the LEA.

The content of the materials was informed by consultation between senior education officers and schools, covering all aspects of EBD that schools in Cumbria identified as being of concern to them. The materials are comprehensive and presented as a compendium rather than a narrative to be read from start to finish.

The materials contain comprehensive and practical guidance for schools which aims to:

- Support schools to create and maintain a positive school environment in which positive behaviour is promoted.
- Foster an understanding of the nature of EBD, the contextual factors and the relationship with learning and teaching.
- Provide effective methods of accurately identifying the difficulties encountered by pupils presented with EBD.

- Offer a variety of approaches to supporting pupils with EBD and a model for evaluating the effectiveness of practices.
- Facilitate a true partnership with parents to assist them in supporting a child with EBD.

The materials are underpinned by research evidence on what constitutes effective schooling for all and for pupils with EBD in a continuum of provision; they are also based on sound theoretical principles. The assumption is held that appropriate behaviour has to be taught and that if attention to the learning environment of a pupil with EBD does not produce behaviour change then teaching a behaviour skill or aspect of emotional management will. Consideration was also given to the work of other Local Education Authorities who espouse problem solving approaches; they are therefore organised at three levels – prevention, correction and intervention.

The major factor of context in the teaching and learning process is stressed throughout the materials, as is the crucial role of the teacher in regarding EBD as a learning need and the necessity for a cycle of teaching appropriate behaviour. There are six separate chapters designed to be used by teachers, each being a free standing unit but with a common theme throughout.

#### 4.2 **The Development of the Behaviour Curriculum**

The Behaviour Curriculum has been a significant and major initiative to improve the quality of teaching in schools to improve pupil behaviour, motivation, self esteem, attitudes and attainments.

Cumbrian schools have had the opportunity to receive training and to adopt the Behaviour Curriculum with support from staff within Pupil and School Support District Teams. Early experience has informed the development of this initiative and it will continue to be available and promoted.

The Behaviour Curriculum and the Behaviour Support Plan materials provide a coherent approach to the promotion of positive behaviour.

Over the next three years work will be undertaken to:

- further develop the Secondary Behaviour Curriculum
- extend the work in primary schools that have adopted it as a key strategy, to involve parents and the direct teaching of pupils
- continue training and support for members of PaSS District Teams
- further develop monitoring mechanisms

#### 4.3 **Lunch Matters**

Lunch Matters has been developed by the County Psychological Service to encourage a whole school approach to the management of lunchtime issues, where lunchtime supervisors are seen as an essential integral part of a staff team.

Lunch Matters is a comprehensive and practical training course for lunchtime supervisors working in a primary school context. The course is designed to run over three two-hour sessions:

Session 1: The role of the lunchtime supervisor  
Session 2: The importance of play and ideas for encouraging play  
Session 3: Strategies for behaviour management

Within these sessions lunchtime supervisors are encouraged to explore their own opinions and attitudes towards lunchtime issues. Supervisors are encouraged to reflect on their own situation and to adopt a problem solving approach to meeting demands and difficulties.

Within Cumbria Lunch Matters training courses have been offered at a number of strategic venues to provide opportunity for supervisors from most schools to receive training and all sessions have been well attended. On completion of the course a certificate is awarded.

#### 4.4 **Other whole school approaches**

PaSS District Teams serve discreet geographical areas (see Section 5 for further details). They facilitate joint working and greater responsiveness to local issues, further details can be found in the "Directory of District Team Initiatives". However support in the following areas has and will continue to be available.

- reviewing a school's assessment procedures, writing individual education plans and pastoral support plans;
- peer counselling;
- improving literacy skills for potentially disaffected pupils;
- developing listening and communication skills;
- working with parents;
- raising achievement project;
- facilitating the development of Learning Support Units and Nurture Groups;
- group work to improve social interactive skills;
- small group work for children with behavioural difficulties;
- peer counselling as support to anti-bullying strategy;
- support for transition to secondary education;
- improve attitudes to minority groups;
- social use of language group;
- circle time;
- behaviour therapy groups;
- restraint training;
- year group support for behaviour, literacy and numeracy;

#### 4.5 **National Healthy School Standard: Cumbria Healthy Schools**

The National Healthy School Standard is designed to give as much practical support as possible for schools to create an enjoyable, safe, productive learning environment and minimise potential health risks.

This means specific work on issues like drug use, sex and relationships education, physical exercise, safety, bullying and healthy eating, as well as strengthening an overall awareness of pupils' and staff's social and emotional well being.

The National Healthy School Standard has been designed to support and complement the new Personal, Social and Health Education (PSHE). Schools with a successful PSHE programme will be able to apply the learning and experience gained to the work involved in attaining the National Healthy School Standard. Similarly, schools which are looking at working across the range of themes covered by the Standard, will be strengthening their PSHE programme and involving the whole school community in health issues.

Healthy school activities are intended to be holistic in the truest sense – embraced and emphasised across every curriculum area and actively backed by every section of the school community: parents, pupils, staff, governors and external partners.

We have been fortunate in being able to work closely with the two health authorities, North Cumbria and Morecambe Bay, to put together a strong team of coordinators and health promotion specialists able to work directly with schools and teachers. A team contact list is available from LHS Administration, Education Office, Kendal.

The Cumbria Scheme has identified, in addition to the eight National Themes, the following local priorities:

- Rural isolation and small schools
- Links with agencies
- Consultation with and involvement of pupils
- Staff well-being

#### 4.6 **Pastoral Support Programmes**

The Department for Education and Employment circulars 10/99 and 11/99 Social Inclusion: Pupil Support map out the Government's strategy for tackling social exclusion and offer detailed guidance on the key issues of pupil attendance, behaviour, the use of exclusion and re-integration.

Within the guidance (Circular 10/99) the concept of a 'Pastoral Support Programme' [PSP] is given centre stage, it is intended to help prevent the exclusion of pupils, particularly those with challenging behaviour.

Acting on the guidance, when a school identifies a pupil at risk of permanent exclusion the headteacher would call a meeting of teachers, parents, a member of Pupil and School Support (PaSS) and other interested parties to agree a strategy aimed at addressing the presenting problems.

The strategy detailed in the PSP would, for example, identify targets, specific tasks and rewards for meeting the agreed targets. A member of the school staff would be assigned the task of overseeing the programme and when completed, normally sixteen weeks, a review meeting would be called. At the review meeting judgements would be made as to whether the programme had been successful, in which case no further action would be required, or if no significant progress had been made it would be necessary to decide whether to draw-up a second PSP or move to permanent exclusion.

In seeking to support colleagues engaged in the process of developing, implementing and/or supporting the delivery of pastoral support programmes the Pupil and School Support Division has developed guidance notes and PSP Proforma(s). This can be found within the SEN Handbook: Policies and Guidelines in Section 1.6 – Support for Social Inclusion.

#### **4.7 Financial Resources: Delegated non statutory**

Within the context of promoting positive behaviour through whole school approaches, resources are delegated to schools for special educational needs that may include emotional and behavioural difficulties. Full details are with the Special Educational Needs Handbook: Policies and Guidelines Sections A.1.4.1. (Fair Funding Scheme of Delegation) and A.1.4.2. (Allocation of Resources for Special Educational Needs). The key points are:

- It is a reasonable expectation to expect schools to allocate between 1-3% of AWPU for special educational needs.
- At least 20% of the non-statutory resources for special educational needs (AWPU SEN element, non-statutory funding and social disadvantage resource) should be allocated for individual needs rather than being targeted on reducing the size of teaching group.
- It is not unreasonable for schools to allocate between 2 and 5% of SEN Resources for management and administrative costs.
- The model SEN Financial Report would be included in future LEA budget guidelines.

In addition to funds allocated through LMS, additional resources have been available to secondary schools under the Standards Fund allocations for social inclusion – the Pupil Retention Grant (PRG).

The entire PRG is allocated to secondary schools by a mechanism agreed with representatives from Cumbria Association of Secondary School Headteachers (CASH) and PaSS. The grant is specifically targeted at reducing exclusions, raising levels of attendance and promoting social inclusion. Further guidance on the use of the PRG can be found in Circular 10/99, Social Inclusion: Pupil Support. The LEA monitors the use of the grant by requesting written details and monitoring visit by the schools link inspector/adviser. A report on the use of the PRG will be made available to all secondary schools on an annual basis.

In addition to the PRG a further Standards Fund Grant has promoted the development of six secondary school learning support units (LSUs). The LSUs are to enable the school to develop approaches to disaffection. The LEA will monitor the development of LSUs and disseminate the lessons learned and examples of good practice. Further information on the development of LSUs is available from DfEE research report ( RR163: Evaluation of the Behaviour and Discipline Projects (96.99) Supported under the Standards Fund Programme).

#### **4.8 Financial Resources: Statements of SEN**

Cumbria's policy on statements for behavioural difficulties is detailed within the SEN Handbook – Policies and Guidelines in section A2.1 (Areas of Special Educational Needs – Behaviour); sections D8.1 (Emotional and Behavioural Difficulties – Code of Practice Guidelines and Guidelines for Banding); and sections D1,2,3 and 4 on the decision making process.

There is concern and the LEA does not believe that the “statementing process” is the most effective way to address the majority of behavioural difficulties. At the present time there is an unhelpful and unrealistic distinction between behaviour as a disaffection issue and behaviour as a moderate/severe special educational need. The LEA has initiated a consultation exercise on early intervention to determine a mechanism, in consultation with schools, to make a better use of all available resources for behaviour difficulties in a coherent, fair and transparent manner that targets need with minimum bureaucracy. The intention is to release statutory resources linked to statements, combine these with non-statutory resources (including the PRG) and allocate the combined resource on the basis of an agreed audit. Initial consultation is favourable with regard to secondary schools but there is concern within the primary sector, particularly from smaller schools, where smaller numbers of pupils can cause particular difficulties.

### **5. LEA SERVICES TO SUPPORT SCHOOLS AND CHILDREN PRESENTING EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

The Education Department provides a range of support for schools and children with behavioural difficulties. These are largely but not exclusively within the Pupil and School Support Division (PaSS). The central management team of PaSS has been re-structured in recognition of the cross cutting nature of the major issues and to further develop a continuum of response with local accountability.

PaSS is committed to working in partnership with Cumbrian schools, families and other agencies to enhance the personal, social and academic achievements of all pupils. This is achieved by staff working together using their distinctive and complementary skills.

Whilst comprising different disciplines, as already mentioned staff are grouped in district teams serving discreet geographical areas. Units within PaSS are as follows, further detail can be found within the document ‘Planning to Succeed – Pupil and School Support Development Plans’.

## 5.1 **Special Educational Needs Service**

The Special Educational Needs Service works to provide an equitable and effective system for identifying assessing and supporting children and young people with special educational needs. This is done in partnership with school's parents and other agencies, and within the resources and policies of Cumbria County Council.

### 5.1.2 Main Aims and Objectives

The aims of the service are (i) to secure appropriately supported mainstream education for the majority of pupils with special educational needs through the timely and accurate identification of those needs and the provision of appropriate resources to enable this to happen (ii) to facilitate the achievement and progress of pupils with special educational needs (iii) to monitor and evaluate the effectiveness of provision and processes (iv) to ensure that intervention is both proportional to the magnitude of need and made available at the earliest appropriate opportunity.

### 5.1.3 Core Services Activities

1. Statutory assessment and appropriate resourcing of statements of special educational need and their subsequent review.
  - 1.1 Stage 3
  - 1.2 Stage 4
  - 1.3 Stage 5
  - 1.4 Annual Review
2. The allocation of non-statutory special educational needs resources to school through:
  - 2.1 Structured and moderated assessment at three key stages
  - 2.2 Providing assistance to pupils
3. Maximising standards fund and other opportunities and ensuring such resources are effectively targeted and monitored.
4. Supporting initiatives agreed by the County Council and embraced within the EDP.
5. Monitoring and reviewing the pattern of provision for individual pupils to ensure that it is appropriately targeted and effective in achieving its outcomes.
6. Providing advice, training and support to schools, parents and others in respect of special educational needs.
7. Commissioning the work or:
  - 7.1 The Educational Psychological Service
  - 7.2 The Specialist Teaching Service
  - 7.3 The Pupil Referral Units and Education Otherwise
  - 7.4 The Parent Partnership Project
  - 7.5 Traveller and Ethnic Minority Support Services
  - 7.6 Special Educational Needs Transport
  - 7.7 Residential Schooling
  - 7.8 Hospital Tuition and the Education of Sick Children

## 5.2 **County Psychological Service**

### 5.2.1 Main Aims and Objectives

The DfEE Report on educational psychology services defines the aim of an educational psychology service in the following way.

*To promote child development and learning through the application of psychology by working with individual and groups of children, teachers and other adults in schools, families and other LEA officers, health and social services and other agencies.*

This begins to define where our distinctive skills lie. It demands an approach that is based on partnerships and looks for a multi-agency approach to the issues that face young people. This is an aim, and a challenge, which the service is happy to accept.

### 5.2.2 Core Service Activities

It is difficult to define a simple list of “activities”, discrete and easily counted, which expresses the full range of work. The list which follows, captures the essential features of the work of the Service and does so in ways that allow for the work to be evaluated.

- Leading or contributing to activities within the county’s Education Development Plan and Behaviour Support Plan.
- Providing advice to schools, and to others, on children and young people who have special educational needs.
- Providing advice to the Special Educational Needs Service which is required as part of, or in support of statutory processes, or in the exercise of the LEA’s discretionary powers.
- Providing in-service training for teachers and others involved with young people.
- Project work with schools or with groups of schools to raise attainment and promote social inclusions.
- Support to “schools causing concern”.

The last three mentioned are often, and increasingly, carried out with colleagues from other units within PaSS.

## 5.3 **Education Welfare Service**

Cumbria Education Welfare Service aims to fulfil Cumbria County Council’s obligation in relation to the access to and inclusion in education of all young people of statutory school age within Cumbria by providing a support service for pupils, parents and schools.

### 5.3.1 Objectives

- To work with identified young people through school, self, parental and other agency referral who need help to access their education due to difficulties with school attendance and fixed/permanent exclusion or disaffection.
- To fulfil the council’s statutory obligations in relation to school attendance and exclusion procedures.
- To fulfil the obligations placed on the Education Department under the 1989 Children Act e.g. Child Protection/Education Supervision Orders/ Welfare checklist.

- To fulfil the statutory duties in relation to child employment as determined by the Children & Young Persons Act 1933, The Children's (Protection at Work) Regulations 1998 and Cumbria County Council Bylaws.
- To work in co-operation with service users, other units and agencies to ensure the provision of an efficient and effective service.
- To enable parents and schools to meet legal obligations in relation to school attendance, exclusions, child protection and child employment.
- To take where necessary legal proceedings in relation to parents and employers.

Core activities relate to:

- Attendance
- Exclusion
- Child employment
- Child protection

## 5.4 **Specialist Teaching Service**

### 5.4.1 Main Aims and Objectives

To work in partnership with clients, partners and stakeholders to enhance the educational opportunities available to children/young people with special educational needs enabling them to realise their full potential.

In collaboration with colleagues in the Education Service and beyond the Specialist Teaching Service is working towards achieving five overarching objectives:

1. Providing a coherent, co-ordinated and strategically focussed support service;
2. Providing an effective service responsive to the needs of pupils, teachers and parents;
3. Promoting and supporting school improvement;
4. Improving the standards achieved by pupils with special educational needs;
5. Promoting inclusion.

We will make our distinctive contribution by concentrating on three central objectives.

1. Developing best practice and providing advice on how the needs of pupils with SEN can be effectively met in an increasingly inclusive environment.
2. Ensuring the effective application of identification, assessment and planning skills to raise the achievement of pupils with SEN across the different educational phases, including pre-school children.
3. Promoting effective teaching to ensure maximum access to the curriculum for pupils with SEN and raise levels of achievement.

## 5.5 **Pupil Referral Units (PRU)**

Cumbria LEA has three pupil referral units that support pupils who are at risk of exclusion, who have been permanently excluded, or who are otherwise out of school. The aims are to return pupils to a successful placement in their home school or in another school. In the case of students in Key Stage 4, the aims may include preparing them for a move to Further Education or entry into work.

In achieving these aims, the PRU offers a broad and balanced curriculum which will enable pupils better access to a mainstream curriculum as well as developing personal and social skills which enable a successful return to school.

Full operational details of the PRU can be found within the SEN Handbook: Policies and Guidelines Section 1.6 "Support for Social Inclusion".

Priorities for admission are:

- Pupils who have been permanently excluded from two or more schools.
- Pupils who have been permanently excluded and who have not yet accessed another maintained school.
- Pupils who are at risk of permanent exclusion.
- Pupils who are "exceptional cases" may also be given a high priority, depending on their circumstances.
- Pupils who are "looked after" by the Local Authority will have a higher priority than other pupils, other things being equal.
- Pupils with long-term attendance difficulties are not a high priority.

#### 5.5.1 Provision Available

Circular 11/99 (in paragraph 5.1) expects that by September 2002, all pupils who are excluded for more than 15 days will receive "suitable, full-time education".

See objective 14, action plan in Appendix 1 for details of how the LEA will reach this target.

The provision currently made by the LEA through the PRUs depends on the pupil's age.

- Key Stage 1 pupils do not attend the PRU.
- Key Stage 2 pupils may spend up to nine sessions (half-days) in the PRU with at least one session each week, supported if necessary, in school. The balance between school and PRU will vary according to the pupils' needs and the progress they make.
- Key Stage 3 students may access up to seven sessions at the PRU. Schools are being encouraged to establish in-school provision to meet the rest of the demand.
- Key Stage 4 students may spend up to four sessions at the PRU. The rest of their programme can be made up by attending school, FE college, work experience or community provision. PRU staff co-ordinate and monitor this.

#### 5.5.2 Dual Registration

It is expected that the majority of pupils who attend a PRU will be dually registered: they will be on their school register and on the PRU register. This is an important principle, it helps to maintain or secure a pupil's place in school, and there are targets in the Behaviour Support Plan to increase the numbers of pupils who have dual registration.

Dual registration does not, however, mean that the school and the PRU have equal responsibilities for a pupil.

- Where a pupil attends the PRU because of a risk of permanent exclusion, or as a pupil with long-term attendance difficulties, the school has the principal responsibility for the pupil and should be helped to exercise this responsibility.

- Where a pupil has a PRU place by virtue of permanent exclusion from school, the responsibilities for the pupil lie principally with the PRU.

### 5.5.3 Return to School

A prime aim of the PRU is to secure a successful placement for pupils in Key Stage 2 and 3 in mainstream school. This has to be actively planned for, and the proportion of pupils who return to mainstream education is one of the performance indicators of the success of the PRU.

Pupils who are attending the PRU following permanent exclusion from school will have a Re-integration Officer and he or she will be responsible for drawing up a Reintegration Plan. This will be done in liaison with the Named Specialist Teacher (among others).

In the case of pupils attending the PRU who have not been permanently excluded, the Named Specialist Teacher will be responsible for planning a return to school or a move to FE etc. This would be included in the pupil's IEP or PSP.

### 5.6 **Looked After Children Education Services (New Educational Approaches Team)**

The NEAT project was established in 1998, as a project covering part of the county. The service has been extended to cover the whole county, as an embedded service within the Pupil and School Support Service.

The service has developed in line with the 'Guidance on the Education of Young People in Public Care' (June 2000) and current priorities are as follows:

- Proactive monitoring of pupils' placements, particularly at times of transition
- Short term and task centered intervention with individual pupils
- Facilitating access to baseline services
- Advice and support to school staff
- Advice to social workers on education related issues
- Advice and support to residential staff and foster carers

A focus of work is currently on training of designated teachers for looked after children, and of social workers and carers. Personal Education Plans are being implemented for all Cumbrian looked after children.

The team will take enquiries and referrals by telephone, either taking on specific intervention or advising and referring to more appropriate services.

### 5.7 **Area Office Services**

Area Office Services provide support for other units within PaSS and manage area offices in Barrow, Penrith, Whitehaven, Workington and Kendal. They have a particular role with regard to administrative support to PRUs.

### 5.8 **Re-integration Officers**

The LEA is committed to ensuring that pupils who are permanently excluded from school are, wherever possible, re-integrated into mainstream schools.

Each of the three county areas will establish a Re-integration Panel (RIP) responsible for assessing the needs of each permanently excluded pupil in its area with the aim of securing a speedy, managed and supported return to school wherever possible.

Each county area already has Area Management Teams, Pupil Referral Unit Panels and Pupil Referral Unit Management Boards, as well as local initiatives such as the Multi-Agency Network, (Barrow), Carlisle Achievement Zone (Carlisle City), and Pathfinders, (West). These will form a valuable starting point for the formation of RIPs.

It is envisaged that Schools, Education Services, Social Services Departments and Youth Offending Teams will come together to intervene at the same time to address this crucial issue in the social inclusion agenda. The RIP is charged with developing the necessary partnerships to ensure a collective response.

The Education Welfare Service will recruit, supervise and line manage Re-Integration Officers (RIO) for Cumbria Education Service.

Re-Integration Officers will be active members of the RIP and will have delegated responsibility for the day to day storage, recording, operation, implementation, administration and monitoring of Individual Re-integration Plans (IRP).

Full operational details of re-integration panels, officers and plans can be found in the SEN Handbook: Policies and Guidelines, section 1.6 Social Inclusion.

## 5.9 Residential Schools

A small number of pupils will attend a specialist residential school for pupils with emotional and behavioural difficulties. Cumbria has no special schools of this sort and relies on schools which are outside the maintained sector. These schools, to be considered at all, must be approved by the Department for Education and Employment. The educational arrangements are inspected by OFSTED and Social Services Inspectorate inspects arrangements for the pupils' care. Because there are a number of such schools within Cumbria (and in the north of Lancashire), some pupils are able to attend as day pupils. Most pupils, however, attend as boarders.

Residential education is a major step for children and their families, and it is an expensive form of provision for the County Council. A number of principles apply.

- Our prime commitment is to enable young people to have a happy and secure life with their families and a meaningful placement in a neighbourhood school. Residential school placements can be considered, therefore, only after all local options have been explored and found inappropriate or unworkable.
- All residential placements are jointly agreed between Cumbria Education Service and Social Services. Where there are concerns for the young person in and out of school, a placement may be jointly funded by the two Departments.
- The pupil's wishes and feelings are sought and are taken seriously as part of the decision making. Placements are made through a statement of special needs and young people are not placed in residential education against the wishes of their parents.
- In the normal course of events, pupils will not transfer to residential education below the age of 7 or in the last two years of compulsory schooling.

- The purpose of every placement is to bring about changes in the pupil's behaviour that will allow the pupil to return home and to be educated locally.

## 5.10 Exclusion

Cumbria LEA provides detailed guidance and information for headteachers and school governors regarding exclusion issues (see Cumbria Education: Exclusion, Practice and Procedures).

### 5.10.1 General Information

Headteachers, governors, LEAs and independent appeal panel members must have regard to all the guidance in Circulars 10/99 and 11/99 on Social Inclusion. (Section 68 (2) of the School Standards and Framework Act).

Exclusions must be carried out in accordance with the principles and procedures laid down in the guidelines of the Social Inclusion: Pupil Support documentation and the School Standards and Framework Act 1998. (SSFA).

Cumbria Education Service is committed to reducing the number of fixed and permanent exclusions within the county. This is in accord with Government policy and the targets set within the education development plan. (LEA EDP).

### 5.10.2 Reasons for exclusion

The decision to exclude a pupil for a fixed period or permanently should be taken only:

- in response to serious breaches of the school's discipline policy; and
- where allowing the pupil to remain in school would seriously harm to education or welfare of the pupil or others in the school. (10/99 6 SSFA)

### 5.10.3 Fixed term or Permanent Exclusions should not be used for:

- minor incidents e.g. failure to do homework or to bring dinner money;
- poor academic performance;
- lateness or truancy;
- pregnancy;
- breaching of school uniform policy including hairstyle or wearing of jewellery unless this is done persistently and maliciously by the pupil in open defiance of agreed school policy;
- punishing pupils for the behaviour of their parents e.g. extending the fixed term exclusion if the parent/carer(s) fail to attend or refuse to agree to a meeting. (10/99 6.4 and Annexe D35).

## 6. **FUNDING AND MONITORING PUPILS OUT OF SCHOOL**

### 6.1 **Funding**

Education Otherwise is currently financed from five sources:

- The designated Education Otherwise budget, outside ISB, in accordance with Fair Funding requirements
- Recoupment of AWPU for permanently excluded pupils
- Designated statements
- Standards Fund
- Pupil Retention Grant (PRG)

The LEA recoups the AWPU; statement allocations; and a fixed sum from the PRG. The Education Welfare Service notifies the Assistant Education Officer (PaSS) when a pupil is permanently excluded to allow the recoupment to be made.

#### Education Otherwise and Statements

Most pupils on Education Otherwise (including those who attend the PRU) will not require a statement. If a pupil already has a statement, this should be amended to reflect the new provision, or a “cease to maintain” letter should be issued. This is the responsibility of the Senior Education Officer (SEN Resources).

#### Statement and PRU funding

As the Pupil Referral Units are funded directly, they will not normally attract additional resources allocated to pupils on statements. This can however be agreed under exceptional circumstances by the Senior Education Officer (PaSS).

#### Authorisation

Education Otherwise can be authorised only by the Senior Education Officer (SEN Resources).

### 6.2 **Monitoring Pupils out of School**

#### Background

The Education Act 1996 as amended by the Education Act 1997 places a duty upon the LEA to make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

In order to carry out this function the LEA must maintain a database that enables rigorous monitoring of pupils in this situation.

## Process

Children will be recorded on the register for a variety of reasons and notification will come to different units within the education department. As soon as anyone becomes aware of a child not receiving 'suitable education' (see above) they should notify the Education Otherwise Administrator (EAO). The following areas of responsibility will apply with the identified unit responsible for ensuring the child is on the register.

|                                       |      |
|---------------------------------------|------|
| Permanent Exclusions                  | EWS  |
| Pregnant schoolgirl/mother            | EWS  |
| Sick child at home                    | SENS |
| Child in hospital                     | STS  |
| Parental choice/home education        | QA   |
| Pupil at risk of P.Ex admitted to PRU | PRU  |
| New arrival unable to attend school   | EWS  |

The nominated unit will ensure a keyworker is identified who will complete a registration form for the EOA (copy attached) and ensure appropriate steps are taken for the pupil to receive a full timetable.

The keyworker is responsible for liaison with parents and ensuring the EOA is informed of provision and changes in provision by completing a change in circumstance form. If there is an agreed change of keyworker, the existing keyworker is responsible for informing the parents and EOA.

The EOA will provide each Area Management Team (AMT) and the Senior Education Officer (PaSS) with a printout of the register on a monthly basis.

AMTs or a designated subgroup will review the register each month and agree a strategy for those pupils without full time provision. If any change is agreed the manager of the keyworker will ensure the EOA is informed.

## 7. **AGENCIES PROVIDING SUPPORT FOR CHILDREN AND YOUNG PEOPLE WITH BEHAVIOURAL DIFFICULTIES**

### 7.1 **Connexions**

Connexions is a new advice and guidance service in England for all 13 to 19 year olds. It will improve and enhance a range of services, including modernising the way that young people get careers advice. Teenagers will be able to get the help and support they need to reach their full potential, and make an effective transition to work and adult life. Its key objective is to encourage more young people to stay in education or training, so that an increasing number have the qualifications they need for further education or the world of work.

All teenagers will have access to Connexions – whether they are at school, in further or higher education, in or out of work. There will be a special emphasis on those young people who feel excluded and find it difficult to use the usual sources of advice.

Existing services will have to break down barriers both between themselves and with young people. Service providers will have to talk together and work together to provide an holistic service.

Connexions Service Partnerships will be responsible for providing the new service. The Partnerships will cover the same geographical areas as the new Learning and Skills Councils. The Partnerships will have flexibility to meet local needs using the design that works best. The detailed delivery will be arranged and monitored by local management committees which are expected to cover the same areas as local authorities.

The Connexions service in Cumbria started on 1 April 2001.

All teenagers will have access to Connexions. But there will be a special emphasis on those young people who are excluded from mainstream services.

All young people who need it will have a Personal Adviser who will assess their individual needs and broker access to specialist services if necessary. This could be expert careers guidance, health advice or housing support for young people leaving young offender institutions. Personal Advisers will maintain contact with young people to ensure that everything is working satisfactorily and effectively.

## 7.2 **Details of other service provision (June 2000)**

For young people; funding sources; geographical area and other information has been compiled by the Connexions service. Full details can be found in Appendix 2.

- 7.3 A significant number of people, representing a variety of services, have been compiling directories, carrying out audits and developing data bases. The contents are not included in this plan but an indication of the data available and how it can be accessed can be found in Appendix 3.

## 8. **STRATEGIC PLANNING**

### 8.1 **The Cumbria Children's Services Plan**

The Children's Services Plan, based on draft guidance from the Department of Health, is concerned with the planning and provision of support for children aged 0-18 who are vulnerable to social exclusion and their families.

The plan aims to pull together the main themes from other major strategies and plans which concern children and identify the areas of overlap, omission or lack of co-ordination as a first step to achieving improvements. It is not a substitute for them, nor does it deal with the plans for "universal" services that all children require, such as the Education Development Plan, the Early Years Development and Childcare Partnership Plan and the Health Improvement Plan.

It is intended that the Children's Services Plan will be the vehicle for rationalising arrangements and securing more coherent and effective planning for vulnerable children. In future years, it will set out the joint investment plans to improve the health and social care of children.

## 8.2 **Aim of the Children's Services Plan**

The aim is to maximise the life chances of children in Cumbria. This means in particular that we will deliver services that are aimed at enabling children to make the best possible use of learning opportunities, because we believe that this provides the best way of moving successfully into adulthood.

This will be achieved by:

- Making the best use of limited resources by developing collaborative approaches to integrated service delivery in order to achieve shared objectives
- Developing preventative early intervention strategies
- Ensuring that services are accessible and fairly delivered
- Working together with individuals, families and communities to determine what would be beneficial outcomes for them and how best to achieve them
- Learning from what works and using this as a basis for further development and replication

## 8.3 **Planning Arrangements**

In Cumbria, a large number of organisations are involved in planning and delivering services to children and their families. Several, including Health, Social Services, Education, Housing and the Early Years Development and Child Care Partnership, have statutory duties relating to the kinds of service that they have to ensure are available. In many cases these are accompanied by detailed targets and objectives. Still more organisations across the voluntary and independent sectors are involved in service delivery, whilst many individuals and community groups also play their part.

Up until now, there has not been an effective means of 'joining up' planning across all this wide range of individuals and organisations. Some areas of activity are better developed than others, for example the development of the Health Improvement Plan in North Cumbria and the 'Quality Protects' Plan for children and young people in public care. However, all existing processes would benefit from greater involvement by the users of the services, and by being more inclusive of potential partners.

In order to co-ordinate the development of Cumbria's Children's Services Plan, a new forum has been established at county level, which is chaired by the Director of Social Services and at present consists of representatives from Education, the 2 Health Authorities, the Local Education Authority, Social Services and the Primary Care Groups. Membership is under review, as there are some omissions.

## 9. **JOINT WORKING**

### 9.1 **Education/Social Services Joint Management Meeting**

Senior managers from the Education Department (PaSS) and Social Services (Children's Services) meet on a regular basis (approximately 6 times a year). The group focuses on securing effective communication and co-operative approaches to areas of shared concern.

## 9.2 **Area Management Teams**

Area managers from the education services (PaSS) and Social Services meet on a regular basis (approximately every two weeks) to address operational issues at an area level and where appropriate to make recommendations regarding residential placements.

## 9.3 **Health Improvement Sub Groups for Child and Adolescent Mental Health Services (CAMHS) (North Cumbria) and Strategic Development Group (South Cumbria)**

Education Department Staff (PaSS) meet with colleagues from the two Health Authorities covering Cumbria to discuss issues regarding child and adolescent mental health.

In the South (Kendal Area), the LEA jointly manages a project to develop links and working practices between CAMHS, Education Department staff and schools (the project will end at Easter 2002). Full details of the project can be obtained from the Kendal Education Office.

## 9.4 **Area Child Protection Committee**

The Area Child Protection Committee (ACPC) is set up under the Department of Health guidelines '*Working Together Under the Children Act 1989*' to determine and co-ordinate Child Protection Policy.

The ACPC develops, maintains and reviews local joint policies and procedures as well as providing expertise to enable those who seek to protect children and young people. The Committee has produced a 'Child Protection Handbook' which contains agreed multi-disciplinary procedures and provides guidance to all concerned about the response to suspicion of abuse. The Education Service is represented on this multi-disciplinary body by the Senior Education Officer (Attendance and Exclusion).

## 9.5 **Youth Offending Team**

The Youth Offending Team (YOT) was established in 1999 to ensure the provision of a youth justice service for young offenders. A Youth Offending Team, established under the Crime and Disorder Act 1998 is a multi-agency team composed of social workers, police, probation officers and education and health nominees. The Youth Offending Team works with young offenders from arrests to completion, where relevant, of a community or custodial sentence. The team is also able to identify and work with some of those young people locally who are most at risk of offending to turn them away from crime. The Youth Offending Team contributes to the County's strategic plan to reduce crime and disorder and will be able to help deliver objectives and targets in respect of youth crime. The Youth Offending Team contributes to partnership discussion on how to target youth crime and its prevention. The behaviour of young people generally, and the need to offer positive models and opportunities, and the positive contribution of young people are essential elements in any local strategy.

## 9.6 **The Pyramid Trust Scheme**

This is a one year pilot operating within selected schools in the South Lakes area.

The aim of the scheme is to identify children who are emotionally vulnerable and would benefit from additional support and intervention to help them build their self-esteem and emotional resilience.

The scheme operates in three stages:

- Year 3 children in the selected schools are screened by their teachers, using a simple checklist to identify unmet developmental needs. This identifies emotionally vulnerable or withdrawn children.
- There is a multi disciplinary meeting held where different agencies meet to share information about the children identified by the screening process, and plans are made to help meet their needs.
- The children who would benefit from an after school activity club, designed to offer opportunities to build confidence and social skills, are offered a place in a Pyramid club, linked to their own school.

Clubs are run by volunteers, who are trained and supervised by the South Lakeland Pyramid Scheme Co-ordinator. Evaluation will be available at the end of the year that will look at children's progress in a number of areas; social, emotional and academic as appropriate.

A group comprising of representatives from health, education, social services and voluntary agencies steers the project. Financial support comes from statutory services, voluntary agencies and local charitable organisations.

## 10. **INITIATIVES IN DEFINED AREAS FUNDED BY CENTRAL GOVERNMENT**

A large amount of funding has been available by the government to selected areas in Cumbria, based on a range of criteria, and with a variety of objectives (all of which are relevant to children). Principle among these are the following:

### 10.1 **Sure Start**

The aim of Sure Start is to work with parents-to-be, parents and children to promote the physical, intellectual and social development of babies and young children – particularly those who are disadvantaged – so that they can flourish at home and when they get to school, and thereby break the cycle of disadvantage for the current generation of young children.

There are two Sure Start programmes up and running in Cumbria. These are in Barrow in Furness and Copeland. A third project is being developed in Allerdale. A fourth is to be developed during 2001 in Carlisle.

Sure Start projects are focused on small geographical areas, usually urban, containing approximately 800 children aged 0-4, and are required to meet a specific set of objectives.

Sure Start programmes in Cumbria are located in the following areas:

Barrow in Furness: Barrow Island, Central, Hindpool and Risedale wards

Whitehaven: Harbour, Kells, Mirehouse and Sandwith wards

Maryport: Dearham, Ellen (part), Ellenborough, Ewanrigg, Flimby, Netherhall, Seaton Moor (part), Tarns wards

## 10.2 **Barrow Community Learning Partnership**

The County's only Education Action Zone is in Barrow, and covers schools in a defined area who wished to become associated with the EAZ. The partnership is developing a range of responses to raise attainment and promote social inclusion.

## 10.3 **West Cumbria Excellence Cluster**

Following on from the development of the Excellence in Cities initiative, the DfEE have recognised that adverse impact of socio-economic circumstances on children's learning is not restricted to inner-city areas. Indeed, it can be identified in particular communities across the country. In order to try to address this, the DfEE identified seven areas as pilots for raising standards through the adoption of some aspects of the Excellence in Cities programme within each area. The areas were designated "Excellence Clusters" and West Cumbria was one of the areas initially identified.

The DfEE identified a group of core schools around which the cluster would be developed. The first task of the core group was to identify any additional schools to be included in the cluster – including schools that demonstrated "good practice". This task was completed and the final make-up of the cluster was 3 secondary schools, 2 through primary schools, 6 junior schools and 7 infant schools.

The strategic plan for the cluster covers the period April 2001 – March 2004 and had to address three key strands. These were:

- Provision for gifted and talented pupils
- Provision of learning mentors and learning support units – SF/LSU/Connexions
- The tailored strand – provision to address particular needs within the area, as identified by audit

## 11. **STRATEGIC PLANNING: FUTURE DEVELOPMENT**

### 11.1 We need to:

- Achieve greater coherence of existing policies, initiatives and services. This means building on existing arrangements and partnerships (eg Early Years, Quality Protects etc) incorporating new ones (eg Connexions Services, Local Strategic Partnerships, PCTs) and making links with wider agendas of economic regeneration and neighbourhood renewal.
- Strengthen links with District Councils and identify areas of overlapping and complementary activity.
- Establish clear reporting lines where non currently exist.
- Developing robust management information across agencies, which will enable collation and comparison of data about needs, services and attainment of targets, promote sharing of information, and facilitate monitoring and the achievement of Best Value.
- Developing agreed joint local outcome indicators.

- Be able to measure the success of what we are doing. Already there are a large number of objectives, targets and indicators which are determined by the government and set out in numerous plans (such as Quality Protects Management Action Plan, Behaviour Support Plan, Health Improvement and Local Action Plans). Although these have a bearing on what we do, they do not necessarily tell the whole story in relation to our objective of maximising the life chances of children in Cumbria. We will be doing some work on this together with children, young people and parents in order to arrive at a way of measuring progress that is relevant to Cumbria.

11.2 The development of a county wide strategy for Family Support will be essential in the move to shift services and resources away from crisis response and into prevention. Enabling children and their families to gain access to and make the most of the universal services of health and education is the best means of assisting them to maximise their life chances. A small group of organisations within Cumbria is already considering how best to achieve this. The group will be developing an action plan which is likely to include:

- reviewing what is already available and where;
- talking with families about the kinds of support that they are or would be useful to them when they are experiencing difficulties, and how to ensure that these services are accessible;
- discussing with schools the kind of measures that would be of assistance in helping them support pupils who are struggling; and
- considering the staff development and training implications

11.3 Translating government targets into local priorities which are responsive to the needs and preferences of children, families and communities is a great challenge. So, too, is the linking in of the “zone” initiatives, and ensuring that the learning from these individually funded developments are evaluated and put into practice across the county wherever they are needed. This will mean challenging existing ways of organising and delivering services, within the framework of ‘Best Value’.

## **APPENDIX 1: Action Plans**

The action plans for the Behaviour Support Plan are intended to be kept under review and amended in consultation with all stakeholders as part of a cycle of planning, implementing and evaluation.

Significant changes may occur as a consequence of government or county policy changes and as an outcome of Best Value Reviews.

In addition to specified targets the detailed progress indicators can be found in Appendix 3.

**Objective 1: DEVELOP AREA GROUPS, INVOLVING SCHOOL STAFF, TO HAVE INCREASING AUTONOMY FOR THE ALLOCATION OF RESOURCES**

**Current Position:**

Area management teams with slightly different representation and operation.  
Some areas have local school groups – Westlink, Magnet, Carlisle Achievement Zone.  
Behaviour resources, cash and personnel:

- Statutory and non-statutory resources – SEO (SENS)
- EP time to work with schools and their pupils with EBD – SEP
- Specialist Teacher (EBD) time – STS (EBD) co-ordinator
- EBD LSAs – EBD teachers
- EWO time- Team Leader (EWS)
- Re-integration officer time – SEO (Attendance and Exclusion)
- Standards Fund/Pupil Retention Grant – SEO(PaSS)/CASH Executive and schools
- PRU placements and outreach support – Teacher-in-Charge/AMT
- Delegated funds to schools under LMS for social deprivation – LEA and schools

**Desired Position:**

- A transparent and coherent area structure, including schools and other stakeholders, that identifies priorities and co-ordinates the allocation of the total resource available (see above).
- A clearly identified and effective continuum of provision available (from residential EBD provision to whole school approaches) in each area. This will be kept under review to ensure that there is maximum inclusion and effective use of resources
- Increased delegation of resources for EBD to larger schools (over 150 pupils).

| <b>How will we get there</b>   | <b>Targets</b>   | <b>Funding</b>   | <b>Agency</b> |
|--|--|--|---------------|
| <p>The appointment of a Social Inclusion Development Officer (SIDO) in each area to have responsibility for facilitating the process to achieve the objective.</p> <p>The SIDO will work with schools, members of PaSS and other stakeholders to develop an area strategy, including the establishment of area groups based upon existing consortia of schools containing head teachers, LEA representatives and other stakeholders.</p> | <p>To appoint SIDO by end of Autumn Term 2001</p> <p>An initial area strategic plan by Easter 2002</p> | <p>Standards fund – Social Inclusion</p> <p>Existing LEA resources – including PaSS staff time</p> |               |

|   |  |  |  |
|---|--|--|--|
| <p>The area strategy will meet the requirements of national and county policy as well as local priorities and will include monitoring and evaluation.</p> <p>Identify resources according to local needs to be managed by area groups.</p> <p>It is envisaged that area strategies and their implementation may be different according to local circumstances.</p> <p>Further consultation and development of the early intervention strategy (behaviour).</p> <p>The county co-ordinating group will oversee area development and comment on policy.</p> | <p>Area groups to be identified and operational by Easter 2002</p> <p>A continuum of provision available in each area by Easter 2003</p> |  |  |
|---|--|--|--|



**Objective 3: PROVIDE TRAINING OPPORTUNITIES AND DEVELOPMENT MATERIALS FOR SCHOOL STAFF TO IMPROVE SKILLS AND DEVELOP EFFECTIVE STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR**

**Current Position:**

PaSS staff offer training on request to schools about specific issues.

Training programmes to schools including - SEN Training, DATA programme, Local Inset Network, Governor Services training, training in BEST framework, including the Behaviour Curriculum, Lunch Matters etc.

Behaviour Support Plan Materials available in all schools.

**Desired Position:**

Planned and co-ordinated training programmes in collaboration with other agencies that are delivered at school, local and county level for

- NQTs;
- Whole school staff;
- Governors;
- Midday Supervisors;
- Teaching Assistants working with children with EBSD;
- Parents.

Resource materials up-dated and promoted in schools.

| <b>How will we get there</b>  | <b>Targets</b>   | <b>Funding</b>         | <b>Agency</b>              |
|---|--|------------------------|----------------------------|
| PaSS units to prioritise and set targets for this objective.  | Written into Service Development Plans by April 2002.      | Existing Funds         | CPS,EBSD                   |
| Behaviour Support Plan Training Manager (BSPTM) to set out a clear agenda, develop an implementation plan and support PaSS members to offer whole school training in BEST framework.  | Plan to be developed by December 2001                      | Standards Fund         | CPS, EBSD, other agencies. |
| Initial training BEST/BC to be offered as part of a rolling programme to all schools.   | Offered to all schools and delivered to 50% by April 2004. | Existing unit budgets. | CPS, EBSD                  |
| EPs to offer preferential access to NQTs who are concerned about learning and behaviour in the classes that they teach.<br><br>NQT induction programme to include an element on BEST framework (including the Behaviour Curriculum) | NQTs to be offered this in September 2001.                 | Existing budget.       | CPS                        |
| PaSS district teams to work with statutory and voluntary agencies to promote positive parenting skills.   |  |                        | EWS, District Team, EBSD   |

|  |
|--|
| <b>Objective 4: DEVELOP STRATEGIES AND SUPPORT TO DEVELOP WHOLE SCHOOL APPROACHES THAT PROMOTE SOCIAL INCLUSION AND POSITIVE BEHAVIOUR</b> |
|--|

**Current Position:**

There are a number of very positive developments in schools across the county. These include:

- Behaviour Curriculum
- Circle Time
- School Council
- Lunch Matters
- See main text for other examples.

Many schools have reviewed Behaviour Policies to include strategies to teach and promote positive behaviour. Schools teach PSHE and Citizenship.

**Desired Position:**

All schools implement a behaviour policy and PSHE/Citizenship programme that promotes social inclusion and teaches positive behaviour. All schools to identify a person responsible for social inclusion and behaviour (Social Inclusion Co-ordinator - SINCO)  
 LEA staff will work together to identify and provide an early response to schools experiencing difficulties with behaviour. Schools will offer an appropriate and differentiated curriculum for all young people.

| <b>How will we get there</b>  | <b>Targets</b>  | <b>Funding</b>                            | <b>Agency</b>                              |
|---|---|---|--|
| Initial training Behaviour Curriculum to be offered as part of a rolling programme to all schools. To be delivered by school EP or specialist teacher EBSD.   | Offered to all schools and delivered to 50% by April 2004.    | Standards Fund                            | CPS,EBSD                                   |
| Promote the use of the Index for Inclusion with all schools. Offer all schools the opportunity of using their own (EP or another EP if necessary) as a "critical friend" to support the process of self-review. | To offer all schools this service during the Autumn term 2001 | Existing unit budget.                     | CPS  |
| PaSS staff will encourage schools to appoint a SINCO and will support their work.   | All SINCO by April 2004                                       | No funding other than existing resources. | PaSS                                       |
| Strengthen links between District Teams and School Improvement Team to provide a forum to share concerns and plan support for schools.  |   | Existing unit budgets.                    | District Teams and School Improvement Team |
| PaSS staff to work with local groups to identify and disseminate knowledge about resources within the community in order for schools to offer a broader curriculum.   |   |   |  |

**Objective 5: PROMOTE AND FURTHER DEVELOP EARLY INTERVENTION STRATEGIES**

**Current Position:**

Large number of EBD statements.

There are a number of early intervention initiatives around the county including:

- National Pyramid Trust
- Early Bird Project
- SULP
- Sure Start.

EPs have introduced consultation approaches in some areas of the county.

Consultation underway regarding shifting resources from statutory to non-statutory allocations.

Temporary allocation of Teaching Assistants to EBSD team.

**Desired Position:**

See main document paragraph 4.8.

Evaluate, learn and disseminate information from existing pilots and extend as appropriate.

Develop and evaluate a range of new initiatives as resources allow e.g. Nurture Groups.

Support for parents.

Enhance skills and resources available to EBSD team.

| <b>How will we get there</b>  | <b>Targets</b>   | <b>Funding</b>                                 | <b>Agency</b>  |
|---|--|--|----------------|
| Refine Early Intervention Strategy (EBD) in the light of the consultation, provide a more detailed proposal and consult again.<br><br>Implement the strategy if agreed or make new proposals. | This to be completed by October 2001.                        | Existing funds                                 | SENS           |
| Monitor and evaluate current initiatives.   | All new initiatives evaluated within 12 months of completion | Existing funds                                 | PaSS           |
| Undertake a feasibility study of establishing a nurture group in a school and if possible run a pilot group.  | Feasibility study to be undertaken by July 2001.             | Standards fund plus existing school resources. | EBS, SENS, CPS |
| Existing EBSD team Teaching Assistants to be permanent members of the team. Consider increasing number of TAs.  | Achieved by September 2001                                   | Existing funds plus Standards Fund             | EBS team       |
| PaSS district teams to work with statutory and voluntary agencies to promote positive parenting skills.   |  |  |                |

**Objective 6: PROVIDE SPECIALIST SUPPORT, IN A CO-ORDINATED MANNER, TO HELP SCHOOLS TO MEET THE NEEDS OF INDIVIDUAL PUPILS**

**Current Position:**

- A PaSS management structure at all levels - Central Management Team, Area Management Teams, District Teams
- Multi-agency planning meetings in some secondary schools;
- Area groups e.g. Magnet, Westlink
- Strategic meetings with Social Service and Health Managers;
- Pilot Mental Health/Education Development Worker.

**Desired Position:**

- A more effective and coherent, multi-agency structure at county and area level;
- Increased autonomy for District Teams - with clear responsibilities to ensure effective and comprehensive planned provision to meet the needs of individuals.

| <b>How will we get there</b>  | <b>Targets</b>                     | <b>Funding</b>                        | <b>Agency</b>                                    |
|---|------------------------------------|---------------------------------------|--|
| Continue planning arrangements for children's services - through Children Services Plan.  |                                    |                                       | Social Services, Health, LEA, Voluntary Agencies |
| Establish a multi-agency steering group for the Behaviour Support Plan.   | To be established by December 2001 | Existing budgets                      | Social Services, Health, LEA, Voluntary          |
| Complete the Best Value Review of Services for Vulnerable Individuals and implement the consequent action plan.                   | To be completed by October 2001.   | Best Value Funding                    | PaSS   |
| District Teams to establish pyramid groups (or similar) to provide a more co-ordinated response to individuals supported by SIDO. | To be established by December 2001 | Standards fund for SIDO facilitation. | PaSS   |

**Objective 7: MONITOR AND EVALUATE THE EFFECTIVENESS OF SPECIALIST SUPPORT TO SCHOOLS**

**Current Position:**

- Some units record hours of intervention.
- Recording the effectiveness of IEPs through the LEA proforma.
- Individual units have surveys.
- School satisfaction survey.
- Collect data against national indicators e.g. attendance and exclusion.
- Evaluation of In-service training.
- Some units have supervision systems.

**Desired Position:**

An effective system that monitors and evaluates the outcomes of intervention at all stages of the Code of Practice and PSPs.

Units to apply Best Value Principles on an annual basis.

Units have systems in place to use data collected to improve the performance of individuals and the service.

| <b>How will we get there</b>  | <b>Targets</b>   | <b>Funding</b> | <b>Agency</b>   |
|---|--|----------------|---|
| Units to write, as part of their Service Development Plan, a clear strategy for monitoring and evaluating the effectiveness of interventions and using the information gathered to improve services. This to be discussed and agreed by PaSS CMT. | To be completed by December 2001.  | Existing       | PaSS managers.  |
| Work within a LEA structure to monitor effectiveness of in-service training and use it to inform future training.   | To discuss within SEN Training group and develop strategy by March 2002. | Existing       | PaSS and Standards and School Improvement Division (SSID) |
| Consider and monitor the impact of changes in work practice - increased use of consultation directly with staff and a reduction in bureaucracy.   |  | Existing       | PaSS Units  |

**Objective 8: PROMOTE WORKING PARTNERSHIPS BETWEEN SCHOOLS, PUPIL REFERRAL UNITS, LEA STAFF AND OTHER AGENCIES**

**Current Position:**

- Each PRU has a management group representing area interests;
- Admissions meetings with representatives of AMT.
- Involvement of PRU representatives on area groups - e.g. MAGNET, WestLink etc.
- Dual registration of pupils and integration strategies for individuals in place.

**Desired Position:**

See objective one with particular reference to PRUs as part of the continuum of response to pupils with EBSD.

Increase the use of short-term and shared attendance.

Monitoring the effectiveness of PRU intervention by assessing improvement in pupil behaviour in school.

| <b>How will we get there</b>  | <b>Targets</b>              | <b>Funding</b>               | <b>Agency</b>         |
|---|-----------------------------|------------------------------|-----------------------|
| Reintegration and joint working plan with schools and other agencies including strategies for shared approaches as part of the admission process.   | In use by December 2001     | Existing                     | PRU staff.            |
| Use BEST framework (assessment approaches) to monitor changes in pupil behaviour in schools.  | In use by April 2002.       | Existing                     | PRU /EBSDT            |
| Reduce the number of pupils staying in PRUs on a full-time basis for longer than one year (Key stage 2 and 3) by regularly reviewing the needs of these pupils and ensuring they have access to appropriate and resources to allow for creative and flexible response to their needs. | In place by September 2002. | Existing                     | PRU, SENS (resources) |
| To develop expertise of TAs and their support, to promote reintegration and work with young people with very significant behaviour difficulties.  | In place by March 2003.     | Existing and Standards Funds | PaSS                  |

**Objective 9: IDENTIFY AND SHARE GOOD PRACTICE BETWEEN SUPPORT STAFF**  
**Objective 10: IDENTIFY AND SHARE GOOD PRACTICE BETWEEN SCHOOLS**

**Current Position:**

District Team Meetings;  
 SENS/CPS/STS Liaison meetings in some areas;  
 Some joint training;  
 Booklet on DT initiatives.

**Desired Position:**

A coherent system, linked to monitoring and evaluation systems (see objective nine), to identify and share good practice.

| <b>How will we get there</b>   | <b>Targets</b>                              | <b>Funding</b>   | <b>Agency</b>    |
|--|---|------------------|------------------|
| An annual report comprising information from district teams that celebrates good practice. | First one to be produced July 2002.         | Existing budget  | Office Services  |
| Report on the use of Pupil Retention Grant.  | First one to be produced by September 2001. | Existing funding | SEO (PaSS), SSID |

**Objective 11: PROMOTE STRATEGIES TO REDUCE THE NUMBER OF PUPILS WHO ARE EXCLUDED FROM SCHOOL**

This objective is a major performance indicator of the Behaviour Support Plan.

**Current Position:**

See text in BSP and other objectives.

Re-integration officers;

**Desired Position:**

See other objectives.

| <b>How will we get there</b>  | <b>Targets</b> | <b>Funding</b> | <b>Agency</b> |
|---|----------------|----------------|---------------|
| Strategies to meet this objective are embedded throughout the BSP and rates of exclusion are a significant performance indicator for the success of the plan. |                |                |               |

**Objective 12: FURTHER DEVELOP STRATEGIES TO IMPROVE ATTENDANCE RATES**

**Current Position:**

- Strategies are being developed and adapted to suit need – whole school and individual approaches

**Desired Position:**

- A coherent multi-agency policy to address the needs of habitual non-attenders with phobic/anxiety mental health conditions.
- Targets to be agreed, based on attendance rather than truancy

| <b>How will we get there</b>   | <b>Targets</b>                       | <b>Funding</b> | <b>Agency</b> |
|--|--------------------------------------|----------------|---------------|
| Write a consultative policy document, with other agencies for a multi-agency response to children with phobic and/or anxiety disorders | Document to be written by March 2002 | Existing       | EWS           |

**Objective 13: REDUCE THE NUMBER OF STATEMENTS FOR EMOTIONAL AND BEHAVIOURAL DIFFICULTIES AND REALLOCATE THE RESOURCES THROUGH AGREED MECHANISMS**

**Current Position:**

- Significant resources for behavioural difficulties are allocated through statements. In 2000/01 £400,000 in secondary schools and £405,000 in primary schools

**Desired Position:**

- As expressed in BSP paragraph 4.8

| <b>How will we get there</b>  | <b>Targets</b>                  | <b>Funding</b> | <b>Agency</b> |
|---|---------------------------------|----------------|---------------|
| Develop detailed proposals on the basis of the early intervention consultation for further consultation | To be completed by October 2001 | Existing       | SENS/Schools  |
| Implement the strategy when agreed  |                                 |                |               |

**Objective 14: ENSURE ALL EXCLUDED PUPILS HAVE ACCESS TO A FULL TIMETABLE**

**Current Position:**

- PRUs are developing full time provision for Key Stage 4 pupils based on centre attendance and community provision. KS2 pupils can access 9 half day sessions with one supported session in mainstream school. KS3 pupils can receive 7 half day sessions.

**Desired Position:**

- Within a strategy to reduce permanent exclusions, PRUs will be able to provide a full timetable for all pupils.

| <b>How will we get there</b>  | <b>Targets</b>                        | <b>Funding</b>  | <b>Agency</b>                             |
|---|---------------------------------------|---|---|
| Reintegration officers will work with schools and area groups to facilitate reintegration   | To start from May 2001                | Standards Fund  | EWS                                       |
| Writing a costed development plan to extend PRU facilities and implement  | Completed by September 2002           | Capital Works programme<br>Standards Fund<br>Existing resources | PRU/EBSDT<br>Client and Property Services |
| A representative working group involving schools and LEA staff to develop a costed proposal to address the lack of facilities in Kendal | Proposal to be available by July 2002 | As above  | PaSS<br>Schools                           |

**Objective 15: INCREASE THE NUMBER OF SHORT TERM PRU PLACEMENTS AND REDUCE THE NUMBER OF PLACEMENTS EXCEEDING ONE YEAR FOR PUPILS IN KS2 AND KS3**

**Current Position:**

- Some PRUs are full, all have a high number of pupils who have attend for more than one year
- Some mainstream schools are reluctant to re-integrate pupils
- Use of 'out county' special schools for pupils with severe behavioural difficulties

**Desired Position:**

- Within the framework of the BSP, to increase the flow of pupils in and out of PRUs
- As stated in objectives 1 and 8

| <b>How will we get there</b>   | <b>Targets</b>            | <b>Funding</b> | <b>Agency</b>         |
|--|---------------------------|----------------|-----------------------|
| Developing the work of reintegration officers and reintegration panels   | Ongoing                   | Standards Fund | EWS                   |
| Improve admission procedures to clarify respective roles of all agencies involved. Introduce time limited placements                     | In place by December 2001 | Existing funds | PRU, PaSS             |
| Thorough assessment and appropriate placement for children with significant behavioural difficulties whose needs cannot be met with PRUs | Ongoing                   | Existing funds | SENS, Social Services |

**Objective 16: INCREASE THE NUMBER OF PUPILS, NOT EXCLUDED FROM TWO SCHOOLS, IN KS2 AND KS3 TO BE DUAL REGISTERED**

**[SEE ALSO OBJECTIVE 8]**

**Current Position:**

- There has been an increase in the number of pupils who are dual registered
- Area groups (eg Magnet and Westlink) are helping to secure provision
- Some pupils are dual registered but do not attend mainstream school

**Desired Position:**

By 2004, 90% of children in this category should be dual registered

| <b>How will we get there</b>  | <b>Targets</b> | <b>Funding</b> | <b>Agency</b>                           |
|---|----------------|----------------|---|
| Activities detailed elsewhere in the BSP will contribute to achieving this objective                        |                |                |   |
| Ensure that all children in this category are on a mainstream school register, by working with local groups |                |                | Re-integration officers, PRU Staff, AMT |

**Objective 17: PROMOTE SOCIAL INCLUSION OF LOOKED AFTER CHILDREN**

**Current Position:**

- Looked After Children Education Service established as embedded service within PaSS, developing systems for monitoring and supporting looked after children.
- Designated teachers for looked after children identified.
- Liaison with Social Services Department and other departments for improved tracking (CRMS & Education Otherwise)
- Monitoring directly with schools, residential units and some foster carers
- Links being established with providers at KS4
- Training for secondary schools, primary schools, Connexions, PaSS and social workers

**Desired Position:**

- Database established for all looked after children not in full time education to provide quick and accurate information
- Training and continued liaison/monitoring with schools to promote positive ethos with regard to looked after children
- Establish funding and support mechanisms for transitions, alternative KS4 curriculum and higher education.
- Increase access to baseline services
- Reach existing targets for looked after children on attendance and exclusions, both national and local.
- Embed personal education plans in practice for all looked after children
- Clear information and training to social services staff and carers on admissions and exclusions

| <b>How will we get there</b>   | <b>Targets</b>   | <b>Funding</b>      | <b>Agency</b>                                  |
|--|--|---------------------|--|
| Establish a central database of information on attendance and exclusion  | By April 2002  | Standards Fund 202B | Looked After Children Education Service (NEAT) |
| Monitoring of all looked after children at KS4 and at transition, Monitoring by looked after children education service team and by PaSS colleagues on pro-formas and recorded centrally | To monitor, and early intervention for all looked after children in secondary school, once a term, in all residential units once a month by September 2002 | Standards fund 202B | Looked After Children Education Service (NEAT) |
| Establish clear countywide mechanisms for pupil support at transitions and into further and higher education   | Agree protocols with SEOs (resources), and Central Management by December 2002   | Existing resources  | Looked After Children Education Service (NEAT) |

|   |  |   |   |
|---|--|---|---|
| <p>Promote knowledge regarding looked after children between education staff, including schools and social services staff and carers</p>                | <p>Multi agency training events for teachers, social workers, carers and education support staff offered to schools, education teams and social work teams. To be delivered to 90% of secondary school designated teachers, 90% of social work teams (40%of social workers) and 50% of PaSS team members by April 2002<br/>Establish rolling training within LIN network by April 2002</p> | <p>Standards Fund 202B</p>                | <p>Looked After Children Education Service (NEAT)</p> |
| <p>Review Personal Education Plan protocol and establish personal education plans for looked after children as part of admission and review process</p> | <p>Model established and agreed across services, by December 2001<br/>Training as above 50% of looked after children to have a personal education plan by July 2002</p>  | <p>Standards fund 202B</p>                | <p>Looked After Children Education Service (NEAT)</p> |
| <p>Training for foster carers and residential staff on Guidance on Young People in Public Care and admissions processes</p>                             | <p>Clear guidance for carers on admissions distributed by September 2001</p>   | <p>Existing resources/ Standards Fund</p> | <p>Looked After Children Education Service (NEAT)</p> |

**Objective 18: PROMOTE SOCIAL INCLUSION OF PREGNANT SCHOOL GIRLS AND TEENAGE MOTHERS**

**Current Position:**

Multiagency implementation of Teenage Pregnancy and Teenage Parenthood strategy by Reintegration Officers/QA/EWS to deliver plan with schools.

**Desired Position:**

All schools to have secured provision and policy for sex, education and relationships programs.

Named teachers to be accredited in SRE.

Schools to access appropriate levels of intervention to ensure continuing education for these pupils.

LEA to assume a monitoring and evaluation role of the school provision for this group of pupils.

Schools equipped to provide Ofsted with required information during inspection.

Increase from 2000-2001 of 33% returning to education by 2004.

| <b>How will we get there</b>   | <b>Targets</b> | <b>Funding</b>                             | <b>Agency</b>                 |
|--|----------------|--|-------------------------------|
| All secondary schools to have completed SER training   | By April 2002  | Standards Fund                             | QA                            |
| Establish policy, procedures and practice with schools   | By April 2002  | Standards Fund                             | Reintegration Officers/QA     |
| LEA to host a conference for all secondary schools   | October 2001   | Standards Fund                             | Reintegration Officers/EWS/QA |
| Establish policy, procedures and practice with Connexions  | By April 2002  |  | Reintegration Officers/EWS/QA |
| Implementaiton of Cumbria strategy action points 6,7,8,9,10,11,12,17,22,23 (Teenage Pregnancy and Teenage Parenthood strategy) | By April 2004  | Standards Fund plus existing LEA resources | QA/Reintegration officers/EWS |

## **Objective 19: INCREASE ATTAINMENT OF LOOKED AFTER CHILDREN**

### **Current Position:**

- Attainment targets regarding SATs and GCSE/GNVQ results (PAF A2 & QP8) – established across service plans
- Task focussed intervention with individual pupils being established, including direct teaching and exam preparation
- Work on raising the profile of education in placement planning, and with residential units has begun.

### **Desired Position:**

- To meet the established targets and also to have accurate information, through central recording on all looked after children, particularly those in Year 11, who have been in care at any point during the school year.
- To establish patterns of access to nursery provision in pre- school children, and establish information and support to foster carers
- To establish training programme for carers on early education,
- To audit education resources in equipment and staff skills on the residential units including ICT training for staff

| <b>How will we get there</b>   | <b>Targets</b>   | <b>Funding</b>       | <b>Agency</b>                                  |
|--|--|----------------------|--|
| Embed a programme of training with residential units to raise knowledge of education and increase thinking and learning on the units           | To provide a programme of at least half day training once a term to each residential unit. To be accessed by 50% of staff by April 2002<br>Audit of unit resources by April 2002 | Standards Fund 202B  | Looked After Children Education Service (NEAT) |
| Establish links with existing schemes such as Surestart and investigate and cost application of book schemes, book bags, IT, and study support | To establish appropriate book schemes with independent funding by April 2004   | Existing/Independent | Looked After Children Education Service (NEAT) |
| Collate information on all pre-school Looked after Children<br>And promote access to nursery education with Social workers and carers          | By April 2002<br>By September 2002   | Standards Fund 202B  | Looked After Children Education Service (NEAT) |
| Develop training programmes with foster carers.  | By April 2002  | Standards Fund 202B  | Looked After Children Education Service (NEAT) |
| Conduct audit and set resourcing standards regarding education on residential units, including staff skills                                    | Present to joint SSD/LEA management by April 2002  | Standards Fund 202B  | Looked After Children Education Service (NEAT) |

|  |
|--|
| <b>Objective 20: INCREASE ATTAINMENT OF CHILDREN WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES</b> |
|--|

**Current Position:**

- Pupils with emotional and behavioural difficulties are underachieving (see BSP review)

**Desired Position:**

- Raise attainment of pupils with EBD to fulfil their potential and break the circular link between underachievement and behavioural difficulties.
- Opportunities for external verification, FE courses, vocational training

| <b>How will we get there</b>   | <b>Targets</b> | <b>Funding</b> | <b>Agency</b> |
|--|----------------|----------------|---------------|
| Develop joint working practices and links between EBD and Literacy Specialist Teachers | Ongoing        | Existing funds | EBSDT/STS     |
| Ensure educational outcomes are identified and targeted at reviews                     | Ongoing        | Existing funds | PaSS          |
| Annual reviews of statements to identify learning outcomes                             | Ongoing        | Existing       | SENS          |
| Further training for PaSS staff (linked to Objective 2)                                | Ongoing        | Existing       | PaSS<br>BSPTM |

## **APPENDIX 2: Other Agencies**

| NAME AND TYPE OF ORGANISATION   | SERVICES PROVIDED (APPLICABLE TO 13-19's)   | FUNDING AND SOURCES   | GEOGRAPHICAL SPHERE OF OPERATION   | OTHER INFORMATION/ COMMENTS  |
|---|---|---|--|--|
| <p><i>CUMBRIA CONNEXIONS SERVICE</i></p> <p>Head of Service:<br/>Peter Birbeck<br/>24-26 Portland Square<br/>Carlisle CA1 1PE</p> | <p>Include:</p> <ul style="list-style-type: none"> <li>• Information, Advice, Guidance and Referral</li> <li>• Learning Gateway</li> <li>• In service training for careers education staff in schools/colleges</li> <li>• Introduction of quality standards in careers education in schools and colleges</li> <li>• Provision of funding for school/college &amp; PRU careers libraries</li> <li>• Organisation of careers, H.E. and Professional conventions</li> <li>• Partnership Agreements with all secondary schools, colleges and key agencies</li> <li>• Adult Guidance specialists</li> <li>• Human resources services to businesses</li> <li>• Accountable body for SRB and IAG Adult guidance partnership</li> <li>• Freephone Helpline Service and Website</li> </ul> | <p>2000-2001</p> <p>£2,584,947 DfEE</p> <p>£240,000 Adult Guidance SRB</p> <p>£186,000 IAG Adult Guidance</p> | <p>8 Connexions Centres</p> <ul style="list-style-type: none"> <li>• Carlisle</li> <li>• Penrith</li> <li>• Workington</li> <li>• Whitehaven</li> <li>• Maryport</li> <li>• Kendal</li> <li>• Barrow</li> <li>• Ulverston</li> </ul> <p>County wide operation<br/>Plus 17 Careers Information points and P/T offices</p> | <p>Working with 40,000 young people and 10,000 adults.<br/>Working in 72 educational institutions<br/>84 full time equivalent staff<br/>41 Professionally qualified Careers Advisers<br/>12 Careers Assistants (NVQ 3)</p> |

| <b><u>NAME AND TYPE OF ORGANISATION</u></b>  | <b>SERVICES PROVIDED (APPLICABLE TO 13-19's)</b>  | <b>FUNDING AND SOURCES</b>   | <b>GEOGRAPHICAL SPHERE OF OPERATION</b>  | <b>OTHER INFORMATION/ COMMENTS</b>   |
|--|---|--|--|--|
| <b><u>CUMBRIA YOUTH SERVICE</u></b><br><br>Head of Service:<br>Jane Brook<br>5 Portland Square<br>Carlisle<br><br><br>Public Service             | <ul style="list-style-type: none"> <li>• 4 Youth Enquiry Services</li> <li>• Personal Development programmes working with small groups</li> <li>• Mentoring (New Start)</li> <li>• Duke of Edinburgh's Award</li> <li>• Community Outreach Projects</li> <li>• Peer Education</li> <li>• Youth Arts Projects</li> <li>• Youth Councils</li> </ul> | 1999-2000 Budget<br>£1.35 m (CCC)<br>plus income from<br>SRB, New Start<br>and Francis Scott<br>Trust, lettings of<br>building<br>Totalling £170,000 | <b>6 Office Bases</b><br>Kendal, Carlisle,<br>Barrow, Workington,<br>Whitehaven, Penrith<br><b>4 YES Centres</b><br>(Barrow, Millom,<br>Kendal, Whitehaven)<br><b>7 Youth Development Centres</b><br><u>(Carlisle, Kendal, Egremont, Frizington, Maryport, Cockermouth, Shap)</u><br>County Wide Operation | Budget currently devolved to 6 Area Committees of the County Council who purchase services. Winners of the Chartermark in 2000<br>Identified as a top performing Youth Service by the NYA. Lead partner for New Start. Targeted at disadvantaged and disaffected 8-16 year olds. Currently working with 5,000 young people.<br><br>FTE Youth Workers: 40 |
| <b><u>EDUCATION WELFARE SERVICE</u></b><br><br>Head of Service:<br>Linda Rundle<br>5 Portland Square<br>Carlisle CA1 1PU<br><br>Public Statutory | Work with pupils, parents, schools and other agencies re: <ul style="list-style-type: none"> <li>• School attendance</li> <li>• School exclusions</li> <li>• Child employment</li> <li>• Child protection in education</li> <li>• Support to pupils</li> </ul>  | 1999-2000 Budget<br>£1,168,000   | <b>County Wide</b>   | All school districts are allocated a named EWO. Work is accepted on a referral basis   |

| <b><u>NAME AND TYPE OF ORGANISATION</u></b>  | <b><u>SERVICES PROVIDED (APPLICABLE TO 13-19's)</u></b>  | <b><u>FUNDING AND SOURCES</u></b>                                 | <b><u>GEOGRAPHICAL SPHERE OF OPERATION</u></b> | <b><u>OTHER INFORMATION/ COMMENTS</u></b>  |
|--|--|---|--|--|
| <b><u>PUPIL &amp; SCHOOL SUPPORT (P.A.S.S.)</u></b>  | <ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Special educational needs</li> <li>• Education Otherwise</li> <li>• Peripatetic specialist teaching support</li> <li>• Education welfare pupil referral units</li> </ul>  | CCC   | County wide                                    | Providing support and services to pupils, parents and schools  |
| <b><u>YOUTH OFFENDING TEAMS</u></b><br><br>Manager: Yvonne Lake<br><br><br><br><br><br><br><br>Multi-agency Public Statutory | <ul style="list-style-type: none"> <li>• Reduce time from arrest to sentence</li> <li>• Improve personal responsibility of young offenders</li> <li>• Deliver opportunities to victims for reparation</li> <li>• Parents programme</li> <li>• Re-integrate offenders into community</li> </ul> | £1.5m per annum   | County Wide                                    | 26 Youth Offending Team staff drawn from Ed. Welfare, Social Services and Police   |
| <b><u>PROBATION SERVICE</u></b><br><br>Head of Service:<br>Ian White<br><br><br><br><br><br><br><br>Public/Statutory         | <ul style="list-style-type: none"> <li>• Employment guidance</li> <li>• Training and Education</li> <li>• Personal Development programmes</li> <li>• Supported accommodation</li> <li>• Drugs and alcohol misuse counselling</li> </ul>  | Approx. £20,000 is spent on 17-19's who can access adult services | County Wide                                    | Probation Service contracts services from:<br>NACRO (Employment, training and Education)<br>Turning Point (Drugs)<br>Stoneham Housing/CASS (Supported Housing)<br>CASS/Cumbria Sports Counselling (Personal Development) |

| <b>NAME AND TYPE OF ORGANISATION</b>   | <b>SERVICES PROVIDED (APPLICABLE TO 13-19's)</b>  | <b>FUNDING AND SOURCES</b>                                   | <b>GEOGRAPHICAL SPHERE OF OPERATION</b> | <b>OTHER INFORMATION/COMMENTS</b>                                 |
|--|---|--|---|---|
| <b><u>WEST CUMBRIA CVS</u></b><br>2 <sup>nd</sup> tier umbrella organisation           |   | £60,000 core grant from Cumbria County Council               |   |   |
| <b><u>CUMBRIA YOUTH ALLIANCE</u></b><br>Chief Executive: Bruce Blaxter                 | <ul style="list-style-type: none"> <li>• Strategic capacity building of voluntary sector youth organisations</li> </ul>             | £120,000 over 3 years core grant from Cumbria County Council |   |   |
| <b><u>CENTRE 47 Foyer</u></b><br>Partnership   | <ul style="list-style-type: none"> <li>• Training, advice, ICT facilities</li> <li>• Housing for vulnerable young people</li> </ul> |  | Carlisle                                |   |
| <b><u>EDEN FOYER</u></b><br>Partnership  | <ul style="list-style-type: none"> <li>• Training, advice, ICT facilities</li> <li>• Housing for vulnerable young people</li> </ul> |  | Eden (Penrith)                          |   |
| <b><u>KIDS CLUB NETWORK</u></b><br><br>Carol Gorman<br><br>Second Tier Org/Partnership | Out of school care for school age children  |  | County Wide                             | 4 - 14' s<br>1500 children/young people involved<br>60 volunteers |

| NAME AND TYPE OF ORGANISATION  | SERVICES PROVIDED (APPLICABLE TO 13-19's)  | FUNDING AND SOURCES   | GEOGRAPHICAL SPHERE OF OPERATION | OTHER INFORMATION/COMMENTS |
|--|--|---|----------------------------------|----------------------------|
| <b><u>C.D.A.</u></b><br><b><u>(Cumbria Deaf Association)</u></b><br>Director: John Brown   | <ul style="list-style-type: none"> <li>• Support and co-ordination of volunteer workers providing leisure and social opportunities for the deaf and hearing impaired</li> <li>• Communication support including interpreter service</li> </ul> | £173,000 core grant from Cumbria County Council plus free office accommodation for development worker based in Kendal | County Wide                      | All ages                   |
| <b><u>BARROW &amp; DISTRICT CVS</u></b><br>Burlington House<br>Michaelson Road<br>Barrow<br>LA14 2RJ<br><br>Umbrella Organisation for Voluntary Services | <ul style="list-style-type: none"> <li>• Millennium volunteers co-ordination</li> <li>• Supporting and informing volunteers</li> </ul>   | £177,615 of which:<br>DfEE £33,086 (millennium volunteers)<br>CCC core grant - £32,052<br>National lotteries £79,590  | Barrow                           | Local New Start partner    |
| <b><u>CENTREPOINT</u></b><br><br>2 <sup>nd</sup> tier organisation   | Work with housing service providers to ensure the needs of young people are considered strategically   | Housing Association Trust<br>Barrow Borough Council<br>Countryside Agency   | County Wide                      |                            |

| NAME & TYPE OF ORGANISATION  | SERVICES PROVIDED (APPLICABLE TO 13-19's)   | FUNDING AND SOURCES   | GEOGRAPHICAL SPHERE OF OPERATION                      | OTHER INFORMATION/COMMENTS  |
|--|---|---|---|---|
| <p><b><u>BARROW EDUCATION ACTION ZONE</u></b><br/>Co-ordinator: Mason Minnit</p> <p>Partnership</p>                                | <p>Experiential learning, social inclusion and ICT programmes including:</p> <ul style="list-style-type: none"> <li>• Understanding industry courses</li> <li>• Key stage 4 curriculum modification</li> <li>• Out of school learning</li> <li>• Study skills (Year 11)</li> <li>• Mentoring support (Yrs. 9 &amp; 11)</li> <li>• Environmental projects</li> <li>• Student council development</li> <li>• Academic mentors</li> <li>• Parents Forum</li> </ul> | <p>2000-2001<br/>£380,000 allocated to secondary school age</p> <p>DfEE and In-kind</p> | <p>Barrow</p>   | <p>All Ages</p>   |
| <p><b><u>YOUNG PEOPLE'S LIBRARY SERVICE</u></b><br/>Study Support Initiative<br/>Manager: Anne Singleton</p> <p>Public Service</p> | <ul style="list-style-type: none"> <li>• Runs 2 study support/drop in facilities for young people aged 13-19 in partnership with Youth Service</li> </ul>   | <p>Staffing costs funded by CCC Heritage Services</p>                                   | <p>Whitehaven (The I-Zone)<br/>Carlisle (Harry's)</p> |   |
| <p><b><u>WEST CUMBRIA COLLEGE OF FE</u></b></p>  | <ul style="list-style-type: none"> <li>• P/T and F/T further education courses</li> <li>• Student support services</li> <li>• School link programmes for under 16's</li> </ul>  | <p>FEFC - £4,328,012 plus income from other sources including Enterprise Cumbria</p>    |   | <p>During 1999 had 2318 students registered aged 16-19 and 270 under 16's on school link programmes</p> |

| <b>NAME &amp; TYPE OF ORGANISATION</b>   | <b>SERVICES PROVIDED (APPLICABLE TO 13-19's)</b>  | <b>FUNDING AND SOURCES</b>            | <b>GEOGRAPHICAL SPHERE OF OPERATION</b> | <b>OTHER INFORMATION/COMMENTS</b>                                 |
|--|---|---------------------------------------|---|---|
| <b><u>DIRECT TRAINING SERVICES</u></b><br><br>Joyce Bramwell<br>Direct training organisation | <ul style="list-style-type: none"> <li>• Life skills and key skills training for unemployed 16-25's (Learning Gateway) NVQ's</li> <li>• New Deal volunteering option</li> <li>• Vocational NVQ's</li> </ul>   | Enterprise Cumbria<br>School budgets  | West Cumbria<br>Millom<br>Barrow        | 16-25's plus some contracts with schools for work with under 16's |
| <b><u>CARLISLE COLLEGE OF FE</u></b><br><br>Moira Tattersall                                 | <ul style="list-style-type: none"> <li>• P/T and F/T courses of further education</li> <li>• Community outreach education and training</li> <li>• 'Skills Base' for 16-25's leading to NVQ 2 and 3 key skills</li> <li>• School link programmes for under 16's</li> </ul> | £6,436,632 FEFC<br>funding for 1998-9 | Carlisle                                | 4283 student aged 13-19 registered in 1999.                       |
| <b><u>KENDAL COLLEGE OF FE</u></b>   | <ul style="list-style-type: none"> <li>• P/T and F/T courses of further education</li> </ul>  | £3,554,208 FEFC<br>funding 1998-9     | Kendal                                  | 995 students aged 16-18 registered in 1999                        |
| <b><u>CUMBRIA COLLEGE OF ART AND DESIGN</u></b>  | <ul style="list-style-type: none"> <li>• College of higher education</li> <li>• Student counselling service</li> </ul>  | £1,036,807<br>FEFC funding for 1998-9 | Carlisle                                |   |
| <b><u>OAKLEA TRUST</u></b>   | <ul style="list-style-type: none"> <li>• Employment placement and life skills programmes for the disabled</li> </ul>  |                                       | Kendal                                  |   |

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|---|---|---|----------------------------------|--|
| <p><b><u>HEART OF BARROW/SRB BUILDING BRIDGES</u></b></p> <p>Partnership</p>    | <ul style="list-style-type: none"> <li>• Community Advocacy</li> <li>• Training and accreditation for staff involved in community development work</li> <li>• Youth information points</li> <li>• Intermediate labour (training plus paid work experience) for long term unemployed</li> <li>• Community newspaper</li> </ul> | <p>Building Bridges<br/>£17,638,180 for first 2 years of which £5.6m from SRB, £5m private sector and £7 m public sector<br/><b>Heart of Barrow</b><br/>£1m per year from SRB</p> | <p>Barrow<br/>(5 wards)</p>      | <p>Building Bridges funded for 5 years<br/>Heart of Barrow funded for 1 more year.</p> |
| <p><b><u>COMMUNITY ACTION FURNESS</u></b></p> <p>Voluntary Organisation</p>     | <ul style="list-style-type: none"> <li>• Community enterprise projects</li> <li>• Employment and training opportunities for young people</li> </ul>   | <p>£397,000 in 1998 of which £99,677 from ESF and £35,898 from NLCB</p>   | <p>Barrow/Furness</p>            |  |
| <p><b><u>NEWTON RIGG COLLEGE CAMPUS OF UNIVERSITY OF CENTRAL LANCS.</u></b></p> | <p>P/T and F/T vocational training courses</p>  | <p>£2.45m from FEFC plus income from Enterprise Cumbria</p>   | <p>Penrith</p>                   | <p>Had 981 P/T and 461 F/T students aged 16-18 on register in 1999</p>                 |
| <p><b><u>FURNESS COLLEGE OF FE</u></b></p>                                      | <p>Training and further education courses<br/>Student support service</p>   | <p>£3.9m from FEFC in 1999</p>  | <p>Barrow</p>                    | <p>1,287 students aged 16-19 in 1999</p>   |

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|---|---|---|---|--|
| <p><b><u>CITY CENTRE TRAINING</u></b><br/>Tanya De Quincey</p> <p>Direct Training Organisation</p>        | <ul style="list-style-type: none"> <li>• NVQ, key skills and life skills courses for 16-18's</li> <li>• Support for individuals in training and work placements</li> <li>• Vocational NVQ's</li> </ul>  | <ul style="list-style-type: none"> <li>• Schools budgets</li> <li>• Enterprise Cumbria</li> </ul>           | <p>Carlisle and West Cumbria</p>  | <p>16-25's plus some work with schools age pupils</p>          |
| <p><b><u>RATHBONE COMMUNITY INDUSTRIES</u></b><br/>Yvonne Lambert</p> <p>Direct Training Organisation</p> | <ul style="list-style-type: none"> <li>• Life skills (Learning Gateway)</li> <li>• New Deal Mentors (county wide)</li> <li>• New Deal volunteering and</li> <li>• Educational alternatives for excluded pupils (Carlisle)</li> <li>• Key skills NVQ's</li> </ul>  | <ul style="list-style-type: none"> <li>• Enterprise Cumbria</li> <li>• Carlisle Achievement Zone</li> </ul> | <p>County wide (New Deal volunteers South Cumbria only)</p>   | <p>16-24's</p>   |
| <p><b><u>CUMBRIA TOURIST BOARD SRB</u></b><br/>Development Officer:<br/>David Calway</p>                  | <ul style="list-style-type: none"> <li>• Provide education, training skills and tourism jobs in areas of high unemployment</li> <li>• Promote quality careers and learning opportunities in tourism, leisure and hospitality</li> <li>• Develop transport initiatives to improve access to jobs in tourism</li> </ul> | <p>£752,000 from North West Development Agency and £4m match funding over next 6 years</p>                  | <p>County wide for some projects plus specific projects in Penrith, Carlisle, Barrow and Whitehaven</p> | <p>SRB is for all ages. Runs for 6 years from October 1999</p> |

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| <p><b><u>NACRO</u></b><br/>Head of Service: Ian Sorrell</p>               | <ul style="list-style-type: none"> <li>• Bail support programme</li> <li>• Life skills programme for Learning Gateway</li> <li>• Key skills and NVQ Programmes</li> </ul>  | <p>Probation Service<br/>Enterprise Cumbria</p>   | <p>North and West<br/>Cumbria</p> | <p>Has also provided some Mentors for New Start</p>   |
| <p><b><u>ENTERPRISE CUMBRIA</u></b><br/>Chief Executive: Steve Palmer</p> | <ul style="list-style-type: none"> <li>• Provision of funding for national traineeships, life skills programmes (Learning Gateway) and other training for 16-25's</li> </ul>   | <p>In 1999 approx. £10m was spent on training for 16-25's of which the vast proportion was on the 16-18 'guarantee' group</p> | <p>County wide</p>                | <p>Will be subsumed into the Cumbria Learning and Skills Council in 2001</p>  |
| <p><b><u>EMPLOYMENT SERVICE</u></b></p>                                   | <ul style="list-style-type: none"> <li>• New Deal Personal Advisors</li> <li>• Contracts in providers for Mentoring, volunteer and environmental options</li> <li>• Subsidised employment</li> <li>• Job search support</li> </ul> |   | <p>County Wide</p>                | <ul style="list-style-type: none"> <li>• 30 Personal Advisors (New Deal)</li> <li>• Specialist disabled placement officers</li> <li>• One parent advisors</li> <li>• New Deal contracts to:</li> <li>• BTCV</li> <li>• Groundwork Trust ]Environment</li> <li>• National Trust ]option</li> <li>• Rathbone Trust CI – mentoring</li> <li>• Carlisle City Council ]Voluntary</li> <li>• Direct Training Service]work</li> <li>• NACRO ]</li> </ul> |

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| <b><u>WHITEHAVEN YOUTH TRUST</u></b>  | <ul style="list-style-type: none"> <li>• Training for employment for 16-18's with special needs</li> <li>• Provides some accommodation for the homeless (up to 6 young people)</li> <li>• Healthy Living Centre</li> <li>• Provide employment for a small number of young people on New Deal</li> </ul> | Health Action Zone Lotteries<br>Copeland Borough Council<br>European funding   | Whitehaven                       | Employ 2 F/T and 2 P/T support workers   |
| <b><u>CLARK McTAVISH</u></b>  | Provides overseas work placements for young people aged 16-28   | British Council  |                                  |  |
| <b><u>CALM</u></b><br><br>Telephone helpline<br>Co-ordinator: Lorraine Pearce<br>Chair: David La Mare | Aims to reduce rate of suicides by young men by 20% by 2010 <ul style="list-style-type: none"> <li>• Telephone helpline (freephone)</li> <li>• Helpline workers direct users to local services where appropriate</li> </ul>   | £23,000 pa:<br>£10,000 – NCHA<br>£10,000 – MBHA<br>£ 3,000 – Social Services<br>plus<br>£20,000 – Dept. of Health<br>one-off funding for publicity | North West Cumbria and Barrow    | Steering group, chaired by David La Mare, comprises reps from:<br>NCHA<br>MBHA<br>YMCA<br>Youth Service<br>Social Services<br><br>Targeted at young men in Cumbria |
| <b><u>HOME START</u></b><br><br>Voluntary Organisation  | <ul style="list-style-type: none"> <li>• Advice and support to families with young children</li> </ul>  |  |                                  |  |

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|--|---|---|---|---|
| <b><u>SURE START</u></b><br>(Whitehaven)<br><br>Howgill Family Centre,<br>Whitehaven               | <ul style="list-style-type: none"> <li>• Co-ordinate support for pregnant teenagers and teenage parents</li> <li>• Pregnancy advisors</li> <li>• Individual needs assessment</li> <li>• Advice on child care, housing and money management</li> </ul> |   | Whitehaven                              |   |
| <b><u>CUMBRIA SOCIAL SERVICES</u></b>  | <ul style="list-style-type: none"> <li>• Therapy</li> <li>• Respite care</li> <li>• Leaving care service provides intensive support to care leavers</li> <li>• Childrens Rights Officer for young people looked after</li> </ul>                      | £14.8m for Child and Family Services (1999-2000)  | County wide                             | Currently 70 young people aged 15-19 are in the care of the local authority; 25 of whom are in residential care homes |
| <b><u>C.A.D.A.S.</u></b><br><br>(Cumbria Alcohol and Drugs Advisory Service)                       | <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Peer Counselling</li> <li>• Some preventative education</li> </ul>  | £6,000 Cumbria County Council core grant plus funding from Social Services and Health Authority |   | All ages  |
| <b><u>PEOPLE FIRST</u></b><br><br>Andy Dockerty<br><br>Advocacy group for people with disabilities | Advocacy  | £3,000 core grant from Cumbria County Council   | Carlisle                                | 18-25's   |

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| <b><u>OUTREACH CUMBRIA</u></b>  | <ul style="list-style-type: none"> <li>• Individual support for gay, lesbian and bi-sexual young people</li> <li>• Telephone help line</li> <li>• 2 support groups for 16-25 year olds</li> </ul>  | Funded by North Cumbria Health Authority  | North & West Cumbria (Groups meet in Carlisle and Workington)  | 1 full-time project worker  |
| <b><u>SURE START</u></b><br>(Barrow)<br><br>Project Manager:<br>Selwyn Wright<br>Burlington House<br>Michaelson Road<br>Barrow<br><br>Multi-agency team | <ul style="list-style-type: none"> <li>• Work with families of pre-school children to improve educational life opportunities</li> <li>• Early parenting groups</li> <li>• First Aid courses</li> <li>• Young mums groups</li> <li>• Post-natal illness support groups</li> <li>• Out of hours telephone service</li> <li>• Tory libraries</li> <li>• Peer counselling</li> </ul> | Barrow:-<br>£2.7m over 2 years from Central Government of which £1m has been earmarked for capital projects | Barrow (4 wards)   | 7 seconded workers including 1 Health Visitor, 1 Health Promotion Specialist, 1 Social Worker and 0.5 teacher   |
| <b><u>CITIZENS ADVICE BUREAU</u></b><br><br>DIG'S Co-ordinator:<br>Martin Telford<br>Workington CAB   | <ul style="list-style-type: none"> <li>• Money advice service</li> <li>• Deposit guarantee scheme</li> <li>• General advice service</li> </ul>   | £221,000 from Cumbria County Council for money advice service   | C.A.B. centres in Penrith, Ambleside, Barrow, Bentham, Carlisle, Coniston, Grange, Kendal, Keswick, Millom, Ulverston, Whitehaven, Wigton, Windermere and Workington | 5 Specialist money advice workers, based at C.A.B. offices in Windermere, Barrow, Carlisle, Whitehaven and Workington<br>All ages. Little take up of money advice service by young people |

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| <p><b><u>N.S.P.C.C.</u></b><br/>           Manager:<br/>           Graham Brooks</p> | <ul style="list-style-type: none"> <li>• Assessment and therapy for children and families</li> <li>• Therapy to children in the looked after system</li> <li>• Sex offender team</li> <li>• Education programme on relationships and parenting for year 10 pupils</li> <li>• Independent visiting service to befriend young people in the care system</li> </ul> | Education Service<br>£4,000<br>Social Services<br>£213,800   | Countywide  | Parenting programme run by volunteers with co-ordination and training provided by 1 Part-time salaried worker |
| <p><b><u>COMMUNITY LAW CENTRE</u></b></p>  | Free legal advice  | Lotteries Board<br>Allerdale District Council<br>Copeland District Council<br>Carlisle District Council<br>Eden District Council | Carlisle,<br>Workington,<br>Whitehaven plus<br>mobile office for<br>North and West<br>Cumbria | Employs:<br>4 solicitors<br>2 development workers<br>2 volunteer receptionists<br>1 volunteer driver          |
| <p><b><u>Y.W.C.A. COUNSELLING BANK</u></b></p>                                       | Co-ordinates access to free professional counselling service for young people on appointment basis   | Trust funds  | County wide   |   |

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|--|---|---------------------|----------------------------------|-----------------------------|
| <p><b><u>OTHER SPECIALIST COUNSELLING SUPPORT SERVICES IN CUMBRIA</u></b></p> <ul style="list-style-type: none"> <li>• Alcoholics Anonymous</li> <li>• Al-Anon</li> <li>• Domestic Violence Forum</li> <li>• Croftlands Trust</li> <li>• HIV/Aids Helpline</li> <li>• Relate</li> <li>• Furness Obsessive Group</li> <li>• Furness Young Carers</li> <li>• Gamblers Anonymous</li> <li>• Home-Start</li> <li>• Family Mediation Service</li> <li>• Mencap</li> <li>• Mind</li> <li>• Rape Crisis</li> <li>• The Samaritans</li> <li>• Victim Support</li> <li>• Womens Refuge</li> <li>• Cruise Bereavement Care</li> <li>• Manic Depression Fellowship</li> </ul> |   |                     |                                  |                             |

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|--|---|---|--|--|
| <p><b><u>CUMBRIA OUTDOORS</u></b></p> <p>Outdoor Education Dept – Independent Business Unit of Cumbria County Council</p> <p>Manager: Barbara Hunter</p> | Outdoor Education Residential   | <p>Lottery</p> <p>Landfill Tax Fees</p> <p>£10,000 HAZ (bid pending)</p> <p>£0.5m Lottery (bid pending)</p> <p>£30,000 Cumbria County Council in 1999</p> | <p>3 Residential Centres</p> <p>1 Campsite</p> <p>Wigton and Keswick</p> | <ul style="list-style-type: none"> <li>• Currently bidding to run new Summer Schemes initiatives</li> <li>• Do not employ permanent staff but contract in to deliver programmes</li> <li>• 1 full-time strategic development worker appointed by Cumbria Youth Alliance is placed within Cumbria Outdoors</li> </ul> |
| <p><b><u>PRACTICAL ALTERNATIVES TO CUSTODY (PAC)</u></b></p> <p>Voluntary Organisation</p>   | Work with young offenders. Personal development programmes  | <p>Social Services</p> <p>Lottery</p>   | Carlisle   | 16-25's  |
| <p><b><u>PRINCES TRUST VOLUNTEERS</u></b></p> <p>Alan Weir</p> <p>Carlisle College</p>   | <ul style="list-style-type: none"> <li>• 12 week personal development programmes based on City &amp; Guilds profile of achievement</li> <li>• Voluntary placements</li> </ul>                       | F.E.F.C. via Carlisle College   | North and West Cumbria   | 16-25's  |
| <p><b><u>GROUNDWORK TRUST</u></b></p> <p>Mary Kipling</p> <p>Charitable Trust</p>  | <ul style="list-style-type: none"> <li>• New Deal environmental task force</li> <li>• Environmental projects</li> <li>• Mobile Expedition (Mobex)</li> <li>• Outdoor and arts activities</li> </ul> | <p>In 1998 £1.4m of which £136,000 European funding</p> <p>£207,000 local govt and £97,000 central govt.</p>  | West Cumbria   | All ages but with youth and community focus for part of the work   |

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| <p><b><u>YOUTH OUTREACH WEST CUMBRIA</u></b></p> <p>Chris White<br/>29a Church Road<br/>Whitehaven</p> <p>Charitable Trust</p> | <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Housing support</li> <li>• Leaving care programmes</li> <li>• Young carers helpline</li> <li>• Summer activities programme</li> </ul>     | <p>NLCB and Trusts plus contract with Social Services for £35,500</p>   | <p>Whitehaven</p>                | <p>13-19's<br/>Employs 3 project workers and a volunteer counsellor</p>         |
| <p><b><u>BARROW ISLAND YOUTH AND COMMUNITY PROJECT</u></b></p> <p>Voluntary Organisation</p>                                   | <ul style="list-style-type: none"> <li>• Information and advice</li> <li>• Advocacy</li> <li>• Drugs/alcohol awareness</li> <li>• Study support</li> <li>• Family support and parenting skills</li> </ul> | <p>Funded for 3 years:-<br/>£28,000 lottery<br/>£30,000 ERDF<br/>£15,000 Scott Trust<br/>£ 5,000 Lloyds TSB<br/>£15,000 Church Urban Fund</p> | <p>Barrow Island</p>             | <p>3 years funding only</p>   |
| <p><b><u>POSITIVELY RAFFLES SRB</u></b></p> <p>Co-ordinator: Terry Boyle</p>   | <ul style="list-style-type: none"> <li>• Individual support and guidance</li> <li>• Residential experiences</li> <li>• Personal development programmes for young people at risk</li> </ul>                | <p>Approx £250,000 of which £100,000 is for young people<br/>Funding from SRB, Children in Need, Lottery and Charitable Trusts</p>            | <p>Raffles (Carlisle) estate</p> | <p>2 years funding left<br/>Free use of building from Carlisle City Council</p> |

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| <p><b><u>CALVERT TRUST</u></b></p> <p>Director:<br/>John Crosbie<br/>Little Crosthwaite<br/>Keswick, Cumbria</p> <p>Outdoor Education Centre</p> <p>Charitable Trust</p> | <ul style="list-style-type: none"> <li>• Outdoor adventure activities for people with disabilities (all ages)</li> <li>• Respite care courses</li> <li>• Self-catering facilities</li> </ul>   | <p>Fundraising and fees</p>   | <p>1 Residential centre at Keswick</p>          |  |
| <p><b><u>WHITEHAVEN HARBOUR PROJECT</u></b></p> <p>Project Co-ordinator:<br/>Helen Bunting</p>   | <ul style="list-style-type: none"> <li>• Outdoor activity programme</li> <li>• Young parents group</li> <li>• Preparation for work programme</li> </ul>  | <p>In 1999:<br/>ESF £6,095<br/>SRB £26,500<br/>Enterprise Cumbria £4,867<br/>Plus services 'in kind' from Cumbria Youth Service</p> | <p>Whitehaven</p>                               | <p>Employs 4 youth workers assisted by small group of volunteers</p> |
| <p><b><u>CLEATOR MOOR YOUTH PARTNERSHIP</u></b></p> <p>Partnership organisation</p>  | <ul style="list-style-type: none"> <li>• Drop in advice and referral services</li> <li>• Detached youth work</li> <li>• Youth council</li> <li>• Leisure and social provision for 11-18's</li> <li>• Parenting skills programme</li> </ul> | <p>SRB £214,000<br/>Local Authority £238,220 for 5 year period<br/>Plus services 'in kind' from Cumbria Youth Service</p>           | <p>Cleator Moor<br/>Frizington<br/>Arlecdon</p> |  |

| <b>NAME &amp; TYPE OF ORGANISATION</b>   | <b>SERVICES PROVIDED (APPLICABLE TO 13-19's)</b>   | <b>FUNDING AND SOURCES</b>   | <b>GEOGRAPHICAL SPHERE OF OPERATION</b>                                | <b>OTHER INFORMATION/ COMMENTS</b>  |
|--|--|--|--|---|
| <b><u>BRATHAY HALL TRUST</u></b><br>Steve Lenartowitz  | <ul style="list-style-type: none"> <li>Residential outdoor development courses</li> <li>Personal and social development programmes</li> </ul>                                      | Trust funds<br>Fees to participants  | Based in Ambleside   | 14-24's (youth section)<br>Specialises in young people at risk/disadvantaged  |
| <b><u>CARLISLE CITY COUNCIL COMMUNITY DEVELOPMENT</u></b><br>Youth Support Officer:<br>Viv Siviter | <ul style="list-style-type: none"> <li>Annual youth festival</li> <li>Annual youth exchange</li> <li>Music rehearsal facility</li> </ul>   | Approx £25,000 allocated to specific youth initiatives listed, including % of youth support officer salary plus New Deal funding | Carlisle   | <ul style="list-style-type: none"> <li>1 youth support officer. Most work is aimed at 8-13's with only a small % funding initiatives for 13-19's</li> <li>Contracted by Employment Service to provide volunteering option under New Deal</li> </ul> |
| <b><u>WIGTON YOUTH STATION</u></b><br>John Preston   | <ul style="list-style-type: none"> <li>Drop in coffee bar</li> <li>Youth Enquiry Service</li> </ul>  | Lotteries<br>Cumbria County Council<br>Charitable Trusts   | Wigton   | 11-17's   |
| <b><u>BRITISH TRUST FOR CONSERVATION VOLUNTEERS (BTCV)</u></b>                                     | Manages environmental option for New Deal  |  |  | Sub-contracts some services from Groundwork Trust and National Trust  |
| <b><u>Y.M.C.A.</u></b><br>Jonothan Bowyer  | <ul style="list-style-type: none"> <li>Residential outdoor Education</li> <li>Princes Trust volunteer courses</li> <li>Leadership in the Community for young volunteers</li> </ul> |  | Carlisle<br>Whitehaven<br>Barrow<br>Residential centre at Newby Bridge | 55 volunteers<br>16-25's  |

| <b>NAME &amp; TYPE OF ORGANISATION</b>  | <b>SERVICES PROVIDED (APPLICABLE TO 13-19's)</b>   | <b>FUNDING AND SOURCES</b> | <b>GEOGRAPHICAL SPHERE OF OPERATION</b> | <b>OTHER INFORMATION/ COMMENTS</b> |
|---|--|----------------------------|---|------------------------------------|
| <b><u>OUTWARD BOUND</u></b>   | Residential outdoor/adventure  |                            | Based in central lakeland (Ullswater)   |                                    |
| <b><u>BENDRIGG LODGE</u></b>  | Residential outdoor/adventure education for able-bodied/disabled   |                            | Based near Kendal                       |                                    |
| <b><u>IMPACT TRAINING</u></b>   | Outdoor/adventure training for young apprentices   |                            | Based at Ambleside                      |                                    |
| <b><u>EDEN COMMUNITY OUTDOORS</u></b><br><br>Sue Bennett<br>Centre 67<br>Appleby    | Residential/non residential environmental and arts projects  |                            | Based at Appleby                        | Use volunteers 8-30's              |
| <b><u>KEITH MATHEWS CLUB</u></b>  | Youth club for young people with disabilities  |                            | Workington                              |                                    |
| <b><u>BARROW BASEMENT BAR</u></b><br><br>Voluntary organisation                     | Non-alcoholic bar and drop-in facility for young people  | £67,000 lottery            | Barrow                                  |                                    |
| <b><u>OCEAN YOUTH CLUB</u></b><br><br>Voluntary organisation                        | Sail training experiences for young people in Furness area   | £4,000 p.a. fund raising   | Barrow/Furness                          |                                    |
| <b><u>CARLISLE AID FOR WOMEN</u></b><br><br>Sam Gilchrist<br>Voluntary Organisation | <ul style="list-style-type: none"> <li>• Temporary accommodation for women escaping domestic violence</li> <li>• Needs assessment</li> </ul> | Charities                  | Carlisle                                | 16-25's                            |

| NAME & TYPE OF ORGANISATION  | SERVICES PROVIDED (APPLICABLE TO 13-19's)  | FUNDING AND SOURCES   | GEOGRAPHICAL SPHERE OF OPERATION   | OTHER INFORMATION/ COMMENTS   |
|--|--|---|--|---|
| <b><u>STONHAM HOUSING</u></b>  | Supported housing. Contracted by Probation Service to meet housing needs of offenders  | Probation service   | Barrow   |   |
| <b><u>NIGHTSTOP</u></b><br><br>Charitable Trust  | <ul style="list-style-type: none"> <li>• Emergency accommodation for 16-25's</li> <li>• Informal education on independent living skills</li> </ul>   | Approx £175,000 short term funding including £99,000 from lotteries £24,000 Church urban fund £3,700 Cumbria County Council £3,500 Health Action Zone | Carlisle   | 3 year project started in May 1999<br>Accommodation provided in homes of volunteer hosts<br>Has free use of Youth Service youth development centre  |
| <b><u>IMPACT HOUSING</u></b><br><br>Director:<br>Alison Coupe<br>47 Nelson Street<br>Carlisle<br><br>Charitable Housing Assoc. | <ul style="list-style-type: none"> <li>• Supported housing</li> <li>• Life and social skills training</li> <li>• Advocacy</li> <li>• Signposting</li> <li>• Facilitation of foyer partnerships</li> <li>• Floating support to 17 individuals in general housing</li> </ul> | SHMG (Supported Housing Management Grant)<br>Social Services<br>Health Authority<br>Charitable Trusts<br>Lottery<br>New Deal                          | 31 units/beds-<br>Carlisle<br>22 units/beds-<br>Eden<br>22 units/beds-<br>Allerdale<br>(ie North and West of county) | An additional 51 flats planned for vulnerable young people in North & West of county over next 2 years, 25 of which will be linked to foyer initiatives. Anecdotal evidence suggests an increasing number of homeless young people migrating to Cumbria from cities |

| NAME & TYPE OF ORGANISATION  | SERVICES PROVIDED (APPLICABLE TO 13-19's)  | FUNDING AND SOURCES  | GEOGRAPHICAL SPHERE OF OPERATION  | OTHER INFORMATION/ COMMENTS   |
|--|--|--|---|---|
| <p><b><u>TURNING POINT</u></b></p> <p>Administrator:<br/>Janet Wilshaw</p> <p>Supported accommodation &amp; day care to substance misusers</p> | <ul style="list-style-type: none"> <li>• 17 residential care placements for men and women experiencing substance misuse problems</li> <li>• Day care and community support with workshop and café</li> <li>• Criminal justice drugs workers</li> </ul> | <p>Residential service: £210,000 of which £178,000 from Local Authority</p> <p>Day services: £90,000 of which £40,000 from Cumbria County Council</p> <p>Criminal Justice Service: £125,000 of which £60,000 from North Cumbria HAZ and £65,000 from Probation</p> | <p>Workington (2 houses and day care)</p> <p>3 criminal justice drugs workers for whole county</p>  | <p>Multi-disciplinary teams with a range of professional backgrounds work together with volunteers</p> <p>Turning Point works with people aged 18 upwards</p> |
| <p><b><u>C.A.S.S.</u></b></p> <p>Neil Waller</p> <p>Supported Housing</p>  | <ul style="list-style-type: none"> <li>• Temporary supported accommodation</li> <li>• Floating support teams</li> <li>• Activity and re-settlement scheme for young offenders</li> </ul>   | <p>Approx £300,000 of which 20% spent on under 19's. This includes £60,000 from Probation plus income from Health Authority, Lottery</p>   | <p>Temp accommodation:</p> <ul style="list-style-type: none"> <li>• Carlisle</li> <li>• Whitehaven</li> <li>• Workington</li> </ul> <p>Permanent accommodation</p> <ul style="list-style-type: none"> <li>• Workington Activity &amp; resettlement scheme:</li> <li>• West Cumbria</li> </ul> |   |
| <p><b><u>HOME HOUSING</u></b></p>  | <p>Provision of social housing</p>   |  | <p>West Cumbria</p>   |   |
| <p><b><u>CARR GOMM</u></b></p> <p>Supported Housing</p>  | <p>Supported housing</p>   |  | <p>Keswick</p>  |   |

| <b>NAME &amp; TYPE OF ORGANISATION</b>                  | <b>SERVICES PROVIDED (APPLICABLE TO 13-19's)</b>  | <b>FUNDING AND SOURCES</b>    | <b>GEOGRAPHICAL SPHERE OF OPERATION</b>  | <b>OTHER INFORMATION/ COMMENTS</b>                               |
|---|---|-------------------------------|--|--|
| <b><u>MAKING SPACE</u></b>                              | Supported housing   |                               | Carlisle<br>Barrow<br>Kendal<br>Maryport |  |
| <b><u>NORTH CUMBRIA ADDICTIVE BEHAVIOUR SERVICE</u></b> |   | N.H.S. Trust (North Lakeland) | North Cumbria                            |  |
| <b><u>YOUTH CLINICS</u></b>                             | Advice on family planning and contraception for young people  | N.H.S. Trust/P.C.G.'s         | North Cumbria                            | Service is patchy. N.H.S. Youth clinics only open 6 hrs per week |
| <b><u>NORTH CUMBRIA HEALTH DEVELOPMENT UNIT</u></b>     | <ul style="list-style-type: none"> <li>• Sexual health Education Dept</li> <li>• Education leaflets and magazines for young people</li> <li>• Co-ordinates teenage pregnancy task force</li> </ul>  | N.C.H.A.                      | North Cumbria                            | Works closely with Education Dept.                               |
| <b><u>BAY COMMUNITY N.H.S. TRUST</u></b>                | <ul style="list-style-type: none"> <li>• Child and adolescent mental health teams</li> <li>• Childrens centre (in Morecambe) provides psychology and therapy services for children and adolescents</li> <li>• Needle exchange scheme</li> <li>• Alcohol treatment unit</li> </ul> | N.H.S.                        | South Lakeland and Barrow                |  |

| NAME & TYPE OF ORGANISATION  | SERVICES PROVIDED (APPLICABLE TO 13-19's)  | FUNDING AND SOURCES                          | GEOGRAPHICAL SPHERE OF OPERATION | OTHER INFORMATION/ COMMENTS |
|--|--|--|----------------------------------|-----------------------------|
| <p><b><u>MORECAMBE BAY HEALTH PROMOTION UNIT</u></b></p> <p>Fran Dyke</p>  | <ul style="list-style-type: none"> <li>• Co-ordinates teenage pregnancy task force</li> <li>• Training for adults working with young people</li> </ul> | M.B.H.A.                                     | South Lakeland and Barrow        |                             |
| <p><b><u>CASUMS</u></b></p> <p>(Child &amp; Adolescent Substance Use/Misuse Service)</p> <p>Janine Ross<br/>Fairfield Centre<br/>12 Portland Square<br/>Carlisle</p> |  | N.C.H.A.<br>(North Cumbria Health Authority) |                                  |                             |

# **APPENDIX 3**

## **Measuring Progress**

## MEASURING PROGRESS

| Indicator   | Actual<br>1999-<br>2000 | Target<br>2000-<br>2001 | Est<br>2000-<br>2001 | Target<br>2001-<br>2002 | Target<br>2002-<br>2003 | Target<br>2003-<br>2004 |
|---|-------------------------|-------------------------|----------------------|-------------------------|-------------------------|-------------------------|
| Number of pupils permanently excluded per 1000 pupils:  |                         |                         |                      |                         |                         |                         |
| i) Primary  | 0.02                    | 0.047                   | 0.02                 | 0.02                    | 0.02                    | 0.02                    |
| ii) Secondary   | 1.2                     | 1.8                     | 1.2                  | 1.2                     | 1.2                     | 1.2                     |
| iii) Special  | 0                       | 0                       | 0                    | 0                       | 0                       | 0                       |
| Percentage of permanently excluded pupils attending alternative tuition for:  |                         |                         |                      |                         |                         |                         |
| i) Less than 10 hours   | 92                      | 0                       | 70                   | 40                      | 30                      | 0                       |
| ii) 10 or more hours but less than 25 hours   | 5                       | 60                      | 20                   | 35                      | 35                      | 50                      |
| iii) 25 hours or more   | 3                       | 40                      | 10                   | 25                      | 35                      | 50                      |
| Percentage of permanently excluded pupils with alternative provision available for:   |                         |                         |                      |                         |                         |                         |
| i) Less than 10 hours   | -                       | -                       | -                    | 10                      | 0                       | 0                       |
| ii) 10 or more but less than 25 hours   | -                       | -                       | -                    | 30                      | 0                       | 0                       |
| iii) 25 hours or more   | -                       | -                       | -                    | 60                      | 100                     | 100                     |
| Percentage of half days missed due to unauthorised absence:   |                         |                         |                      |                         |                         |                         |
| i) Secondary  | 0.56                    | n/a                     | 0.53                 | 0.50                    | 0.50                    | 0.50                    |
| ii) Primary   |                         |                         | 0.12                 | 0.1                     | 0.1                     | 0.1                     |
| Percentage of young people leaving care aged 16 or over with at least 1 GCSE at grades A*-G or GNVQ   | 38                      | 50                      | -                    | 60                      | 75                      | 75                      |
| Proportion of looked after children obtaining at least 5 GCSEs at grades A*-C in the most recent school year  | 10                      |                         | 8                    | 12                      | 14                      | 15                      |
| The percentage of young people looked after, who were looked after at any time while in Year 11 and regardless of how long they were looked after, who obtained at least 1 GCSE at A*-G or GNVQ, in a mainstream Cumbrian secondary school or PRU | -                       | -                       | -                    | 40                      | 50                      | 60                      |
| The percentage of young people looked after, who were looked after at any time while in Year 11 and regardless of how long they were looked after, who obtained at least 5 GCSEs at A*-C, in a mainstream Cumbrian secondary school or PRU        |                         |                         |                      | 12                      | 14                      | 15                      |
| The percentage of pupils in KS2 and KS3 not permanently excluded from school attending the PRUs who are jointly registered with a mainstream school   | 45                      | -                       | -                    | 75                      | 85                      | 90                      |
| A reduction in the number of statements for behavioural difficulties  | 456                     |                         |                      | 425                     | 300                     | 250                     |

## **APPENDIX 4**

### **Information held by Cumbria County Council and Other Agencies**

## **Directories, Audits of Services and Data bases.**

### **County Wide**

#### **Cumbria County Council**

- Children's Information Service, CCC "Directory of Family Support and Advice Services"
- Children's Information Service, CCC "Directory of Early Years Child Care and Education" 6 editions, Allerdale, Eden, Copeland, Barrow, Carlisle, whole of Cumbria.
- EYDP standing panel for special and additional needs (Early Years Development Partnership), list of agencies and the service they provide in both statutory and non-statutory terms.
- Social Services: Customer Advisers have access to data base/ general resource directory. Directory of Services in Cumbria is a published copy of mainly community care references but does include references for services for organisations that support children with disabilities and some statutory agencies and services.
- SNIPS (Special Needs Information Points) are located at Kendal, Barrow, Whitehaven and Carlisle Education Offices.
- CCC Intranet has A-Z of services.
- List of schools and other educational establishments in Cumbria, published by the LEA, 5 Portland Square, Carlisle.

#### **Other statutory agencies.**

- Connexions Cumbria. Database of services being prepared for Personal Advisors. Contact Jane Brook.
- Health Group "NORCHIP" (in the North of the County), grown out of "Health Information for Public" currently looking at producing a common database for use in the public domain.

#### **Voluntary Services and Agencies.**

- Council for Voluntary Services (individual offices listed under areas) have helpline directories and lists of all their member voluntary agencies. Contact may be made by phone, personal visit or email.
- C.A.L.M (Campaign Against Living Miserably – telephone helpline 0800 585858 office line 01229 833004) has database of agencies and services that can offer support to young people.
- Cumbria Stress Information Network, The Old Stables, Redhills, Penrith, CA11 0DT. Telephone 01768 862171. Has a resource pack "Cumbrian Communities Under Pressure" which provides a guide to information and services available to those who live, work and visit Cumbria. Most information aimed at supporting those who live in rural communities, but useful inserts on CADAS, Samaritans, mental illness, Social Services, and CAB.
- Contact A Family. Holds database of organisations, nationally that support children and families. Website: <http://www.cafamily.org.uk> Helpline: 071 383 3555.

### **South Cumbria.**

#### **Cumbria County Council**

- Mental Health/ Education Development Project. "Directory of Agencies" still in draft format, being discussed with Shaun Smith about putting onto Intranet, CD, CLEO etc.
- P.I.P.S. Transition information packs for young people at age 16+ available from SNIPS, details of services etc.
- Kendal District Team PaSS brochure (soon to be distributed) lists personnel and services.

### **Voluntary Agencies/Services.**

- Barrow and District Council for Voluntary Services. Burlington House, Michaelson Road, Barrow. LA14 2RJ Telephone 01229 823144. Email:network@bcvs.demon.co.uk
- Kendal. Council for Voluntary Action. Stricklandgate House, 92 Stricklandgate, Kendal, LA9 4PU Telephone 01539 729168. Email:[info@cvasl.org.uk](mailto:info@cvasl.org.uk)

### **Education Action Zone (Barrow Community Learning Partnership).**

- Barrow Community Learning Partnership has a database held by Sue Gardiner, Partnership Support Manager. Database lists contacts and organisations used by the BCLP that is used to support working parties and projects within the partnership. There is not open access to this database.
- "Parentaid" directories. Currently being developed for all Barrow Community Learning Partnership (EAZ) schools.
- BCLP are compiling a document which will list providers for alternative curriculum options for Key Stage 4 students to assist schools that are considering modified timetables. Contact: Ann Kendrick, Raising Achievement Co-ordinator.

### **West Cumbria**

#### **Cumbria County Council.**

- Parents In Partnership (WEST) "A Guide for Parents/ Carers/ Schools/ Support Agencies". LEA.
- Allerdale and Copeland have a list of schools that is exclusive to the west area, located in Education Offices reception areas.
- Council Centres, information and advice centres located at Cleator Moor, Aspatria, Millom, (due to be established at Allerdale, Maryport, Keswick). Information for the general public on all council services.
- Virtual Council Centres based at Education Offices in Whitehaven and Workington. Information on full range of Council Services.
- West area SENS "Service Directory" available to professionals within Education, Health, Social Services etc.

### **Voluntary Agencies/Services.**

- Copeland and Allerdale Council for Voluntary Services. 1<sup>st</sup> Floor, Lowther Buildings, Lowther Street, Whitehaven. CA28 7DG. Telephone 01946 852955. Email:cvs@westcumbriacvs.solis.co.uk

### **East Cumbria**

#### **Cumbria County Council**

- PaSS booklets list personnel and services. One for each of the two Carlisle teams and one for Penrith/ Eden.

### **Other statutory agencies.**

- Careers "Directory of Support Agencies" Contacts for those working with disaffected young people (to be superseded by Connexions).

**Voluntary Agencies/Services.**

- Council for Voluntary Services Carlisle, 27 Spencer Street, Carlisle. CA1 1BE. Telephone 01228 512513
- Eden Council for Voluntary Services. The Old Stables, Redhills, Penrith, CA11 0DT. Telephone 01768 242138