

# bright new f<sup>ü</sup>tures

For Borders Children and Young People



**Eyemouth Locality  
Integration Team  
Berwickshire**

Local Action Plan

## Eyemouth Local Action Plan

### Description of the Locality

The Eyemouth Locality Integration Team covers the communities of East Berwickshire it is coterminous with the Eyemouth High School's catchment area.

Out of a total population of 8,025 (2001 Census) there are 1,733 Children and Young People living in the area, which is 7.3% of the 0-18 population in the Scottish Borders region. The under 5s number 461, representing 6.8% of the Borders 0 to 5 population

The largest settlement in the locality is Eyemouth (Pop. 3,383) The five main satellite settlements are Cockburnspath, Reston, Ayton, Coldingham and Burnmouth. A significant change to children's services in these communities this year is the closure of Burnmouth Primary School.

### Evidence of Need

<b>Level of need indicators</b>	<b>%of children in locality</b>	<b>Actual numbers</b>
Free School Meals	10.07	136
Clothing Allowance	12.7	162
Referrals to the reporter	5.46	95
Looked After Children	1.68	29
Referral to CAMHs	3.46	60
Child protection register	0.1	2
Unemployed school leavers	5.4	94
Children present at domestic violence incidents	0.63	11

The peripheral nature of these communities is a significant issue. Reasonable transport links exist to the North and South via the A1, however access to services in the central borders is hampered by poor transport links. This effects children and young people in three significant areas:

- Further Education opportunities – with the scaling back of services in Duns young people can spend 3 to 4hours per day travelling to FE courses in Galashiels
- Children with Complex Needs – The nearest therapeutic soft play facilities and hydrotherapy facilities are in Coldstream and Borders General Hospital respectively

- Non primary Health Care – Accessing the BGH involves a round trip of 60 to 70 miles for all children and young people in the locality, although it is noted that the Community paediatric service is increasingly delivering clinics in the Day hospitals.

On a scale 1 to 10 Scottish Executive access to services bands, 1 being the poorest access to services and 10 being the greatest level of access to services, the town of Eyemouth sits on band 4 while the remainder of the locality sits on band 2.

Eyemouth Town is currently is one of the five regeneration areas in the region.

### **Existing Integrated Community School Activity**

Integrated Community Schools, Support for Parents and Quality of Life funding currently support a range of work in Eyemouth and Reston. Eyemouth Primary and High School receive a total of £93,800 in support of a variety of auxiliary and support posts as well as the Home Link worker and the School Nurse. Reston Primary is in receipt of £2000 from Integrated Community Schools funding to assist in the establishment of an out of school care club.

Future monitoring and evaluation processes relating to this current spending will have to be established through dialogue with the Locality Integration Team.

### **Vision and Priorities of the Locality Integration Team**

The LIT being a multidisciplinary team has understandably covered a breadth of issues that they see as areas of particular concern for their locality.

Brief descriptions of these issues are listed below under the relevant Key Outcome headings from the Integrated Children and Young People's services plan.

#### ***Safe***

- Improve collaborative approach to dealing with bullying in the community
- Develop improved locality approach on drug and alcohol education to assist current work

#### ***Nurtured***

- Expand our Home link worker resource to include areas outwith Eyemouth town
- Mapping current provision of support for LAC in the locality and Identifying gaps in support provision for LAC in East Berwickshire

#### ***Healthy***

- Identifying gaps in mental health support and Improve mental health services for children and young people.
- Identifying areas for improving support for parents, develop appropriate educational experiences across key stakeholders and Improve opportunities for parents to participate in direct groupwork or workshops
- Developing the self esteem, confidence and assertiveness of children

- Diet and dental health, Map current initiatives and identify gaps

### ***Achieving***

- Migrant workers : Facilitate language translation services and establish a locally based key contact point/gateway for new arrivals accessing all children's services
- Alternative Curriculum: Promote and support the extension of the flexible curriculum programme at Eyemouth High
- Transition: Develop support mechanisms to support the transition of young people into adult services
- Further Education Access: Improve access to FE for students/young people within the locality (including modern apprenticeships)

### ***Active***

- Community Activities: Promote and support the creation of community based activities for children and young people. Map the activities and facilities available to Children and young people in the locality

### ***Respected and Responsible***

- Supportive and Accessible Groups: Mapping and promoting available groups. Support the development of activity, art, and creative groups not just exercise/sport. Finance translation packs for active groups to reach families where English is a second language

### ***Included***

#### **Rural Facilities/Services:**

- Make better use of existing community facilities for service delivery, information delivery and community use, especially schools
- Promote more outreach working in the rural communities by establishing regular contact points in the village schools
- Voucher Schemes: Develop voucher schemes to allow children's service professionals to 'refer' children and families to wide variety of groups that they otherwise couldn't afford or may not be aware of

### **The Team has identified the following areas of the Action Plan as their priorities for this year.**

#### ***Projects to be actioned:***

1. Develop improved locality approach on drug and alcohol education to assist current work
2. Expand our Home link worker resource to include areas outwith Eyemouth town
3. Improve community activities and local service provision by:
  - Make better use of existing community facilities for service delivery, information delivery and community use, especially schools
  - Promote more outreach working in the rural communities by establishing regular contact points/working spaces in the village schools
  - Promoting and supporting the creation of community based activities for children and young people. Mapping the activities and facilities available to Children and young people in the locality
  - Developing supportive and accessible groups by:
    - Mapping and promoting available groups in order to support the development of activity, art, and creative groups not just exercise/sport.
    - Finance translation packs for active groups to reach families where English is a second language
    - Creating voucher schemes to allow children's service professionals to 'refer' children and families to wide variety of groups that they otherwise couldn't afford or may not be aware of

(Project budgets covering these priority areas are included in Appendix A)

#### ***Projects to be developed and planned for post March 06:***

1. Transition: Develop support mechanisms to support the transition of young people into adult services, particularly further education access to improve access to FE for students/young people within the locality (including modern apprenticeships)
2. Migrant workers : Facilitate language translation services and establish a locally based key contact point/gateway for new arrivals accessing all children's services

## **Workforce Development**

The Locality Integration Team have identified two elements to workforce development in their area. The first is skills development within children's services informed by the priorities outlined in the action plan. The second is developing the Integration Team particularly with reference to increasing the working knowledge of what each organisation delivers, how they integrate with other services and how they can work better within the locality to deliver better outcomes for children.

### **Actions for this year:**

#### **Counselling Skills:**

- Identify 10 –12 key individuals in locality to undertake training in counselling young people to increase the level of counselling skills to enable better mental health support for young people

#### **LIT Team Building:**

- Two half day team building opportunities.
- Both to involve the investigation of 'bad practice' i.e. things that haven't worked, proven difficult or have resulted in poor outcomes for children and young people

*Suggested starting point may be:*

Looked After Children Information Needs: Continue and build on current LAC training to enhance locality understanding of available services. Improve communication between key service providers and information provision to LAC

# SAFE

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
1, 11, 12, 14, 20, 22, 25	<b>Anti Bullying Strategy:</b> <ul style="list-style-type: none"> <li>Improve collaborative approach to dealing with bullying in the community</li> </ul>	Education, Police, Social Work, Community	Sept – First meeting of stakeholders  Oct/Nov – set up training for all stakeholders in existing anti bullying strategies  Dec/Jan – Produce locality agreement on shared referral and intervention strategy on bullying	Initial time commitment from partners – Budget to cover training and back-filling costs – LIM time to assist in the production of the anti bullying strategy	<ol style="list-style-type: none"> <li>Successful first meeting</li> <li>Identification of key professionals to undertake training</li> <li>Completion of training</li> <li>Production of anti bullying strategy</li> </ol>	Permanent strategy in place. Would probably demand ongoing review time from partners (perhaps twice a year)

# SAFE

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3, 11, 14, 18, 27	<p><b>Drug and Alcohol Education:</b></p> <ul style="list-style-type: none"> <li>Meeting of key organisations in Eyemouth to map current activity and gather facts and figures on the shape and scale of the problem</li> <li>Develop improved locality approach on drugs education to assist current work</li> </ul>	LIT Police Officer, Big River, Reiver Project, DAAT, Schools, Health Centre, Licensed Traders	<p>Sept – First meeting</p> <p>October – Mapping</p> <p>November – Programme of inputs developed</p> <p>December – Purchases for local resource complete</p> <p>January – Delivery of inputs commences</p>	Initial time commitment from partners - realignment of current resources – prioritising some work for LIT Police Officer – Budget for developing local educational resources and additional hours for inputs to Schools and Youth Centres	<ol style="list-style-type: none"> <li>Mapping document produced</li> <li>Agreed approach decided from stakeholders</li> <li>Detailed timeline and budget produced</li> <li>Development of local educational resources</li> <li>Programme of inputs commenced</li> </ol>	Permanent enhancement of local drug education resources. Police Officer time available for two years Other changes dependent upon communications between stakeholders being enhanced Via the LIT

# NURTURED

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
6, 11, 18, 27	<b>Looked After Children Support Needs:</b> <ul style="list-style-type: none"> <li>Mapping current provision of support for LAC in the locality</li> <li>Identifying gaps in support provision for LAC in East Berwickshire (refer to Workforce Development)</li> </ul>	Parents, Carers, Young People, Social Work, LAC Nurse, Schools, Educational Psychologist, Quality Improvement officers, LAC Co-ordinator	Sept/Oct – Produce initial map of support services Dec/Jan – Identify gaps and produce detailed action plan proposal for year 06-07	Stakeholder time in mapping process. LIM time in developing action plan proposal	<ol style="list-style-type: none"> <li>Production of support services map</li> <li>Production of Action Plan proposal</li> </ol>	Action plan to be resourced and implemented in following year
6, 11, 14	<b>Home Link Worker:</b> <ul style="list-style-type: none"> <li>Expand our Home link worker resource to include areas outwith Eyemouth town</li> </ul>	Education, Social Work, Health	Sept – assess need throughout locality  Oct – Develop appropriate model of delivery  Nov/Dec – Begin recruitment or expansion of current post	Additional hours for needs assessment.  Additional salary budget to expand post.	<ol style="list-style-type: none"> <li>Production of needs assessment</li> <li>Expansion of existing post or recruitment of additional post.</li> </ol>	Additional Home Link capacity would need to be mainstreamed to be sustainable.

# HEALTHY

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3, 11, 14, 18, 27	<p><b>Drug and Alcohol Education:</b></p> <ul style="list-style-type: none"> <li>Meeting of key organisations in Eyemouth to map current activity and gather facts and figures on the shape and scale of the problem</li> <li>Develop improved locality approach on drugs education to assist current work</li> </ul>	LIT Police Officer, Big River, CLAD, Reiver Project, DAAT, Health Centre, Licensed Traders	<p>Sept – First meeting</p> <p>October – Mapping</p> <p>November – Programme of inputs developed</p> <p>December – Purchases for local resource complete</p> <p>January – Delivery of inputs commences</p>	Initial time commitment from partners - realignment of current resources – prioritising some work for LIT Police Officer – Budget for developing local educational resources and additional hours for inputs to Schools and Youth Centres	<ol style="list-style-type: none"> <li>Mapping document produced</li> <li>Agreed approach decided from stakeholders</li> <li>Detailed timeline and budget produced</li> <li>Development of local educational resources</li> <li>Programme of inputs commenced</li> </ol>	Permanent enhancement of local drug education resources. Police Officer time available for two years Other changes dependent upon communications between stakeholders being enhanced Via the LIT

# HEALTHY

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
7, 10, 23	<p><b>Support for Parents:</b></p> <ul style="list-style-type: none"> <li>Identifying areas for improving support for parents</li> <li>Develop appropriate educational experiences across key stakeholders</li> <li>Improve opportunities to participate in direct groupwork or workshops</li> </ul>	Family Support Services, CLAD, Schools, Churches, Social Work, Health Service Providers	<p>Sept – establish model of support with stakeholders</p> <p>Oct/Nov- design set of direct workshop opportunities</p> <p>Jan/April – deliver pilot programme</p> <p>March – Monitor and evaluate programme</p>	Budget for Crèche, inputs to workshops, additional hours may be required to develop programme.	<ol style="list-style-type: none"> <li>Production of programme outline delivery of programme</li> <li>Deliver programme</li> <li>Production of Evaluation report</li> </ol>	Dependent upon partners realigning work-plans to include this form of support for parents.

# HEALTHY

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11, 12, 13, 18, 20, 22, 24	<p><b>Developing self esteem:</b></p> <ul style="list-style-type: none"> <li>Developing the self esteem, confidence and assertiveness of children</li> <li>Identifying gaps in mental health support for Children and Young people (see workforce development)</li> </ul>	Family Support Services, Schools, Youth Clubs, Churches, Social Work, Health Service Providers, CLAD	<p>Sept/Oct – Involve key stakeholders in mapping existing mental health supports in Locality</p> <p>Nov/Dec – Develop plan for workforce development project to commence in March 06</p>	Stakeholders time in mapping exercise LIM support time in research and production of workforce development plan	<ol style="list-style-type: none"> <li>Production of locality map</li> <li>Production of workforce development plan for 06</li> </ol>	Sustainable if the work feeds into partner CPD plans

# HEALTHY

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11	<b>Diet and Dental Health:</b> <ul style="list-style-type: none"> <li>Map current initiatives and identify gaps</li> </ul>	Parents and Young People, Schools, Healthy Living Network, Hungry for Success, Community Dietician	Sept /Oct – produce map of initiatives	Stakeholders time in mapping exercise	1. Production of Diet and dental health map	Dependant on next step project ideas

# ACHIEVING

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
27, 21, 14	<p><b>Migrant Workers:</b></p> <ul style="list-style-type: none"> <li>Facilitate language translation services</li> <li>Establish a locally based key contact point/gateway for new arrivals accessing all children's services</li> </ul>	Education, Health, Family Support Services, CAB, Job Centre	<p>Sept/Oct – Meeting of stakeholders to assess translation requirements</p> <p>Nov - Commissioning translations</p> <p>Dec - establishing key contact post</p>	<p>Budget for production of necessary materials in translated form</p> <p>Additional hours for a key contact post (perhaps in schools/Family support services)</p>	<ol style="list-style-type: none"> <li>Production of translated materials</li> <li>Establishing key contact post</li> </ol>	<p>Ongoing budget would be required for updates to materials.</p> <p>After initial funding realignment of resources would be required to sustain contact post</p>

# ACHIEVING

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
16, 17, 18, 19,20, 22	<b>Alternative Curriculum:</b> <ul style="list-style-type: none"> <li>Promote and support the extension of the flexible curriculum programme at Eyemouth High</li> </ul>	High School, CLAD, Careers Service, Borders College	Sept/Oct – meeting of stakeholders to define opportunities for expansion  Nov/Dec – work on plan and costs  Jan Feb – Produce plan and full costs, to be implemented in 06/07 academic year	Stakeholders/LI M time for meetings and production of plan  Budget allocation for expansion of alternative curriculum	<ol style="list-style-type: none"> <li>Meetings completed</li> <li>Plan Produced</li> <li>Budget decisions agreed</li> </ol>	First two years dependent upon integration moneys. Plan would have to include commitment of realignment of core resources to new curriculum approach
31, 8, 6	<b>Transition:</b> <ul style="list-style-type: none"> <li>Develop support mechanisms to support the transition of young people into adult services</li> </ul>	Young Peoples, High School, Careers Service, Borders College, Social Work, Health	Sept /Dec – meetings of stakeholders to identify gaps  Jan/Feb – Production of action plan for 06/07	Stakeholders time	<ol style="list-style-type: none"> <li>Meetings held</li> <li>Production of plan</li> </ol>	Not applicable this year

# ACHIEVING

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
31, 19, 18	<p><b>Further Education Access:</b></p> <ul style="list-style-type: none"> <li>Improve access to FE for students/young people within the locality (including modern apprenticeships)</li> </ul>	High School, Careers Service, Borders College	<p>Sept/Oct – meeting of stakeholders to map young peoples options and room for improvement</p> <p>Nov/Dec – work on producing improvement plan</p> <p>Jan Feb – Produce change plan and full costs, to be implemented in 06/07 academic year</p>	<p>Stakeholders/LI M time for meetings and production of plan</p> <p>May require backfill time</p>	<ol style="list-style-type: none"> <li>Meetings completed</li> <li>Plan Produced</li> </ol>	Not applicable this year

# ACTIVE

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangement</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
21, 11, 14	<p><b>Community Activities:</b></p> <ul style="list-style-type: none"> <li>Promote and support the creation of community based activities for children and young people</li> <li>Map the activities and facilities available to Children and young people in the locality</li> </ul>	CLAD, Family Support Services, Schools, Youth Clubs, Churches, Social Work, Health Service Providers	<p>Sept/Oct – map activities and facilities (refer to work already done by active primary co-ordinator)</p> <p>November/ Dec – produce prioritised action plan on the development of locality activities</p>	Budget commitments to multi agency ideas on development of new services, facilities or groups	<ol style="list-style-type: none"> <li>Prioritised action plan produced</li> <li>New facilities created</li> <li>New groups created/supported</li> <li>New activities available</li> </ol>	<p>New activities may be time limited</p> <p>Investment in new facilities and groups should provide longer term change</p>

## RESPECTED and RESPONSIBLE

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
21, 19, 20, 11, 27,	<p><b>Supportive and Accessible Groups:</b></p> <ul style="list-style-type: none"> <li>• Mapping and promoting available groups</li> <li>• Support the development of activity, art, and creative groups not just exercise/sport</li> <li>• Finance translation packs for active groups to reach families where English is a second language</li> </ul>	SW, FSS, CLAD, School Staff, Health, Church, community groups	<p>Sept/Oct - Mapping available groups and decide eligibility criteria</p> <p>Nov – agree a budget to make available to groups and to support translation activities and inclusive development</p> <p>Dec – commence distribution of funds</p>	<p>Stakeholder time in initial meetings</p> <p>Support budget established</p>	<ol style="list-style-type: none"> <li>1. Criteria to support groups published</li> <li>2. Minimum of two groups supported by end of financial year</li> </ol>	Permanent resources created for groups. Future years dependent upon need.

# INCLUDED

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
17, 10, 11, 14, 27	<p><b>Rural Facilities/Services:</b></p> <ul style="list-style-type: none"> <li>• Map the facilities/services available to young people in the locality communities</li> <li>• Make better use of existing community facilities for service delivery, information delivery and community use, especially schools</li> <li>• Promote more outreach working in the rural communities by establishing regular contact points in the village schools</li> </ul>	Head Teachers, CLAD, Family support services, community groups, Active Primary Co-ordinator, all service providers	<p>October – map facilities and any surveys of use already carried out</p> <p>December – Identify barriers to use and any required changes for new service delivery</p>	LIM time collating existing statistics and filling any necessary gaps – Capital spend for any necessary changes to community facilities to facilitate new service delivery	<ol style="list-style-type: none"> <li>1. Collective report of existing facilities and services produced</li> <li>2. Capital spending programme produced</li> <li>3. Appropriate changes made to community facilities</li> </ol>	Permanent changes made to community facilities. Will facilitate some permanent changes to allow more outreach models of service delivery

# INCLUDED

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
27, 28, 20, 14, 11	<p><b>Voucher Schemes:</b></p> <ul style="list-style-type: none"> <li>Develop voucher scheme to allow children's service professionals to 'refer' children and families to wide variety of groups that they otherwise couldn't afford or may not be aware of</li> </ul>	Health ,Head Teachers, Family Support Services, CLAD, Community Groups, Active Primary Co-ordinator, all service providers	<p>Sept –map appropriate groups into referral or finance categories</p> <p>Oct/Nov – Produce local directory</p> <p>December establish local voucher scheme to finance access to required groups</p>	<p>Stakeholder time in initial meetings LIM time</p> <p>Support budget established</p>	<ol style="list-style-type: none"> <li>Map/directory of appropriate groups published</li> <li>Uptake of new referral processes and vouchers commenced by end of financial year</li> </ol>	Dependent on continued budget for voucher scheme but new referral process and directory should mean long term change

# INCLUDED

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21, 11, 14	<p><b>Under 8's:</b></p> <ul style="list-style-type: none"> <li>Improve range of activities and facilities available for the under 8's</li> </ul>	Education, Health, Community groups, Nurseries, Church	<p>Sept/Oct – map activities and facilities (refer to work already done by active primary co-ordinator)</p> <p>November/ Dec – produce prioritised action plan on the development of locality activities</p>	Budget commitments to multi agency ideas on development of new services, facilities or groups	<ol style="list-style-type: none"> <li>Prioritised action plan produced</li> <li>New facilities created</li> <li>New groups created/supported</li> <li>New activities available</li> </ol>	<p>New activities may be time limited</p> <p>Investment in new facilities and groups should provide longer term change</p>

## KEY BORDERS-WIDE PRIORITY: Workforce Development

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
12, 11	<p><b>Counselling Skills:</b></p> <ul style="list-style-type: none"> <li>Identify 10 –12 key individuals in locality to undertake the introduction to counselling certificate</li> <li>Increase the level of counselling skills to enable better mental health support for young people</li> </ul>	All service providers	<p>Sept – Develop programme and delivery model</p> <p>October – Map and recruit key individuals to participate</p> <p>Nov/March – Run course</p>	Workforce development budget allocation. LIM and stakeholder time in identifying individuals and agreeing model of delivery	<ol style="list-style-type: none"> <li>Course designed to suit locality needs</li> <li>Participants identified and signed up</li> <li>Course delivered</li> <li>Certificates awarded</li> </ol>	This will produce a long term increase of the skills base in emotional and mental health support within children’s services in the locality

# KEY BORDERS-WIDE PRIORITY: Workforce Development

<u>ICSP Outcome Targets</u>	<u>Project Description</u>	<u>Stakeholders and Management Arrangements</u>	<u>Time-line</u>	<u>Resource Implications</u>	<u>Measures of Performance</u>	<u>Sustainability</u>
14, 6, 7, 8, 10	<p><b>LIT Team Building:</b></p> <ul style="list-style-type: none"> <li>Two half day team building opportunities.</li> <li>Both to involve the investigation of 'bad practice' i.e. things that haven't worked, proven difficult or have resulted in poor outcomes for children and young people</li> </ul> <p><i>Suggested starting point may be:</i>            Looked After Children Information Needs: Continue and build on current LAC training to enhance locality understanding of available services. Improve communication between key service providers and information provision to LAC</p>	All service providers	<p>July – plan location and content of both half days</p> <p>September – Run first half day</p> <p>January – run first half day</p>	<p>LIM time to plan and run the sessions</p> <p>Budget for lunch and appropriate location</p>	<ol style="list-style-type: none"> <li>Two half days delivered</li> <li>Report on 'bad practice' findings produced</li> </ol>	Report on 'Bad Practice' is used to feed into next years action plan

