

bright new fūtures

For Borders Children and Young People



Tweeddale

Local Action Plan

Of the projects outlined in the Action Plan the following (not in any particular order) were considered to be the priorities the Team wishes to focus on: -

1. The **Evening Youth Activities Project** is seen as a high priority and the voice of young people needs to be actively engaged in moving this forward; this aspect of the work links with point 3.
2. The two projects of a **Locality Health Link Worker** and the **School's Counsellor Project** were seen as meeting many of the needs in particular to extend physical and mental health awareness and support into the Primary Schools. The team proposes expanding the School Nursing service as a viable way to make aspects of both these possible. This proposal will be put forward as a way to meet these needs.
3. **Communication with Children and Young People** needs strengthening in the plan and the **Youth Chex – LIT Link** addresses some of the issues though the younger children too need to be involved. An action group will be formed to link with Youth Chex and explore communication issues further.
4. **School Safety Training** is considered a high priority and the police commitment to this was appreciated. Extending the inputs of other borders wide ventures, such as **Safe-T-in-the-Park** or an equivalent, to make them available to all at a local level should be developed if resources can be found.
5. The feasibility study of a **Peer Advocacy Programme** will be carried out.
6. **Parenting Skills Support Groups** and **Mum's Buddy Scheme** were seen as important initiatives and an action group from the team will explore if these projects could be enhanced and implemented within existing structures.

Resources Required to Implement Priorities of Plan

The total resource required is difficult to assess because a number of Projects are exploring feasibilities and the cost of any actions are at present unknown. However a budget figure has been calculated and within this year any action will need to be within that parameter. The Budget breakdown is as follows:

Locality Action Plan Budget									
LAP #	Project Description	Priority	Training	Materials	Staffing	Capital	Total	2006/07	2007/08
14	Evening Youth Activities Project	1			3000		3000		
6	School Counsellor Project	2							
7	Locality Health Promotion Liaison Worker	2	1000	400	18000		19400	30000	31000
10	Youth-Chex LIT link	3							
20	Locality Consultation Strategy	3		1000		5000	6000		
3	School and Community Based Safety Training	4							
	Tweeddale equivalent of:-1. Safe-T-in the Park 2.								
4	Crucial Crew	4	3000				3000	3000	3000
16	Peer Advocacy Project	5	2000		7000		9000	10000	10500
1	Parenting Skills Support Groups	6							
5	Mum's Buddy Scheme & Mum's Helper Scheme	6	2000	500			2500		
		Priority Total	8000	1900	28000	5000	42900	43000	44500
2	Developing Co-location of Family Support Services	EYTaskG					0		
8	Co-ordinate Health Promotion			500			500		
9	Home-link Worker Project	Bwide			9000		9000	18000	19000
11	Parenting Skills Awareness	CurricDev					0		
12	Increase Participation in local recreation activities	Survey		500			500		
13	Innerleithen Youth Project	Support					0		
	Expanding Peer (Children and Young People)								
15	Education Opportunities	Survey					0		
17	Improve access to transport facilities	Lobby					0		
	Co-ordinated Approaches to meet Specific								
18	Challenges of Vulnerable Children and Young People	Survey					0		
19	Spirit of Community Project	Support				5000	5000		
21	Collate and Map Existing Services	Survey		500			500	500	500
22	Mapping Co-location Opportunities	Survey					0		
	Locality Team Development and maintenance		2000		1000				
	Locality Action Plan Total		10000	3400	38000	10000	58400	61500	64000

Description of Area

Tweeddale covers the Upper Tweed Valley and is coterminous with the Peebles High School's catchment area with the exception of a small area in the west where a few pupils attend Biggar.



Out of a total population of 17.3 thousand (2001 Census) there are almost 4,000 Children and Young People living in the area which is almost 17% of those of the whole Borders. It is interesting to note that when only under 5s are considered the proportion rises to almost 19%.

Peebles is the geographic and population centre of the area and has a large number of small satellites. Innerleithen and West Linton being the larger villages. Broughton, Walkerburn, Eddleston and Newlands (Halmyre Mains / Ramannobridge / Mountain Cross) are some of the medium sized settlements.

The School Cluster for the area has 9 Primary Schools. The largest being Priorsford with a role of about 400 pupils.

The Locality integration team formed in January of this year has members drawn from, Health, Education, Social Work, Family Support Services, Police, various Voluntary Agencies (both local and Borders wide) and Parent Representation.

Evidence of Need

Rurality is a problem for many who wish to access services in the town and for all who live in the area if they wish to access centralised services. This problem is especially acute for those in the west of the area (Skirling / Tweedsmuir) as they are far from services and it requires significant effort for them to access these.

The Tweeddale area is made up of reasonably well resourced communities so those who suffer a significant level of need are often overlooked and as many of them are scattered across the area it is difficult for services to be targeted effectively.

Walkerburn and Innerleithen are classed as areas of regeneration and therefore some initiatives to counteract this are focussed in the area.

The Locality Integration Team, through discussion, have identified the areas of concern within the Locality. These have focussed on:

- Issues of service delivery and accessibility. Using integrated working to make real improvements.
- Support Children and Young People's emotional needs at as early a time as possible and preferably prior to a crisis developing.
- Identifying the user's perception and issues of services and responding appropriately.
- Developing a stronger culture of Parenting Support for all who, at various times, require this.

- Encourage the development of appropriate leisure and recreational activities for Children and Young People.
- Celebrate the positive contribution made by Children and Young People to the community.

Existing Resources

Most of the initiatives in this action plan will require additional commitment from partners in the Team. They will need to give up valuable time from their present work, as there is very limited capacity within the area for people to take on additional tasks.

There are very few additional resources specific to the area and those that exist have mainly been developed in the locality independent of initiatives driven from central plans. Resources allocated through the children's change group support a few of these initiatives.

The Locality Integration Manager allow work of the team to progress between meetings and the dedicated Police Officer has been welcomed by the team so that many initiatives can receive consistent support and delivery. The cost of this resource and support for part of the work Up2U deliver to the Primary and Secondary schools is £81,432.00

The temporary restructuring of Children and Families Social Work has been a challenge the Locality Integration Team has had to face. Similarly the changing membership at meetings; members of the team present have always moved the agenda forward and have always tried to include those partners who could not be present.

Vision of the Locality Integration Team

- The team wishes to realise the potential for integrated work and through this meet Children and Young People's needs more effectively.
- There is concern about raising expectations that cannot be funded and hope that any project embarked on can be sustained for longer than a year or two.
- There are a number of actions that require small amounts of resource and there is a wish to move these forward. Even if not considered as the highest priority.
- There is also concern about not being able to create the space to implement change in practices as all participants lead full and busy professional lives.

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, 7,9,10, 25	<p>Parenting Skills Support Groups</p> <p>Explore ways to develop Parenting skills through support groups</p>	Group of key partners liase to identify ways of enhancing and extending present support groups	Sep – report to LIT any possible expansion of service envisaged	Enhanced service will require additional input from partners involved in service delivery	Present groups well supported with an increase in regular membership. Additional groups formed in more areas of locality.	If workers involved are core funded then this will continue. If it is funded from time-limited funds there will need to be an assessment made as to the value of the work continuing
1, 3, 4, 7,9,10, 25	<p>Developing Co-location of Family Support Services</p> <p>Explore how FSS can use resources to develop co-location of services effectively to meet needs of spread out community need.</p>	LIT involved in developments being explored by Early Years Task Group looking at models of service delivery and contribute to implementation implications that arise.	Oct – Report back to LIT with proposals that have emerged in the work of the Task Group	Their will need to be the possibility to support any recommendations that arise	Increased availability of accessible service across the geographic area.	Once set up the service should manage to continue with some continued joint training opportunities supported.

SAFE

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5,25,26,27	<p>School and Community Based Safety Training</p> <p>Dedicated Police Officer linked to the integration team to work with all stakeholders to improve safety awareness in children and young people</p>	<p>Police, Locality Integration Manager and Head teachers will liase to ascertain the best way to input the safety training developed by the police. Training then implemented within agreed parameters</p>	<p>June – liaison with school as to how best to implement strategy. Aug – May Safety training delivered to schools</p>	<p><u>Funding to 2007</u> It is important that the resource of the key police worker is not exclusively used in this role but that other projects also receive their share</p>	<p>All schools in cluster receive safety training and pupils' safety awareness is raised. Safety awareness training extended to include pre-school groups, voluntary organisations and clubs.</p>	<p>This work can continue until May 2007 when the position will either be extended or this responsibility will revert to the local Community police Officers and teachers. It will probably need to be contracted again.</p>
3, 4,10,15, 18,22	<p>Tweeddale equivalent of:-</p> <p>1. Safe-T-in the Park 2. Crucial Crew</p> <p>Run a residential on safety issues in transition to adulthood to enable all 5th. year pupils to access this. Extend and develop delivery of equivalent of crucial crew presentation so it is an annual occurrence delivered in the area.</p>	<p>Task Group formed of Police, relevant Voluntary Agencies and Education who would need to liase with existing groups who are engaged in delivering these inputs to explore this option further.</p>	<p>Oct – Nov Task Group formed involving Young People to address feasibility and decide best time in school year to deliver inputs. Report recommendation Dec</p>	<p>This would involve a major commitment of resources.</p>	<p>More Young People access input of information presented in an engaging and meaningful way.</p>	<p>Would need to become part of the education delivery to all pupils within the cluster.</p>

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>
10,18,22	<p>Mum’s Buddy Scheme & Mum’s Helper Scheme Explore ways to support new mothers through:- 1.Developing “buddy scheme” between 2nd time and new mums. 2.Link High School Pupil volunteers to be a mother’s helps.</p>	Two tasks groups need to look into the feasibility of the two potential projects	<p>Aug – Tasks Groups formed Oct- Report if schemes are possible to LIT and propose next steps</p>	Time commitment from those on task groups.	Report on outcome of feasibility	One off time limited groups so no long-term implications. There will be sustainability issues if either project goes on to implementation.
4,6,9,12,	<p>School Counsellor Project Make school counselling available to all pupils who wish to use or require it.</p>	Assessment of level of need has to be established. Head teachers, school nurse and other partners would need to draw together a strategy of what was required.	<p>Aug – Tasks Group formed Oct- Report if scheme is possible to LIT and propose next steps</p>	Time commitment from the task group. Management structure for implementation needs to be sorted out and costs for level of support required calculated.	Level of need identified. Project to meet need approved.	This would require a long-term commitment and the cost would need to meet the level of need identified.

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>
11, 18,20,	<p>Locality Health Promotion Liaison Worker</p> <p>To look at feasibility of appointing a Health Promotion Development Worker to drive forward and deliver this agenda in Schools, Nurseries and other settings</p>	Group formed by F.S., Health Promotion, School rep., Health visitor and School Nurse to draw up Project Outline including delivery and management of such a project	Aug- Group to form Sept- Report back to LIT with costed proposal.	Time commitment of task group. If considered appropriate this will require considerable financial and time investment	Clear decision as to what would be possible.	Feasibility is a one off time limited group. If project is successful it will need to have clear goals and management structures.
11, 16, 18	<p>Co-ordinate Health Promotion</p> <p>Try to ensure Health Promotion inputs in schools are co-ordinated to reflect supporting activities in communities and visa versa.</p>	Partners need to use LIT to share information as to what is being planned.	Ensure that there is regular sharing of information at team meeting.	Planning and co-ordination of resources should increase efficiency and improve delivery.	Events and school programmes better co-ordinated	With good communications between agencies this can be sustained through the Locality team as long as that functions.

ACHIEVING

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18,23,10	<p>Home-link Worker Project</p> <p>Develop and enhance strategies to strengthen Parent – School Links. Extend existing work at secondary level to primary and identify if earlier involvement would impact on truancy and school-home problems later in schooling.</p>	<p>Group to prepare clear evaluation of need, management structure, remit and costs of project.</p>	<p>July – Sep Project feasibility evaluation.</p>	<p>Feasibility: staff time to meet and carry out assessment. Project: Additional staffing to allow link to be formed between school – home</p>	<p>Decrease in truancy. Improved engagement with curriculum. Increased resource in vulnerable young people.</p>	<p>If the projected improvements are realised it should be brought into core establishment as the gains would pay for the projects costs.</p>
18, 24	<p>Youth-Chex LIT link</p> <p>Short term project with early and noticeable achievements need to be identified for Young People to become involved in.</p>	<p>Task group to liase with Young people and together Identify such projects.</p>	<p>AUG- Group links with Youth Chex and others. Nov- Report back with identified project(s)</p>	<p>Time commitment from group. This may become a permanent LIT- YouthChex liaison group</p>	<p>Good flow of information between Young People and LIT and Dual projects identified and supported.</p>	<p>This way of working needs to be sustained.</p>

ACHIEVING

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1, 18, 20, 22	<p>Parenting Skills Awareness</p> <p>Explore ways to develop Parenting skills through school delivered inputs</p>	Cluster Heads, School Nurse and others need to develop plan to implement such a project	Oct - Group to form and decide best timeline for reporting proposals back to LIT	Time to explore resources available. Possibly training for staff to be enable them to deliver high class skills training to Children and young People	Report prepared for LIT. If implemented this is a long-term strategy whose performance may only be evident after a number of years but more parents will be better resourced in caring for their children.	This is a curriculum development and could become incorporated into the present structures and trainings.

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>
21,24	<p>Increase Participation in local recreation activities</p> <p>Set up consultation with Young People to ascertain what is required to increase the use of recreation facilities</p>	<p>Managers of local facilities, youth services and youth groups to liase and prepare an action plan to increase the use of facilities.</p>	<p>Oct – Nov Task Group to form to outline strategy to tackle this and report back to LIT with proposals in Jan</p>	<p>Time commitment from those involved in surveying young peoples views</p>	<p>Better use of facilities by target group.</p>	<p>If consultation works well and structures of involvement are established this should be sustainable with little additional continued costs.</p>
10, 21, 22, 23, 25	<p>Innerleithen Youth Project</p> <p>Support development of project as it develops into providing more facilities for young people in the village.</p>	<p>Link with project needs to be strengthened after the CLAD worker on LIT leaving his post.</p>	<p>SEP - ensure information about project is available to LIT</p>	<p>At present no resource has been requested of the LIT by this project.</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>
5,10,11,19,25,26	<p>Evening Youth Activities Project</p> <p>Form a Task Group in Peebles to explore possible strategies to:</p> <ol style="list-style-type: none"> 1.Support young people to develop positive alternative activities on a Friday and Saturday night 2. Encourage perception local residents have of Young People is positive and not stereotyped 	<p>Youth Groups, Police, Comm. Ed.</p> <p>Task Group to work together with Young People to explore and plan what possibilities exist and what needs to be developed, and report back to LIT with proposals to implement strategies</p>	<p>Sep- Form Task Group.</p> <p>Nov- Report to LIT</p>	<p>Time required of key stakeholders to meet, research and prepare document of proposed strategies. The LIT's dedicated police officer will probably play a key role in developments.</p>	<p>Report submitted with some clear costed strategies.</p>	<p>One off project. What arises will need to be assessed as to sustainability.</p>
18, 19, 22, 24	<p>Expanding Peer (Children and Young People) Education Opportunities</p> <p>Look through all needs and issues identified through the LIT and explore if any of these could form the basis of a Peer Support and/or Education Project.</p>	<p>Whole LIT to monitor suggestions and project development to assess whether this option could be part of the process.</p>	<p>Continuous</p>	<p>Any opportunities identified will need to be followed up and an action group formed to take the proposal forward.</p>	<p>More projects identified as having peer education / support potential.</p>	<p>If funding is not available to start initiatives such as these then this activity cannot continue successfully except where a project could be mainstreamed straight away</p>

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>
18, 21, 24, 27	<p>Peer Advocacy Project Develop organisation and structures to support a peer advocacy group to give those excluded from full participation an advocate of their own age.</p>	Education, Social Work, Voluntary Agencies and Parent Groups would need to draw together a firm proposal as to how this Project could become a reality together with an assessment of the level of need.	Sept – Group forms to draw up proposals how this initiative could be implemented, reporting back to LIT on a regular basis	If feasible this may either need to be absorbed within an existing organisation which would need to expand to take on the additional remit or a new project with its own structure would need to be formed	A project is set up to link those who wish to volunteer to be an advocate to those requiring this service.	There is a recommendation under legislation that this service be offered. If it is considered worthwhile it will need to attract funding streams at some future date unless the recommendation becomes a requirement in which case it will need to be core funded
27,	<p>Improve access to transport facilities Try to make resource and facility (such as minibus and premises) availability and cost more equitable to all service providers by highlighting the impact to stakeholders' ability to deliver service asked of them because of this inequality.</p>	A group to be selected to identify discrepancies and to highlight these and report this to the appropriate authorities	Nov- Report back to LIT successes or otherwise	Time to meet and draw together facts	An increase of equality to service providers from different sectors.	This problem will need to be tackled as and when it arises.

INCLUDED

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27, 28	<p>Spirit of Community Project</p> <p>A proposed project sponsored by YMCA to build up links between well resourced people who wish to engage in community projects and those in the community needing that resource</p>	Project managed by YMCA but keen to be involved in integrated working.	18 month to set-up and get project running and then it will be independent	YMCA are still requiring 20% of initial start-up costs to begin project	Project becomes self financing and it begins support existing projects and to identify projects that it can develop through the involvement of community volunteers	There may be issues around project management once it is set up and running and YMCA withdraw as sponsor to allow it to be independent.
6, 7, 9, 24, 27,	<p>Co-ordinated Approaches to meet Specific Challenges of Vulnerable Children and Young People</p> <p>Ensure that Children and Young People who are struggling to engage with universal services receive the additional support they require and that services are made available to them.</p>	Locality team need to ensure Social Work, Education and relevant Health Staff are aware of the location of these children and young people and joint planning service delivery is undertaken. This will need to be linked to the SSA process which should highlight who these children and young people are.	Oct – LIT to address these issues.	Partners need time to meet regularly to process these cases.	Liaison Groups active in all sectors working to plan to impact on the lives of these children and young people and their families / foster families to enable the appropriate interventions that prevent crises caused by lack of intervention occurring in their lives.	Good efficient systems of work need to be tried and implemented and become accepted part of best practice.

KEY BORDERS-WIDE PRIORITY: Participation

<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>
	<p>Locality Consultation Strategy</p> <ul style="list-style-type: none"> # Develop and enhance existing forums for consultation. # Develop Parents Group to support Representation on LIT and increase parental awareness and involvement # Liase closely with Youth Chex and other partners to encourage engagement in Planning Process 	<p>All LIT partners and agency to review their methods of involvement of service users and develop opportunities to promote participation. Continue to use existing lines of communication and seek opportunities to develop new ones. LIM to support parents group and organise further meetings.</p>	<p>Sept/Oct- Partners report to LIT Oct- Involve Young People in LIT Nov- Explore how children's voice will be heard on LIT Feb- Reconvene Parent Delegates Meeting</p>	<p>Commitment by partner agencies to adopt user consultation strategies</p>	<p>More parents, Children and young people involved in Planning Process. This is beginning from a very low base.</p>	<p>Need for continued commitment, energy and involvement in process by agencies will ensure engagement continues. It should be considered good practice.</p>

KEY BORDERS-WIDE PRIORITY: Co-location of Services / Planning

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	<p><u>Mapping Co-location Opportunities</u> Identify and develop co-location of services and service outreach</p>	<p>All services to map their provision and consult users. Exercise in what options would be available to improve access to their or partner's services. Managed through LIT where identified "blocks" can be removed</p>	<p>OCT- Mapping completed and possible implementation strategies put forward</p>	<p>Requires flexibility and imagination from service providers. May require material resources to enable co-located / outreach work to be provided</p>	<p>Additional opportunities for joint working arise.</p>	<p>Planned and thought through relocation of service should be self-sustaining</p>
	<p><u>Collate and Map Existing Services</u> Build an up to date database of service provision that exists in area so that future planning can be based on clear information. Also enable partners resource to provide more appropriate signposting.</p>	<p>Partners to submit and update information to be included to augment publication of Ruff Guide</p>	<p>Continuous</p>	<p>Require time to collate and update information.</p>	<p>People confident that the information covers all service provision and contact details etc. are up to date.</p>	<p>This is a cost saving device that is in everyone's interest but no ones responsibility it needs to be continued long term as an inter-agency facility.</p>