

APPENDIX 1: Children’s Services Strategy (2021-24) and Action Plan – latest version

Wokingham Children’s Services Strategy (2021-24)					
Our Vision	Wokingham is a great place to live, learn and grow and a great place to do business				
	Wokingham is a Borough in which all children and young people are safe and cared for, enjoy and achieve, are healthy and resilient, grow up ready for adulthood, and feel happy, hopeful and loved.				
Community outcomes	Enriching Lives Safe, Strong Communities A Clean and Green Borough Right Homes, Right Places Keeping the Borough Moving Changing the Way We Work For You				
Outcomes for CYP	1. Safe and cared for	2. Enjoy and Achieve	3. Healthy and resilient	4. Ready for adulthood	5. Happy, hopeful and loved
Our Values	We focus on making a difference.	We aim high.	We are strategic, efficient and effective.	We value our people.	We drive partnership, collaboration and coproduction.
	We support children, young people and families on their journey and measure our success in terms of impact on outcomes.	We have high aspirations for every child and young person. We are ambitious for our services, and strive for excellence in everything we do.	We manage all our resources efficiently and effectively to meet the needs of our children, young people and families.	We highly value and support our children’s workforce. We support our people to excel, grow, and love their work.	We work in strategic partnership with professionals, children, young people and families to achieve our shared goal to improve outcomes.
29 Our Strategic Priorities	SP1. Ensure we are designed to deliver excellent outcomes for all children, young people & families in Wokingham	SP2. Excel in our practice, be known for the quality of our work, and perform to the highest standards	SP3. Develop effective strategies which improve outcomes and deliver them in the most efficient way	SP4. Recruit, develop and retain a high-performing children’s workforce	SP5. Strengthen our partnerships, drive system leadership & put children at the heart of everything Wokingham does
	SP1.1) Develop a sustainable future model and design of children’s service SP1.2) Embed our models of early intervention and prevention, including Early Help, Edge of Care and Emotional Wellbeing SP1.3) Continue to develop and embed an effective approach to tackling exploitation SP1.4) Embed innovative models of support for CWD, SEND and Inclusion	SP2.1) Continue to drive improvements in performance & practice standards SP2.2) Set challenging goals for all our services, and continually challenge ourselves to be the best we can be SP2.3) Target our business change and continuous improvement activities	SP3.1) Ensure our strategies have impact and focus on delivering better outcomes SP3.2) Continuously improve our ways of working, pathways & processes SP3.3) Strengthen our data and information management SP3.4) Work in an agile and flexible way to help manage demand SP3.5) Make intelligent decisions about how we best manage risks & financial resources	SP4.1) Refresh and reinvigorate our approach to recruitment SP4.2) Invest in and support our staff to grow in their roles and capabilities, and accelerate in their careers SP4.3) Strengthen retention & succession planning SP4.4) Responding successfully to prevailing and forecast changes in the job market SP4.5) Build effective and successful leaders	SP5.1) Strengthen the strategic focus and nature of our partnership working SP5.2) Deliver genuine coproduction at the strategic and individual level SP5.3) Drive a “one Wokingham” approach to improved outcomes for children, young people and families, across the council and the Wokingham area SP5.4) Strengthen our relationship with Schools to collectively improve outcomes for children and young people
Our Business Areas driving delivery	Children’s Social Care and Early Help		Learning, Achievement and Partnerships		Quality Assurance and Safeguarding
	<ul style="list-style-type: none"> Providing the right type and amount of help at the right time, to support the most vulnerable children, young people and families Driving an early intervention and prevention approach to anticipating and addressing needs Strengthening resilience and well-being Strengthening our support for vulnerable adolescents in the community Strengthen our partnership arrangements to ensure children are safeguarded in their homes and in the wider community 		<ul style="list-style-type: none"> Supporting children and young people to enjoy life and achieve their potential Supporting the most vulnerable to achieve Narrowing the gap in attainment outcomes Supporting schools and building partnerships to drive attainment and independence Driving inclusion and an inclusive approach to delivering better outcomes for all children and young people 		<ul style="list-style-type: none"> To develop self-knowledge through quantitative and qualitative analysis To put in place standards, systems and processes which provide a strong framework for continuous improvement To produce accurate targeted data, effective analysis and evaluation of performance which supports management and practice across services for children To embed a culture of challenge and improvement, where quality assurance is everyone’s business To provide opportunities for learning and development to enable staff to make the most of their aptitudes and abilities (ASYEs – Managers) To promote excellence of practice which results in the best possible outcomes for children and young people To advance and enhance practice through the development of the Practice Model
	Strategic and Operational Delivery				
	<ul style="list-style-type: none"> Driving cross-council working to put children and young people at the heart of everything Wokingham does Developing strategies and programmes to drive excellence & continuous improvement Driving commercial excellence, effective financial management & Value for Money Engaging strategically and proactively with peers, networks and regulators 				

Strategic Priority 1: Ensure we are designed to deliver excellent outcomes for all children, young people & families in Wokingham

SP1A. Develop a sustainable future model and design of children's services

SP1B. Embed our models of early intervention and prevention, including Early Help, Edge of Care and Emotional Wellbeing

SP1C. Continue to develop and embed an effective approach to tackling exploitation

SP1D. Embed innovative models of support for Children with Disabilities, SEND and Inclusion

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.1	Establish Serious Violence and Exploitation Board - jointly lead by Police and Children's Social Care.	Establishment of a Serious Violence and Exploitation Board with a comprehensive Terms of Reference and strategy/action plan to improve outcomes. Review impact annually.	QASS / Community Safety Partnership	QASS	Established March 2021
1.2	Drive effectiveness of Thames Valley Together: effective data sharing to help identify themes, trends and issues to be applied to cross agency responses	Information sharing protocols in place; development and utilisation of data and evidence-based insights in strategies to improve outcomes and evaluations of strategic actions to improve performance	Intelligence and Impact	QASS	Ongoing
1.3	Embed new approach to Corporate Parenting: strengthening relationships and engagement (e.g. with Members and services and departments across the Council)	Use of surveys / feedback from Children in Care (e.g. Children in Care feel better supported). Evidence of Member engagement and understanding of our role / work in relation to Child Protection. Evidence of Member engagement with young people and workers outside of Corporate Parenting meetings. Evidence of Member advocacy for Looked After Children and Care Leavers (e.g. implementation of policies to support Looked After Children / Care Leavers)	Corporate Parenting Team	SEH	Mar-22
1.4	Establish LAC CAHMS service offer, as part of a co-commissioning partnership undertaking by WBC and CCG.	Our LAC children receive support; LAC CAMHS worker is supported to navigate relevant systems in order to meet the MH needs of Looked After Children. Lower waiting time for mental health support for higher need LAC; consultancy for workers to help them navigate routes for OOB children and young people experiencing challenges with mental health	CPT and Commissioning	COM & SEH	FY22-23
1.5	Establish dedicated parenting assessment service	Parenting Assessors in post. Reduced numbers of IFA parenting assessments, increase in number completed in house. Evidence of trauma-informed approaches. Reduction in expenditure in this area of business. Reductions in court applications.	Corporate Parenting Service, Compass Team	SEH	FY22-23

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.6	Continue to embed the Virtual School offer to deliver high quality support to all Children in Care, including post-16	Enhanced Virtual School fully staffed and delivering against established service KPIs Improved educational attainment in priority (vulnerable) groups	Head of Virtual School	LAP	End of July 2022
1.7	Review the sufficiency, structure and operations of the School Admissions Service to ensure that it delivers its statutory responsibilities effectively	Enhanced Admissions Team Fully Staffed, stable staffing structure Improved timeliness of allocation of school places. Feedback from Schools, parents and carers	Assistant Director/ Admissions Team	LAP	End Jan 2022
1.8	Develop and embed a targeted delivery model (based on options appraisal of premises and methods of delivery) for reducing the numbers of children and young people who are NEET.	<ul style="list-style-type: none"> • 2022 targets % 16-18 NEET to =/< regional and statistical neighbour average (NB: reported to DfE); for Dec-Feb monitoring period, average 16-18 NEET and "Not Known" places in Wokingham in top 3 quintiles • Similar targets with different % targets for Care Leavers and SEND 	NEET and Adult Education Service	LAP	Ongoing
1.9	Improve take-up of the free childcare offer for children aged 2+ years	More eligible families take up offer Current baseline, target increases over 3 yrs: 2021 (50%); 2022 (60%); 2023 (70%)	Early Years & Childcare Service	LAP	End of year 2021,2022,2023
1.10	Enable delivery of annual safeguarding audits in all early years settings; analyse and act on areas for improvement and development	All settings complete audits of safeguarding provision to accurately self-assess practice, and develop an action plan to address areas for improvement/development	Early Years & Childcare Service	LAP	End June 2021
1.11	Provide online safety courses targeted at parents concerned about social media, and older residents concerned about online fraud and internet scams.	Take up of courses - number of courses delivered and number of learners attending. Target to provide 1 course per term. Learner Feedback to be captured and used to help assess impact and support ongoing development and improvement of the offer.	Adult Education	LAP	Launch September 2021 then ongoing
1.12	Modernise and digitise training and development materials for settings and professionals (Early Years) and for adult learners (Adult Education)	Replacement (where appropriate) of physical training and development materials with digital/virtually accessed	Early Years & Childcare Service And Adult Ed	LAP	Sep-21
1.13	Appraise options for alternative methods of training delivery, including factors such as travel times and potential for digital delivery	Implementation of outcomes from options appraisal.	Early Years & Childcare Service	LAP	Ongoing
1.14	Development of online toolkits and support materials for key queries and enquiries, so that settings can 'self-serve'	<ul style="list-style-type: none"> • Toolkits developed and uploaded onto Hub • Evidence of take-up and utilisation: benchmark and target 	Early Years & Childcare Service	LAP	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.15	Work with primary schools to develop and deliver short, community learning adult education courses which introduce parents to the maths and English curriculum at KS2 so that they can better support their children with homework	<ul style="list-style-type: none"> • Courses delivered across the borough via face to face and online classes (LB) • Feedback from learners • Learning outcomes monitored and evaluated. [Attendance, success and achievement rates] • Number of primary schools engaging, number of courses, number of learners 	Adult Education	LAP	Curriculum offer agreed and sub-contractors engaged by July 2020 (LB) Launch September 2021 Ongoing
1.16	School Improvement services: Build on the work undertaken during the pandemic response to work on digital platforms for delivery of training and services to stakeholders	<p>Suitable digital infrastructure in place to support digital delivery</p> <p>Website functions enable document signposting and access to recorded briefings</p>	School Improvement Team	LAP	Sep-21
1.17	Implementation of targeted project to strengthen inclusion of Gypsy Roma Traveller (GRT) community in engagement. Scope the potential for rollout of broader inclusion projects based on evaluation of GRT project	Successful uptake and engagement of Gypsy Roma Traveller community in the project; demonstrable impact on outcomes arising from engagement in the project (e.g. in terms of educational attendance and/or attainment); learning generated from evaluation and applied to further development of the project and broader inclusion projects	Education Welfare Service	LAP	Underway, evaluation in 2022
1.1	Work with Elective Home Education community to ensure that all children have access to quality education	Improvement in educational attainment outcomes for children and young people educated other than at school	Education Welfare Service	LAP	Ongoing
1.19	Scope an Alternative Provision offer for children and young people at risk of "falling through the gaps" in support for vulnerable learners (e.g. those who may not engage with education in school, but are unable to be electively home educated).	Development and implementation of an Alternative Provision offer which targets vulnerable learners; demonstrable improvement in outcomes for vulnerable learners	Education Welfare Service	LAP	To be completed in FY22-23
1.20	Develop a policy and approach to facilitating child employment in Wokingham (e.g. for children aged 13-16), in order to enable positive engagement and valuable work experience, especially for vulnerable children and young people. Potential for engagement with Optalis (e.g. 16 year-olds with Special Educational Needs in employment opportunities)	Development of a child employment offer setting out how WBC will work with partners and stakeholders to facilitate access to employment opportunities; implementation of the offer; levels of uptake in support available and outcomes evaluated after 12 months.	Education Welfare Service	LAP	To be completed in FY22-23
1.21	In partnership with colleagues across Berkshire West, develop a robust and effective approach to CHC and Section 117 arrangements. Determine the approach and review pathway around tripartite funding arrangements.	Ensuring that resource contributions towards supporting children and young people are fair and appropriate, in terms of contributions from the local authority and health partners. More effective and efficient use of resources to help contribute to long term financial sustainability.	Commissioning	COM	CHC and referral pathway reviewed by March 22
1.2	Establish and embed an Emotional Wellbeing Hub.	Improvements in measures of social and emotional mental health in children and young people across the borough.	Commissioning and SEH	COM & SEH	For delivery within FY22-23

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
1.23	Drive transformation of Fostering Service. Map current pathway, identify areas for efficiency and improvement, commission alternative types of care through the fostering pathway.	Improvements in placement stability, ensuring children and young people get the carers they need, delivery of efficiencies and value for money.	Commissioning and SEH	COM & SEH	Scoping underway, timescales for fuller project will be set following outcomes of initial scoping work
1.24	Explore the feasibility of future models of delivery, including (aspects of) Children's Trusts and alternative models of delivery for Children's Centres.	Delivery of Options Papers for discussion and approval at the Getting to Good Board. Options to include outline of strengths, opportunities, risks and mitigations, as well as financial and non-financial benefits.	Commissioning	COM	Current – end of FY21-22
1.25	Development of online toolkits and support materials for key queries and enquiries, so that Early Years settings can 'self-serve'	<ul style="list-style-type: none"> • Toolkits developed and uploaded onto Hub • Evidence of take-up and utilisation, feedback from settings for the purposes of assessing impact and ongoing improvement 	Early Years & Childcare Service	LAP	Ongoing

Strategic Priority 2: Excel in our practice, be known for the quality of our work, and perform to the highest standards

SP2A. Continue to drive improvements in performance & practice standards

SP2B. Set challenging goals for all our services, and continually challenge ourselves to be the best we can be

SP2C. Target our business change and continuous improvement activities

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.1	Review Children's Social Care performance cycle to ensure that it is providing - effective performance management data, monitoring information and analysis required by Services and also by Commissioning for the purposes of service development and improvement	The creation and delivery of a programme which is agile whilst adhering with national frameworks and standards. The programme provides high quality learning opportunities for the whole workforce and ensures staff members who are required to complete CPD records have relevant recordable training opportunities. Improvement in evidence-based service improvement and development. Strengthening communication, information sharing around contributions across service / commissioning to insight and intelligence.	Intelligence & Impact	QASS	October 2021 - now on track
2.2	Identify areas of social work practice to improve, based on audit findings and service user feedback. Design workshops and encourage participation.	Regular practitioner workshops to enhance skills and knowledge. Practitioner's report increased confidence and positive outcomes seen in audits and service user feedback.	PSW + PC team	QASS	Ongoing programme on track for quarter 3
2.3	Undertake a review of the Children's Services Recording System and provide a recommendation on whether to purchase Mosaic off the shelf solution or develop forms in house.	Strategic decision regarding the future development of the Children's Services Recording System to ensure it is aligned to practice. Signs of Safety Forms implemented in line with Phase 3 of the Mosaic Improvement Programme.	Intelligence & Impact	QASS	Decision on whether to purchase SofS Forms by March 2022 Implementation of Forms - In line with Mosaic Improvement Tmline - unrealistic to be March 2022 - March 2023 more achievable
2.4	Continuously strengthen and improve Signs of Safety Practice by Supporting Practice Lead Cluster Groups	Service Managers will confidently model Signs of Safety and drive the Implementation Plans. Monitored via bimonthly Practice Model Steering Group. One service manager to present progress on implementation plans at each Practice Model Steering Group meeting.	Practice Model Team	QASS	New sessions starting November - on Track

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.5	Systems are improved and developed to support the agreed service priorities (MOSAIC)	Implementation of Mosaic upgrade May 2021 and staged plan - Adults and Children's. Success measures from Project relate to data quality; compliance around Data Protection Act 2018 and UK GDPR ; project on finance; adults pathway and children's pathway; also work around Portals with efficiencies connected to them. Joint working across Corporate, Adults and Children's	Intelligence & Impact/IMT & Change	QASS	Mosaic upgrade to latest version by May '21; Adults Pathway March '22
2.6	Systems are improved and developed to support the agreed service priorities (CAPITA ONE)	Implementation and monitoring of Capita ONE improvement prog - SEND, EWO, School Admissions (staged plan). Production of SEND Dashboard to help enable success of SEND Innovation and Improvement activities. Delivery of effective support to practitioners on recording/use/access to data and information.	Intelligence & Impact	QASS	SEND processed up dated July 2022
2.7	Improving the process of reports by automation, resulting in effective/responsive management information. Align with rollout of Power BI.	Weekly reports automated. Progress towards further automation monitored quarterly.	Intelligence & Impact	QASS	Dec-21
2.8	Drive improvements in contract management through implementation of a Contract Management Framework. Examples include leading joint commissioning of CYPIT across Berkshire West; applying best practice principles of the framework to ATV and EDS contracts; implementation of Atamis contract management information system to support performance management & delivery of VfM	Successful redesign of CYPIT service; improved VfM outcomes on key contracts (e.g. EDS and ATV); delivery of financial returns to contribute to successful delivery of the MTFP.	Commissioning	COM	Currently live and ongoing
2.9	Deliver an agile and accessible L&D programme, using blended, collaborative approaches which facilitate new ideas and allow staff to grow and develop from their own experiences, best practice, and high-quality learning opportunities	Positive feedback from participants and evaluation of impact of the L&D programme. Link learning from QA activity, complaints, emerging local and national themes, commissioned reviews and significant research and legislative reports. Staff actively encouraged to maximise learning opportunities, reflect, share and feedback to form a continuous learning cycle	Learning & Development Team	QASS	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.10	Support anti-discriminatory, anti-oppressive and anti-racist practice, providing learning opportunities around cultural diversity and unconscious bias.	Training is accessible and inclusive to all across a variety of delivery methods. Training provided by subject matter experts and supported by various tools and self-directed learning opportunities to provide staff with the skills to better understand stereotyping and issues around discrimination, inequality, and inclusion. Feedback and evaluation of training provided.	Learning & Development Team	QASS	Ongoing
2.11	Training delivery to support our practice model and align with the Knowledge Skills Statements, the Professional Capabilities Framework, Social Work England professional standards and Wokingham's Children's Services Strategic Plan and national drivers.	The creation and delivery of a programme which is agile whilst adhering with national frameworks and standards. The programme provides high quality learning opportunities for the whole workforce and ensures staff members who are required to complete CPD records have relevant recordable training opportunities.	Learning & Development Team	QASS	Ongoing
2.12	Ensure care plans reflect the views and voice of children and young people.	All care plans show evidence the child/young person's voice is heard and informs action and that children and young people are supported to meaningfully participate in their plans. Ensure all work with children and supporting documentation and quality assurance processes reflect the views and voice of children and young people. Ensure the advocacy and children's rights service provided is of a high quality and leads to measurable positive outcomes for children and young people.	Quality Assurance & Safeguarding Team	QASS	Ongoing
2.13	Practitioner Guide is reviewed and updated and reflects the most up to date expectations for our practice.	Practitioner Guide is available as a hard copy or electronically. Issued at Induction. Practitioners report that it is a useful resource and is well used. Impact monitored through the Practice Model Steering Group.	Practice Model Team	QASS	Change from October 2021 to November 2021 and periodically thereafter

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.14	Annual Review of the Practice Model to drive practice improvement	Practice Model will reflect the most up to date expectations for our practice and will clearly articulate how the Signs of Safety Practice Framework is enriched by underpinning theories and approaches included in the Practice Model. Practitioners will be able to articulate Wokingham's Practice Model. Monitor impact through Practice Lead Cluster Groups and Practice Model Steering Group	Practice Model Team in collaboration with designated advocates for each element of the Practice Model	QASS	October 2021 Annually thereafter
2.15	Create the conditions for consistently high-quality casework - with a focus on key drivers such as caseloads, supervision, stability and partnership working. Creating an environment for Practice to flourish.	-Cases not to exceed set caseloads; -Retention and development -Reductions in staff turnover; -Reducing the number of locums -Evidence that supervision is driving the Plan (e.g. as shown through core Audit processes and programme) -Cases in the right place and progressing as needed; - Feedback from CYP, parents, partners, courts -Children not having multiple professionals; -Cases stepping down	Safeguarding and Early Help & Quality Assurance and Safeguarding All teams	SEH	Ongoing
2.16	Continue to provide training and support which ensures that practitioners, managers and partners have the tools, knowledge and skills to deliver "Signs of Safety" practice effectively with children and young people.	Forms in the Mosaic Case Management System align with Signs of Safety Practice Audits and monitoring scorecards shows consistent application of Signs of Safety methodology in practice. Signs of Safety implementation plans in place in each service area, reviewed through steering group and in cluster meetings	Practice Framework Project Team	SEH	Dates relating to audit programme/cycle
2.17	Ensure Children's Plans (Safety Plans) are of a high quality and lead to measurable positive outcomes for children and young people	Outcomes from Audits Appropriate step-downs and step-ups IROs and CP chairs - low level of case escalations Outcomes from independent reviews	Practice Framework Project Team	SEH	End March 2022
2.18	Embed use of the 'satisfaction survey' for childcare / EY providers, to identify how they feel we could support them better within the scope of our statutory duties	Completed Satisfaction Surveys and increasing levels of respondents 'satisfied' with support. Satisfaction survey sent out to 100% of childcare providers, with at least 50% returned completed with: 2021 target: >70% providers are at least 'satisfied' 2022 target: >75% of providers are at least 'satisfied' 2023 target: >85% of providers are at least 'satisfied'	Early Years & Childcare Service	LAP	Surveys returned for analysis: Oct 2021,2022,2023

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
2.19	NEET Service specific: undertake client satisfaction surveys and act on information gathered	Results of surveys monitored and actioned to help inform development and ongoing improvement of the NEET service	NEET Service	LAP	Ongoing
2.20	Strengthen joint working between the NEET Service, Virtual Head, Social Care and SEND so that support to young people is appropriate and timely	Reduced number of "unknown" destinations and NEET	NEET Service/Virtual School	LAP	Ongoing
2.21	Capture, analyse and act upon adult learner and tutor feedback to inform improvements in course quality and effectiveness	Learner feedback and evaluation captured Evidence of impact of evaluation in course development	Adult education	LAP	Ongoing, progress reported annually
2.21	Use the Getting to Good platform to ensure that outcomes and delivery from Strategic Priority 2 are enabling effective delivery of key actions within Strategic Priority 1 (e.g. evidence-based development of new models of delivery; monitoring impact of new models on outcomes).	Governance through Getting to Good to identify interdependencies between deliverables in Strategic Priorities 1 and 2, and ensure delivery between interdependent actions are aligned.	Getting to Good Board	All	Ongoing, reported quarterly
2.23	Track Adult Education learners at the 3-month stage to assess impact of learning	Monitoring at three months, learning outcomes feature in Annual Report. 60% of learners contacted 90% able to articulate impact of learning on their skills, knowledge or attributes	Adult Education	LAP	End of each academic year
2.24	Drive continuous improvement in performance across Children's Services by monitoring progress against service-wide Key Performance Indicators, with in-depth reviews on an exceptions basis at the Getting to Good (Impact and Outcomes) Board, and reports to key governance groups (Executive, O&S, CLT) as per reporting schedule	Performance against service wide KPIs set out in the Children's Services Strategy Performance Dashboard.	Strategic and Operational Delivery, Intelligence & Impact	SOD & QASS	Ongoing, monitored quarterly through Getting to Good

Strategic Priority 3: Develop effective strategies which improve outcomes and deliver them in the most efficient way

SP3A. Ensure our strategies have impact and focus on delivering better outcomes

SP3B. Continuously improve our ways of working, pathways & processes

SP3C. Strengthen our data and information management

SP3D. Work in an agile and flexible way to help manage demand

SP3E. Make intelligent decisions about how we best manage risks & financial resources

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
3.1	Ensure the focus of our QA work is reflective of latest trends in performance, as well as learning from external sources e.g. Ofsted inspections and peer reviews.	Audits produce learning opportunities that are of relevance and use to our workforce - in turn creating opportunities to improve outcomes for children and families. Core Audit Tool to be reviewed regularly, and to be responsive to need. Thematic audits to be commissioned regularly in light of latest performance trends, or other identified strategic priorities.	QAST/ Impact and Inspection Team	QASS	31.3.22
3.2	Strategies to be routinely reviewed for accuracy, and to be made available and accessible to all staff, partners and service-users	All CS Strategies to be located in a centralised/accessible location, with routine procedures in place to maintain their accuracy. "Strategy-on-a-page" summaries to be produced to help communicate key themes.	Impact and Inspection Team	QASS	Ongoing
3.3	Communications to staff conveying key policy developments across Children's Services - both locally and nationally - to be maintained and expanded upon.	Production of key communications such as the Policy Cascade and DCS Briefing to continue. Children's Services Intranet Page to be launched to provide central point of reference for staff.	Impact and Inspection Team	QASS	Sept-21 launch
3.4	Children's Services Practice Standards to be maintained and reviewed on a regular basis, to ensure they reflect latest expectations for our practice, and provide a benchmark for QA work.	Annual review of current CS Practice Standards to take place in conjunction with Service Managers and other key members of staff.	Impact and Inspection Team	QASS	May-21
3.5	Children's Services Procedure Manual to be maintained for accuracy, reflecting latest developments in national legislation. The range of local guidance documents included in the manual's library to be expanded further.	6 monthly reviews of Procedure Manual to continue in conjunction with our supplier. Local guidance library to be expanded and rationalised further, with more routine procedures introduced to maintaining regular reviews of all documents included.	Impact and Inspection Team	QASS	Ongoing, subject to policy needs highlighted by operational colleagues.

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
3.6	Develop and embed robust document control and management and governance processes.	All documents to have effective and accurate version/document control, and consistency around approach, look and feel. Filing and document management in place to facilitate managed access to latest versions, and any alterations are managed and appropriately controlled. Sign-off process on final versions clearly established, agreed and adhered to.	Impact and Inspection Team	QASS	Ongoing
3.7	Develop a strategy to tackle Serious Youth Violence, Child Sexual Exploitation and Extra Familial Harm. Steer development of the Strategy through a Project Team.	Implementation of the strategy; achievements against KPIs and success measures set out in the Strategy.	QASS and Project Team	QASS	Pending
3.7	Implement and embed the Early Intervention and Prevention Partnership Strategy (EIPP)	Launching task and finish groups for EIPP from July 2021. See Strategy for specific success measures and goals	Disabled Children and Early Help Team, Commissioning	COM & SEH	End of March 2022
3.8	Develop a comprehensive portfolio of savings and efficiencies across Children's Services, and the transformational projects to deliver these, to contribute towards a balanced Medium Term Financial Plan and lay foundations for long-term financial sustainability	<ul style="list-style-type: none"> • Develop, quantify and verify savings proposals for discussion with CLT and Executive • Monthly monitoring and tracking through Finance and Transformation Getting to Good 	Strategic and Operational Delivery, Commissioning	COM & SOD	April – Sept 2021 refresh MTFP savings profile
3.9	Deliver the SEND Innovation and Improvement Programme (SEND IIP) to ensure successful delivery of all actions within the coproduced 0-25 SEND Strategy (2021-24), and Accelerated Action Plan (AAP) relating to transitions to adulthood	Deliver against SEND IIP milestones and KPIs, relating to service and practice quality, efficiency of processes, effectiveness of transitions, sufficiency and value for money, and outcomes for children and young people with SEND and their families	SEND Improvement Board, Berkshire West JIG	LAP	Quarterly performance and impact reports to SEND Improvement Board
3.10	Deliver SEND Sufficiency Statement to support the delivery of the SEND Strategy and SEND Innovation and Improvement Programme. Review current provision, establish requirements of future provision and determine effectiveness of provision (e.g. through appropriate and robust Service Level Agreements)	Better outcomes for children and young people with SEND; contribution to sustainability and viability of High Needs Block funding	Commissioning	COM	Ongoing with progress reports to quarterly SEND IIP Board

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
3.11	Drive delivery of the Placement Strategy to ensure that children and young people are in the right type of placement for the right period of time, delivering better outcomes for children and young people along with better value for money and contributions to the long-term financial sustainability of the service. Deliver a range of operational practice improvements and specialist accommodation provision to improve outcomes and reduce and/or contain cost. Strengthen provider relationships through 121 engagements, use of provider forums, wider SE platforms to deliver better forward planning and efficiencies.	Outcomes for children and young people in placements (e.g. in terms of health, education, employability). Successful delivery of commitments in the Medium-Term Financial Plan around Placement expenditure. Successful delivery of work to strengthen operational practice in line with agreed timescales; development of specialist accommodation including the multi-faceted hub. Successful engagement with providers through 121s, forums and Southeast Platforms which deliver demonstrable efficiencies and more effective forward planning.	Commissioning & SEH	COM & SEH	See separate document for timescales on operational work; timescales for multifaceted hub pending
3.12	Strengthen communications across Children's Services and key business support and administrative services: deliver a communications-focused event across Children's Services which will identify key areas of strength and areas for improvement in terms of professionals across the Service being able to share, access and communicate key information about activities and priorities, challenges, upcoming and live projects etc.	Implementation of a small set of practical actions to strengthen communications across the service; follow-up survey with staff after 12 months to evaluate impact and identify areas working well/better, as well as areas for further improvement. Strengthen communications and engagement between children's services and key strategic, business support and administrative support services	Strategic and Operational Delivery, Communications, Engagement and Marketing	SOD	Ongoing: specific annual schedule of events in development
3.13	Develop a schools Racial Equity strategy to sit in line with the WBC corporate strategy enabling all vulnerable and minority groups to succeed and be heard	Rate of non-white racial exclusions, with 2019 data as baseline - at least in line with national position; aspiration to eliminate the disproportionate "gap". Provision of awareness raising sessions with all members of the school's community; develop strategy with Reading International Solidarity Group Development of support and facilitated learning for schools in curriculum review to reflect ethnic diversity, positive role models and address unconscious bias	School Improvement Team, Education Welfare Service	LAP	Sept 2020 – ongoing

Strategic Priority 4: Recruit, develop and retain a high-performing children's workforce

SP4A. Refresh and reinvigorate our approach to recruitment

SP4B. Invest in and support our staff to grow in their roles and capabilities, and accelerate in their careers

SP4C. Strengthen retention & succession planning

SP4D. Responding successfully to prevailing and forecast changes in the job market

SP4E. Build effective and successful leaders

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
4.1	Early promotion of ASYE opportunities to recruit newly qualified social workers to 'grow our own' our best route to retention.	Successful delivery ASYE and PSW promotional videos; increased uptake of ASYE opportunities	PSW +PC team	QASS	Achieved Feb 2020 and same plan to be replicated in Jan- Feb 22
4.2	Deliver ASYE Recruitment Event ahead of neighbouring local authorities	We are able to recruit early attracting greater numbers of graduates; improved diversity of workforce	PSW +PC team	QASS	Achieved Feb 2020 and same plan to be replicated in Jan- Feb 22
4.3	Staff progression policy in respect of progression of social workers progression to senior practitioners	Clear policy for staff and managers to follow, including behaviours document, timeline and moderation process	Working party involving PSW, HR and Service Mangers from CSC	QASS	Launch Summer 2021
4.4	Facilitate staff to develop within their existing roles and/or progress within the organisation	<p>Staff are encouraged actively undertake self-directed learning opportunities. We have an established strong responsive development offer with a rolling programme and specific timescales for delivery and evaluation relating to each component of the programme</p> <p>Management training provides leaders with skills, knowledge, and confidence to support and champion workforce development within their services.</p>	Learning & Development Team	QASS	Ongoing
4.5	Build a pipeline of high-quality Social Workers	Multiple streams of recruitment and development (e.g. students to ASYEs); apprenticeships; recruiting through multiple routes; pay progression policy; caseloads -- creating the conditions for social workers to choose Wokingham, stay and progress. Students and Newly Qualified workers receive high-quality support and training, and the best workers stay in Wokingham	<p>Corporate Parenting Team</p> <p>This would be all teams</p>	SEH	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
4.6	<p>Ensure an appropriate offer of Universal Safeguarding training to early years settings</p> <p>Ensure all DSLs in Early Years settings are appropriately trained and have a good understanding of their role and responsibilities</p>	Levels of take-up and completion of training across settings; feedback from participants to help facilitate evaluation of training and development of future offer		SEH	Ongoing
4.7	Recruit, Develop and Retain a High-Performing Children's Workforce	All staff are appropriately trained and have a good understanding of their safeguarding duties as demonstrated at Ofsted inspection	All	All	Ongoing
4.8	Pending outcomes of scoping and feasibility testing, progress the development of a Social Care Recruitment Agency. Work in partnership across Children's and Adults Services to achieve this.	Reductions in agency expenditure, increased conversions from temporary to permanent staff, potential generation of income revenue.	Commissioning	COM	Feasibility testing complete by December 2021; further milestones depend on go/no go decisions further from that point
4.9	Support staff to develop their skills, knowledge, and capabilities	<p>Good attendance at staff training courses, engagement with professional bodies, attendance at conferences and events</p> <p>Feedback from staff on impact of training and developmental in terms of enhancing their professional capabilities and delivering greater positive impact on outcomes for children, young people and families</p>	All	All	Ongoing

Strategic Priority 5: Strengthen our partnerships, drive system leadership & put children at the heart of everything Wokingham does1

SP5A. Strengthen the strategic focus and nature of our partnership working

SP5B. Deliver genuine coproduction at the strategic and individual level

SP5C. Drive a "one Wokingham" approach to improved outcomes for children, young people and families, across the council and the Wokingham area

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.1	Strengthen our system of support for 14-25 year-olds with SEND by expanding and embedding our offer of information, advice and support to children and young people aged 14-25	All parents and carers of young people with SEND with a child over 14 will be asked how that child's views are being included and whether we can work with the young person to support their involvement. 20% increase in number of YP supported compared with the previous 12-month period. Progress to be measured and assessed by steering group.	SENDIASS	QASS	Ongoing
5.2	Increase local knowledge amongst parents and professionals of SEND processes and legislation	Continue to deliver current training offer; develop training to parents on phase transfers to ensure they understand the process and can participate fully; develop training for parents regarding preparation for adulthood and coproduce any training for professionals to ensure it aligns; consider other training needs with SEND colleagues. Delivery of training: Phase transfer 2 x pa; EHCPs for parents 3 x pa; Annual reviews 3 x pa; Effective communication for parents 3 x pa; SEN support 3 x pa; preparing for adulthood frequency to be determined based on demand; EHCPs for professionals 3 x pa. All figures based on how frequently training will be offered but could be less if insufficient demand.	SENDIASS	QASS	Phase transfer training by July 2021; Preparing for adulthood by March 2022; all other training ongoing
5.3	Increase access to information, advice and support by utilising alternative methods to 1:1 support, e.g. website, social media, information leaflets and training for parents	Expand range of leaflets; revision and promotion of website; increased social media presence; publicity campaign to ensure SENDIASS is well-known amongst SEND population. Increase numbers of parents supported. Surveys will indicate that more parents have heard about the service. Range of leaflets available will increase to cover mediation and tribunals	SENDIASS	QASS	Ongoing
5.4	Expand and embed knowledge of the Practice Model through the provision of training with multi agency partners as part of the Early Intervention and Prevention Strategy	Our agency partners will be equipped and confident to provide a consistent way of working with professionals and families, with a view to leading to improved outcomes for children and families. Practice Model training will be embedded in training offer across the partnership. Training is made available to 100% of nominated delegates	Practice Model Team	QASS	Mar-24

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.5	Establish Domestic Violence Networking group to help successfully address issues and challenges around domestic violence and abuse in Wokingham	Heighten awareness of groups working with DA, increase cooperation and joint working,	A.D Quality Assurance and DA Coordinator	QASS	Apr-21
5.6	Revise Domestic Abuse Strategy to successfully address issues and challenges around domestic abuse and violence in Wokingham, in partnership with key stakeholders	Sign off by networking group/CSP of the refreshed strategy - aligned to Domestic Abuse Act 2021	DA coordinator	QASS	From October 21 to January 22
5.7	To contribute to and support partnership activity and share learning and provide challenge and escalate any issues of concern through the partnership	Contribute to multi agency audit programme; share data, attend and provide reports to partnership meetings, contribute to case reviews	QASS	QASS	Ongoing
5.8	Drive strategic and operational work to develop a model and approach to risk of harm outside the home. Update the Exploitation Strategy as part of delivery against this action, and other actions to tackle Exploitation, Serious Youth Violence and reductions in extra-familial harm. Strengthen multi-agency partnership working around addressing risk of harm outside the home. Integrated approach with strategic partners (e.g. Health)	Coherent Strategy in place developed, built and delivered in strategic partnership (e.g. through or in partnership with Violence Reduction Unit). Align as appropriate with Berkshire West work in relation to Exploitation Strategy.	Berkshire West Safeguarding Children Partnership Manager	SEH	Ongoing
5.9	Educate and communicate to agencies, general public and parents/carers the emerging safeguarding risks to young people in today's society	Concerns about children and young people identified by agencies, the general public, and parents/carers and reported appropriately into the Children's Services "Front Door". Agencies and organisations working with children and young people and parents/carers educate them about the risks to their wellbeing and how to protect themselves and seek help. Threshold documents up to date; reviewing thresholds in relation to DA/risk of harm outside the family; partners understanding thresholds/referral process, what makes a good referral	Berkshire West Safeguarding Children Partnership Manager	SEH	Ongoing
5.10	Refresh, reform and refocus the Children and Young People's Partnership Plan, to ensure the CYPP drives active Systems Leadership; focuses partnership activity on complex and systemic issues; and delivers a greater positive impact on priority outcomes for children and young people	<ul style="list-style-type: none"> • Delivery of Systems Leadership events in May 2021 • Refresh CYPP Plan to reflect outcomes from Systems Leadership Events, review of latest data, research & best practice • Ensure appropriate arrangements are in place for the CYPP to respond to shifts in national and local policy/arrangements (e.g. ICP implementation) 	Strategic and Operational Delivery	SOD	Ongoing
5.11	Strengthen governance of CYPP Plan delivery, by establishing a CYPP Executive to programme manage implementation of the CYPP Plan, and Workstreams to deliver key CYPP Plan Priorities.	<ul style="list-style-type: none"> • Establish (refreshed) CYPP Executive • Establish new governance arrangements for CYPP Plan delivery. 	Strategic and Operational Delivery	SOD	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.12	Work with internal and external stakeholders, including members of the CYPP, to commence progress towards UNICEF Child-Friendly Community Status	<ul style="list-style-type: none"> Progress towards "Child Friendly Community" accreditation, through completion of thematic "badges" aimed at strengthening local area action to improve outcomes 	Strategic and Operational Delivery	SOD	Commencing July 2021 Further deadlines will be set by timeline for child friendly community accreditation
5.13	Lead the establishment of a systems partnership with the Local Authority and schools to promote excellent educational outcomes for all pupils, regardless of background	<p>Engagement of external facilitation for co-construction of a partnership working arrangement between LA and school stakeholders with clearly defined representation and roles and responsibilities.</p> <p>Learning Partnership demonstrating impact on educational attainment outcomes [track educational outcomes]</p>	LAP	LAP	Ongoing
5.14	<p>Work in partnership with schools to ensure inclusion of vulnerable children and young people in learning which narrows the gap between those learners and their peers.</p> <p>Including the roll out to Therapeutic Thinking/Trauma Informed practice development across all schools in the WBC community</p>	<p>Policies and practices in schools are reviewed in line with a therapeutic approach supported by the TT Coaching team</p> <p>All schools have inclusion policy. Funding structure for admission of vulnerable learners agreed. Outcomes for vulnerable learners monitored through the Schools Partnership.</p> <p>All schools trained in Therapeutic Thinking by 2023</p>	SEND 0-25 Vulnerable Learners Service, School Improvement Team and Educational Psychology Service	LAP	Ongoing
5.15	Work with "Outstanding" schools to ensure that they retain their status following changes to the inspection criteria.	<p>"Outstanding" schools retain their status.</p> <p>Outstanding schools supported to self-evaluate against the new criteria for Ofsted and develop practice to support their journey to continue to sustain an outstanding judgement</p> <p>Schools facilitated to self-develop and build systemic capacity learning from each other to demonstrate their outstanding nature</p>	School Improvement Team	LAP	First formal review September 2021, then annually
5.16	Consider ways for increased sector involvement in decision making about how the LA supports providers Early Years providers co-produce sector-led strategies for service improvement	Early Years Leaders' Forum agenda shows providers are supported to collaborate with one-another	Early Years & Childcare Service	LAP	First formal review September 2021, then annually
5.17	Search out opportunities for the 5 Berkshire adult education services to work together to reduce costs and broaden the curriculum offer to residents	<p>Joint working and commissioning arrangements in place</p> <p>Number of multi-team adult services provided per annum.</p> <p>Any reductions in costs of provision</p>	Adult education	LAP	Ongoing

Ref	Action Description	Success Measure	Responsible Team	Service	Timescales
5.18	Strengthen the strategic partnership between WBC and Schools by developing a set of priority actions to clarify shared priorities; accountabilities for achieving those priorities; and key areas for improvement over the course of an academic year. Deliver sessions with representatives from primary and secondary schools and WBC to facilitate these outcomes.	Agreement across Schools and WBC to shared priorities, respective roles and accountabilities for delivery, actions to achieve improvement, for implementation at an agreed point in the academic year. Evaluation 12 months later demonstrates improvement in priority areas identified.	LAP	LAP	Establish TOR for Partnership before December 21, implement from Jan 22
5.19	Protect and enhance the resilience of the Education Welfare Service, for example by developing the relationship between the Education Welfare Service and schools so that exclusions are avoided and reduced. Build this through key actions relating to the roll-out of Therapeutic Thinking	Reductions in exclusions; reductions in any over-representation of particular cohorts of children/young people in school exclusions; levels of buy-in from schools to the Education Welfare Service offer	Education Welfare Service & School improvement Team	LAP	Ongoing

This page is intentionally left blank