



Team Around the Child: linking local need to integrated service provision

Business Case

Change Management
CHILDREN & YOUNG PEOPLE'S SERVICE

Version 1.0 (14 February 2007)

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1.0 Introduction

- 1.0.1 This business case outlines the rationale for implementing the “Team Around the Child” (TAC) programme for Lambeth, in response to the Government’s change agenda for children.
- 1.0.2 The ambition of the Children & Young People’s Strategic Partnership (CYPSP) to commission services against local need, and the desire to improve outcomes for children and young people, are the main drivers for the proposed changes; closely followed by the need to bring together the separate components of the national change programme in a coherent manner that meets the needs of Lambeth Council, the Lambeth Primary Care Trust (PCT) and their partners.
- 1.0.3 The development of the TAC to meet the needs of children and young people and their families is an exciting opportunity for the Children and Young People’s Service (CYPS) to realise its ambition to be Excellent by 2008. TAC implementation will require a fundamental change in the way services are delivered and how professionals work together to meet local needs. The challenge of developing the delivery of services based on planning areas will also require a range of support mechanisms to enable them to be successful. These will need to be underpinned by a number of robust procedures and policies that will support the changes envisaged.
- 1.0.4 Implementing the Team Around the Child programme is a critical component in enabling the Children & Young People’s Strategic Partnership to establish Children’s Trust arrangements by 2008, as:
- It will enable the implementation of **Integrated Processes** and **Integrated Front-Line Delivery** outlined in the national change for children agenda
 - It will help to meet **statutory requirements** as laid out in s10, CA 2004 and statutory guidance on inter-agency co-operation, i.e.:
 - **LA’s must take a lead** in making arrangements to promote co-operation between local agencies;
 - **relevant partners must co-operate** in making these arrangements;
 - co-operation arrangements **must encompass a much wider group of partners** to achieve their full potential; and
 - It will compliment Lambeth PCT’s Children’s Strategic Plan, aiming to **shift health services away from traditional locations and closer to where people live and work**, as set out in the White Paper ‘Our Health, Our Care, Our Say’.
- 1.0.5 Through the implementation of TAC, Lambeth CYPSP will:
- Realise its ambition to be more preventative, to identify and meet needs earlier
 - Reduce duplication and inefficiency across the partnership
 - Meet the political priorities of the council, that include the development of a closer relationship with our communities
 - Improve service delivery and outcomes for children and young people; and
 - Improve professional relationships
 - Transfer resources from specialist/complex services to preventative services

2.0 Context

2.1 Background

- 2.1.1 In 2003 the Government launched its policy initiative “Every Child Matters” (ECM), which requires local authorities and their partners to consider how best to deliver local services to meet the needs of the local community through focusing on achieving positive outcomes for all children in the following five areas: being healthy; staying safe; enjoying and achieving; economic wellbeing and making a positive contribution. It further requires the local authority and its partners to shift the balance of services from specialist to targeted and preventative services, and to integrate services at the universal level of provision.
- 2.1.2 The 2004 Children act legislation includes a new duty on agencies to co-operate to improve the well-being of children and young people within the areas they serve. Children’s services authorities must promote co-operation within the authority and with partners who, in turn, are required to co-operate with the authority to improve children’s well-being. The concept of well-being covers physical and mental health, protection from harm and neglect, education and training, contribution to society and social and economic well-being.
- 2.1.3 Since the December 2004 Comprehensive Performance Assessment (CPA) the London Borough of Lambeth (LBL) has made significant progress in improving and transforming its services and business processes. In December 2005, the Audit Commission recognised that LBL “is a council that is improving well and demonstrating a two-star overall performance.” The new Children and Young People’s Service was established in October 2005 and since then, progress has been made in enabling an integrated service. The department has had a number of pilot schemes led by the Change Management division, while services have been co-located to facilitate improved joint working. Furthermore, the feedback from the June 2006 Annual Performance Assessment scrutiny concluded that overall, the CYPS is “good” and that the capacity to improve is “excellent”. Our aim is to build on this success and achieve excellence in the CPA assessment in 2008.
- 2.1.4 In May 2006, the new administration set the organisation the challenge of meeting three priority outcomes:
- Delivering high quality services that focus on individuals' needs and represent value for money
 - Tackling inequality and social exclusion
 - Engaging more closely with Lambeth's citizens so that people's needs are listened to and acted upon including the views of children and young people themselves.
- 2.1.5 At the same time, Lambeth Primary Care Trust launched its Redesign to Improve initiative focusing on improving efficiency and effectiveness of services, and in particular looking at:
- Further developing close working and integration with Lambeth Council
 - A shift of health and social care services closer to where people live and work
 - Services for Children and Young people as one of the three strategic commissioning priorities, with its objective to ensure that the health and well being of all children and young people is promoted and delivered through a co-ordinated approach to prevention and early intervention. In particular, the focus is to support parents in special circumstances including vulnerable groups where there are complex needs.
- 2.1.6 To date, the Children & Young People’s Strategic Partnership has overseen the meeting of

4/5 of the statutory requirements outlined by the DfES and the National Change Agenda: Every Child Matters, often ahead of the statutory deadline:

1. The appointment of a Director of Children's Service by 2006 (2008 at the latest). Phyllis Dunipace was appointed as Lambeth's Director of Children and Young People's Service in July 2005.
2. Elect a lead member for Children's Services. Following Lambeth's joint member leadership arrangements, Sally Prentice was elected as the Cabinet Member for Children & Young People in May 2006.
3. Establish a Local Safeguarding Children's Board (LSCB) by October 2005. Lambeth's Local Safeguarding children's Board met for the first time in July 2005.
4. Produce a high level strategic plan for Children & Young People. CYPSP published its first Children & Young People's Plan (CYPP) in April 2005.

2.1.7 The fifth and final requirement is for the partnership to establish Children **Trust** arrangements to support improved outcomes for Lambeth's Children & Young People. This requires the:

- Integration of service delivery
- Joint funding arrangements through the pooling of budgets
- Joint commissioning arrangements.

2.1.8 The Children and Young People's strategic partnership have worked hard to achieve the progress to date. This success, the firm foundations and effective relationships between agencies will act as sound building blocks for the partnership to deliver the fifth and arguably the largest and most complex element of the Change for Children Programme.

2.2 Vision

2.2.1 **Lambeth's vision** for services to children, young people and their families states:

"We will enable children and young people to feel valued, happy, healthy and safe and to achieve their full potential. We will achieve this by:

- **Ensuring effective and integrated services**
- **We will promote partnership working**
- **Encouraging the full involvement of users by focusing on their needs"**

2.2.2 The vision reflects the changing role of local authorities, acknowledges the change in role from provider to commissioner and highlights the dependency on partnership working. The achievement of Children Trust arrangements is the key outcome that CYPSP will be tested against during Lambeth's Joint Area Review and Corporate Assessment in 2008. It is proposed that to meet all statutory requirements in a way that will improve outcomes to Children, Young People and their families, the partnership take a two-pronged approach.

2.2.3 The first element of this approach is to establish Team around the Child (TAC) to support the needs of Children and Young People with additional needs. The majority of young

people CYPSP supports are in universal settings, where their needs are well served. Children and young people with complex needs, looked after children (LAC), children with disabilities, statemented pupils with SEN, children on the child protection register, are supported by specific ring fenced resources. There is, however, a paucity of resources currently allocated for those children and young people with additional needs who require preventative services to preclude them from requiring complex casework and specialist support.

- 2.2.4 The Team around the Child will align all resources and services that are being provided to contribute to preventative work, to enable Children and Young people with additional needs to be supported in a holistic way by multi-agency teams, across 3 planning areas. Each TAC will be individual and specific to that young person, deployed by an area manager and supported by a multi-agency team of lead professionals, who are utilising CAF and information sharing arrangements to determine what services should make up the TAC for a young person and their family.

Such an approach will have the following benefits for the partnership:

- integration of services and processes
- utilisation of strategic commissioning
- reduction of duplication
- improvement of service delivery for Children and Young People and their families
- improvement on outcomes for children and young people (CYP) with additional needs, by acting in a more preventative way to reduce the numbers of those who will become LAC, placed on the Child Protection register or have to live outside of their communities.
- reduction in the numbers of CYP who require specialist services

- 2.2.5 The second element of this approach is to establish Children Trust arrangements for Children with Disabilities and Special Educational Needs (CWD/SEN). That is, integrate services, pool resources and establish joint commissioning arrangements for this most vulnerable of groups. The rationale for this approach is:-

- that many authorities have chosen this path ahead of Lambeth and there is opportunity to learn from their journeys.
- that it is a key vulnerable group where service delivery is prone to duplication and where a great deal of resources are spent across the partnership (it is estimated that over 40m is spent on CWD/SEN often not to good effect).
- Better joined up working will enable all the partnership, to realise a number of benefits as outcomes for CWD/SEN and their families improve.

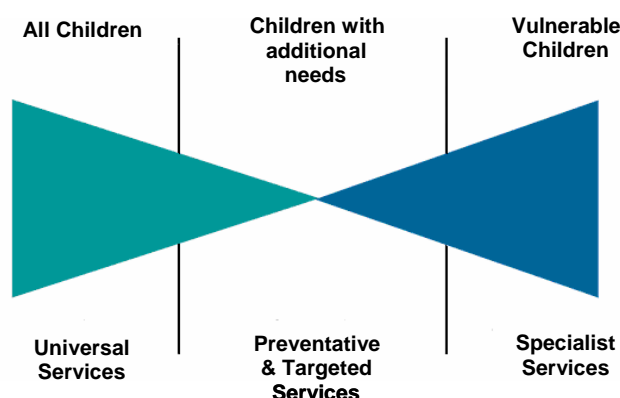
The benefits for the partnership will include:

- Families and carers having a single conversation about the complex needs of their Children and Young People, lead professional co-ordinating activity and reviewing provision.
- Early identification of need and improved family support – the breakdown of family support is the key reason why many CWD/SEN reside in costly residential provision
- Reduction in duplication through the sharing of information and increased integrated service delivery.

2.3 Benefits & Outcomes

2.3.1 In 2006, the CYPSP allocated over £300 million in universal services, meeting the needs of approximately 62% of Lambeth's children and young people (CYP), while over £100 million were allocated to specialist services, meeting the needs of approximately 2% of CYP. It is evident from the above that there is a lack of resources at the centre, as approximately £25 million were allocated to preventative and targeted services to meet the needs of 32% of children and young people with additional needs. The affect of such distribution of resources is evident, as there is significant need in the centre that remains unmet. This includes:

- returned referrals from social care (not meeting eligibility criteria)
- high number of SEN statement requests
- waiting list for CAHMS assessments
- waiting list for autism diagnosis
- high demand for family support.



Serving Children Well: a new vision for children's services London: LGA Publications 2002

2.3.2 The strategic benefit of the proposed cultural, service and professional change programme will be the move from reactive to preventative working and the corresponding shift of resources from universal and specialist services to services that meet the needs of children and young people with additional needs. As a result, resources will be distributed more efficiently across the continuum of need, with preventative and targeted support meeting additional need earlier and significantly reducing the chances of specialist service referrals.

2.3.3 **At the same time, expected benefits of the Team Around the Child Programme** are:

- **Measurable improvement of services**, especially preventative services and develop the "Team around the Child"
- **Provision of swift and easy referral** for families through the Common Assessment Framework (CAF), supported by Framework-i and Information Sharing
- **Greater efficiency and effectiveness** by consolidating systems and processes and enabling joint commissioning of services

- **Increase in preventative working and achieve closer engagement with users and the community as a whole** by providing local access to services through children's centres, extended schools and, possibly, Joint Service Centres and GP's surgeries
- **Schools will be able to work more effectively with preventative services**, under an agreed framework that ensures additional needs are identified and addressed earlier, thus helping achieve improvements in increasing attainment and achieving high standards.

2.3.4 Extensive research and benchmarking has been undertaken to ascertain the most appropriate approach for accelerating CYPSP improvements. Evaluations and case studies in beacon and pathfinder authorities have been matched to CYPSP strategic priorities in order to develop a partnership-wide performance management framework. The framework will be focused on outcomes for children and young people, quantifying the positive impact from moving to a TAC approach and area-based working, and will include:

- Increased take-up levels for pre-school education
- Significant reduction in under-18 conception rates
- Reduction in numbers of ASBOs as well as substantial reduction in re-offending rates by young offenders
- Higher than national average primary and secondary school attendance
- Exceeded truancy targets
- Substantial reduction in permanent exclusions
- Significant improvement in KS2, GCSE and A level results
- Positive outcomes for looked after children in economic well-being
- Higher proportion of BME community entering post-16 education
- Significant improvement in preparation of statements of SEN
- Improvement on all key measures for Child Protection Referral cases

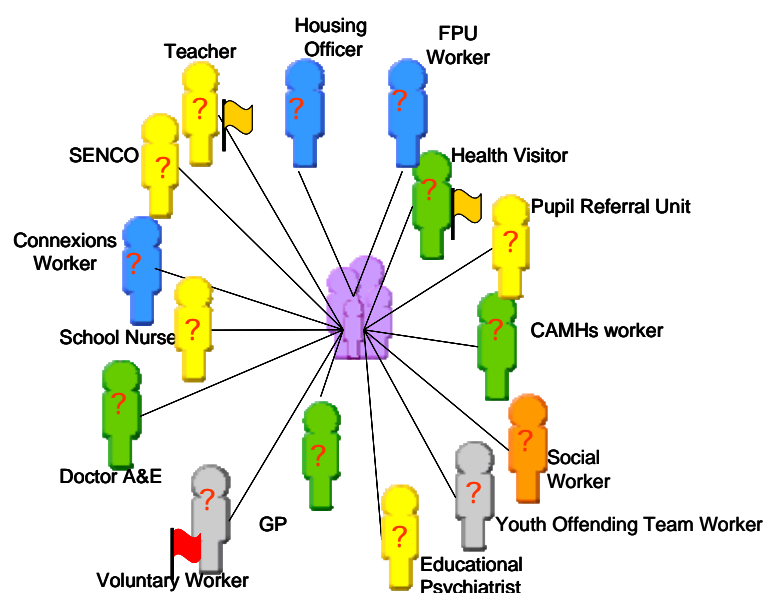
2.3.5 Finally, the implementation of TAC will contribute to the achievement of Lambeth's Local Area Agreement (LAA) targets, which can be referenced in [Appendix A](#). At the same time, TAC will support universal and specialist services in meeting the LAA's stretch targets, which relate to:

- reduction of Black and Ethnic Minority (BME) entrants to the criminal justice system
- increase of participation in cultural and art events
- reduction of CYP not in education, employment or training (NEET).

3.0 Scope

3.1 Model & Principles

3.1.1 Team Around the Child is a model of service provision in which a range of different practitioners come together to help and support an individual child. The model suggests a group of professionals working together only when needed to help one child. In this sense, the team can be described as a 'virtual' team; in practice, practitioners will find themselves working with a range of different colleagues at different times to support different children. The model is based on the ethos that such flexibility is essential if children's services are to be able to meet the diverse needs of each and every child. Team Around the Child places the emphasis firmly on the needs of the child, rather than on organisations or service providers.



3.1.2 The key characteristics of a Team Around the Child include:

- A range of professionals working together to meet the **individual** needs of a child/young person and their family
- A **different** team for each child/young person
- The activities of the TAC are coordinated by a **Lead Professional**
- TAC requires the involvement of **more than two** professionals
- The child's development and learning programmes are **integrated** as far as possible
- There is a **pro-active** effort to ensure that each TAC is founded in effective relationships

3.1.3 Team Around the Child has gained acceptance during the last few years in many parts of the UK as a way of working with children who have multiple/complex needs. The TAC approach provides continuing joined-up support for the child and the

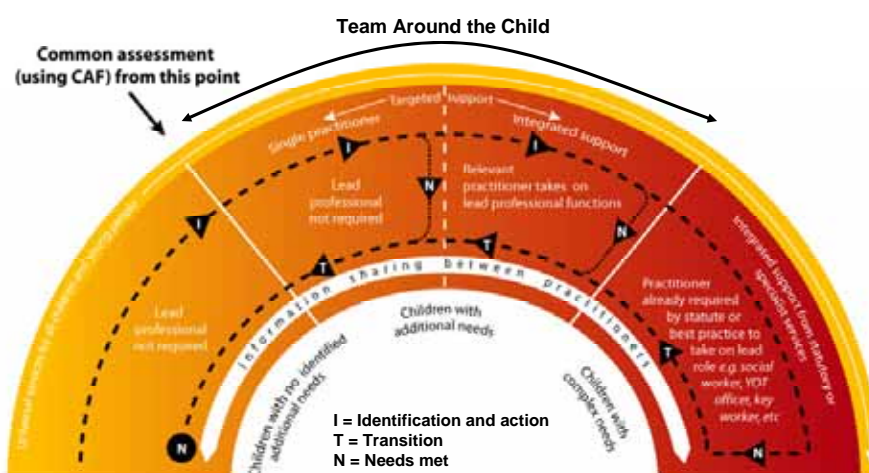
family. Part of the success of the approach might be accounted for by the name 'Team Around the Child' which appeals to parents and to practitioners (therapists, teachers, nurses, doctors, social workers, etc) as an uncomplicated, easily understood and non-threatening concept. Most parents feel the approach is just common sense.

3.1.4 TAC is not a new method or a new idea; it merely embodies particular elements of good professional practice. Service improvement plans that conform to Together From The Start, NSF for children Standard 8 and Every Child Matters are not going to succeed as viable systems in the longer term if they add to the workload of practitioners who are already fully occupied or even overburdened. The collective effort cannot be an add-on to present systems. If practitioners are going to work together effectively, with parents and with each other, there needs to be a reconfiguration of how each practitioner and each service provides support to these children and their families.

3.1.5 In the absence of significant increases in personnel, requirements for workers to take on new tasks must be balanced with release from some existing tasks. Joint planning in the TAC approach will require some practitioners to spend more time meeting with each other and with parents. On the other hand, any collective decisions an individual TAC makes to prioritise or integrate the child's separate development and learning programmes can create flexibility in how much time each practitioner spends working with the child. Also, if separate services and agencies can agree to conflate some separate processes then some time can be saved – for the child, for the family and for practitioners. There is a need to achieve a careful balance in which time is found for collaborative teams to meet together and in which professional standards are created or maintained at the highest level.

Continuum of needs and services

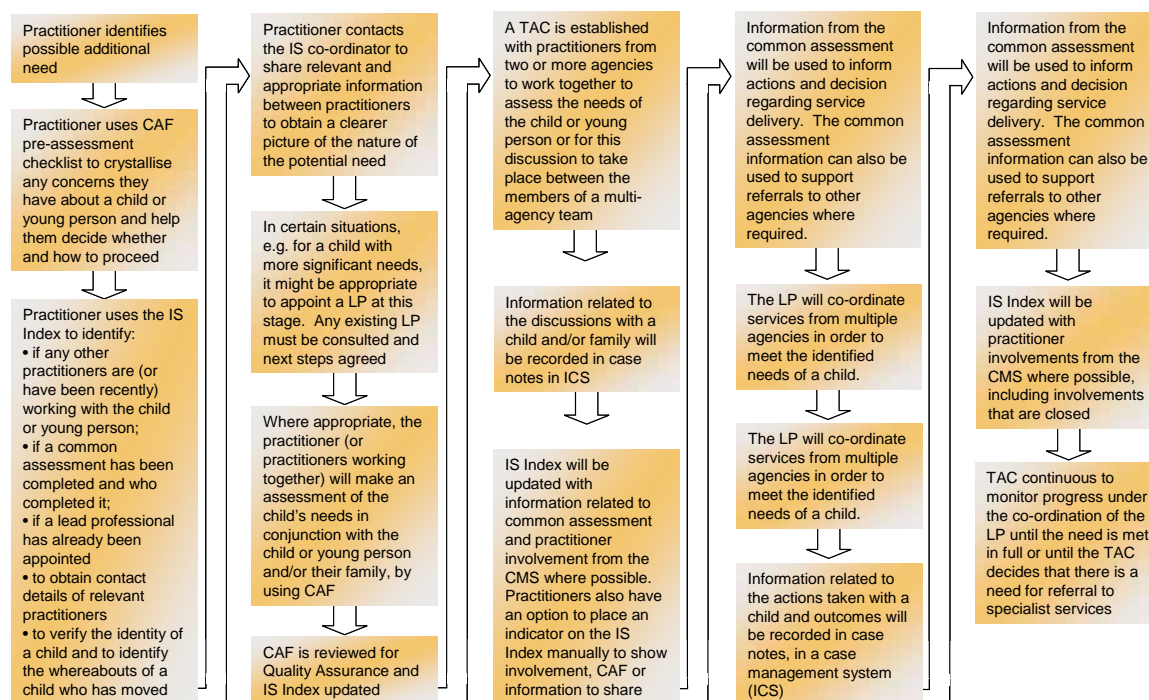
TAC and enablers across the continuum:



3.1.6 The Team around the Child (TAC) approach requires provision of continuing support for the child and the family. It requires practitioners who provide regular support to a child or their family, to collaborate closely with each other regardless of which service or agency they work in. TAC is a collective response to children and families who have additional needs and joins a number of practitioners together into a cohesive and continuing team. The Lead Professional acts as a single point of

contact for the child or family; coordinates the delivery of actions agreed; reduces overlap and inconsistencies in the services received and take a lead role in ensuring intended outcomes are achieved by the team.

Simplistic Linear Model for TAC



3.2 Key Enablers

3.2.1 The implementation of TAC is enabled by the integration and co-ordinated delivery of key initiatives from the national change agenda for children, such as the Common Assessment Framework, Information Sharing Arrangements and Index and the Lead Professional role. All of these are part of the national change agenda which requires local authorities with their partners to integrate governance arrangements, strategies processes, systems and service delivery to meet the needs of and improve outcomes for children and young people – best demonstrated by the following familiar diagram.



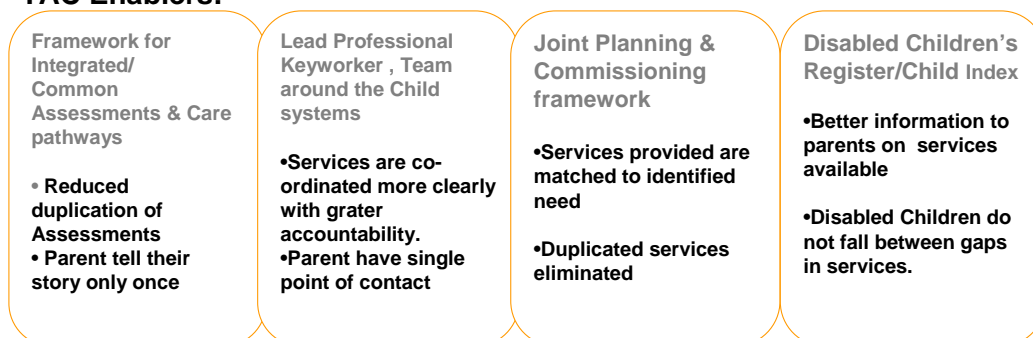
3.2.2 The relationship of dependencies between enablers and the implementation of TAC is examined in detail [Appendix C](#) (Dependencies Matrix). In order to provide a contextual introduction, key enablers that are part of the ECM agenda are referenced in the next few paragraphs.

3.2.3 The Common Assessment Framework and Lead Professional Role provide the “glue” binding together the universal and preventative services around a child in a given area. The implementation and adoption of CAF across the partnership as the ‘entry’ into preventative and targeted services, as well as the implementation of an e-CAF system (digital availability of CAF) are essential for the operational efficiency of TACs. CYPS have been rolling out awareness events and is now in a position to begin actual CAF and Lead Professional training to practitioners. We are working in partnership with London Councils and all other London Authorities to develop the specification and procurement of the electronic solution e-CAF, which is expected in summer 2008

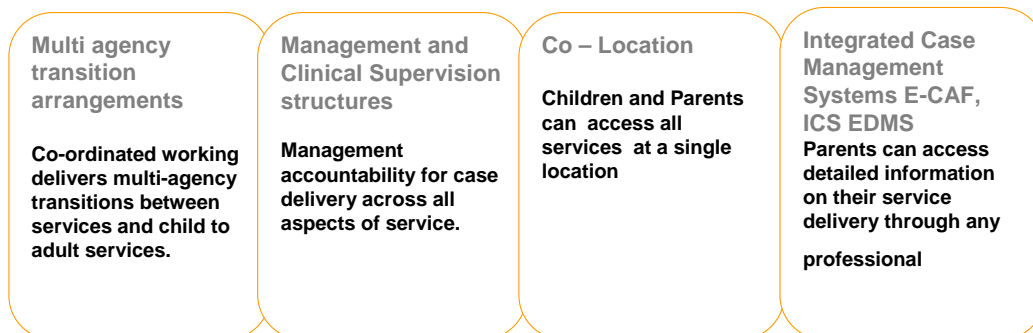
3.2.4 Following the brief presentation of the model in section 3.1, it is obvious that TAC calls on the information sharing protocols and index to facilitate and record information on children with additional needs. Central Government envisages the creation of a single central database for all Children and Young People predicated on the availability of local feeds. Currently Lambeth has a link to the Pupil Level Annual School Census (PLASC) but this is limited in scope, including only children of school age, and crucially missing the key data field - around the lead professional for the child. Establishing the Information Sharing Index in Lambeth will involve examining current pupil databases, additional targeted datasets, data quality and usage; and establishing Information Management across the authority and all of the relevant partners – not simply as a strategy or set of principles, but as a set of embedded processes.

3.2.5

TAC Enablers:



Benefits and Outcomes for Users and Parents



3.2.6 Lambeth CYPSP’s expectation is a measurable improvement to the level and quality of services accessed by children, young people and their families; as practitioners within areas and TACs benefit from:

- Sharing common skills and competencies through joint-up training and joint development of the workforce (**workforce strategy**)
- Sharing information with other practitioners and organisations supporting the same users through seamless application of information sharing protocols (LISA) and access to the local and national information sharing index (**ISI**)
- Co-ordinated intervention, by pooling and targeting resources more efficiently (**joint commissioning**), by shifting the focus from specialist to preventative provision (**needs analysis informing planning**) and by working closely together providing a single point of contact for each child/young person (**lead professional**)
- The use of a common language and common tools to assess and record information on users (**common assessment framework, common casework management**)
- The ability to work flexibly and not limited by location or access limitations, so that they can better identify and swiftly respond to need using technology as an enabler (**new ways of working, EDMS, roaming profiles, matrix management**)

3.3 Programme Scope

3.3.1 The purpose of the programme is to develop the team around the child (TAC) as the approach to meet the statutory every child matters requirements to integrate systems, processes and service delivery to improve outcomes for children and young people. The integration of service delivery will be based on the needs of localities and communities and will be governed by three planning areas.

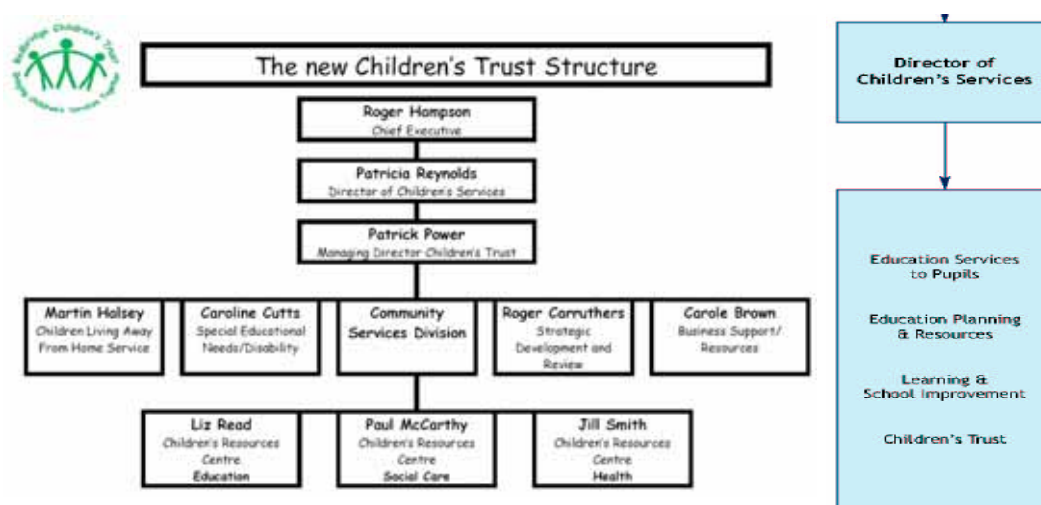
3.3.2 The scope of the programme includes and is limited to the:

- Development of TAC to meet the needs of all children/young people that are identified as having additional needs – not just those receiving specialist services
- Support of service improvement in order to raise achievement and safeguard vulnerable children and young people
- Programme management of TAC, including finance, resource and people management
- Development and implementation of an appropriate service planning and financial model linked to a local audit of need
- Establishment of multi-agency/multi-disciplinary teams to deliver the TAC within a defined planning area
- Further development of partnership working with the voluntary sector, partner agencies and governing bodies
- Consultation with children, young people, parents and the wider community
- Revision and review of referrals systems across agencies to reflect the requirements of the TAC
- Development of a communication strategy and establishment of mechanisms to ensure the sharing of good practice
- Development of an area based governance framework to support planning, commissioning and integrated service delivery, but not the development of Lambeth's joint commissioning framework

- Use of the TAC approach as a driver for cultural and organisational change to ensure Lambeth implements all facets of the every child matters agenda
- Use of TAC to develop early identification of need and multi-agency/multi-disciplinary preventative working

4.0 Implementation Strategy

- 4.0.1 Lambeth Children and Young People's Strategic Partnership and the CYPS DLT have examined options during the conceptualisation phase of the programme, combined by visits to Beacon Councils and Local Strategic Partnerships that are currently, or in the course of, implementing TAC. A number of implementation options are being used by Local Authorities and their partners across the country, varying significantly in terms of approach and impact to current arrangements.
- 4.0.2 The approach referred to by the Government Office for London as best practice has been adopted by Redbridge (<http://www.redbridge.gov.uk/caring/childrenstrust.cfm>). On 4th July 2006 the Council and Primary Care Trust signed a variation of its agreement, which set up the Children's Trust. Using the Trust as the main driver to change, the Children and Families Service became part of the Children's Trust along with the Early Years and Childcare Service, Education Welfare, SEN and Inclusion, Advisory Teachers for Looked after Children and the Education Psychology Service. From the Primary Care Trust, Health Visiting and the School Nursing services as well as the Speech and Language Therapy service, also became part of the Trust. This completed the main part of the creation of the Children's Trust and involved some 600 staff. Following this initial merger, the LSP has initiated the restructure of services into integrated teams.
- 4.0.3 The Children's Trust operates an area service model and comprises of five functional units (service areas) based at different locations around the borough. As most resource is within the Trust, the remainder of the CYPS structure is relatively thin:



- 4.0.4 Brighton & Hove (<http://www.brighton-hove.gov.uk/index.cfm?request=b1140328>) undertook a full merger of education and children's social care, with a children families and schools directorate came into being in 2002 under the director of education. In 2003, the council together with the care trust and the provider NHS Trusts, bid successfully to set up a children's trust, with a children's service commissioner appointed in the summer of the same year. The partnership is now re-designing services around 9 geographical clusters. Each cluster has a multi-disciplinary team who will assess needs of these communities through community profiling.
- 4.0.5 Their multi-agency children's trust partnership arrangement is developing a core programme of services for all children and an enhanced programme for those with additional needs (moving to area-based needs assessments, joint

commissioning/decommissioning and integrated delivery of services). They have also established front line multi-agency delivery of services for CWD and family support. From 1 October 2006 all children's services in Brighton & Hove have become part of the Children and Young People's Trust (CYPT). The CYPT brings together education, health and social care for all 0-19-year-olds (and up to 25 years for those with special needs).

- 4.0.6 Knowsley (http://www.knowsley.gov.uk/your_council/councils/children_services.html) integrated PCT and Social Services 4 years ago. Their Director is responsible for commissioning health and social care but there are currently no plans to restructure education with social services. In terms of Governance, they have a joint cabinet and primary care board and integrated management teams. The vision is driven by extensive consultation.
- 4.0.7 Tower Hamlets (<http://www.towerhamlets.gov.uk/data/caring-for-you/data/children/data/child-trust-pathfinder.cfm>) have also used the Children's Trust as the key driver for change, focusing on vulnerable children and prioritising child protection, inclusion, educational attainment, youth offending and life chances post-16. So far they have an integrated CWD service which is being broadened out to encompass more disciplines (e.g. SEN worker from youth service). They have also been working on early intervention, CAF and commissioning services for vulnerable children. They have undertaken a baseline audit on vulnerable children's service across Borough, are looking at commissioning services into schools and children's centres and are working on integrating CAMHS.
- 4.0.8 Trafford Metropolitan Borough Council (<http://www.trafford.gov.uk>) is one of the authorities that have followed a radical approach. The Children and Young People's Service Limited, a Company Limited by Guarantee, which was formed in June 2002, is used as the vehicle for delivering the integrated multi-agency service. The Company is owned by its members who represent the Council, health organisations, young people, parents, voluntary sector, schools, colleges and the Early Years Development and Childcare Partnership.
- 4.0.9 As evidenced by the few examples presented, the diversity with respect to the approach used to meet ECM outcomes varies significantly across authorities. Once, however, the case specific detail is isolated, most attempts seem to be structured on the principles of seven models. For the purposes of this business case, the three most prevalent implementation options are being presented for final consideration, paired with the Team Around the Child model:
- Option 1 - Virtual: Implementation of TAC through current arrangements
 - Option 2 - Structural: Implementation of TAC by area through full transfer of services and consolidation of functions under Children's Trust arrangements
 - Option 3 - Hybrid: Implementation of TAC through a core area function with aligned universal and specialist services.
- 4.0.10 The key differences between these options are predominantly around the approach used and the impact that has on probability ratios attached to benefit realisation, their requirements in time and resource for implementation and the likely impact on departmental and partnership structures and resource allocation.

4.1 Options Appraisal

4.1.1 Option 1 – Virtual: Implementation of TAC through current arrangements

- 4.1.1.1 The 'Virtual' model considers the implementation of TAC under an agreed cross partnership definition and outline operational framework, without the need to re-organise resources or reconfigure services. This approach relies heavily on the achievement of a joint understanding of what a TAC team is, its function and its operational behaviour across all levels within the partnership.
- 4.1.1.2 The key product developed is a 'strategic agreement' between partners, on the composition and function of a TAC team. Following this agreement, each partner commits at the CYPSP Board level to champion the roll out of TAC within their respective organisations. At the same time, Lead Professional, CAF and Information Sharing training is rolled out within the organisations, supported by a substantial communications strategy.
- 4.1.1.3 Within this model of service provision, a range of different practitioners come together to help and support an individual child. The model does not imply a multi-disciplinary team that is located together or who work together all the time; rather, it suggests a group of professionals working together only when needed to help one particular child. In this sense, the team can be described as a 'virtual' team; in practice, practitioners will find themselves working with a range of different colleagues at different times to support different children.
- 4.1.1.4 The model is based on the ethos that such flexibility is essential if children's services are to be able to meet the diverse needs of each and every child. This approach places the emphasis firmly on the needs of the child, rather than on organisations or service providers. At the same time, there is an assumption that organisations within the partnership are working together in developing the necessary enablers (information sharing, common assessment, lead professional role etc.) in a way that would seamlessly integrate with TAC and other service provision.
- 4.1.1.5 The virtual set up, although seemingly similar to the current cross-agency panels (i.e. casework panels) does provide additional benefits. The review of similar approaches in Barking and Lewisham boroughs, seem to present a clear benefit arising from the partnership recognition of the TAC team, its composition and its role as a distinct function, which becomes stronger as information sharing arrangements and systems across the partnership mature. At the same time, it provides a defined operational unit (case specific and time limited) for the Lead Professional to use in order to agree and co-ordinate activity and interventions. Through the TAC, the one point of contact and one route to meeting professionals is achieved for both the child/young person with additional needs and their parents/carers, while it would have minimal impact on current structures and resource allocation. This option would seem easier to launch and implement, with substantially reduced resource and time requirements than the remaining two options examined here. At the same time, there are a number of issues and dependencies that need careful consideration.
- 4.1.1.6 Defining an operational framework for TAC and recognising its connections to the current organisational structures is in it self a good step towards providing an integrated service. There are, however, additional requirements in achieving tangible and measurable improvement in outcomes to children and young people, clearly set-out in the Every Child Matters framework. It is this high dependency rate between

implementing TAC and developing those key enablers, that constitute a very complex and cross-dependant platform for managing change which in turn is more likely to be vulnerable (from a programme management and implementation perspective) to risks and slippage. Additional key considerations relate to how 'fit-for-purpose' current structures are, in relation to managing local intelligence and need in a preventative manner. Finally, there is no identifiable outcome relating to the commissioning of services towards the preventative spectrum and no opportunity to consider efficiency and value for money (unless already managed outside of the programme).

4.1.2 **Option 2 – Structural: Implementation of TAC by area through full transfer of services and consolidation of functions under Children's Trust arrangements**

4.1.2.1 The 'Structural' model supports a move to a fully integrated, flexible and targeted set of Children's Services within the borough and is predominantly based on the Redbridge approach. The key advantage of this model is that it supports the targeting of different mixes of professionals and services, based on the identification of different levels of need on a geographic basis, under an integrated service operating as a Children's Trust.

4.1.2.2 The option provides for services structured around 3 planning areas aligned to those already in use by key partners in the borough. These areas will be organised in a manner that allows service delivery to be coterminous with the present PCT arrangements - that is, into three areas across the borough:

- North
- South East
- South West

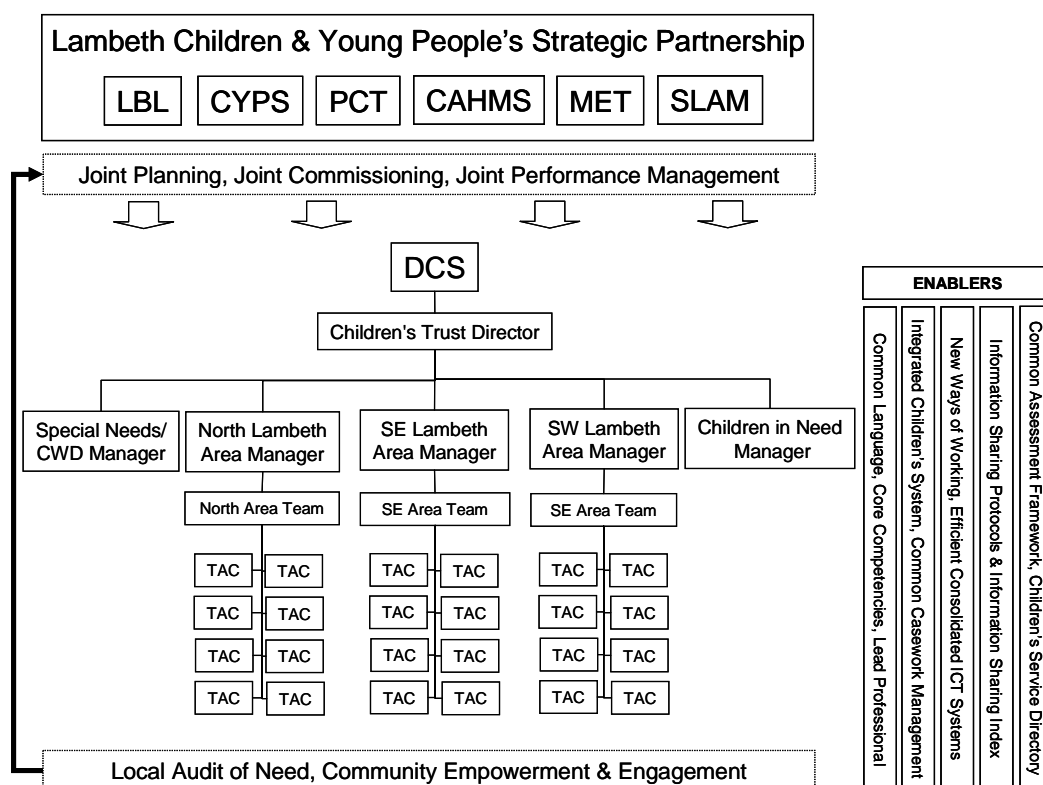
Each of the areas will be supported by:

- A single senior manager for each locality with responsibility for service delivery within that area
- Local areas that are supported by multi-agency teams providing integrated service delivery and support to children and young people in their locality
- Clusters of schools within the defined area pooling resources
- Commissioning to procure services to meet the particular needs of a local area

4.1.2.3 The development of the 'Structural' option will be the main change driver to support the implementation of the national change agenda for children in Lambeth. Its development will result in the reorganisation of Children and Young People's Service (CYPS) into a Children's Trust delivering services to 3 local areas co-terminus to the 3 PCT planning areas and aligned to the 5 current town centres already established by the council, and to the 7 areas currently used by Metropolitan Police. The development of this option will be required to strike the right balance between preventative and protective working to ensure we retain the highest standards for safeguarding children.

4.1.2.4 The proposed model does not exclude any service delivery area as there is a view that all professionals can provide a direct service in some manner to a local community. In addition quality assurance and monitoring systems will need to be established that will ensure continuity and consistency of practice across areas. The model requires substantial change to the current management structures of CYPS, while, over time the move towards TAC will impact on services that support CYP across the partnership.

4.1.2.5 Area Services are being established as part of Children's Trust arrangements, with a transfer of resource and service re-organisation under the new structure. The model outlook relating to service organisation would be:



4.1.2.6 The strategic framework that is critical to benefit realisation is developed in parallel to the area services structure and includes a strategic partnership agreement on joint planning and strategic commissioning based on local needs analysis. This will require the development of a joint performance management framework that feeds from and is owned by the partnership and the development of a partnership wide needs analysis process.

4.1.2.7 The Children's Trust will be providing integrated services across all of the preventative, targeted and specialist spectrum, the new Schools Division renews its focus on schools and integrates the remaining universal services, while an integration of support functions within Resources and Strategy & Performance Divisions will provide the necessary infrastructure for the new arrangements to achieve increased operational effectiveness and efficiency outcomes. The impact of the model on the current management structures within CYPS is substantial, as there is a high degree of senior management responsibility aggregation.

4.1.2.8 The development of a Section 31 agreement with the PCT is critical to the successful implementation of the 'Structural' option. Considerations need to be given to the timing and particular requirements of the task, which could have a significant affect to the overall timeframes for implementation.

4.1.2.9 The 'Structural' option provides for the most radical and fundamental change in the way CYPSP organises itself, plans, commissions and delivers services in Lambeth. It provides the opportunity to examine and reconfigure all aspects of the public service offering to children, young people and families in the borough. In essence, it creates a

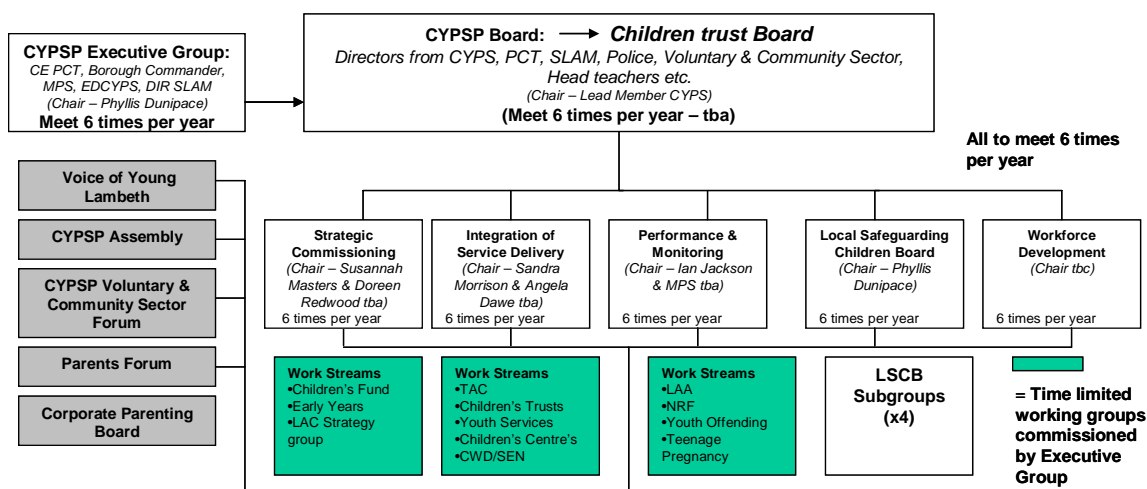
new and fully re-organised body which can be designed to be 'fit-for-purpose' in its entirety. The likelihood of achieving high efficiency savings (at least in the medium to long-term) is high, as there would be consolidation of management responsibility and accountability across all levels of the new structure, allowing for highly mainstreamed delivery of services.

4.1.2.10 As expected, attached to this option are highest costs for implementation, increased requirements on timeframes to realise the new structure and significantly high risks in terms of maintaining good service provision during the transition period due to the extend of reorganisation. Careful consideration and planning will need to take place with regards to designing services as it is critical for such major change to be delivered once, reducing significantly flexibility margins. Finally, it is important to consider that it is fundamentally an 'all the eggs in one basket' solution, that consequently requires highly adaptable risk and operational management in order to be successful and ensure impact on outcomes to children, young people and their families that can be verified in time for the Joint Area Review of Lambeth (planned for September 2008).

4.1.3 **Option 3 – Hybrid: Implementation of TAC through a core area function with aligned universal and specialist services.**

4.1.3.1 The third option examined also provides for services structured around 3 planning areas co-terminus to the PCT. This hybrid model proposes the establishment of a core function within area teams, augmented through a client/supplier relationship with specialist and universal services. Strategic commissioning and service planning is linked to needs analysis, supported by provision for local subcontracting to achieve balance between economies of scale and meeting local requirements.

4.1.3.2 The model places great emphasis on the development of CYPSP's strategic role into that of a Children's Trust. Through revised governance arrangements, the development of shared performance management and matrix management frameworks, the establishment of a Section 31 agreement (Health Act 1999), the development of a partnership risk management framework and the joint commissioning of services under the Children & Young People's Plan will enable the strategic partnership to achieve this transition.

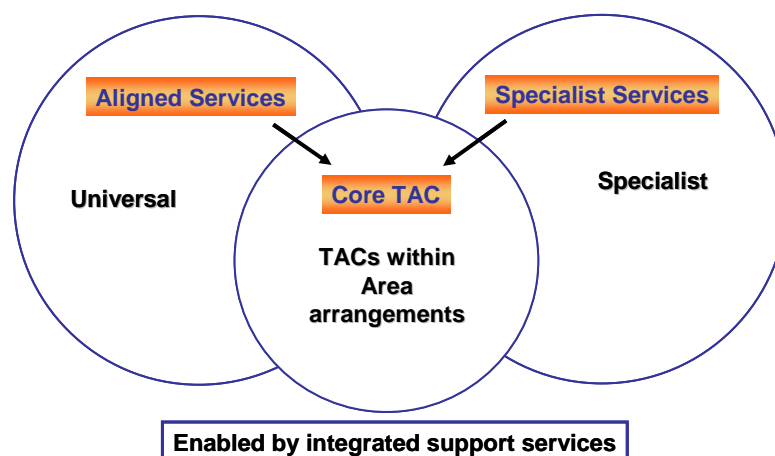


4.1.3.3 In parallel to the CYPSP development, specialist children's trust arrangements for

of the service accessed by the user. The new Area Services Division provides integrated preventative and targeted services, the new Schools Division renews its focus on schools and integrates the remaining universal services, while the new Specialist Services Division integrates specialist and targeted services. An integration of support functions within Resources and Strategy & Performance Divisions will provide the necessary infrastructure for the new arrangements to achieve increased operational effectiveness and efficiency outcomes. The impact of the model on the current management structures within CYPS is more flexible than that of the 'Structural' model and allows for further integration once the partnership feels that 'Hybrid' model arrangements have matured.

4.1.3.7 The relationship between area services and other divisions will be governed by a Service Level Agreement framework that would allow for pre-agreed transfer of resources, quality criteria for service provision and would also govern the 'local subcontracting provision built within the TAC. The allocation of resources within the Hybrid model can be phased to ensure smooth transition and is based on the following categorisation of services:

1. **Core** – preventative services that provide a direct service to Children/Young People and families with additional needs, directly allocated to area teams
2. **Aligned** - universal and targeted services that will provide support to area teams governed by the Service Level Agreement Framework; and
3. **Specialist** – services that can only be accessed through a statutory process, or referred to hospitals or specialist teams with additional needs.



4.1.3.8 The proposal for the Core Team Around the Child offering includes resource reallocation within the Area Services division for part-of or the following functions:

- Family Services Managers
- Educational Psychologists
- Attendance Officers
- Speech & Language Therapists
- Keyworkers
- School Nurses
- Health Visitors
- Community Nurses
- Child Development Advisers
- Healthy Start Assistants and Co-ordinators
- Area Co-ordinators from across the partnership
- Family Support Workers
- Behaviour Improvement Professionals

- SENCOs
- Community Paediatric
- Community Midwifery
- Community Dentistry
- Youth Service Officers
- Play Service Officers
- PAYP Keyworkers
- Social Workers (3 per area)
- Connexions PAs
- YOS Officer (1 per area)

4.1.3.9 The proposal for Aligned Services to the TAC offering includes named individuals or teams that will liaise with the Area Managers and will provide additional capacity or services according to the Service Level Agreement Framework. Those would include the following functions:

- Drug Misuse Workers
- Healthy Start Teams (Clinicians)
- Housing Officers
- Park Rangers
- Teenage Pregnancy Team
- Partnership Management
- Learning Support Units
- Re-integration Officers
- Education Advisors (Primary)
- Governor Support
- Acute Health Trust
- Social Care Team Leaders
- Domestic Violence Co-ordinators
- Healthy Schools Staff
- Statement Monitoring Officers

4.1.3.10 The 'Hybrid' option combines the benefits of the 'Structural' option with increased flexibility margins for re-organising service offering to children, young people and families in Lambeth. A major benefit is that it allows the partnership to assess arrangements such as Children's Trust and Joint Commissioning in a manageable and safe process while making sure that the gap between universal and specialist service allocation is addressed at the same time. The model uses TAC best practise to bring services closer to the communities using a phased and gradual approach without the need for major reorganisation central to the previous option. At the same time, it establishes a structure across the partnership that would be 'ready for transition', should there be justifiable business reasons to expand Children's Trust arrangements across the full spectrum of specialist services.

4.1.3.11 The considerable flexibility allowed by the 'Hybrid' model is not however without any issues or risks. The establishment of Area Services and the integration of services within the remaining divisions, although less radical than the 'Structural' option, still involves a realignment of services and functions within CYPS. As a consequence, cost and time requirements are significantly higher than the 'Virtual' option, and robust programme management will be essential to successful delivery.

4.2 Benefit/Cost/Risk Appraisal

Measure	Virtual	Structural	Hybrid
B E N E F I T S	Coordinated working:		
	<ul style="list-style-type: none"> Facilitates closer working between different services 	<ul style="list-style-type: none"> Realises strong commitment to integrated local service delivery Establishes cross agency/professional teams Establishment of Children's Trust arrangements (structural solution) 	<ul style="list-style-type: none"> Realises strong commitment to integrated local service delivery Establishes cross agency/professional teams Establishment of Children's Trust arrangements (strategic solution) Further builds on the work of the CYPSP and allows for informed and phased discharge of preventative responsibilities
	Re-assess ways of working:		
<ul style="list-style-type: none"> Encourages thinking 'out of box', leading to good professional development opportunities. 	<ul style="list-style-type: none"> Chance to drive out efficiencies and duplication Investigation into service provision and delivery Encourages thinking 'out of box', leading to good professional development opportunities. Staff at all levels have a chance to work in a different way. Opportunity for everyone to rethink how services are made available for children and young people. Opportunity to breakdown last silos. 	<ul style="list-style-type: none"> Chance to drive out efficiencies and duplication Investigation into service provision and delivery Encourages thinking 'out of box', leading to good professional development opportunities. Staff at all levels have a chance to work in a different way. Opportunity for everyone to rethink how services are made available for children and young people. Opportunity to breakdown last silos. 	
Improvements in service delivery:			
<ul style="list-style-type: none"> Swifter and easier referrals Sharper focus on individual 	<ul style="list-style-type: none"> Swifter and easier referrals Control over a wider area to achieve greater 	<ul style="list-style-type: none"> Swifter and easier referrals Control over a wider area to achieve 	

Measure	Virtual	Structural	Hybrid
	<ul style="list-style-type: none"> Holistic approach to meeting needs 	local impact <ul style="list-style-type: none"> Services responsive to community needs Sharper focus on individual Holistic approach to meeting needs 	greater local impact <ul style="list-style-type: none"> Services responsive to community needs Sharper focus on individual Holistic approach to meeting needs
Preventative services:			
	<ul style="list-style-type: none"> Focus on prevention agenda Co-ordinated preventative strategy leads to reducing duplication of assessments. 	<ul style="list-style-type: none"> Focus on prevention agenda Joined up working, particularly between preventative services Brings schools into providing preventative services. Co-ordinated preventative strategy leads to reducing duplication of assessments. 	<ul style="list-style-type: none"> Focus on prevention agenda Joined up working, particularly between preventative services Brings schools into providing preventative services. Co-ordinated preventative strategy leads to reducing duplication of assessments.
Service accessibility and accountability:			
	<ul style="list-style-type: none"> Provides for one-stop access to practitioners 	<ul style="list-style-type: none"> Provides for one-stop access to practitioners Services more accessible to the customer Will encourage greater accountability of services to community 	<ul style="list-style-type: none"> Provides for one-stop access to practitioners Services more accessible to the customer Will encourage greater accountability of services to community
Supports existing partnerships and initiatives:			
	<ul style="list-style-type: none"> Will support and improve school and other partnerships. 	<ul style="list-style-type: none"> Will support and improve school and other partnerships. Links to area based regeneration activities. 	<ul style="list-style-type: none"> Will support and improve school and other partnerships. Links to area based regeneration activities.
Budget monitoring and transparency:			
	<ul style="list-style-type: none"> No direct impact 	<ul style="list-style-type: none"> Established budget monitoring and capital monitoring is in place Even greater transparency of budgets, including schools and health budgets Comprehensive budget work is already being undertaken in children's care division 	<ul style="list-style-type: none"> Established budget monitoring and capital monitoring is in place Greater transparency of budgets, including schools and health budgets Comprehensive budget work is already being undertaken in children's care division
Professional development of staff:			
	<ul style="list-style-type: none"> Development of staff experience. Better understanding 	<ul style="list-style-type: none"> Development of staff experience. Integrated and flexible 	<ul style="list-style-type: none"> Development of staff experience. Integrated and flexible

Measure	Virtual	Structural	Hybrid
	across professional boundaries <ul style="list-style-type: none"> Increases and improves professional dialogue. 	workforce. <ul style="list-style-type: none"> Better understanding across professional boundaries Allows and demands existing staff structures to be considered and changed. Increases and improves professional dialogue. Opportunities for managers' development and succession planning. 	workforce. <ul style="list-style-type: none"> Better understanding across professional boundaries Allows and demands existing staff structures to be considered and changed. Increases and improves professional dialogue. Opportunities for managers' development and succession planning.
	Innovation and change:		
	<ul style="list-style-type: none"> Reduce silos Greater focus on outcomes. 	<ul style="list-style-type: none"> New localised ways of providing services will lead to innovation New way of working could be exciting – new focus renews energy Opportunity to shake up current practice and be strategic Reduce silos The CYPS staff are 'ripe' for change in some way Greater focus on outcomes. 	<ul style="list-style-type: none"> New localised ways of providing services will lead to innovation New way of working could be exciting – new focus renews energy Opportunity to shake up current practice and be strategic Reduce silos The CYPS staff are 'ripe' for change in some way Greater focus on outcomes.
	Improved efficiency and VFM:		
	<ul style="list-style-type: none"> No direct impact 	<ul style="list-style-type: none"> To use funding in a different way Change brings potential to make organisation more efficient Chance to make efficiency savings across the budgets. Opportunity to look at budgets using a zero based type approach 	<ul style="list-style-type: none"> To use funding in a different way Change brings potential to make organisation more efficient Chance to make efficiency savings across the budgets. Opportunity to look at budgets using a zero based type approach
	Partnership working:		
	<ul style="list-style-type: none"> Improved and closer relationship between partner services 	<ul style="list-style-type: none"> Health sector and schools become a key partner in delivering services Improved and closer relationship between partner services Real partnership opportunities, especially with Extended Services. 	<ul style="list-style-type: none"> Health sector and schools become a key partner in delivering services Improved and closer relationship between partner services Real partnership opportunities, especially with

Measure	Virtual	Structural	Hybrid
		<ul style="list-style-type: none"> Easier to engage partners in something new rather than bolting on. 	Extended Services. <ul style="list-style-type: none"> Easier to engage partners in something new rather than bolting on.
	Increased community involvement:		
	<ul style="list-style-type: none"> Facilitates shared understanding of issues 	<ul style="list-style-type: none"> Shared understanding of issues Local solutions Become closer to the local community Lambeth to be recognised as a place that involves the community in service planning to meet a community's needs. Proportionate response to issues based on information at local level 	<ul style="list-style-type: none"> Shared understanding of issues Local solutions Become closer to the local community Lambeth to be recognised as a place that involves the community in service planning to meet a community's needs. Proportionate response to issues based on information at local level
	Pooling of resources:		
	<ul style="list-style-type: none"> No direct impact 	<ul style="list-style-type: none"> Pooling of services and facilities could arise Limited resources may be able to be used creatively to enhance options for CYP. Maximise resources with partner agencies. 	<ul style="list-style-type: none"> Pooling of services and facilities could arise Limited resources may be able to be used creatively to enhance options for CYP. Maximise resources with partner agencies.
CONCERNS	Impact on service delivery:		
	<ul style="list-style-type: none"> Difficulty of creating clear structure as the 'virtual' element could have various interpretations Potential for duplication 	<ul style="list-style-type: none"> Deterioration in services and performance during change period. Danger of duplication of services and administration where services are spread too thinly across areas Restructure of services could amplify resistance to change and affect performance 	<ul style="list-style-type: none"> Deterioration in services and performance during change period. Danger of duplication of services and administration where services are spread too thinly across areas
	Loss of flexibility and increased instability:		
	<ul style="list-style-type: none"> Additional changes in legislation may not be met through TAC 	<ul style="list-style-type: none"> Good services become de-stabilised Restabilisation creates risks regarding safe service delivery Additional changes in legislation may not be met through TAC 	<ul style="list-style-type: none"> Additional changes in legislation may not be met through TAC
	Losing things on the way:		
<ul style="list-style-type: none"> Opportunity to develop economies of scale 	<ul style="list-style-type: none"> Specialist professional and management 	<ul style="list-style-type: none"> Specialist professional and 	

Measure	Virtual	Structural	Hybrid
		knowledge, creating a risk re safe delivery of services. <ul style="list-style-type: none"> • Opportunity to develop economies of scale • Existing expertise and excellence 	management knowledge, creating a risk re safe delivery of services. <ul style="list-style-type: none"> • Opportunity to develop economies of scale
	Inequalities:		
	<ul style="list-style-type: none"> • Certain areas are less well served than others for a number of reasons 	<ul style="list-style-type: none"> • Unequal resources lead to moving resources, high staffing and other attached risks • Dominance of one partner • Certain areas are less well served than others for a number of reasons 	<ul style="list-style-type: none"> • Unequal resources lead to moving resources, high staffing and other attached risks • Certain areas are less well served than others for a number of reasons
	Partnership difficulties:		
	<ul style="list-style-type: none"> • Partners do not support strategic move • Partners do not have the capacity/resources to move in the same strategic direction as LA 	<ul style="list-style-type: none"> • Partners do not support strategic move • Partners do not have the capacity/resources to move in the same strategic direction as LA 	<ul style="list-style-type: none"> • Partners do not support strategic move • Partners do not have the capacity/resources to move in the same strategic direction as LA
	Resistance to change:		
	<ul style="list-style-type: none"> • Too many changes in too short a time may demotivate staff 	<ul style="list-style-type: none"> • People resistant to change • Culture issues • Resistance from stakeholders if consultation not effective • Too many changes in too short a time may demotivate staff 	<ul style="list-style-type: none"> • People resistant to change • Culture issues • Resistance from stakeholders if consultation not effective • Too many changes in too short a time may demotivate staff
	Staffing:		
	<ul style="list-style-type: none"> • Staffing skill gaps 	<ul style="list-style-type: none"> • Staffing skill gaps • Competition between divisions and areas 	<ul style="list-style-type: none"> • Staffing skill gaps
COSTS	Overspending and increased costs:		
	<ul style="list-style-type: none"> • Could increase costs • May reduce economies of scale 	<ul style="list-style-type: none"> • Could increase costs • Could create risks in overspending • Financial loss may be prohibitive (HR/staff teams) • May reduce economies of scale 	<ul style="list-style-type: none"> • Could increase costs • Could create risks in overspending • Financial loss may be prohibitive (HR/staff teams) • May reduce economies of scale
	Cost:		
	<ul style="list-style-type: none"> • Low implementation cost • High infrastructure and IT costs. 	<ul style="list-style-type: none"> • Highest implementation cost • High infrastructure and IT costs. 	<ul style="list-style-type: none"> • Medium implementation cost • High infrastructure and IT costs.

Measure	Virtual	Structural	Hybrid
	<ul style="list-style-type: none"> Short-term cost implications. 	<ul style="list-style-type: none"> Short-term cost implications. Cost of restructure outweighs efficiencies. 	<ul style="list-style-type: none"> Short-term cost implications.
R I S K S	Financial infrastructure:		
	<ul style="list-style-type: none"> Framework financials are still to be implemented. New budget structure for children care is still to be embedded 	<ul style="list-style-type: none"> Financial health of the council is weak (low reserves, low capital funding) Framework financials are still to be implemented. New budget structure for children care is still to be embedded 	<ul style="list-style-type: none"> Financial health of the council is weak (low reserves, low capital funding) Framework financials are still to be implemented. New budget structure for children care is still to be embedded
	Systems:		
	<ul style="list-style-type: none"> Many weaknesses in budget, systems and procedures Inadequate ICT infrastructure 	<ul style="list-style-type: none"> Systems and processes (finance, human, physical) must be robust to support TAC Many weaknesses in budget, systems and procedures Inadequate ICT infrastructure 	<ul style="list-style-type: none"> Systems and processes (finance, human, physical) must be robust to support TAC Many weaknesses in budget, systems and procedures Inadequate ICT infrastructure
	Clarity in responsibilities:		
<ul style="list-style-type: none"> Lack of clarity and overview of service provision and responsibilities, including budget management 	<ul style="list-style-type: none"> Confused lines of responsibility between area and central. Lack of clarity and overview of service provision and responsibilities, including budget management DDs only have small area to be responsible for 	<ul style="list-style-type: none"> Confused lines of responsibility between area and central. Lack of clarity and overview of service provision and responsibilities, including budget management DDs only have small area to be responsible for 	
Impact on services and inequalities in provision:			
<ul style="list-style-type: none"> Variations in standards, quality and thresholds between cases Less focus on specialist services Some services become less efficient 	<ul style="list-style-type: none"> Leads to area-based silo working Variations in standards, quality and thresholds between areas Fragmentation of service delivery leads to inconsistencies Knowledge and expertise becomes dispersed Less focus on specialist services Some services become less efficient Each area develops its own culture, ethos, and 	<ul style="list-style-type: none"> Leads to area-based silo working Variations in standards, quality and thresholds between areas Fragmentation of service delivery leads to inconsistencies Knowledge and expertise becomes dispersed Some services become less efficient Each area develops its own culture, ethos, and gatekeeping 	

Measure	Virtual	Structural	Hybrid
		gatekeeping mechanisms.	mechanisms.
Buy-in from wider community/stakeholders:			
	<ul style="list-style-type: none"> Communities may not identify themselves in the way we are suggesting they should be organised. Need to establish wider corporate buy-in 	<ul style="list-style-type: none"> Communities may not identify themselves in the way we are suggesting they should be organised. Need to establish wider corporate buy-in 	<ul style="list-style-type: none"> Communities may not identify themselves in the way we are suggesting they should be organised. Need to establish wider corporate buy-in
Time-frame:			
	The current planned timetable is tight and this may lead to mistakes being made to reach deadline.	The current planned timetable is tight and this may lead to mistakes being made to reach deadline.	The current planned timetable is tight and this may lead to mistakes being made to reach deadline.
Staff changes and implications:			
	<ul style="list-style-type: none"> Duplication of work Do we have the right staff skill mix to work in this way? 	<ul style="list-style-type: none"> Major restructure Competitive professional environment. Duplication of work Do we have the right staff skill mix to work in this way? New administration, departments, staff and roles 	<ul style="list-style-type: none"> Confused management structure. Duplication of work Do we have the right staff skill mix to work in this way?
Communicating who we are:			
	<ul style="list-style-type: none"> Communication channels must be robust 	<ul style="list-style-type: none"> Possibility of worsening communications. Communication channels must be robust 	<ul style="list-style-type: none"> Could lead to loss of central identity Possibility of worsening communications. Communication channels must be robust
Increased bureaucracy:			
	<ul style="list-style-type: none"> Change involves bureaucracy 	<ul style="list-style-type: none"> Change involves bureaucracy Could create unnecessary internal market 	<ul style="list-style-type: none"> Change involves bureaucracy Could create unnecessary internal market

4.3 Recommended Option

4.3.1 It is proposed that **Option 3 – Hybrid: Implementation of TAC through a core area function with aligned universal and specialist services** provides the best balance of benefit realisation vs cost and risk, and as such, is recommended for sign-off.

4.3.2 **Risk Analysis** for Recommended Option:

**TAC Programme
Risk Analysis
Version 0.2**

Likelihood		Impact	
Very Likely	4	Major	4
Likely	3	Serious	3
Unlikely	2	Significant	2
Very Unlikely	1	Minor	1

Completed by:

Date completed:

Date reviewed:

No	Risk (Threat/Opportunity to achievement of business objective)	Assessment of Risk [As it is now]			Risk Control Measures	Assessment of Residual Risk [control measures implemented]			Owner	Timescale/ Review Frequency
		Likelihood	Impact	Risk Score		Likelihood	Impact	Residual Risk Score		
		[L] 1 to 4	[I] 1 to 4	[L x I]		[L] 1 to 4	[I] 1 to 4	[L x I]		
IMPLEMENTATION										
1	Additional changes in legislation may not be met through TAC, thus requiring additional change programme activity.	3	3	9	Regular monitoring of policy and legislation activity. If blueprint is impacted, this will be managed through the change request process.	1	2	2	Programme Director	Monthly
2	Good services become de-stabilised due to change in focus or priority due to service and/or resource realignment.	2	4	8	Robust communications plan and phased approach during implementation, in parallel to a joint performance management framework should substantially reduce likelihood.	1	4	4	TAC Programme Board	Monthly

4	Allocation of limited TAC resources, results in certain areas being less well served than others.	2	4	8	Allocation based on needs analysis. Flexibility of delivery within the business model and phased implementation can be used to achieve the right balance.	1	3	3	TAC Programme Board	Monthly
5	Limited resources, high casework load and initial limited understanding of local need; lead to high mobility of resources between areas, impacting staff morale and increasing staff turnover, as well as risk to vulnerable children.	3	4	12	Phased approach to implementation, allocation of resources based on needs analysis and risk assessment would decrease likelihood. Plan to manage mobility should it materialise and setting expectations from the beginning should mitigate against realisation.	2	3	6	TAC Programme Board	Monthly
6	Perceived dominance of one partner in the outlook for final arrangements, may demotivate/disengage partners.	2	4	8	Strategic business case, framework and blueprint sign-off by CYPSP. Proposed governance model is designed to ensure and maintain engagement on equal grounds	1	4	4	Sponsor Board	Monthly

					through the programme.				
7	Due to individual financial constraints, partners cannot support strategic move to TAC. Financial health of the council is weak (low reserves, low capital funding)	3	4	12	Partnership approach and sign off of business case. CYPSP to sponsor board, Partnership representation at programme board. Use CYPSP programme forum for delivery.	2	4	8	Sponsor Board Monthly
8	Partners do not have the capacity/resources to move in the same strategic direction as LA	3	4	12	Phased approach can be integrated into partners resourcing plans. Joint sponsorship will be able to deal with these issues.	2	3	6	Sponsor Board Monthly
9	Pace and scope of change may impact negatively on staff motivation and morale.	3	3	9	Use of Comms plan together with stakeholder / user groups to work through business and operational model.	2	2	4	Programme Manager Monthly
10	Resourcing TAC teams from different background practitioners may create cultural clashes or identify a skills gap	3	2	6	Joint mobilisation and training events, together with a joint matrix management framework will be used to mitigate	2	2	4	Programme Director Monthly

					risk.					
11	Resistance from stakeholders if consultation not effective, having a negative impact on programme implementation. Communities may not identify themselves in the way we are suggesting they should be organised. Need to establish wider corporate buy-in.	2	4	8	Active stakeholder engagement plan and section on communications plan for stakeholder management to used for mitigation. Usage of current consultation and feedback forums during implementation phase (particularly around business and operational model sign-off)	1	2	2	Programme Manager	Monthly
12	Releasing TAC members from home agency i.e. inclusion, YOT, Social Care, CAMHS, will reduce overall capacity to respond to need at the specialist tier	3	3	9	Phase implementation, with regular updates on progress matched against performance of specialist services at programme board level.	3	3	9	TAC Programme Board	Monthly
13	Engagement of schools key to success of TAC. Schools currently feeding back dissatisfaction around volume and duplication of LEA	2	3	6	Distinct engagement strategy developed for Schools. Work to consolidate and rationalise	2	2	4	Programme Director	Monthly

	activities that affect them				initiatives impacting on schools to be completed before TAC roll out				
14	Move towards three planning areas may reduce economies of scale and increase duplication.	3	3	9	Strategic functions pulled together under one framework, preventative teams only included in the area model. Blueprint to drive out duplication.	2	2	4	Programme Manager Monthly
15	Implementation of programme to be based on zero growth which could lead to overspends that may need to be picked up by partners. Financial loss may be prohibitive (HR / staff teams).	3	4	12	Use Blueprint/business model to drive financial decisions. Robust programme planning and reporting to allow for early identification of risk.	2	4	8	TAC Programme Board Monthly
16	The current planned timetable is tight and this may lead to mistakes being made to reach deadline.	3	4	12	Review of progress and pace of change at each programme board meeting. Robust change request process should deviation from blueprint required.	2	4	8	Programme Manager Monthly
18	The introduction of matrix management across Tac may create confusion in terms of responsibility and accountability.	3	3	9	Sign-off of matrix management framework at programme board, following	1	3	3	TAC Programme Board Monthly

					consultation with stakeholder/user groups.				
19	Variations in standards, quality and thresholds between cases	2	4	8	Use the blueprint to organise planning areas based on the same standards and operational framework. Joint performance management applied.	1	4	4	Programme Manager Monthly
20	Risk of losing specialist professional and management knowledge, creating a risk re safe delivery of services.	2	4	8	Allocation of resource to TAC will be delivered through a balanced framework with senior managers and managers feeding into.	1	4	4	TAC Programme Board Monthly
21	Lack of clarity and overview of service provision and responsibilities, including budget management	2	4	8	Use the blueprint to organise planning areas based on the same standards and operational framework. Joint performance management applied.	1	4	4	Programme Manager Monthly

22	Improved systems for identification of need lead to a rise in the volume of activity required by specialist services particularly social care. (Research from pilot authorities who have deployed CAF suggests this may happen in Lambeth)	3	3	9	Rise in referrals for specialist services absorbed within existing resources - may need to reconfigure specialist services to achieve more capacity, alternatively further resources may need to be found to support specialist services.	2	3	6	DD Specialist Services	Monthly
23	Incompatibility of CAF & LP with existing models and processes for Assessment and Intervention	2	3	6	Clear guidance on interim relationships between CAF & other assessment models delivered as part of basic CAF training	1	3	3	AD Change Management	Monthly
24	Paper based tool for CAF will slow down implementation and make sharing of information more difficult	2	2	4	Explore availability of secure email systems to transfer electronic version of CAF between TAC members. Roll out of Lambeth email addresses to support secure sharing of information.	1	2	2	AD Change Management	Monthly
25	Matrix management blurs lines of accountability for decision making.	3	3	9	Matrix management policy and guidance in place.	2	2	4	DD Human Resources	Monthly






26	TAC members will not be able to access full information about available services due to omissions and inaccuracy with current service directory	3	3	9	No short term mitigation for start of TAC in March. Phase 2 of service directory will be complete for Nov 07	3	3	9	DD STT	
27	TAC members will not be able to access information of who is working with who, leading to possible duplication of effort and potential for children to fall through the net	3	3	9	Manual system to be put in place using existing CMS systems and administration to check if known to agencies	2	2	4	DD STT	Monthly
28	TAC workers may have to record information twice once on a CAF form and again in home agencies case management systems leading to increased administration and inefficiency. Not entering information of home agencies recording system i.e YOIS, Connexions database will affect performance and APA	3	3	9	No mitigation in place for TAC at 31st March. TAC members will be accessing multiple systems for the foreseeable future. Common Casework management system expected 2008 at earliest.	3	3	9	AD Change Management	Sep-07
29	Partnership agencies do not align sufficient resources to support TAC	3	2	6	Engagement of partners to support TAC through CYPSP structures.	3	1	3	Sponsor Board	Monthly
30	Performance Framework not in place to support TAC and preventative work by Sept 07	3	2	6	Activity fast tracked and overseen by Programme Board	3	1	3	DD Strategy & Performance	Monthly

31	Mechanisms to support area commissioning approach not in place by Sept 07	3	2	6	Activity fast tracked and overseen by Programme Board	3	1	3	DD Strategy & Performance	Monthly
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4.4 Additional Considerations & Direction of Travel

- 4.4.1 The national change agenda is extensive and in addition Lambeth has a number of local change drivers – revitalise, regeneration, Local Area Agreement. As a number of change programmes are in the midst of development – Children Centres, Building Schools for the Future, Youth Strategy, Extended Services, all of whom have as an objective the delivery of integrated services to meet local need, it is essential that they strategically join up.
- 4.4.2 Both the ‘Structural’ and ‘Hybrid’ options are based on the “Vancouver Model” of mapping demographic data, distribution of existing services, levels of deprivation etc. as layers across a geographic area, and targeting specific services, professionals and budgets to address the needs of specific populations within those areas. The ultimate intention is a move away from reactive solutions to targeted, preventative interventions on an area-wide scale.
- 4.4.3 Both models are predicated in the first instance on bringing together a range of people, service and geographic data – extending beyond the datasets held by the council into areas such as Health, Schools, CAHMS, Voluntary and Community Services – with a view to understanding in detail:
- (a) what services and access channels exist currently, and where?
 - (b) what demand for service types exist currently, and where?
 - (c) can geographic patterns in demand be established?
 - (d) is this the best way to deliver improved outcomes for children?
- 4.4.4 The corollary of this approach is that local requirements will continuously need to be reviewed and service provision potentially modified to take into account changing demographics, and the outcomes of previous targeting of resources; and that the people, process and technology aspects of service delivery need to be able to support rapid reconfiguration to adjust to shifting demand.
- 4.4.5 In the area of Children’s Services, a core aspect is the need to understand the pattern of services accessed by a single child, with the more areas that exist and services which are accessed (and therefore the more potentially complex the level of need) the harder it is to manage this within a single geographic unit.
- 4.4.6 A final consideration relates to the time required to implement and embed change, particularly when the change referenced fundamentally deals with how services across the continuum of need are being delivered to children and young people in Lambeth. The graphical representation of the proposed direction of travel, available in the next page, deals with the pace, scope and impact of the proposed change across the CYPSP’s strategic outlook towards 2010.

Implementation of TAC: Children's Trust arrangements for 2008

STATUTORY FUNCTIONS	2007		2008	2009	2010
	APRIL	SEPT			
Integration	Area Managers in place Services x CYPSP aligned CAF, ISI, LP TAC teams established training for 0-15		<ul style="list-style-type: none"> CWD/SEN integrated across LA/PCT/CAMHS Integrated multi-agency teams, TAC 	<ul style="list-style-type: none"> Fully integrated Children Services across PCT/LA DD – Health on Senior Management Team of CYPS S31 – agreement in place for Children Services resources 	<ul style="list-style-type: none"> DCS fully responsible and accountable for all resources – Children across Lambeth Borough
Workforce Development	CAF, LP, LISA Pool of trainers x partnership Joint training work strategy developed		<ul style="list-style-type: none"> Efficiencies realised as multi-agency training unit established 	<ul style="list-style-type: none"> Core skill/competencies built into job descriptions across partnership 	<ul style="list-style-type: none"> DfES Standard achieved NVL3 – for all workforce
Strategic Commissioning	Strategic commissioning approach developed all resources for preventative logged		<ul style="list-style-type: none"> Shadow budgets est Resources aligned <ul style="list-style-type: none"> - Universal - Targeted - Specialist 	<ul style="list-style-type: none"> S3 – agreed joint budgets commissioning taking place across the partnership Shift – prevention 	<ul style="list-style-type: none"> Single budget for all CYPSP Shift – prevention fully implemented
Performance Management	Bringing together all key BVPI x partnership.		<ul style="list-style-type: none"> TAC Impact <ul style="list-style-type: none"> - LAC - CP - Statements 	<ul style="list-style-type: none"> No referrals CAF CAF acting as a gate keeper Specialist areas 	<ul style="list-style-type: none"> More resource has TAC from specialist Low CP, LAC, Statement
Outcomes	Key measures for determining the TAC have been drawn up CAF target set	No's of CAF carried out continues to increase 	<ul style="list-style-type: none"> Increase in CAF (10%) PI's agreed for each area 	<ul style="list-style-type: none"> Begin red CP, LAC, ex, statements 20% INC no's of community intervention through 	<ul style="list-style-type: none"> Imp key PI

4.5 Key Outputs

The proposed key outputs of the Programme are as follows:-

- 4.5.1 The establishment of an Area Services Division within CYPS, including:
- organisational structures for division and area teams
 - appointment of Area Managers
- 4.5.2 The development of enablers to support the roll-out of TAC, including:
- implementation of CAF and eCAF solutions
 - implementation of the Children's Service Directory Phase II
 - implementation of the Children's Index
 - development of workforce strategy and core competencies framework
 - development of Common Casework Management
 - development of the Lead Professional role
 - implementation of the electronic Document Management System
- 4.5.3 The creation of three planning areas in Lambeth, coterminous to the PCT planning areas, including:
- development of the Performance Management Framework
 - development of the Service Planning model for areas, based on audit of need
 - development of the Financial Planning model for areas
 - development of Service Level Agreement framework and review process
- 4.5.4 The roll-out of the Team Around the Child model, including:
- implementation of the Matrix Management Framework
 - establishment of cross-agency information sharing protocols
 - implementation of New Ways of Working
 - delivery of workforce training
- 4.5.5 The transfer of preventative resources to the new Area Services division, spread across two phases:
- Starting with services delivered to under 11 year olds through children centres and extended schools (early years and primary). Service provision will be matched against local need while driving out location and communication barriers as well as duplication and inefficiencies.
 - Following by services delivered to over 11 year olds.

4.6 Outline Readiness Assessment

Enabler	What will be in place for March 31 st 2007	Expected future delivery dates	Risk Management and interim solutions to support TAC at 31 st March
CAF and eCAF	CAF training in National DFES approach. Paper based CAF being used as a tool for early intervention and referral form for	Integration of CAF approach into specialist assessment models Dec 2007. ECAF systems to support CAF expected Summer 2008	Explore availability of secure email systems to transfer electronic word version of CAF between TAC members. Roll out of LB Lambeth email addresses to support

Enabler	What will be in place for March 31 st 2007	Expected future delivery dates	Risk Management and interim solutions to support TAC at 31 st March
	specialist services only		secure transfer of word version CAF
Lead Professional role	Lead Professional training in national approach	Integration of Lead professional model with other Case holder processes Dec 2007	Guidance to all staff on expected standards for case management in all services explaining rational for avoiding duplication sent to all staff by 31 st March
Establishment of cross-agency information sharing protocols	Sharing Children's Information sharing in place for March 31 st . High level information sharing protocol in place and operational protocol to support TAC	None expected	
Matrix Management Framework	Outline clinical accountability framework in place to support low level needs with high emphasis on safeguarding	Full matrix management framework in place Sept 07	
Children's Service Directory Phase II	Existing Service Directory only – information is not completely up to date and accurate	Project to improve quality , volume of information and access completed by Nov 07	RISK - TAC workers may not be able access services to meet needs identified in TAC
Children's Index	Will not be in place to support TAC at 31 st March	Expected March 2008	RISK TAC workers may duplicate existing work being carried out by worker from another service or agency Manual call centre system in place to check services current databases to ascertain in known to agency currently being planned potentially in place for TAC workers only May 2007
Workforce strategy and core competencies framework	Core competencies for CAF, Lead Professional, embedded in March 31 st Training syllabus		

Enabler	What will be in place for March 31 st 2007	Expected future delivery dates	Risk Management and interim solutions to support TAC at 31 st March
Implementation of New Ways of Working	Laptops rolled out for area TAC members.		
Common Casework Management	Not in place for 31 st March	Government pilot currently taking place no timescales for implementation currently available	RISK No interim solutions, TAC members will be accessing multiple systems for the foreseeable future
Document Management System	TAC shared drive in place to support storage of CAF forms and reviews	Dependency with Common casework management system will require CCM architecture to be effective.	RISK No interim solutions

5.0 Implementation Approach

5.1 Governance, Programme Management and Resourcing

- 5.1.1 The successful delivery of any major change programme is critically attached to efficient and appropriate governance, professional programme management and provision for necessary resourcing levels within the programme team to deliver on the workload. Lambeth CYPSP has considered these significant issues and has delegated programme sponsorship to the Executive Director CYPS. The CYPSP Board will retain an active Sponsor role, with progress updates and critical risks and issues escalated when necessary from the TAC Programme Board.
- 5.1.2 The CYPS Business Transformation Board will be re-focused and re-configured as the TAC Programme Board. The programme board will broaden its membership to include senior representatives from partner organisations with stakeholder interests in the TAC programme, while the Executive Director CYPS will be chairing the meetings on behalf of CYPSP. The Programme Director Change Management will act as Senior User.
- 5.1.3 A TAC user group will be established, comprised by operational managers, officers and end-users to provide for critical comment and quality assurance to the programme.
- 5.1.4 Due to the complexities and context of the TAC Programme, there is a requirement for a multi-skilled team to manage delivery. In order to ensure that resources are directly and immediately assigned to the programme, CYPS DLT have authorised the transfer of resource from the CYPS Projects Team within Change Management to the TAC Programme. The Head of Projects will also act as the Programme Manager, on the interim. Anticipated additional resourcing requirements have been scoped and management action is underway to resolve them.

5.2 Programme Implementation and Timescales

- 5.2.1 A major challenge for implementing the TAC programme relates to available timescales for implementation. Lambeth CYPSP are clear that the programme needs to have completed well in advance of the Joint Area Review scheduled for September 2008. For that reason, the following key milestones have been agreed:
- 14th February 2007 – Formal Business Case sign-off by CYPSP
 - 2nd April 2007 – Launch of TAC across the partnership
 - 15th September 2007 – Implementation Phase completed
 - 1st April 2008 – Post Implementation Phase completed (mostly attached to enablers)

5.3 Communication and Media Materials

- 5.3.1 As communication is an essential component in driving forward change, a comprehensive multi-stakeholder communications plan is being developed which will be further expanded during the detailed planning stage of the programme. A series of TAC awareness events scheduled for early February 2007 will be launching the communications process for TAC.

5.4 Organisational Impact: Key Implications

- 5.4.1 **Financial Implications:**
The sum of £250k was submitted and successfully received from this year's Star Chamber in order to contribute towards set-up costs for TAC. At the same time, the CYPS Business Transformation Board has agreed the allocation of all remaining funding under the Targeted Services element of the e-Government programme (obtained through a joint CYPS/E-Gov bid during the 2005 Star Chamber process) to be targeted towards implementing TAC. The longer term ongoing cost implications cannot be forecast at this stage, but will be subject to normal budgetary control mechanisms. With the creation of a new division, the associated budgets for the services moving into this division will need to be identified and transferred across. Background work will be commissioned by the relevant Divisional Director, Resources for each impacted division.
- 5.4.2 **Service Implications:**
The proposed changes represent a reconfiguration of services under an integrated front-line service delivery model, taking into account both the strengths of the existing services and also the most beneficial combination of individual services within the department. The changes also broaden the base of skills and capacity available to support the Council's work with its partners within the Children & Young People's Strategic Partnership.
- 5.4.3 **Staffing Implications:**
With the creation of the new division and the integration of remaining services, staff within the affected teams will need to be consulted of the change including any change of line management and the process to be followed once the new structure has been announced. A specialist departmental realignment project will be running in parallel to the TAC programme to ensure the necessary structural changes take effect following due process.
- 5.4.4 **Equalities Implications:**
Tackling inequality and social exclusion is the second of the Administration's core requirements for the new organisational structure. For this reason, it will be a key function of the implementation team to ensure that this aspect of service delivery is at the forefront of the organisational design. The overall proposals themselves are aimed at providing broader and improved services to a diverse community of service users and will have particular significance for some hard-to-reach groups and for black and minority ethnic residents who suffer from disadvantage.
- 5.4.5 **Accommodation Implications:**
A decision will need to be made as to where the new division and associated area teams will be based. The CYPS accommodation strategy will need to be developed if the teams are to be co-located in particular buildings, but to also account for TAC operating within localities (i.e. schools, children's centres, community centres etc).
- 5.4.6 **Systems Implications:**
Current systems such as HRIS, Intranet, Sharepoint, and Oracle will need to be updated to include the establishment of the new division and a plan has to be developed to ensure this happens once the new structure has been announced. At the same time, the technology driven workstream of the TAC programme (particularly around the Enablers for TAC) will be lead by a dedicated Senior Manager acting as the CYPS Business Transformation Manager.

5.5 High-level Roadmap

<p>Pre-implementation</p> <p>Nov 06 – Feb 07</p>	<ul style="list-style-type: none"> • Translate vision to business case • Develop programme brief with high level alignment of dependencies and workstream • Develop ICT roadmap for CYPS • Consult with Key Stakeholders in refining business case and programme brief • Establish systems to capture and analyse local need in the three planning areas • Develop management & support tools • Consult with staff and managers on Area Teams and Team Around the Child operational models and Lead Professional Role • Agree JDs and initiate recruitment of Area Managers
<p>1st Transition: Launch</p> <p>Mar 07 – Sep 07</p>	<ul style="list-style-type: none"> • Review budgets and accommodation requirements • Begin to match need to service requirements • Develop Service Level Agreement framework • Allocate and re-align existing professionals to Area teams • Implement NWW across Area Teams • Map service access points and service provision by areas using an enhanced service directory • Training for teams on CAF and Lead Professional role and Information Sharing • Agreement that CAF will act as the referral tool to Referral assessment and SEN and CAMHS • Finalise line and matrix management arrangements • 300 CAF completed – 0-11 year olds • TAC performance measures agreed • Family support workers recruited
<p>2nd Transition: Implementation</p> <p>Sep 07 – Mar 07</p>	<ul style="list-style-type: none"> • Expand Area Teams/TAC to include post 11 service provision • CAF training extended • 300 CAF completed • 100% compliance with the use of TAC • Review programme and deliverables

Team Around the Child: linking local need to integrated service provision

Appendices

(attached to Programme Business Case)

A. Local Area Agreement (CYP Block) Outcomes

LAA CYP Block: Mandatory Outcomes

Ref	Mandatory Outcomes	Mandatory Indicators	Baseline 2006/07 (unless otherwise stated)	Targets 2007/08 (incl. any stretch targets, and their annual unstretched targets)	Targets 2008/09 (incl. any stretch targets, and their annual unstretched targets)	Targets 2009/10 (incl. any stretch targets, and their annual unstretched targets)	Lead partner	
1	[MO] Be healthy	[MI] Modal share in travel to school	2005/06 = 30 schools (37%)	March 2006/07 = 45 schools (55%)	100% March 2009 (pan London target set by Mayor of London)	All schools = March 2010 100% (national target)	Lambeth Council (Transport, Planning & Strategy)	
		The percentage annual increase in the number of schools with an approved school travel plan (STP) required to achieve 100 percent STP coverage by 2010. This should be profiled against the current number of schools with an approved STP in place and the appropriate delivery point on a trajectory which would achieve 100 percent coverage by 2010						
		[MI] Reduction in the under 18 conception rate	Baseline position 1998 85.3 - performance 2004 = 84 (data for 2005 due to be published Jan 2007 – data is always 2 years behind)	67.2	53.8	60% reduction to 42.5% (to meet national 50%)	Lambeth PCT	
	[LI] % of young people assessed as manifesting acute mental health	2004/05 = 41%	95%	95%	100%	Lambeth Council		

Ref	Mandatory Outcomes	Mandatory Indicators	Baseline 2006/07 (unless otherwise stated)	Targets 2007/08 (incl. any stretch targets, and their annual unstretched targets)	Targets 2008/09 (incl. any stretch targets, and their annual unstretched targets)	Targets 2009/10 (incl. any stretch targets, and their annual unstretched targets)	Lead partner
		difficulties, referred by YOT to the CAMHS for a formal assessment commencing within five working days of the receipt of the referral					
		Increase the participation of young problem drug users (under 18 years of age) in treatment, (this is measured as a % of the adult treatment population as recorded by the National Drug Treatment Monitoring system (NDTMS).	6% of the adult treatment population	7.1% of the adult treatment population	7.1% of the adult treatment population	7.1% of the adult treatment population	Lambeth Council DAAT
		[LI] Percentage of schools signed up to the Healthy Schools initiative	Performance Dec 06 = 50% (40 SCHOOLS)	Dec 2007 = 75%	Dec 08 = 87%	Apr 2009 = 92% (No budget confirmed beyond March 09 therefore target of 100% by Dec 2009 is dependent upon this funding.)	Lambeth Council CYPS
		Development and implementation of an enhanced healthy schools model: Percentage of schools in Lambeth accredited for extended Healthy School status for at least one lifestyle component in	By the end of 2006, 6 secondary, 20 primary and 1 special school are achieving extended health and sexual education but none except one have teachers or nurses achieved	Schools with enhanced healthy status for SRE without reward 27 Schools with enhanced healthy status for SRE with reward 27	Schools with enhanced healthy status for SRE without reward 40 Schools with enhanced healthy status for SRE with reward 40	Schools with enhanced healthy status for SRE without reward 76 Schools with enhanced healthy status for SRE with reward 76 Schools with	

Ref	Mandatory Outcomes	Mandatory Indicators	Baseline 2006/07 (unless otherwise stated)	Targets 2007/08 (incl. any stretch targets, and their annual unstretched targets)	Targets 2008/09 (incl. any stretch targets, and their annual unstretched targets)	Targets 2009/10 (incl. any stretch targets, and their annual unstretched targets)	Lead partner
		addition to Sex and Relationship Education (SRE)	PSHE CPD (total schools = 76)	Schools with enhanced healthy status for at least of the stream apart of SRE without reward 0 With reward 10	Schools with enhanced healthy status for at least of the stream apart of SRE without reward 0 With reward 30	enhanced healthy status for at least of the stream apart of SRE without reward 0 With reward 36	
		[MI] By 2008 in all schools located in local authority districts in receipt of NRF, to ensure that at least 50% of pupils achieve level five or above in each of English, maths and science	Target 2006: English - 70% Maths - 70% Science - 68%	Target 2007: English - 74% Maths - 71% Science - 69%	Target 2008: English - 75% Maths - 72% Science - 70%	Target 2009: English - 79% Maths - 78% Science - 74%	Lambeth Council CYPS
2	[MO] Enjoy and achieve: Raise standards in English, maths, and science in secondary education so that, by 2008, in all schools located in the districts in receipt of NRF, at least 50% of pupils achieve level five or above in each of English, maths and science	[LI] Reduce the number of schools not reaching the Floor targets at KS2 in English, Maths & Science	10 schools not achieving floor targets in 2004/05	7 schools not achieving floor targets%	3 schools not achieving floor targets	0 schools not achieving floor targets	Lambeth Council CYPS
		[LI] % of 16 year old LAC achieving 1 or more GCSE grade A-G	Target 2006/07:73%	Target 2007/08 78%	Target 2008/09:83%	Target 2009/10: 90%	Lambeth Council CYPS
		[LI] Increase % of children achieving 78 points or more across the Foundation Stage Profile (with at least 6 points for Personal Social and Emotional Development and Communication Language and Literacy)	2006 = 34.3%	Targets are currently being agreed between EYSS and DfES – these will be agreed by January 2006	Targets are currently being agreed between EYSS and DfES – these will be agreed by January 2006	Targets are currently being agreed between EYSS and DfES – these will be agreed by January 2006	Lambeth Council CYPS

Ref	Mandatory Outcomes	Mandatory Indicators	Baseline 2006/07 (unless otherwise stated)	Targets 2007/08 (incl. any stretch targets, and their annual unstretched targets)	Targets 2008/09 (incl. any stretch targets, and their annual unstretched targets)	Targets 2009/10 (incl. any stretch targets, and their annual unstretched targets)	Lead partner
		[LI] Improve performance of pupils at KS1	Performance 2005 66 – reading 54 – writing 65 - maths	67 - reading 55 - writing 66 - Maths	68 - reading 56 - writing 67 - Maths	69 - reading 57 - writing 68 - maths	Lambeth Council CYPS
		Reduce the gap between boys and girls achievement at KS1 for reading and writing	Reading =13% Writing = 17%	Reading = 12% Writing = 15%	Reading = 11% Writing = 14%	Reading = 9% Writing = 12%	Lambeth Council CYPS
		Increase primary school attendance rates	93.4%	95%	95%	95.5%	Lambeth Council CYPS
		[LI] Percentage of 16 year olds achieving five GCSE grades A* - C	Target 2006: 53%	Target 2007:57%	Target 2008:58%	Target 2009: 59%	Lambeth Council CYPS
		[LI] To improve performance at GCSE level of pupils entitled to free school meals who underachieve in relation to the overall population	40%	43%	45%	47%	Lambeth Council CYPS
		[MI] Reduction in the percentage of 16-18 year olds not in education, employment or training	14.2%	TBC	TBC	Without reward: 9.1% With reward: 8.13%	Connexions / Lambeth CYPS
3	[MO] Achieve economic well being						

LAA CYP Block: Additional Outcomes

Ref	Other Outcomes	Other Indicators	Baseline 2006/07 (unless otherwise stated)	Targets 2007/08 (incl. any stretch targets, and their annual unstretched targets)	Targets 2008/09 (incl. any stretch targets, and their annual unstretched targets)	Targets 2009/10 (incl. any stretch targets, and their annual unstretched targets)	Lead partner
1	[NMO] Enjoy and Achieve	[LI] All schools offering access to extended services by 2010	15% (September 2006)	50% primary schools & 30% secondary = 2008	75% of all school by September 2009	00% of all schools by 2010	Lambeth Council (LBL) CYPS
		[LI] % increase in numbers of young people participating in the arts across the borough Participation (using South Bank Centre baseline data) % increase in residents satisfaction % increase in the opportunities for young people to experience arts activity	Baseline data currently being gathered by Southbank	Increase baseline by 5%	Increase baseline by 10%	With Stretch - increase baseline by 15%	LBL CYPS / Env & Culture
2	[NMO] Stay Safe	[LI – for CYP, MI for SSC] Reduce the proportion of adult and young offenders, and prolific and other priority offenders who re-offend	Youth recidivism overall rate -6.32% (based on 2002 & 2003 2 year recidivism returns to Youth Justice Board)	5% reduction year on year	5% reduction year on year	15% reduction overall	LBL CYPS
		[NMI] Reduce the number of first time entrants to the youth justice system	It has been agreed that we will use 2006/07 baseline data which will be available April 2006 – agreed with GOL and the Youth Justice Board	3% reduction year on year Baseline from 2006/07	3% reduction year on year	12% reduction overall	LBL CYPS
		[LI] % of re-registrations on the child protection register	15.1%	12.9%	11.7%	10.5%	LBL CYPS

Ref	Other Outcomes	Other Indicators	Baseline 2006/07 (unless otherwise stated)	Targets 2007/08 (incl. any stretch targets, and their annual unstretched targets)	Targets 2008/09 (incl. any stretch targets, and their annual unstretched targets)	Targets 2009/10 (incl. any stretch targets, and their annual unstretched targets)	Lead partner
		Reduce the number of children who remain on the child protection register longer than 2 years	14	14	14	14	LBL CYPS
		[L] Increase attendance at the parents forum	Establishing baseline – tbc December 2006	Increase attendance by 7.5%	Increase attendance by 15%	Increase attendance by 20%	

B. Outcome Realisation Framework: Capability Maturity Model for TAC

B.1 The purpose of the Capability Maturity Model is to a tool to:

- understand the key processes and behaviours that are required for TAC to work on the front-line; and
- be able to track progress towards the desired level of competency within TAC.

B.2 The proposed approach to evaluation of integrated working within TAC, is through a capability maturity model - an extensively used approach to organisational evaluation. Capability maturity models are based on the idea that an organisation should improve its management processes (capabilities) as it gains experience (matures) and that organisations can progress through five levels of maturity with prominent characteristics at each plateau.

B.3 A capability maturity model defines the five levels of maturity and specifies the processes and behaviours that must be in place to achieve those levels. As well as the five levels this model for integrated working presents a baseline (level 0). In this model, level 5 is close to world class; most LAs and their partners would aim for level 3 after implementation, moving to level 4 in time.

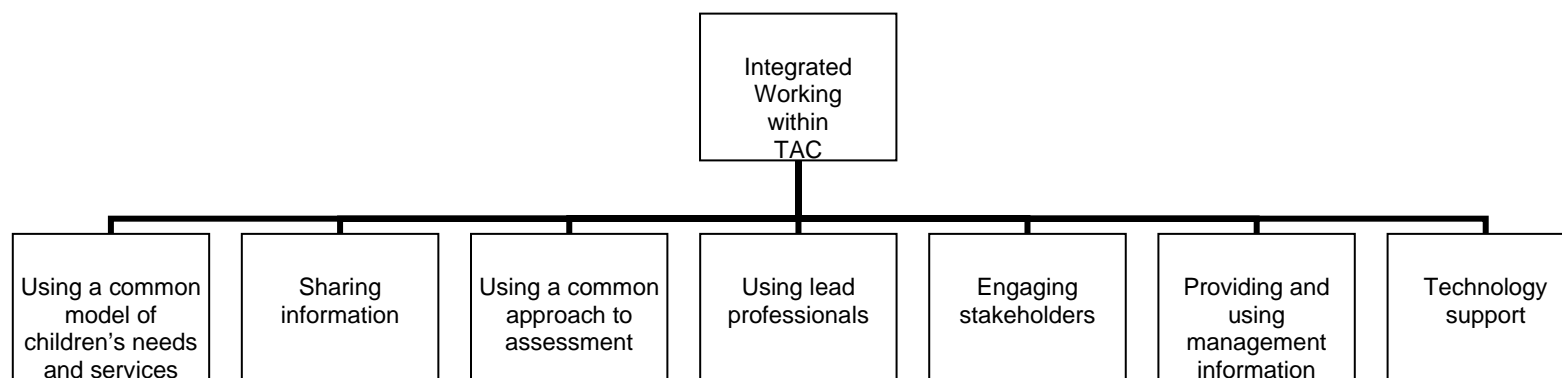
B.4 Use of terminology within the model:

Relevant partners: as defined in sections 10 of CA 2004

Section 10 defines relevant partners as: district council (where authority is a county council); police authority and the chief officer of police; local probation board; youth offending team; SHA and PCT; person providing services under section 114 of the Learning and Skills Act 2000 and the Learning and Skills Council for England.

All partners: relevant partners and any others involved in the delivery of services to children and young people, including private, voluntary and independent sectors.

Relevant staff: staff employed by LA and relevant partners, as defined above.



Definitions

Note: L4 is generally equivalent of the definition of “Mature” used by RCA in their information gathering in 2005.

Integrated Working within TAC	L0- baseline	L1 - started	L2 - developing	L3 - established	L4 - embedded	L5 – sustained
<p>Using a common model of children’s needs and services</p>	<p>Different language, standards and processes are used in different services and agencies throughout the local area and these act as a significant barrier to inter-agency working.</p>	<p>The need for a commonality in descriptions of children’s needs and services has been recognised.</p> <p>There is high level commitment across all strategic partners to the development of a common model to include:</p> <ul style="list-style-type: none"> • a diagrammatic model of levels of need; and/or • a set of definitions and indicators related to levels of need ; and • a common service delivery pathway. <p>A plan and accountabilities for it’s development has been agreed.</p>	<p>A common model of children’s needs and services has been defined and agreed locally by the LA and relevant partners.</p> <p>This model provides a reference point for translation of different languages, standards and processes used across services and agencies and for development of shared terminology.</p>	<p>The common model of children’s needs and services is adopted through the LA and relevant partners and is incorporated into all relevant documentation and training courses.</p> <p>Significant proportions of front-line staff are aware of the model and are making use of it to support inter-agency working.</p>	<p>The model is universally communicated and adopted throughout the LA and all partners. It forms the basis of all local processes and procedures.</p> <p>Front-line staff from all services and agencies constantly use the model to develop and share a common understanding of the needs of a child or young person with other practitioners and how to meet those needs.</p>	<p>Common language, standards and processes have developed and are in use across all services and agencies throughout the local area, based on the common model of children’s needs and services</p>

Integrated Working within TAC	L0- baseline	L1 - started	L2 - developing	L3 - established	L4 - embedded	L5 – sustained
<p>Sharing information</p>	<p>Failure to share information is regularly demonstrated to be a significant factor in cases of failure to safeguard or promote the well being of children and young people.</p>	<p>The need to improve practice in information sharing as been recognised as a strategic priority within the local area and plans have been put in place to facilitate this.</p>	<p>There is clear guidance available for front-line staff and for children, young people and families about information sharing and consent.</p> <p>Strategic level protocols for information sharing (ISPs) have been developed, agreed with all partners and communicated to all relevant staff.</p> <p>Training on information sharing and consent is provided for front-line staff, with procedures in place to monitor and evaluate their effectiveness.</p> <p>Structures are in place to provide professional support to front-line staff with queries on information sharing or consent.</p>	<p>All services have a clearly stated policy on information sharing and consent that is understood by all relevant staff and clearly communicated to children, young people and families accessing the service.</p> <p>Operational level ISPs have been developed, agreed with all partners and communicated to all relevant staff.</p> <p>All relevant staff have received guidance and training in information sharing and consent and are confident in their ability to put the training into practice.</p> <p>Performance reviews show evidence that sharing appropriate and relevant information across services and agencies is becoming a common occurrence.</p>	<p>All front-line staff have received guidance and training in information sharing and consent.</p> <p>Front-line staff report that they feel confident about sharing information across services and agencies.</p> <p>Front-line staff fully understand the implications of consent and are confident in their ability to obtain consent to share information from the family or young person, where appropriate.</p> <p>C/YP&F understand the rationale and local processes for information sharing.</p> <p>Performance reviews show consistent good practice across all services in obtaining consent to share information from the child, young person or family and in sharing information across services.</p>	<p>Obtaining consent and sharing relevant and appropriate information are the modus operandi across all services and agencies.</p> <p>Failure to share information is only rarely demonstrated to be a significant factor in cases of failure to safeguard or promote the well being of children and young people.</p>

Integrated Working within TAC	L0- baseline	L1 - started	L2 - developing	L3 - established	L4 - embedded	L5 – sustained
<p>Using a common approach to assessment</p>	<p>Multiple, disparate assessments are in use across different services and agencies throughout the local area.</p> <p>Practitioners are not always aware that other assessments have been undertaken.</p> <p>Children, young people and families are repeatedly asked for the same information by different services.</p> <p>Multiple overlapping assessments and duplicated (or more) referrals for a single child are common.</p>	<p>High-level commitment to the use of CAF has been secured across all strategic partners.</p> <p>Local area and practitioners are aware of the CAF and a clear implementation plan with realistic milestones has been agreed with all partners.</p>	<p>The role and processes of the CAF are clearly defined, as is the relationship between CAF and national / local specialists assessments. The inter-relationship between CAF and lead professional is clearly defined.</p> <p>Quality review mechanisms for CAF have been developed and agreed.</p> <p>Roll-out of the CAF is being phased in across the local area.</p>	<p>All relevant staff have been trained in the use of the CAF and understand its role, processes (i.e. when a CAF is appropriate and when not, who should complete it, what happens as a result of initiating a CAF) and interfaces (specialists assessments, lead professionals).</p> <p>Use of CAF is common throughout LA and relevant partners.</p> <p>Review mechanisms are in place and used regularly to monitor the uptake and quality of CAF.</p> <p>There is clear evidence of good uptake and practice in use of CAF across the local area.</p>	<p>CAF is universally adopted and used by front-line staff across all services and agencies.</p> <p>All front-line staff are trained in the CAF as part of their professional or induction training.</p> <p>Use of the CAF is regularly monitored and quality assessed as part of business as usual.</p> <p>Quality reviews show consistently good practice in use of CAF across the local area.</p> <p>Children, young people and families report an improved service experience due to the use of the CAF.</p>	<p>Holistic assessment of the needs of a child or young person is standard practice for all practitioners, using the CAF as the whole or initial part of any assessment.</p> <p>Use of the CAF can be directly linked to improved outcomes for children and young people</p>

Integrated Working within TAC	L0- baseline	L1 - started	L2 - developing	L3 - established	L4 - embedded	L5 – sustained
<p>Using lead professionals (LP)</p>	<p>Services to C/YP&F are not co-ordinated across agencies and services resulting in multiple assessments, duplicated referrals and duplicated interventions.</p> <p>Service users complain that services are not joined up leading to duplications and perception of poor service.</p>	<p>High-level commitment to the LP has been secured across all strategic partners.</p> <p>Local area and practitioners are aware of the LP functions and a clear implementation plan with realistic milestones has been agreed with all partners.</p>	<p>The functions and responsibilities of the LP are clearly defined, as is the relationship between the statutory and non-statutory LP functions. The inter-relationship between lead professional and CAF is clearly defined.</p> <p>Professional support standards and processes, escalation processes and quality review mechanisms for LP have been developed and agreed.</p> <p>Roll-out of the LP is being phased in across the local area.</p>	<p>All relevant staff are aware of the functions of the LP and the skills required to undertake these functions.</p> <p>Development the core skills required to undertake and manage the LP functions is embedded into induction and professional development for the local area.</p> <p>Use of LP is common throughout LA and relevant partners.</p> <p>Professional support and escalation processes for LP are in place and working effectively.</p> <p>Review mechanisms are in place and used regularly to monitor the uptake and quality of LP.</p> <p>There is clear evidence of good uptake and practice in use of LP across the local area.</p>	<p>The model of LP working is universally adopted and used by front-line staff across all services and agencies.</p> <p>All relevant front-line staff and have the skills required to undertake the LP functions (or a plan for their development).</p> <p>All relevant managers have the necessary knowledge and skills to manage LPs (or a plan for their development).</p> <p>LP performance and results are regularly monitored and quality assessed as part of business as usual.</p> <p>Quality reviews show consistently good practice in use of LP across the local area.</p> <p>Children, young people and families report an improved service experience due to the appointment of a LP.</p>	<p>Appointment of a LP for a child or young person requiring co-ordinated services across agencies is standard practice across the local area.</p> <p>Use of LPs throughout the area can be directly linked to improved outcomes for children and young people</p>

Integrated Working within TAC	L0- baseline	L1 - started	L2 - developing	L3 - established	L4 - embedded	L5 – sustained
<p>Engaging Stakeholders - Front-line Staff</p>	<p>Front-line staff (practitioners and managers) are generally not involved in the design of the new processes and tools that impact on their working practices.</p> <p>As staff do not feel engaged in the integration programme, they tend to ignore, resist or undermine it.</p>	<p>There is high level commitment to the need to the engage front-line staff in the design of new processes and procedures and an engagement strategy has been agreed.</p>	<p>There is limited consultation with front-line staff in the design of new processes and tools.</p> <p>Cross–agency consultation events and pilot projects contribute to breaking down professional silos and developing a culture of inter-agency working.</p> <p>Specific activities and initiatives are put in place to increase engagement of front-line staff, e.g. targeted communications, consultation events, identification and use of change champions and early adopters to motivate and encourage less enthusiastic members of staff through the example of their own actions.</p>	<p>There is widespread involvement of front-line staff from LA and relevant partners working together to design new processes and tools.</p> <p>All new processes and tools are designed to create and underpin joint working and with a focus on improving outcomes for children and young people.</p> <p>Staff confidence is built by allowing them the flexibility to solve problems as they arise in the new working environment. They are given sufficient autonomy to make decisions thereby owning the problem and solution.</p> <p>Effective review and feedback mechanisms are in place for on-going involvement.</p>	<p>Front-line staff from all services are effectively represented and regularly work together to design new processes and tools.</p> <p>Front-line staff report that they feel engaged in change and have a voice in developing new processes and tools.</p> <p>Front-line staff report that bureaucracy is reduced and that new processes and tools support improved delivery of services to children and young people.</p> <p>Job satisfaction is improved and turnover is less.</p>	<p>Front-line staff become the impetus for on-going improvement by becoming the shapers and drivers of change.</p>

Integrated Working within TAC	L0- baseline	L1 - started	L2 - developing	L3 - established	L4 - embedded	L5 – sustained
Engaging Stakeholders - Children, Young People & Families (C/YP&F)	Services have no approach to engaging with C/YP&F beyond responding to complaints.	The need for a co-ordinated approach to engaging with service users is recognised and a plan and accountabilities for improving engagement is agreed.	<p>Sporadic quantitative surveys measure customer satisfaction with current services but with no feedback to C/YP&F.</p> <p>Engagement activity is ad hoc and developed at a service level.</p> <p>A strategy for engagement with service users across the local area is developed and agreed.</p>	<p>There is regular quantitative consultation with some qualitative work. Some evidence of change leading on from consultation and of user participation in service design.</p> <p>Some evidence of engagement planning above the service level, focused on specific departments and projects.</p> <p>Standards for participation and engagement of C/YP&F are defined and agreed. All suppliers must adhere to these standards.</p>	<p>Evidence of effective engagement with C/YP&F in the assessment of needs and preparation of the plan.</p> <p>Services collaborate well and know who they are trying to engage individually.</p> <p>There are mechanisms in place to ensure that the views of C/YP&F are used systematically in developing and reviewing services and shaping plans.</p>	<p>CYP&F are fully represented and are an integral part of the strategic partnership. Appropriate mechanisms exist for their on-going involvement.</p> <p>The authority is willing to listen, negotiate and change or review strategy based on views of C/YP&F.</p> <p>Engagement with C/YP&F is planned and coordinated across the authority</p>
Providing and using management information	<p>There no mechanisms for obtaining an integrated or consistent view of process performance across the local area.</p> <p>Obtaining integrated management information for reporting and planning purposes is a manual and time-consuming tasks</p>	The need for integrated management information is identified and a plan and accountabilities for its development agreed.	<p>Manual processes have been put in place to produce integrated management information about performance across the local area.</p> <p>Development of automated facilities are underway</p>	<p>Processes and systems are in place to automatically provide anonymised data for reporting and planning purposes.</p> <p>Management information from CAF and other key activities are used to guide commissioning of services.</p>		Processes and systems are in place to automatically extract information from local systems and feed into sophisticated predictive planning models.

C. Dependencies Matrix

	Pogress toward completion	%	CAF & Lead Professional	Workforce Development	Information Sharing	Child Index	Children's Service Directory	Joint Commissioning	Disabled Children/SEN integration	New Ways of Working Mobile Working	Integrated Youth Strategy	Children's Centres Strategy	Integrated Children's System	Extended Services	Integrated Case Work Sys Children's ICT Roadmap	ECAF	Key Enabler for Team around the Child
New Ways of Working Mobile Working	Laptops provided to IRT Team, confirming capital for roll out to other service areas.	50%	Will enable more mobile workforce						Flexibility of Mobile working required			Will enable practioners to work from CC even if not based there.	Will support implementation - examplers need to made available off -line	Will enable practioners to work from schools even if not based there	Key element		YES
Workforce Development	Project Started mapping work underway	10%	Specification and management for CAF Trainers - Analysis of Current courses containing ACM - CAF training Pool Analysis of all current JD		Audit of JD,s required to determine those with info sharing responsibilities	Identificati on of staff to use the index CRB Checks	Extent to which use of service directory is part of all appropriate training courses	Service specificatio ns drawn up as part of Commissioning approachs need to reflect workforce requireme nts	Intergrated qualificatio ns framework to support intergrated teams		Training requireme nts for staff and providers	Training requireme nts for staff and providers	Analysis of effectiveness training required link between practice and ICT training needed	Future roles in schools roll out of common core skills		Technical training required to support implementation	Partial
Information Sharing	Protocol in place, course content currently being written for roll out with CAF & LP Training	50%	Component of practice platform alongside Caf and LP	Specification and management for CAF Trainers to include information sharing Analysis of all current JD's to include information sharing competence		Staff will need to be trained in Information sharing to gain access to Index	Possible link from index to home page of service directory	Service specificatio ns will need to include requirement for external providers to work to info. shairng requireme nts	Part of practice platform to enable integration of services		Part of practice platform to enable Targeted youth support and integrated working	Info Sharing to be basis of multi-disciplinary CC teams	Will Support Multi agency working particularly around LAC & CIN	Should support the role in schools and encourage participation as part of practice CAF & LP Training	Mature information sharing culture required to aid deployment of joint systems	Mature information sharing culture required to aid deployment of joint systems	YES

	Pogress toward completion	%	CAF & Lead Professional	Workforce Development	Information Sharing	Child Index	Children's Service Directory	Joint Commissioning	Disabled Children/ SEN integration	New Ways of Working Mobile Working	Integrated Youth Strategy	Children's Centres Strategy	Integrated Children's System	Extended Services	Integrated Case Work Sys Children's ICT Roadmap	ECAF	Key Enabler for Team around the Child
Disabled Children/ SEN integration	Project Started, work streams being taken forward	30%	Common Language and CAF headings vehicle to support joint case management	Intergrated qualifications framework to support intergrated teams	Will need training as part of Practice platform	Index will support integrated team and who is working with who	All Services for this group need to be on the directory to assist in service delivery	Element of integration first service area to use joint commissioning framework		Flexibility of Mobile working required			Roll of ICS/ Framework to support intergrated teams	Fit with specialist schools or inclusion provision with main stream schools	Needs of new service will be part of overall requirements specification		Partial
Children's Centre Strategy	??	? ?	Will be key tool to support a llindividuall service delivery in Childrens Centres - Relationship with existing Frameworks i.e Birth to three matters to be determind	Intergrated quaifications framework - Transformation grant	all staff in Ccwill need training as part of Practice platform	Index will support CC to work out if a child is known to other agencies	Currently hosted in EYS . Access for parents in CC required	Recomissioning activity needs to use Joint commissioning framework									YES
Extended Services	All targets met for phase one interdependancies between extended schools and other initiatives now being managed	70%															YES

	Pogress toward completion	%	CAF & Lead Professional	Workforce Development	Information Sharing	Child Index	Children's Service Directory	Joint Commissioning	Disabled Children/SEN integration	New Ways of Working Mobile Working	Integrated Youth Strategy	Children's Centres Strategy	Integrated Children's System	Extended Services	Integrated Case Work Sys Children's ICT Roadmap	ECAF	Key Enabler for Team around the Child
Children's Service Directory	Further work required to develop wider usage and accurate records	70%	Key part of practice platform with CAF will enable staff to access services to meet needs identified in CAF	Training for all staff in use of directory		Possible link from index to home page		Service directory will be key Data case to inform service mapping, potential to include volume , reach and other information to inform commissioning	All Services for this group need to be on the directory to assist in service delivery		Key part of practice platform	Key part of practice platform	Link from ICS into service directory. Coding structure and data fields in provider and care packages element of ICS need to be unified	To promote usage within schools	Part of overall roadmap	Link from Ecaf into Service Directory	YES
Child Index	Project slipped due to non appointment of lead	5%	Will support Tracking CAF completion and who is working with who	Training required to all staff as part of roll out in early 2008	Staff will need to be trained in Information sharing to gain access to Index		Possible link from index to service directory home page	anonymou s quantitative information may be available from Child Index	Index will support integrated team and who is working with who		Will support Tracking Caf completion and who is working with who within targeted youth interventions	Will support Tracking Caf completion and who is working with who within targeted CC interventions	Index will need to link with Framework as part of National spec	Assist with Index implementation within schools	Part of ICT Strategy and roadmap for future systems will need to interface with index	Index will note if CAF has been completed	YES
CAF & Lead Professional	Framework in place require Service areas to identify staff and trainers - Could begin training in Feb 07	30%		Specificati on and management for CAF Trainers - Analysis of Current courses containing ACM - CAF training Pool Analysis of all current JD	Info Sharing Training delivered as part of CAF roll out	Delivered Early 2008 interim manual arrangements may be required to support CAF tracking	Needs overhaul - Accuracy and Accessibility to support practioners undertaking CAF	Quantative and Qualitative Info collected through CAF will support ongoing needs analysis	Common Language and CAF headings vehicle to support joint case management		CAF potential platform for access to targeted Youth Support	CAF needs to be fully impelenmted as solet assessment mechanism	Relationshi p with Caf and Initial Assessment to be examined & planned in future ICS release	Role of EXT schools CO-Rod in embedding Caf in School Settings ?	Common Headings and CAF templates in all Case Management Systems	Electronic System required to support CAF Delivery	YES

	Pogress toward completion	%	CAF & Lead Professional	Workforce Development	Information Sharing	Child Index	Children's Service Directory	Joint Commissioning	Disabled Children/ SEN integration	New Ways of Working Mobile Working	Integrated Youth Strategy	Children's Centres Strategy	Integrated Children's System	Extended Services	Integrated Case Work Sys Children's ICT Roadmap	ECAF	Key Enabler for Team around the Child
Integrated Children's System	Phase one delivered arrangements for management of phase two and links with wider ICT Roadmap to be explored		Relationship with Caf and Initial Assessment to be examined & planned in future ICS release	Analysis of effectiveness training required link between practice and ICT training needed	Will Support Multi agency working particularly around LAC & CIN	Index will need to link with Framework as part of National spec		Quantative needs information fields to inform commissioning needs specifying as part of ICS phase 2	Roll of ICS/ Framework to support intergrated teams						Supplier relations need managing - fit with overall ICT Roadmap	National or Local ECAF needs to fit with ICS	Partial
Integrated Case Work Sys Children's ICT Roadmap	Asome pilot work underway lacks overall roadmap	30%			Mature information sharing culture required to aid deployment of joint systems				Needs of new service will be part of overall requirements specification				Supplier relations need managing - fit with overall ICT Roadmap	Fit with Schools ICT strategy/B SF		ECAF part of overall ICT roadmap	Partial
ECAF	Not started waiting for national go ahead	n/a	Electronic System required to support CAF Delivery	Technical training required to support implementation	Mature information sharing culture required to aid deployment of joint systems	Index will note if CAF has been completed	Link from Ecaf into Service Directory	ECAF has potential to provide commissioning information Quantative needs information fields to inform commissioning needs specifying					National or Local ECAF needs to fit with ICS				YES

	Pogress toward completion	%	CAF & Lead Professional	Workforce Development	Information Sharing	Child Index	Children's Service Directory	Joint Commissioning	Disabled Children/ SEN integration	New Ways of Working Mobile Working	Integrated Youth Strategy	Children's Centres Strategy	Integrated Children's System	Extended Services	Integrated Case Work Sys Children's ICT Roadmap	ECAF	Key Enabler for Team around the Child
Joint Commissioning	Joint Commissioning Framework under development. Development are late in comparison to other authorities	30%	Quantative and Qualitative Info collected through Caf will support ongoing needs analysis. Service specifications will need to include requirement for external providers to work to CAF requirements	Service specifications drawn up as part of Commissioning approaches need to reflect workforce requirements	Service specifications will need to include requirement for external providers to work to info. sharing requirements	Service specifications will need to include requirement for external providers to work to Child Index requirements	Service directory will be key Data case to inform service mapping, potential to include volume , reach and other information to inform commissioning		Element of integration first service area to use joint commissioning framework		Recomissioning activity needs to use Joint commissioning framework	Recomissioning activity needs to use Joint commissioning framework	Quantative needs information fields to inform commissioning needs specifying as part of ICS phase 2	Role of Extended Services Co-ord in relation to supporting commissioning activity needs clarification		Quantative needs information fields to inform commissioning needs specifying	YES
Integrated Youth Strategy	???	n/a	CAF potential platform for access to targeted Youth Support	Training requirements for staff and providers				Recomissioning activity needs to use Joint commissioning framework									Partial

D. Transition to TAC: Behaviour Matrix

	Think	Feel	Say	Do
CYPSP Board Members	<ul style="list-style-type: none"> I am supportive of this transition and the aims of TAC I am confident in the transition plans and that they will achieve the aims and objectives I am responsible for supporting my staff and leading them through this transition 	<ul style="list-style-type: none"> Informed, engaged Important, central to the project 	<ul style="list-style-type: none"> I am supportive of this transition and the aims of TAC I expect my management team to lead and support their services through this transition I will authorise the resources needed to help engage, inform and consult my dept 	<ul style="list-style-type: none"> Influence their DDs, ADs and service heads Demonstrate ownership of the project Be visible at key decision or influence points / events Endorse communications Mentor / coach their peers
DDs, ADs & Service Heads	<ul style="list-style-type: none"> My service is fully represented I understand the rationale for the decisions about my service 	<ul style="list-style-type: none"> Informed, engaged Important, central to the project 	<ul style="list-style-type: none"> I will identify and allocate the right resources to enable the transition 	<ul style="list-style-type: none"> Critically challenge the TAC team and transition plans where necessary to ensure business continuity Provide appropriate resources Participate in the steering group
Senior Stakeholders User Group	<ul style="list-style-type: none"> I am responsible for making it happen within my department The timeline is short and I must make myself available and provide appropriate resources. I am responsible for motivating and inspiring 	<ul style="list-style-type: none"> Informed, engaged Important, central to the project As custodians of the as-is, they are shapers of the to-be Valued, vital, pivotal 	<ul style="list-style-type: none"> I will identify and allocate the right resources to enable the move I am bought-in and my dept is on board 	<ul style="list-style-type: none"> Project manage the move for their service/department Be an interface between the service and the TAC Programme Team Highlight and Help to manage risks and issues, blockages and resistance

	Think	Feel	Say	Do
	the Business Unit Service Champions			<ul style="list-style-type: none"> Be the “policy police”
Line managers and supervisors	<ul style="list-style-type: none"> Staff will be influenced by my stance more than any one else’s so I must behave accordingly 	<ul style="list-style-type: none"> Informed, involved, part of decision-making As custodians of the as-is, they are shapers of the to-be Valued, vital, pivotal 	<ul style="list-style-type: none"> I support the change My staff understand why this change is necessary I understand the objectives and the timescale of the transition to CYPS and will cooperate with achieving it I understand the broad vision for ECM and TAC 	<ul style="list-style-type: none"> Disseminate change messages within their teams Be open and informative with their service teams and with the TAC team Provide on-time information as requested Volunteer critical information whether or not requested by TAC team
Business Unit Service Champions	<ul style="list-style-type: none"> Staff will be influenced by my attitude so I must behave accordingly 	<ul style="list-style-type: none"> Informed, involved, part of decision-making Valued, vital, pivotal As users and experts of the as-is, they can help shape the to-be 	<ul style="list-style-type: none"> I support the change This is a quantum leap for Lambeth staff and customers 	<ul style="list-style-type: none"> support SSUG to to make it happen support staff to adapt and make the move capture and feedback issues, concerns, threats, blockages match as-is to to-be promote the benefits of the move disseminate information to movers
Affected staff	<ul style="list-style-type: none"> My questions have been addressed and I understand why I am being asked to change I can make any necessary adjustment required by the move I will need to change but 	<ul style="list-style-type: none"> Informed, engaged, listened to Happy to be part of the move Expectations are real My manager understands my concerns 	<ul style="list-style-type: none"> This is not such a painful transition! I have certainly lost no more than I have gained. I can adjust to this new environment and imagine myself enjoying it 	<ul style="list-style-type: none"> Mentor / coach their peers Support and co-operate with the move Make any necessary adjustments Raise any issues or concerns through the

	Think	Feel	Say	Do
	<p>that's not such a bad thing</p> <ul style="list-style-type: none"> I have easy access to information about the move and I can speak to a service champion 	<ul style="list-style-type: none"> My particular needs/requirements will not put me at a disadvantage in this new building/department 		<p>correct channels and allow time for them to be resolved</p>
Trade Unions	<ul style="list-style-type: none"> My concerns about members' well-being and protection of conditions of service are understood and are on the project team's agenda Despite my concerns, I see the benefits for my members 	<ul style="list-style-type: none"> There is nothing about this move that will be damaging to my members 	<ul style="list-style-type: none"> We have bought-in to this and are on board There is no detrimental impact on staff or condition of service. Location is adequate for staff and service users to get to, the buildings accommodate their needs and fully complies with all relevant regulations What staff are being asked to do fully complies with all relevant regulations 	<ul style="list-style-type: none"> Explain pros and cons to their members in a positive way Highlight particular staff issues that the TAC team or DLT may not have considered Support the move in words and action

E. Baseline Analysis

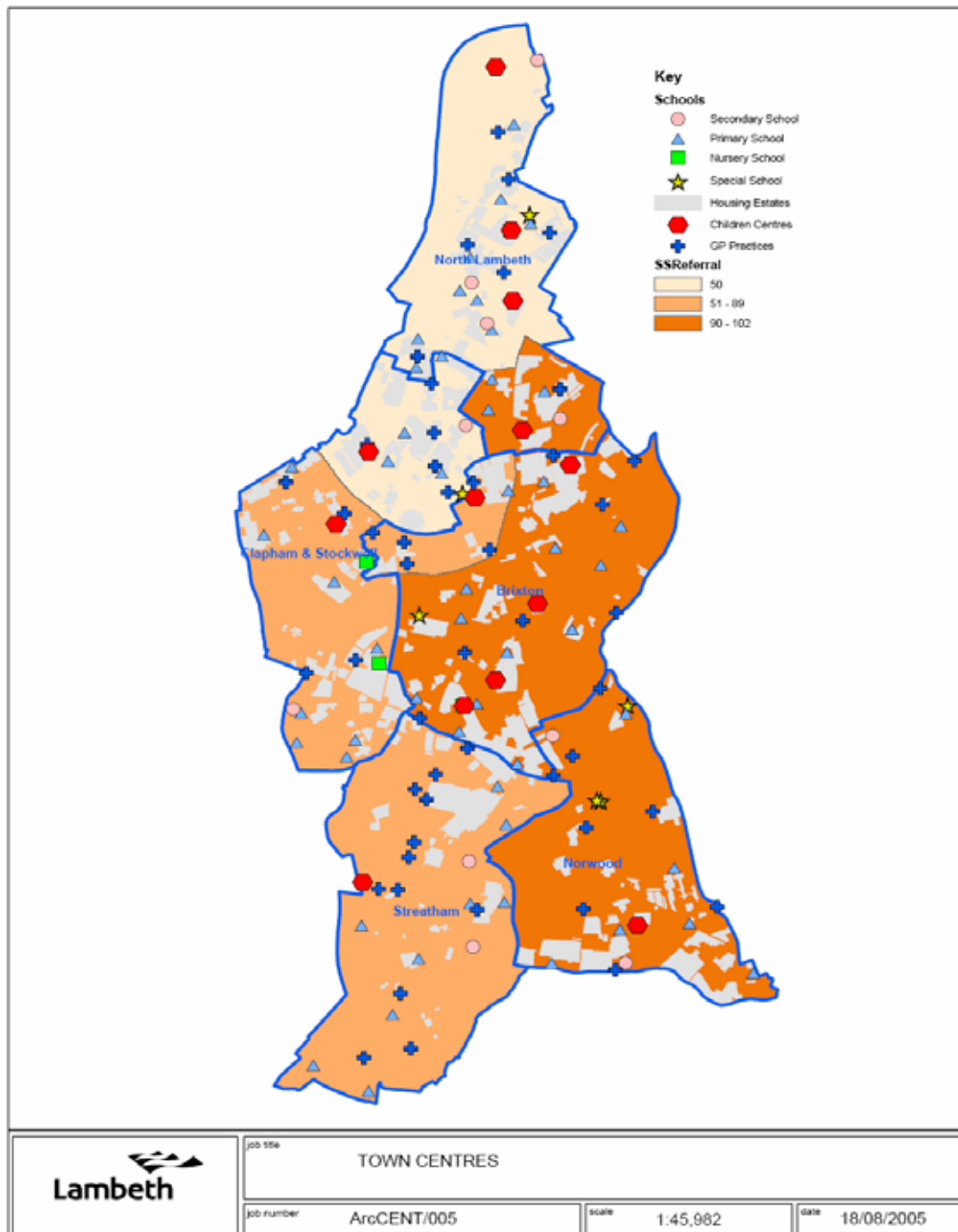
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Lambeth CYPSP Baseline Information

Geographical Maps of Lambeth to Summarise Resource and Referral Distributions

Town Centres with referral data



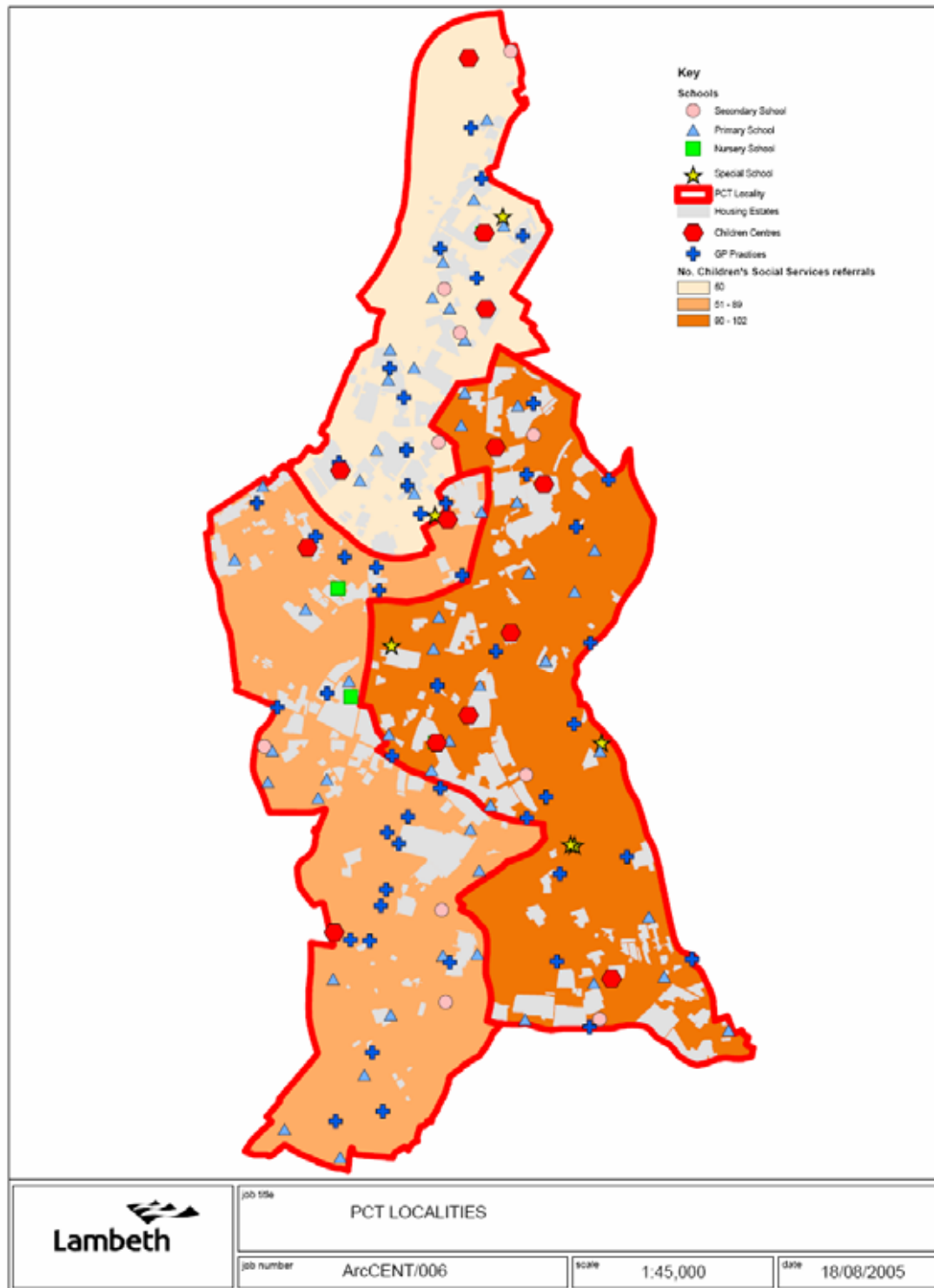
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Map 1

Looking at Map 1 it can be seen that Streatham town centre has the highest number of Children's Social Services referrals for July 2005. However Streatham has the least number of Children Centres. In contrast Streatham has the highest number of GP Practices with North Lambeth having the least of the five, town centres'. Streatham has one of the largest housing estates but the lowest number of housing estates of all the town centres' overall. This is one factor which will help when serving the high need of the Primary Housing Estates and their distribution in Lambeth. Both Brixton and Clapham & Stockwell town centres' have the highest number of Nursery Schools however if they are compared with tables 4 and 5 on pages 16 & 17 showing the Census Data for 2001 these two town centres have the highest numbers of Children and Young People in this age range.

When looking at Special Schools in Map 1 it can be seen that most of the Special Schools are placed in the South East of the borough away from the two town centres' with the most amount of Children's Social Services referrals, these are North Lambeth and Streatham. Norwood has the lowest number of Children and Young People in the age range from 0-19 but has the joint highest number of special schools in the borough. When looking at Secondary Schools on Map 1 it can be seen that North Lambeth with the second lowest population of Children and Young People in the secondary transfer cohort has the highest number of Secondary Schools, whilst Brixton with the highest number of Children and Young People in this age range, has no Secondary Schools. In contrast Brixton Town Centre has the highest number of Primary Schools but the second highest population in this age range when compared with tables 4 –8.

PCT Localities with referral data



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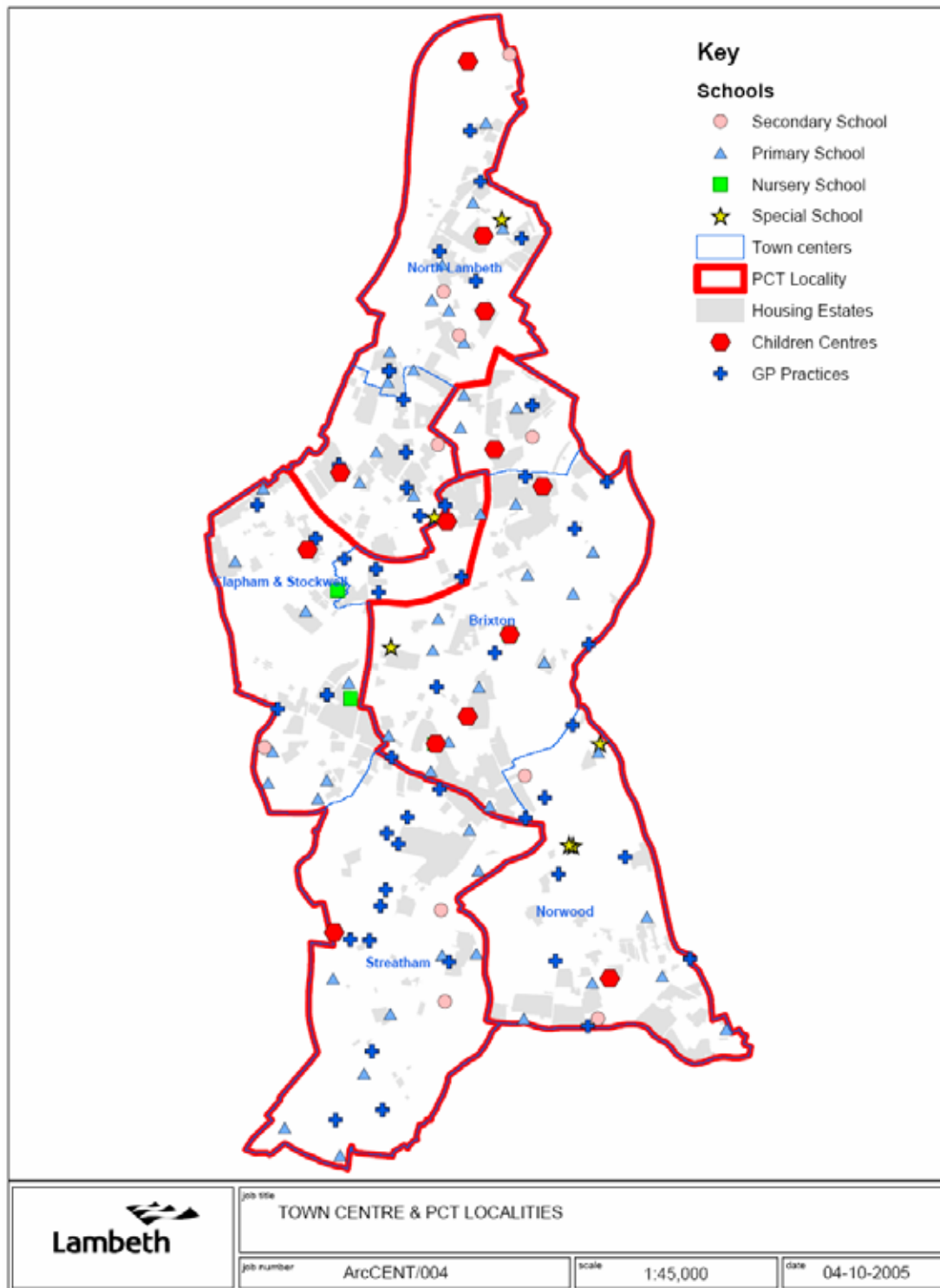
Map 2

Looking at Map 2, which shows the PCT Localities with Children's Social Services referral data for July 2005, it can be seen that the South East Locality has the highest number of Children's Social Services referrals. The South East Locality has the highest number of Children Centres, Special Schools, Primary Housing Estates and

the lowest number of secondary schools of all three localities. When we compare this with tables 9 - 11 on pages 20-22, it can be seen that the South East Locality has the highest number of Children and Young People from 0 – 19 out of all the three localities. The South East Locality has the second highest number of Primary Schools but the highest number of children in this age range.

When looking at the distribution of resources from North to South in Map 2 it can be seen that the North Locality has fewer Primary Schools than both of the Southern Localities. There is the least amount of Nursery Schools in the North Locality. However the North Locality has the least amount of Primary Housing Estates whilst the two Southern Localities have the highest number of Primary Housing Estates. The North Locality has the joint highest amount of Secondary Schools but the fewest number of Children and Young People in this cohort when compared with tables 9 – 11.

Town Centres and PCT Localities



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Map 3

Looking at Map 3, which shows both the PCT Locality and the Town Centres' and their resources. It can be seen that there is a fairly even distribution of

primary schools. Whilst the majority of the Children Centres are within the Brixton Town Centre catchment area. They are also more focused in the North of the borough with North Lambeth having the joint highest number of Children Centres but the second lowest number of children in this cohort. Special schools are focused down in the South East of the borough whilst Nursery Schools and focused in the centre of the borough. Children and Young People from Brixton Town Centre are poorly served by secondary schools with the nearest secondary school's being either in Norwood or North Lambeth.

Summary of Resources by Town Centres' and Localities

Town Centres

Table 1

	North Lambeth	Clapham & Stockwell	Brixton	Streatham	Norwood	Totals
Primary Schools	14	14	15	9	7	57
Secondary Schools	4	3		2	2	11
Special Schools	1	1	1	-	3	6
Children Centres	4	3	4	1	2	14
Nursery Schools	1	2	2	-	-	5
Primary Housing Estates	27	35	38	9	18	127
Total Resources	51	58	60	21	32	222
Total Population	45985	65513	64656	51769	38246	266169
Variation					40	

N.B. The variation is across the Town Centres

The figures are the result of a mapping across the Town Centre's and PCT localities.

PCT Localities

Table 2

Resource	North	South West	South East	Totals
Primary Schools	16	21	22	59
Secondary Schools	4	4	3	11
Special Schools	1	1	4	6
Children Centres	4	4	6	14
Nursery Schools	1	2	2	5
Primary Housing Estates	34	35	58	127
Total Resources	60	67	95	222
Total Population	60135	102858	103176	266169
Variation			35	

N.B. The variation is across the PCT Localities

If we compare the variation between tables 1 and 2 which compares the resource distribution between town centres' and the Primary Care Trust (PCT) localities. It can be seen that the variation across Town Centres is greater at 41 (Table 1), than that across the PCT localities which have a variation of 34 (Table 2). This shows that there is a better distribution of resources across the three PCT localities. Brixton Town centre has the highest number of resources but the second highest population.

Locations of the top ten most deprived wards within Lambeth

Table 3

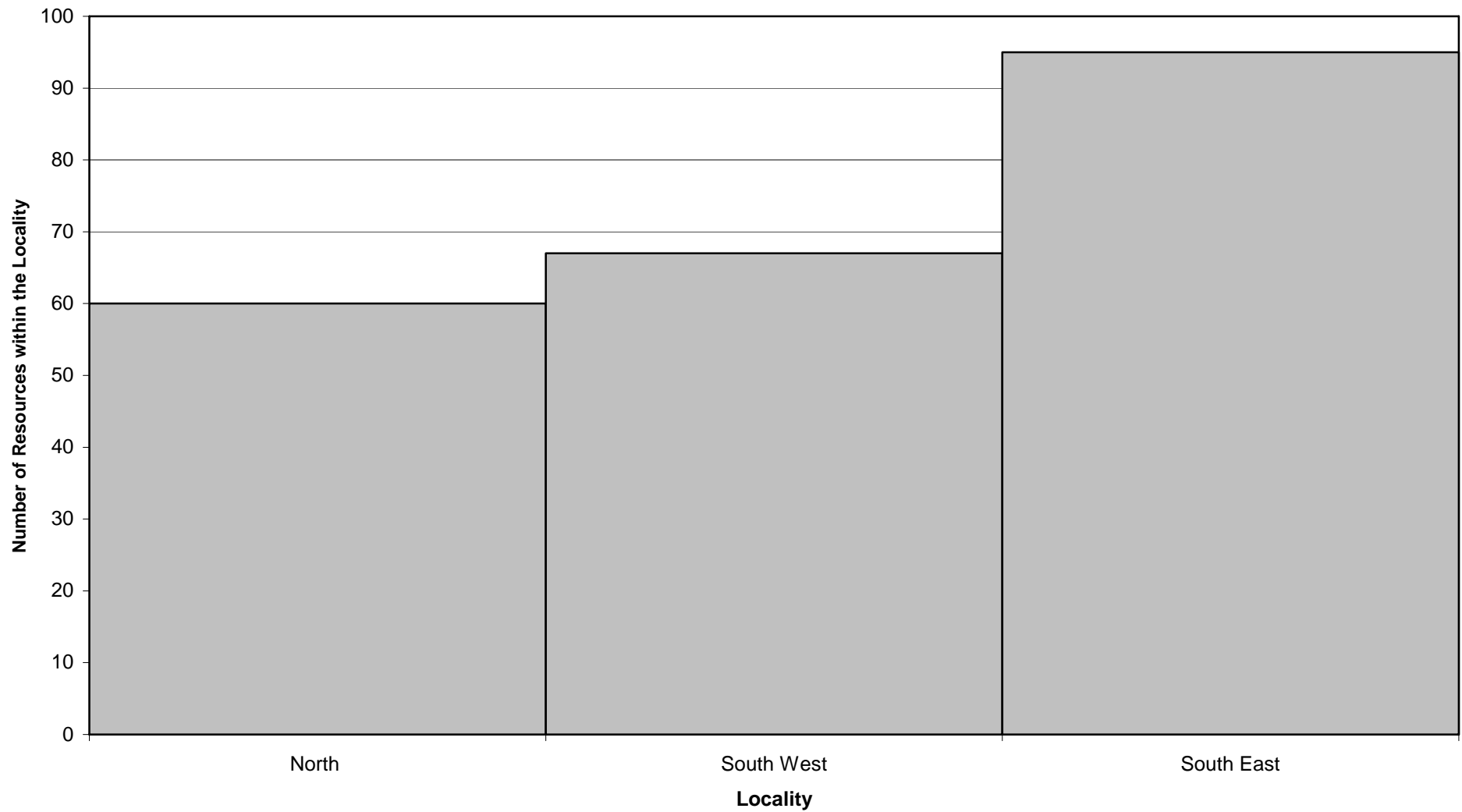
Town Centre	Have wards within the top 10 most deprived wards with the borough
Brixton	5
North Lambeth	3
Clapham & Stockwell	2
Norwood	0
Streatham	0

Source Data taken from: "Indices of Deprivation 2004 – An analysis of London wards based on Super Output Area (SOA) ranks. Greater London Authority (GLA) Data Management and Analysis Group (DMAG) Briefing 2005-5 Ward Index of Multiple Deprivation 2004 (IMD2004)"

It can be seen from Table 3 that Brixton has the highest number of deprived wards in the top ten of most deprived wards in borough. North Lambeth and Clapham & Stockwell closely follow Brixton. This work shows that Brixton Town Centre has the highest levels of need in the borough.

Graph 2

Resources within the PCT Localities



Town centre Census Information

In numerical descending order
The figures were taken from the Census of 2001

Clapham & Stockwell

Census Data (2001)

Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Ages 15 (%)	Ages 16-17	Ages 18-19
65513	7.4 (%) 4840	3.7 (%) 2424	2.3 (%) 1485	5.1 (%) 3370	1.0 (%) 656	2.1 (%) 1200	2.0 (%) 1162

Table 4

Brixton

Census Data (2001)

Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Ages 15 (%)	Ages 16-17	Ages 18-19
64656	6.8 (%) 4418	3.7 (%) 2405	2.6 (%) 1659	5.6 (%) 3645	1.1 (%) 692	2.1 (%) 1330	2.0 (%) 1302

Table 5

Streatham

Census Data (2001)

Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Ages 15	Ages 16-17	Ages 18-19
	6.4(%)	3.2 (%)	2.1 (%)	5.4 (%)	1 (%)	2.1 (%)	2 (%)
51769	3288	1660	1098	2785	501	1075	1025

Table 6

North Lambeth

Census Data (2001)

Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Ages 15	Ages 16-17	Ages 18-19
	6.5(%)	3.3(%)	2.1(%)	5.5(%)	0.9(%)	2.1(%)	2.6(%)
45985	2980	1530	954	2516	436	953	1195

Table 7

Norwood

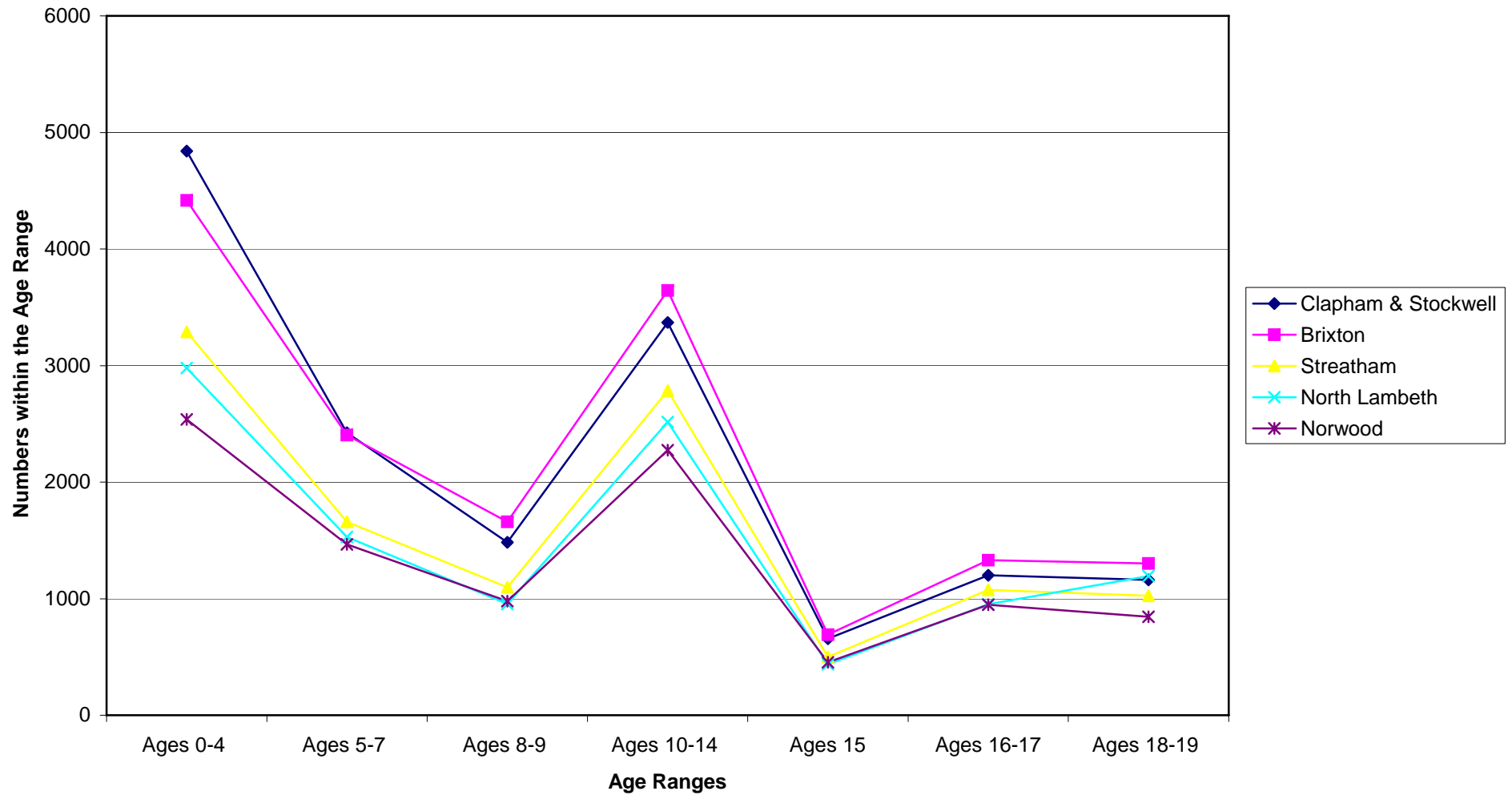
Census Data (2001)

Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Ages 15	Ages 16-17	Ages 18-19
	6.6 (%)	3.8 (%)	2.6 (%)	5.9 (%)	1.2 (%)	2.5 (%)	2.2 (%)
38246	2537	1467	980	2274	454	949	845

Table 8

Looking across tables 4-8 which shows the Census Data for 2001. It can be seen that Clapham & Stockwell has the highest overall population of the five town centres at 65513 in the age range 0-19. However Brixton town centre has the highest figures for the age ranges covering 8-19's. Norwood has the lowest overall population of the five town centres at 38246. However North Lambeth has the lowest population in the 8-9 and 15 age ranges.

Graph 3 Town Centre Population Information from the 2001 Census for 0-19yrs.



It can be seen from Graph 3, which shows the 2001 Census data for the age ranges from 0-19 yrs old for the five Lambeth Town Centre's. That Clapham has the highest population of the five town centres within the 0-19 age ranges. However Brixton is closely followed with the highest figures of all the five town centres from 8-19 years old. This compares with Clapham who has the highest population in the 0-7 age ranges. It can be also seen from Graph 3 that the highest numbers of 0-19's are within the 0-4 and 10-14 age ranges in Lambeth.

PCT Localities Census Information

In numerical descending order

South East Locality

Table 9

Town Centre	Brixton	Brixton	Brixton	Norwood	Norwood	Norwood	2 Brixton	North Lambeth	Locality Totals
Ward	Coldharbour	Herne Hill	Tulse Hill	Gipsy Hill	Knight's Hill	Thurlow Park	Brixton Hill	Vassall South East	
PCT	South East	South East	South East	South East	South East	South East	South East	South East	
Total population	14376	11805	13119	13601	13687	10958	12458	13172	103176
0-4 (% of total pop)	8.01	6.82	7.48	6.52	7.27	5.98	7.71	7.65	7.18
5-7 (%)	4.61	3.46	4.27	4.07	4.09	3.23	4.1	3.99	3.98
8-9 (%)	3.5	2.45	2.55	2.64	2.63	2.38	2.62	2.67	2.68
10-14 (%)	7.28	5.43	5.71	6.79	5.86	5.01	5.53	6.67	6.04
15 (%)	1.35	1	1.03	1.45	1.14	0.92	9.9	1.12	2.24
16-17 (%)	2.77	1.72	2.08	2.91	2.41	2.04	2.11	2.88	2.37
18-19 (%)	2.45	2.05	1.7	2.49	2.26	1.79	2.22	2.48	2.18

South West Locality

Table 10

Town Centre	Clapham and Stockwell	Streatham	Streatham	Streatham	Streatham	Brixton	Clapham and Stockwell	Clapham and Stockwell	Locality Totals
Ward	Thornton	St. Leonard's	Streatham Hill	Streatham South	Streatham Wells	Ferndale	Clapham Common	Clapham Town	
PCT	South West	South West	South West	South West	South West	West	South West	South West	
Total population	12589	12215	13359	13449	12746	12898	12270	13332	102858
0-4 (% of total pop)	7.91	5.47	6.68	6.66	6.53	5.5	6.76	6.39	6.49
5-7 (%)	3.68	2.78	3.29	3.87	2.83	2.81	3.3	3.13	3.21
8-9 (%)	2.26	1.81	1.92	2.71	2.01	2.1	1.76	1.95	2.07
10-14 (%)	5.35	4.19	5.08	6.86	5.26	5.09	4.02	4.3	5.02
15 (%)	1.01	0.88	0.79	1.23	0.96	1.13	0.86	0.86	0.97
16-17 (%)	2.1	1.67	1.74	2.72	2.13	1.9	1.55	1.64	1.93
18-19 (%)	1.78	1.73	1.86	2.48	1.81	2.04	1.5	1.5	1.84

North Locality

Table 11

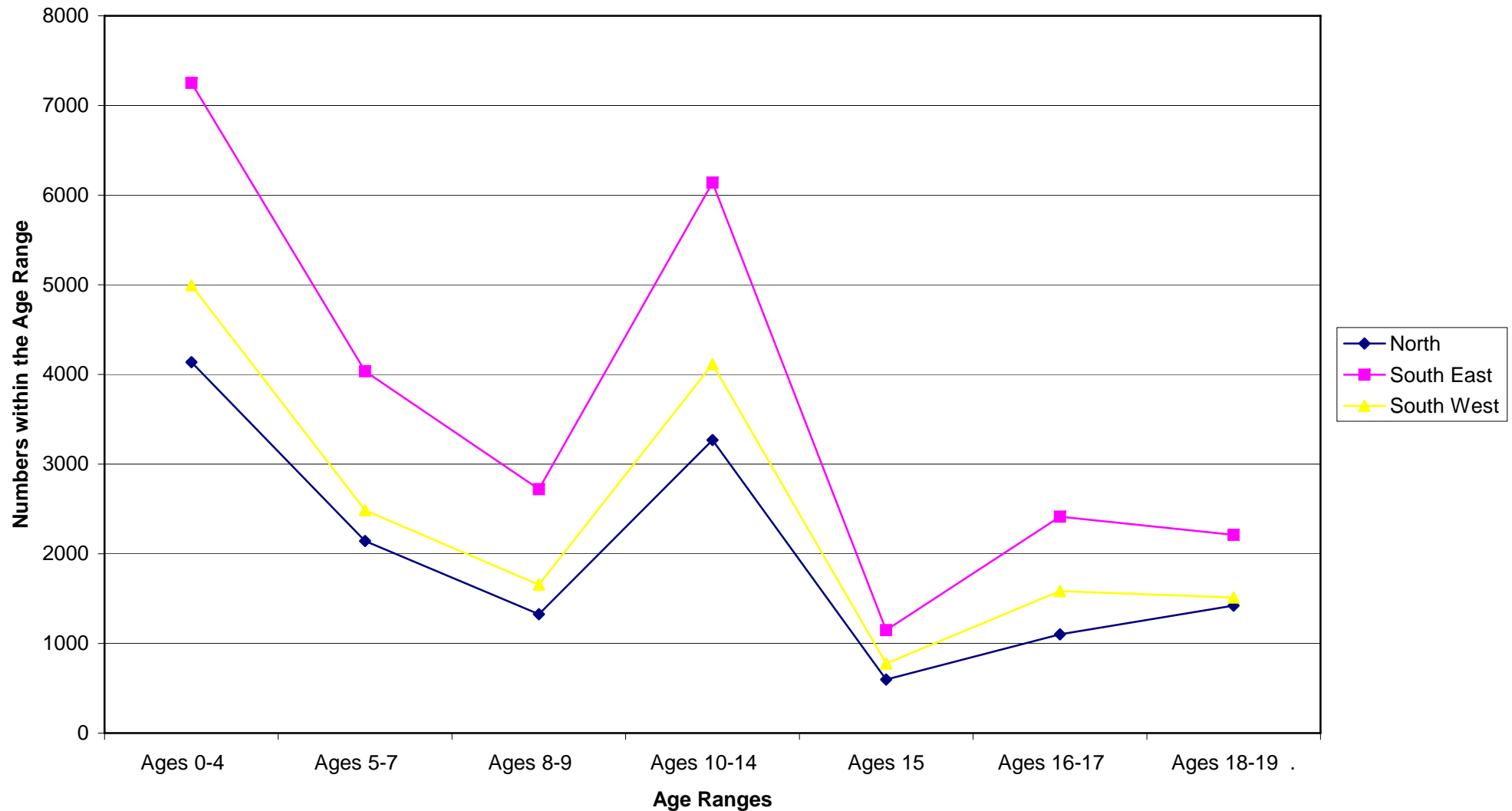
Town Centre Ward PCT	North Lambeth Bishop's North	North Lambeth Oval North	North Lambeth Prince's North	Clapham and Stockwell North	Clapham and Stockwell Larkhall North	Locality Totals
Total population	9194	11983	11636	13416	13906	60135
0-4 (% of total pop)	5.26	6.26	6.35	8.94	6.93	6.75
5-7 (%)	2.87	3.02	3.25	4.27	4.07	3.50
8-9 (%)	1.62	1.88	1.96	2.88	2.42	2.15
10-14 (%)	4.42	5.17	5.27	6.25	5.7	5.36
15 (%)	0.92	0.73	1	1.09	1.17	0.98
16-17 (%)	1.81	1.7	1.75	1.95	1.91	1.82
18-19 (%)	4.61	1.78	1.99	2.16	1.9	2.49

Looking across tables 9 –11 it can be seen that the 0-19 population ranges from 103176 in the South East Locality to 60135 in the North Locality. Looking across the average total populations it can be seen that the South West Locality has the lowest groups of averages except for the 16-17 age range where the North Locality has the lowest in this group.

When looking across tables 4-11 it can be seen that there is a greater population variation across the three PCT Localities at 43041. This compares with 27267 across the five town centres.

Graph 4

PCT Population Information from the 2001 Census for 0-19yrs.



It can be seen from Graph 4, which shows the 2001 Census data for the age ranges from 0-19 yrs old for the three PCT Localities. That the South East Locality has the highest population of the three PCT Localities within the 0-19 age ranges. The South West Locality and North Locality follow this in rank order. It can also be seen from Graph 4 that the highest numbers of 0-19's are within the 0-4 and 10-14 age ranges in Lambeth.

Summary of Children's Social Services referrals by Town Centres' and PCT Locality

Town Centre's

Table 12

Town Centre	Number of referrals
Clapham & Stockwell	35
North Lambeth	53
Brixton	53
Streatham	60
Norwood	40
Total	241
Variation	25

The source data for July 2005 can be found in Appendix 1

It can be seen from table 12 that Streatham in the South West PCT Locality has the highest number of referrals to Children's Social Services for July 2005. This compares with Clapham & Stockwell with the lowest. If we compare this with the 0-19 Ages Census Data in Tables 4-8 Clapham have the highest Total Population but the lowest number of referrals to Social Services. This compares with Streatham with the third highest population but the highest overall number of referrals to Children's Social Services.

PCT Locality

Table 13

PCT Locality	Number of referrals
North	50
South East	102
South West	89
Total	241
Variation	52

The source data for July 2005 can be found in Appendix 1

Backing Information Appendix E.1

Children's Centres

Table 14

Children's Centres	Address	PCT Locality	Town Centre
Ethelred LEA Nursery School	10 Lollard Street SE11 6UP	North	North Lambeth
Larkhall Children's Centre	West Stockwell Development	North	Clapham & Stockwell
Coin Street Family & Children's Centre	99a Upper Ground	North	North Lambeth
Henry Fawcett Primary School and Children's Centre	Bowling Green Street, Oval SE11 5BZ	North	North Lambeth
Effra Children's Centre	35 Effra Parade Brixton SW2 IPL	South East	Brixton
Jubilee Children's Centre	Tulse Hill (SureStart) SW2 2JE	South East	Brixton
Little Starz Community and Children's Centre	18 Bentons Lane, Gipsy Hill SE27 9UD	South East	Norwood
Gipsy Hill SureStart Children's Centre	West Norwood (SureStart) Kinghts Hill SE27	South East	Norwood
Stockwell Primary School and Children's Centre	Stockwell Park Early Years Centre, Stockwell (SureStart), Stockwell Road, SW9 9TG	South East	Clapham & Stockwell
Loughborough Primary School and Children's Centre	Newberry Health Centre, Myatts Field	South East	Brixton
Brixton Children's Centre	Myatts Field and Angel Town, 9 Mostyn Road SW9 6PH	South East	North Lambeth
Holmewood Nursery School and Children's Centre	Tulse Hill (SureStart) Upper Tulse Hill SW2 2RW	South West	Brixton
Clapham Manor Primary School and Children's Centre	Clapham Belmont Road,	South West	Clapham & Stockwell
Streatham	21 Garrards Road,	South West	Streatham

Children's Centre	Streatham SW16 1JY		
Total	14		

Nursery Schools

Table 15

Nursery Schools	Address	PCT Locality	Town Centre
Ethelred LEA Nursery School	10 Lollard Street SE11 6UP	North	North Lambeth
Effra LEA Nursery School	Barnwell Road SW2 1PL	South East	Brixton
Holmewood LEA Nursery School	66 Upper Tulse Hill	South East	Brixton
Triangle LEA Nursery School	25 William Bonney Estate SW4 7JQ	South West	Clapham & Stockwell
Maytree LEA Nursery School	155 Clarence Crescent SW4 8LN	South West	Clapham & Stockwell
Total	5		

Primary Schools

Table 16

Primary School	Location	PCT Locality	Town Centre
Johanna Primary School	Johanna Street	North	North Lambeth
Walnut Tree Walk	Walnut Tree Walk	North	North Lambeth
Archbishop Sumner Church of England Primary School	Reedworth Street	North	North Lambeth
Vauxhall Primary School	Vauxhall Street	North	North Lambeth
St Anne's Roman Catholic Primary School	Durham Street	North	North Lambeth
St Mark's Church of England Primary School	Harleyford Road	North	North Lambeth
Henry Fawcett Primary School	Bowling Green Street	North	North Lambeth
Wyvil Primary School	Wyvil Road	North	North Lambeth

Ashmole Street	Ashmole Street	North	North Lambeth
Herbert Morrison Primary School*	Hartington Road	North	Clapham & Stockwell
St Stephen's Church of England Primary School*	Dorset Road	North	Clapham & Stockwell
Durand Primary School	Hackford Road	North	North Lambeth
Allen Edwards Primary School	Studley Road	North	Clapham & Stockwell
Lark Hall Primary School	Smedly Street	North	Clapham & Stockwell
St Andrew's Church of England Primary School	Kay Road	North	Clapham & Stockwell
St Andrew's Roman Catholic Primary School	Polworth Road	North	Streatham
Reay Primary School	Hackford Road	South East	North Lambeth
Christ Church Brixton Church of England Primary	Cancell Road	South East	North Lambeth
St John The Divine Church of England Primary School	Warham Street	South East	North Lambeth
St John's Angell Town Church of England Primary School	85 Angell Road	South East	Brixton
Sudbourne Primary School	Hayter Road	South East	Brixton
Corpus Christi Roman Catholic Primary School	Trent Road	South East	Brixton
Hill Mead Primary School	Hillmead Drive	South East	Brixton
St Saviour's Church of England Primary School	Herne Hill Road	South East	Brixton
Jessop Primary School	Lowden Road	South East	Brixton
St Jude's Church of England Primary School	Regent Road	South East	Brixton

Jubilee Primary School	Tulse Hill	South East	Brixton
Loughborough Primary School	Minet Road	South East	Brixton
Richard Atkins Primary School*	New Park Road	South East	Brixton
Christ Church Streatham Church of England Primary School*	Cotherston Road	South East	Brixton
Holy Trinity Church of England Primary School	Upper Tulse Hill	South East	Brixton
Fenstanton Primary School	Abbots Park	South East	Brixton
Rosendale Primary School	Turney Road	South East	Norwood
Elm Wood Primary School	Carnac Street	South East	Norwood
Kingswood Primary School	Gipsy Road	South East	Norwood
St Luke's Church of England Primary School	Linton Grove	South East	Norwood
Crown Lane Primary School	Gypsy Road	South East	Streatham
Paxton Primary School	Woodland Road	South East	Norwood
Heathbrook Primary School	St Rule Street	South West	Clapham & Stockwell
Stockwell Primary School*	Stockwell Road	South West	Brixton
St Helen's Roman Catholic Primary School	Knowle Close	South West	Brixton
Macaulay Church of England Primary School	Victoria Rise	South West	Clapham & Stockwell
Clapham Manor Primary School	Belmont Road	South West	Clapham & Stockwell
St Mary's Roman Catholic Primary School	Crescent Lane	South West	Clapham & Stockwell
Glenbrook Primary School	Clarence Avenue	South West	Clapham & Stockwell
St Bernadette's Roman Catholic Junior School	Atkins Road	South West	Clapham & Stockwell
Henry Cavendish Primary School	Hydethorpe Road	South West	Clapham & Stockwell
Telferscot Primary School	Telferscot Road	South West	Streatham
St Bede's Roman Catholic Infant School	Thornton Road	South West	Clapham & Stockwell

Streatham Wells Primary School	50 Palace Road	South West	Streatham
Hitherfield Primary School	Hitherfield Road	South West	Norwood
St Leonard's Church of England Primary School	42 Mitcham Road	South West	Streatham
Sunnyhill Primary School	Sunnyhill Road	South West	Streatham
Julian's Primary School*	226 Leigham Court Road	South West	Norwood
Immanuel and St Andrews Church of England Primary School	Buckleigh Road	South West	Streatham
Granton Primary School	Granton Road	South West	Streatham
Woodmansterne Primary School	Stockport Road	South West	Streatham
Bonnevillw Primary School	Bonneville Gardens	South West	Clapham & Stockwell
Kings Avenue Primary School	Kings Avenue	South West	Clapham & Stockwell
Total	59		

Secondary Schools

Table 17

Secondary School	Location	PCT Locality	Town Centre
Archbishop Tenison's Church of England School	55 Kennington Oval, London, SE11 5SR	North	North Lambeth
Lilian Baylis Technology School	323 Kennington Lane, Kennington, SE11 5QY	North	North Lambeth
London Nautical	61 Stamford Street, Blackfriars, SE1 9NA	North	North Lambeth
Stockwell Park School	Clapham Road, London, SW9 0AL	North	Clapham & Stockwell
Charles Edward Brooke Church of England Girls' School	Langton Road, London, SW9 6UL	South East	North Lambeth
Norwood School for Girls	Crown Dale, London, SE19 3NY	South East	Norwood
St Martin in the Fields High School for Girls	155 Tulse Hill, London, SW2 3UP	South East	Norwood
Bishop Thomas Grant Roman Catholic School	Belltrees Grove, London, SW16 2HY	South West	Streatham
Dunraven School	Leigham Court Road, London, SW16 2QB	South West	Streatham
La Retraite Roman Catholic Girls' School	Atkins Road, London, SW12 0AB	South West	Clapham & Stockwell
Elm Green School	Gipsy Road. London, SE27 9TG	South East	Norwood
Lambeth Academy	Elms Road, Clapham, London, SW4 9ET	South West	Clapham & Stockwell
Totals	11		

Special Schools

Table 18

Special Schools	Location	PCT Locality	Town Centre
Michael Tippett School (Kennington Site)	Oakenden Street	North	North Lambeth
Michael Tippett School (West Norwood Site)	Elmcourt Road	South East	Norwood
Elm Court	Elmcourt Road	South East	Norwood
Turney Primary and Secondary Special School	Turney Road	South East	Norwood

Lansdowne	Argyll Close, Dalyell Road	South West	Brixton
Livity School	Mandrell Road	South West	Brixton
Totals	5		

Housing Estates

The Number of Housing Estates in the PCT Localities

Table 19

North Locality	South West	South East	Total
36	35	56	127

The Number of Housing Estates in each Town Centre

Table 20

Town Centre	Totals
Brixton	38
North Lambeth	27
Clapham & Stockwell	35
Streatham	9
Norwood	18
Total	127

The Number of Primary Housing Estates in each Ward

Table 21

Ward	Totals
Bishops	7
Princes	7
Oval	5
Vassall	8
Stockwell	5
Clapham Town	8
Thornton	7
Larkhall	8
Clapham Common	7
Ferndale	7
Herne Hill	5
Tulse Hill	5
Coldharbour	10
Brixton Hill	11
Streatham Hill	4
Streatham Wells	4
St Leonards	1

Streatham South	
Thurlow Park	2
Knights Hill	7
Gipsy Hill	9
Total	127

Lambeth's Indices of Deprivation by Ward 2004

Extract from "Indices of Deprivation 2004 – An analysis of London wards based on Super Output Area (SOA) ranks. Greater London Authority (GLA) Data Management and Analysis Group (DMAG) Briefing 2005-5 Ward Index of Multiple Deprivation 2004 (IMD2004)".

Table 22

Ward name	Average SOA rank	Rank within London, based on average SOA rank. 1=most deprived, 624=least	Total Number of SOAs in the ward	No. of SOAs in the Lowest: 30%	No. of SOAs in the lowest: 20%	No. of SOAs in the lowest: 10%
Coldharbour	2,890	26	10	10	9	7
Vassall	4,074	53	9	9	8	2
Tulse Hill	5,031	86	9	8	7	3
Ferndale	5,354	102	9	9	5	2
Stockwell	5,606	115	9	9	6	1
Larkhall	5,609	116	9	8	6	2
Oval	5,658	118	8	8	5	0
Prince's	5,710	121	8	8	4	1
Brixton Hill	6,166	132	8	8	3	1
Herne Hill	6,683	143	8	6	5	1
Gipsy Hill	7,599	174	9	7	4	0
St. Leonard's	8,113	188	8	6	2	0
Streatham Hill	8,186	189	9	6	4	0
Streatham Wells	8,275	196	8	6	2	1
Knight's Hill	8,475	202	9	5	5	1
Clapham Town	8,492	205	9	6	3	1
Bishop's	9,654	236	6	4	2	0
Thornton	10,381	255	8	3	3	1
Thurlow Park	10,403	256	7	5	2	0

Streatham South	10,697	266	9	5	0	0
Clapham Common	10,850	270	8	3	1	0
Lambeth	7,253		177	139	86	24

Lambeth Children’s Social Services referrals by ward for the month of July, 2005.

In total there were 472 referrals in July 2005. Of these, 241 were referrals of children whose main home address was recognised as a Lambeth address and therefore could be broken down to ward level (see Table 21.). The remaining 231 referrals could not be identified by ward because;

- The referrals were for children whose main home was in another local authority
- The address given was not recognised.
- No address was given

Table 23

Wards	No. of referrals
Bishops	7
Brixton Hill	10
Clapham Common	8
Clapham Town	3
Coldharbour	12
Ferndale	6
Gipsy Hill	13
Herne Hill	8
Knights Hill	20
Larkhall	4
Oval	14
Princes	17
St Leonards	9
Stockwell	8
Streatham Hill	21
Streatham South	13
Streatham Wells	17
Thornton	12
Thurlow Park	7
Tulse Hill	17
Vassall	15
Total	241

Appendix E.2

Resources by Town Centre

North Lambeth

Primary School	Location	PCT Locality
Johanna Primary School	Johanna Street	North
Walnut Tree Walk	Walnut Tree Walk	North
Archbishop Sumner Church of England Primary School	Reedworth Street	North
Vauxhall Primary School	Vauxhall Street	North
St Anne's Roman Catholic Primary School	Durham Street	North
St Mark's Church of England Primary School	Harleyford Road	North
Henry Fawcett Primary School	Bowling Green Street	North
Wyvil Primary School	Wyvil Road	North
Ashmole Street	Ashmole Street	North
Reay Primary School	Hackford Road	South East
Christ Church Brixton Church of England Primary	Cancell Road	South East
Durand Primary School	Hackford Road	North
Herbert Morrison Primary School	Hartington Road	North
St John The Divine Church of England Primary School	Warham Street	South East
Total Number of Primary Schools		14
Special Schools	Location	PCT Locality
Michael Tippett School (Kennington Site)	Oakenden Street	North
Total Number of Special Schools		1
Archbishop Tenison's Church of England School	55 Kennington Oval, London, SE11 5SR	North
Charles Edward Brooke Church of England Girls' School	Langton Road, London, SW9 6UL	South East
Lilian Baylis Technology School	323 Kennington Lane, Kennington, SE11 5QY	North
London Nautical	61 Stamford Street, Blackfriars, SE1 9NA	North
Total Number of Primary Schools		4
Children's Centres	Address	PCT Locality

Ethelred LEA Nursery School	10 Lollard Street SE11 6UP	North
Coin Street Family & Children's Centre	99a Upper Ground	North
Brixton Children's Centre	Myatts Field and Angel Town, 9 Mostyn Road	South East
Henry Fawcett Primary School and Children's Centre	Bowling Green Street, Oval SE11 5BZ	North
Total Number of Children's Centres		4
Nursery Schools	Address	PCT Locality
Ethelred LEA Nursery School	10 Lollard Street	North
Total Number of Nursery Schools		1
Primary Housing Estates	Ward	PCT Locality
Ashmole	Oval	North
Briant	Bishops	North
Caldwell Gardens	Vassall	South East
China Walk	Bishops	North
Cottingham Close	Princes	North
Cotton Gardens	Princes	North
Cowley	Vassall	South East
Culpepper Court	Bishops	North
Ethelred	Princes	North
Holland Rise House	Vassall	South East
Holland Town	Vassall	South East
Kennings	Princes	North
Kennington Park	Oval	North
Lambeth Towers	Bishops	North
Lothian	Vassall	South East
Mawbey Brough	Oval	North
Myatts Fields North	Vassall	South East
Myatts Fields South	Vassall	South East
Paulet Road	Vassall	South East
Penwith Manor	Princes	North
South Lambeth	Oval	North
Tanswell	Bishops	North
Vauxhall Gardens	Princes	North
Wellington Mills	Bishops	North

Whitgift	Princes	North						
Windmill House	Bishops	North						
Wyvil	Oval	North						
Total Number of Housing Estates		27						
Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Age 15	Ages 16-17	Ages 18-19	
Census Data (2001)	6.5(%)	3.3(%)	2.1(%)	5.5(%)	0.9(%)	2.1(%)	2.6(%)	
	45985	2980	1530	954	2516	436	953	1195
Town Centre	Has wards within the top 10 most deprived wards with the borough							
North Lambeth		3						
All Resources	North Lambeth							
Primary Schools		14						
Secondary Schools		4						
Special Schools		-						
Children Centres		4						
Nursery Schools		1						
Primary Housing Estates		27						
Total Resources		50						
Total Population		45985						
Number of referrals to Children's Social Services (July 2005)		53						

Clapham & Stockwell

Primary School	Location	PCT Locality
St Stephen's Church of England Primary School*	Dorset Road	North
Allen Edwards Primary School	Studley Road	North
Heathbrook Primary School	St Rule Street	South West
Lark Hall Primary School	Smedly Street	North
St Andrew's Church of England Primary School	Kay Road	North

Macaulay Church of England Primary School	Victoria Rise	South West
Clapham Manor Primary School	Belmont Road	South West
St Mary's Roman Catholic Primary School	Crescent Lane	South West
Glenbrook Primary School	Clarence Avenue	South West
St Bernadette's Roman Catholic Junior School	Atkins Road	South West
Henry Cavendish Primary School	Hydethorpe Road	South West
St Bede's Roman Catholic Infant School	Thornton Road	South West
Bonneville Primary School	Bonneville Gardens	South West
Kings Avenue Primary School	Kings Avenue	South West
Number of Primary Schools		14
Special Schools	Location	PCT Locality
Lansdowne	Argyll Close, Dalyell Road	South West
Number of Special Schools		1
Secondary School	Location	PCT Locality
La Retraite Roman Catholic Girls' School	Atkins Road, London, SW12 0AB	South West
Lambeth Academy	Elms Road, Clapham, London, SW4 9ET	South West
Stockwell Park School	Clapham Road, London, SW9 0AL	North
Number of Secondary Schools		3
Children's Centres	Address	PCT Locality
Larkhall Children's Centre	West Stockwell Development	North
Stockwell Primary School and Children's Centre	Stockwell Park Early Years Centre, Stockwell (SureStart), Stockwell Road, SW9 9TG	South East
Clapham Manor Primary School and Children's Centre	Clapham Belmont Road,	South West
Number of Children's Centres		3
Nursery Schools	Address	PCT Locality
Triangle LEA Nursery School	25 William Bonney Estate SW4 7JQ	South West
Maytree LEA Nursery School	155 Clarence Crescent SW4 8LN	South West
Number of Nursery Schools		2
Primary Housing Estates	Ward	PCT Locality
Bonneville	Clapham Common	South West
Carfax	Clapham Common	South West
Cedars	Clapham Town	South West
Clapham Manor	Clapham Town	South West

Clapham Park	Thornton	South West
Clapham Road	Thornton	North
Clarence Avenue	Thornton	South West
Deauville	Clapham Common	South West
Fenwick	Larkhall	North
Gaskell Street	Larkhall	North
Gauden	Larkhall	North
Grantham Road	Larkhall	North
Heath Road	Clapham Town	South West
Hemans	Stockwell	North
James Hayward	Clapham Common	South West
Kingsley House	Larkhall	North
Lansdowne Green	Stockwell	North
Larkshall	Larkhall	North
Macauley	Clapham Town	South West
Mursell	Stockwell	North
Nelsons Row	Clapham Town	South West
Notre Dame	Clapham Common	South West
Oaklands	Clapham Common	South West
Poynders Gardens	Thornton	South West
St Alphonsus	Clapham Common	South West
Sinclair	Thornton	South West
Springfield	Larkhall	North
Spurgeon	Stockwell	North
Stockwell Gardens	Larkhall	North
Studley	Stockwell	North
Thornton Gardens	Thornton	South West
Weir	Thornton	South West
Westbury	Clapham Town	South West
Willard	Clapham Town	South West
William Bonney	Clapham Town	South West

Number of Primary Housing Estates	35
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Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Age15	Ages 16-17	Ages 18-19
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Census (2001)	7.4 (%)	3.7(%)	2.3 (%)	5.1(%)	1.0 (%)	2.1 (%)	2.0 (%)
65513	4840	2424	1485	3370	656	1200	1162
Town Centre	Has wards within the top 10 most deprived wards with the borough						
Clapham	2						
All Resources	Clapham						
Primary Schools	14						
Secondary Schools	3						
Special Schools	1						
Children Centres	3						
Nursery Schools	2						
Primary Housing Estates	35						
Total Resources	58						
Total Population	65513						
Number of referrals to Children's Social Services (July 2005)	35						

Brixton

Primary School	Location	PCT Locality
Stockwell Primary School*	Stockwell Road	South West
St Helen's Roman Catholic Primary School	Knowle Close	South West
St John's Angell Town Church of England Primary School	85 Angell Road	South East
Loughborough Primary School	Minet Road	South East
Sudbourne Primary School	Hayter Road	South East
Corpus Christi Roman Catholic Primary School	Trent Road	South East
Hill Mead Primary School	Hillmead Drive	South East
St Saviour's Church of England Primary School	Herne Hill Road	South East
Jessop Primary School	Lowden Road	South East
St Jude's Church of England Primary School	Regent Road	South East
Jubilee Primary School	Tulse Hill	South East
Richard Atkins Primary School*	New Park Road	South East

Christ Church Streatham Church of England Primary School*	Cotherston Road	South East
Holy Trinity Church of England Primary School	Upper Tulse Hill	South East
Fenstanton Primary School	Abbots Park	South East
Total Number of Primary Schools	15	
Special Schools	Location	PCT Locality
Livity School	Mandrell Street	South East
Total Number of Special Schools	1	
Children's Centres	Address	PCT Locality
Effra Children's Centre	35 Effra Parade Brixton SW2 IPL	South East
Jubilee Children's Centre	Tulse Hill (SureStart) SW2 2JE	South East
Holmewood Nursery School and Children's Centre	Tulse Hill (SureStart) Upper Tulse Hill SW2 2RW	South West
Loughborough Primary School and Children's Centre	Newberry Health Centre, Myatts Field	South East
Total Number of Children's Centres	4	
Nursery Schools	Address	PCT Locality
Effra LEA Nursery School	Barnwell Road SW2 1PL	South East
Holmewood LEA Nursery School	66 Upper Tulse Hill	South East
Total Number of Nursery Schools	2	
Housing Estates	Ward	
Angell Town	Coldharbour	
Arlington Lodge	Brixton Hill	
Bentons Lane	Brixton Hill	
Black Price	Coldharbour	
Blenheim Gardens	Brixton Hill	
Bob Marley, Marcus Garvey Way	Coldharbour	
Bonham	Brixton Hill	
Bowland Road	Ferndale	
Brighton Terrace	Ferndale	

Brockwell Park	Herne Hill						
Canterbury Gardens	Coldharbour						
Cressingham Gardens	Tulse Hill						
Deronda	Tulse Hill						
Dumbarton Court	Brixton Hill						
Edmundsbury Court	Ferndale						
Hertford	Coldharbour						
Hurst Street	Herne Hill						
Hyperion House	Brixton Hill						
Kintrye Court	Brixton Hill						
Lilford	Herne Hill						
Loughborough	Coldharbour						
Lyham Road	Brixton Hill						
Meath	Herne Hill						
Moorlands	Coldharbour						
Renton Close	Brixton Hill						
Robsart	Ferndale						
Roupell Park	Brixton Hill						
Rushcroft Road	Coldharbour						
Rusper Croft	Coldharbour						
St Martins	Tulse Hill						
St Matthews	Tulse Hill						
Saxby Road	Brixton Hill						
Solon	Ferndale						
Southwyck House	Coldharbour						
Stockwell Park	Ferndale						
Thorlands	Herne Hill						
Tulse Hill	Tulse Hill						
Waltham	Ferndale						
Total Number of Housing Estates	38						
Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Age 15	Ages 16-17	Ages 18-19
Census Data (2001)	6.8(%)	3.7(%)	2.6(%)	5.6(%)	1.1(%)	2.1(%)	2.0(%)

64656	4418	2405	1659	3645	692	1330	1302
Town Centre	Has wards within the top 10 most deprived wards with the borough						
Brixton							
All Resources	Brixton						
Primary Schools							
Secondary Schools							
Special Schools							
Children Centres							
Nursery Schools							
Primary Housing Estates							
Total Resources	60						
Total Population	64656						
Number of referrals to Children's Social Services (July 2005)	53						

Streatham

Primary School	Location	PCT Locality
Telferscot Primary School	Telferscot Road	South West
Streatham Wells Primary School	50 Palace Road	South West
St Leonard's Church of England Primary School	42 Mitcham Road	South West
Sunnyhill Primary School	Sunnyhill Road	South West
St Andrew's Roman Catholic Primary School	Polworth Road	North
Crown Lane Primary School	Gypsy Road	South East
Immanuel and St Andrews Church of England Primary School	Buckleigh Road	South West
Granton Primary School	Granton Road	South West
Woodmansterne Primary School	Stockport Road	South West
Number of Primary Schools	9	
Secondary School	Location	PCT Locality
Bishop Thomas Grant Roman Catholic School	Belltrees Grove, London, SW16 2HY	South West

Dunraven School	Leigham Court Road, London, SW16 2QB	South West						
Number of Secondary Schools			2					
Children's Centres	Address	PCT Locality						
Streatham Children's Centre	21 Garrards Road, Streatham SW16 1JY	South West						
Number of Children Centres			1					
Number of Primary Housing Estates	Ward	PCT Locality						
Albert Carr Gardens	Streatham Wells	South West						
Cheshire	Streatham Hill	South West						
Claremont	Streatham Hill	South West						
Leigham Court	Streatham Hill	South West						
Magdalen	St Leonards	South West						
Palace Road	Streatham Hill	South West						
Sackville	Streatham Wells	South West						
Streatham Hill	Streatham Wells	South West						
Valley Road	Streatham Wells	South West						
Number of Primary Housing Estates			9					
Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Age 15	Ages 16-17	Ages 18-19	
Census Data (2001)	6.4(%)	3.2 (%)	2.1 (%)	5.4 (%)	1 (%)	2.1 (%)	2 (%)	
51769	3288	1660	1098	2785	501	1075	1025	
All Resources	Streatham							
Primary Schools								9
Secondary Schools								2
Special Schools								
Children Centres								1
Nursery Schools								
Primary Housing Estates								9
Total Resources								21
Total Population								51769
Number of referrals to Children's Social Services (July 2005)								60

Norwood

Primary School	Location	PCT Locality
Rosendale Primary School	Turney Road	South East
Hitherfield Primary School	Hitherfield Road	South West
Julian's Primary School*	226 Leigham Court Road	South West
Elm Wood Primary School	Carnac Street	South East
Kingswood Primary School	Gipsy Road	South East
St Luke's Church of England Primary School	Linton Grove	South East
Paxton Primary School	Woodland Road	South East
Number of Primary Schools		7
Secondary School	Location	PCT Locality
Bishop Thomas Grant Roman Catholic School	Belltrees Grove, London, SW16 2HY	South West
Dunraven School	Leigham Court Road, London, SW16 2QB	South West
Number of Secondary Schools		2
Special Schools	Location	PCT Locality
Elm Court	Elmcourt Road	South East
Turney Primary and Secondary Special School	Turney Road	South East
Michael Tippett School (West Norwood School)	Elmcourt Road	South East
Number of Special Schools		3
Number of Secondary Schools		2
Children's Centres	Address	PCT Locality
Little Starz Community and Children's Centre	18 Bentons Lane, Gipsy Hill SE27 9UD	South East
Gipsy Hill SureStart Children's Centre	West Norwood (SureStart) Kinghts Hill SE27	South East
Number of Children's Centres		2
Primary Housing Estates	Ward	PCT Locality
Becondale	Gipsy Hill	South East
Berridge Road	Gipsy Hill	South East
Bloomfield	Gipsy Hill	South East
Central Hill	Gipsy Hill	South East

Clive Road	Gipsy Hill	South East					
Dunbar Dunelm	Gipsy Hill	South East					
Fern Lodge	Knights Hill	South East					
Hainthorpe	Knights Hill	South East					
Holderness	Knights Hill	South East					
Lairdale	Thurlow Park	South East					
Linton Grove	Knights Hill	South East					
Mount Pleasant	Gipsy Hill	South East					
Portobello	Knights Hill	South East					
Rosendale Gardens	Thurlow Park	South East					
St Louis	Gipsy Hill	South East					
Vincennes	Gipsy Hill	South East					
Woodvale	Knights Hill	South East					
York Hill	Knights Hill	South East					
Number of Primary Housing Estates	18						
Town Centre	Has wards within the top 10 most deprived wards with the borough						
Norwood	0						
Total Population	Ages 0-4	Ages 5-7	Ages 8-9	Ages 10-14	Age 15	Ages 16-17	Ages 18-19
Census Data (2001)	6.6 (%)	3.8 (%)	2.6 (%)	5.9 (%)	1.2 (%)	2.5 (%)	2.2 (%)
38246	2537	1467	980	2274	454	949	845
All Resources	Norwood						
Primary Schools	7						
Secondary Schools	2						
Special Schools	3						
Children Centres	2						
Nursery Schools							
Primary Housing Estates	18						
Total Resources	32						
Total Population	38246						
Number of referrals to Children's Social Services (July 2005)	40						

Resources by PCT Locality

South East Locality

Primary School	Location	Town Centre
Reay Primary School	Hackford Road	North Lambeth
Christ Church Brixton Church of England Primary	Cancell Road	North Lambeth
St John The Divine Church of England Primary School	Warham Street	North Lambeth
St John's Angell Town Church of England Primary School	85 Angell Road	Brixton
Loughborough Primary School	Minet Road	Brixton
Sudbourne Primary School	Hayter Road	Brixton
Corpus Christi Roman Catholic Primary School	Trent Road	Brixton
Hill Mead Primary School	Hillmead Drive	Brixton
St Saviour's Church of England Primary School	Herne Hill Road	Brixton
Jessop Primary School	Lowden Road	Brixton
St Jude's Church of England Primary School	Regent Road	Brixton
Jubilee Primary School	Tulse Hill	Brixton
Richard Atkins Primary School*	New Park Road	Brixton
Christ Church Streatham Church of England Primary School*	Cotherston Road	Brixton
Holy Trinity Church of England Primary School	Upper Tulse Hill	Brixton
Fenstanton Primary School	Abbots Park	Brixton
Rosendale Primary School	Turney Road	Norwood
Elm Wood Primary School	Carnac Street	Norwood
Kingswood Primary School	Gypsy Road	Norwood
St Luke's Church of England Primary School	Linton Grove	Norwood
Crown Lane Primary School	Gypsy Road	Streatham
Paxton Primary School	Woodland Road	Norwood
Number of Primary Schools		22
Secondary School	Location	Town Centre
Charles Edward Brooke Church of England Girls' School	Langton Road, London, SW9 6UL	North Lambeth
Norwood School for Girls	Crown Dale, London, SE19 3NY	Norwood
St Martin in the Fields High School for Girls	155 Tulse Hill, London, SW2 3UP	Norwood

Number of Secondary Schools		3
Special Schools	Location	Town Centre
Livity School	Mandrell Road	Brixton
Elm Court	Elmcourt Road	Norwood
Turney	Turney Road	Norwood
Michael Tippett School (West Norwood Site)	Elmcourt Road	Norwood
Number of Special Schools		4
Children Centres	Address	Town Centre
Effra Children's Centre	35 Effra Parade Brixton SW2 IPL	Brixton
Jubilee Children's Centre	Tulse Hill (SureStart) SW2 2JE	Brixton
Little Starz Community and Children's Centre	18 Bentons Lane, Gipsy Hill SE27 9UD	Norwood
Gipsy Hill SureStart Children's Centre	West Norwood (SureStart) Kinghts Hill SE27	Norwood
Stockwell Primary School and Children's Centre	Stockwell Park Early Years Centre, Stockwell (SureStart), Stockwell Road, SW9 9TG	Clapham
Loughborough Primary School and Children's Centre	Newberry Health Centre, Myatts Field	Brixton
Brixton Children's Centre	Myatts Field and Angel Town, 9 Mostyn Road	North Lambeth
Number of Children Centres		7
Nursery Schools	Address	Town Centre
Effra	Barnwell Road SW2 1PL	Brixton
Holmewood LEA Nursery School	66 Upper Tulse Hill	Brixton
Number of Nursery Schools		2
Primary Housing Estates	Ward	Town
Angell Town	Coldharbour	Brixton
Arlington Lodge	Brixton Hill	Brixton
Becondale	Gipsy Hill	Norwood
Bentons Lane	Brixton Hill	Brixton
Berridge Road	Gipsy Hill	Norwood
Black Price	Coldharbour	Brixton
Blenheim Gardens	Brixton Hill	Brixton
Bloomfield	Gipsy Hill	Norwood
Bob Marley, Marcus Garvey Way	Coldharbour	Brixton
Bonham	Brixton Hill	Brixton
Bowland Road	Ferndale	Brixton

Brockwell Park	Herne Hill	Brixton
Caldwell Gardens	Vassall	North Lambeth
Canterbury Gardens	Coldharbour	Brixton
Central Hill	Gipsy Hill	Norwood
Clive Road	Gipsy Hill	Norwood
Cowley	Vassall	North Lambeth
Cressingham Gardens	Tulse Hill	Brixton
Deronda	Tulse Hill	Brixton
Dumbarton Court	Brixton Hill	Brixton
Dunbar Dunelm	Gipsy Hill	Norwood
Fern Lodge	Knights Hill	Norwood
Hainthorpe	Knights Hill	Norwood
Hertford	Coldharbour	Brixton
Holderness	Knights Hill	Norwood
Holland Rise House	Vassall	North Lambeth
Holland Town	Vassall	North Lambeth
Hurst Street	Herne Hill	Brixton
Hyperion House	Brixton Hill	Brixton
Kintrye Court	Brixton Hill	Brixton
Lairdale	Thurlow Park	Norwood
Lilford	Herne Hill	Brixton
Linton Grove	Knights Hill	Norwood
Lothian	Vassall	North Lambeth
Loughborough	Coldharbour	Brixton
Lyham Road	Brixton Hill	Brixton
Meath	Herne Hill	Brixton
Mount Pleasant	Gipsy Hill	Norwood
Myatts Fields North	Vassall	North Lambeth
Myatts Fields South	Vassall	North Lambeth
Paulet Road	Vassall	North Lambeth
Portobello	Knights Hill	Norwood
Renton Close	Brixton Hill	Brixton
Robsart	Ferndale	Brixton
Rosendale Gardens	Thurlow Park	Norwood

Roupell Park	Brixton Hill	Brixton
Rushcroft Road	Coldharbour	Brixton
Rusper Croft	Coldharbour	Brixton
St Louis	Gipsy Hill	Norwood
St Martins	Tulse Hill	Brixton
St Matthews	Tulse Hill	Brixton
Saxby Road	Brixton Hill	Brixton
Southwyck House	Coldharbour	Brixton
Thorlands	Herne Hill	Brixton
Tulse Hill	Tulse Hill	Brixton
Vincennes	Gipsy Hill	Norwood
Woodvale	Knights Hill	Norwood
York Hill	Knights Hill	Norwood

Number of Primary Housing Estates 58

Census Data (2001)	Ages 0-4 (%)	Ages Ranges					
		Ages 5-7 (%)	Ages 8-9 (%)	Ages 10-14 (%)	Age 15 (%)	Ages 16-17 (%)	Ages 18-19 (%)
116074	6.82	3.99	2.55	5.71	1.12	2.08	2.05
All Resources	South East						
Primary Schools	22						
Secondary Schools	3						
Special Schools	4						
Children Centres	6						
Nursery Schools	2						
Primary Housing Estates	58						
Total Resources	95						
Locality Population	116074						
Number of referrals to Children's Social Services (July 2005)	102						

South West Locality

Primary School	Location	Town Centre
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Bonneville Primary School	Bonneville Gardens	Clapham
Kings Avenue Primary School	Kings Avenue	Clapham
Heathbrook Primary School	St Rule Street	Clapham
Stockwell Primary School*	Stockwell Road	Brixton
St Helen's Roman Catholic Primary School	Knowle Close	Brixton
Macaulay Church of England Primary School	Victoria Rise	Clapham
Clapham Manor Primary School	Belmont Road	Clapham
St Mary's Roman Catholic Primary School	Crescent Lane	Clapham
Glenbrook Primary School	Clarence Avenue	Clapham
St Bernadette's Roman Catholic Junior School	Atkins Road	Clapham
Henry Cavendish Primary School	Hydethorpe Road	Clapham
Telferscot Primary School	Telferscot Road	Streatham
St Bede's Roman Catholic Infant School	Thornton Road	Clapham
Streatham Wells Primary School	50 Palace Road	Streatham
Hitherfield Primary School	Hitherfield Road	Norwood
St Leonard's Church of England Primary School	42 Mitcham Road	Streatham
Sunnyhill Primary School	Sunnyhill Road	Streatham
Julian's Primary School*	226 Leigham Court Road	Norwood
Immanuel and St Andrews Church of England Primary School	Buckleigh Road	Streatham
Granton Primary School	Granton Road	Streatham
Woodmansterne Primary School	Stockport Road	Streatham
Number of Primary Schools		21
Secondary School	Location	Town Centre
Bishop Thomas Grant Roman Catholic School	Belltrees Grove, London, SW16 2HY	Streatham
Dunraven School	Leigham Court Road, London, SW16 2QB	Streatham
La Retraite Roman Catholic Girls' School	Atkins Road, London, SW12 0AB	Clapham
Lambeth Academy	Elms Road, Clapham, London, SW4 9ET	Clapham
Number of Secondary Schools		4
Special Schools	Location	Town Centre
Lansdowne	Argyll Close, Dalyell Road	Clapham
Number of Special Schools		1

Children Centres	Address	Town Centre
Holmewood Nursery School and Children's Centre	Tulse Hill (SureStart)Upper Tulse HillSW2 2RW	Brixton
Clapham Manor Primary School and Children's Centre	Clapham Belmont Road,	Clapham & Stockwell
Streatham Children's Centre	21 Garrards Road, Streatham SW16 1JY	Streatham
Number of Children's Centres		3
Nursery Schools	Address	Town Centre
Triangle LEA Nursery School	25 William Bonney Estate SW4 7JQ	Clapham & Stockwell
Maytree LEA Nursery School	155 Clarence Crescent SW4 8LN	Clapham & Stockwell
Number of Nursery Schools		2
Primary Housing Estates	Ward	Town
Albert Carr Gardens	Streatham Wells	Streatham
Bonneville	Clapham Common	Clapham
Brighton Terrace	Ferndale	Brixton
Carfax	Clapham Common	Clapham
Cedars	Clapham Town	Clapham
Cheshire	Streatham Hill	Streatham
Clapham Manor	Clapham Town	Clapham
Clapham Park	Thornton	Clapham
Claremont	Streatham Hill	Streatham
Clarence Avenue	Thornton	Clapham
Deauville	Clapham Common	Clapham
Edmundsbury Court	Ferndale	Brixton
Heath Road	Clapham Town	Clapham
James Hayward	Clapham Common	Clapham
Leigham Court	Streatham Hill	Streatham
Macauley	Clapham Town	Clapham
Magdalen	St Leonards	Streatham
Moorlands	Coldharbour	Brixton

Nelsons Row	Clapham Town	Clapham
Notre Dame	Clapham Common	Clapham
Oaklands	Clapham Common	Clapham
Palace Road	Streatham Hill	Streatham
Poynders Gardens	Thornton	Clapham
Sackville	Streatham Wells	Streatham
St Alphonsus	Clapham Common	Clapham
Sinclair	Thornton	Clapham
Solon	Ferndale	Brixton
Stockwell Park	Ferndale	Brixton
Streatham Hill	Streatham Wells	Streatham
Thornton Gardens	Thornton	Clapham
Valley Road	Streatham Wells	Streatham
Weir	Thornton	Clapham
Westbury	Clapham Town	Clapham
Willard	Clapham Town	Clapham
William Bonney	Clapham Town	Clapham

Number of Primary Housing Estates	35
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Total Population		Age Ranges					
Census Data (2001)	Ages 0-4 (%)	Ages 5-7 (%)	Ages 8-9 (%)	Ages 10-14 (%)	Age 15 (%)	Ages 16-17 (%)	Ages 18-19 (%)
78264	6.67	3.485	2.135	5.305	0.985	2.005	1.835
All Resources	South West						
Primary Schools	21						
Secondary Schools	4						
Special Schools	2						
Children Centres	4						
Nursery Schools	2						
Primary Housing Estates	35						
Total Resources	68						
Locality Population	78264						
Number of referrals to Children's Social Services (July 2005)	89						

North Locality

Primary School	Location	Town Centre
Johanna Primary School	Johanna Street	North Lambeth
Walnut Tree Walk	Walnut Tree Walk	North Lambeth
Archbishop Sumner Church of England Primary School	Reedworth Street	North Lambeth
Vauxhall Primary School	Vauxhall Street	North Lambeth
St Anne's Roman Catholic Primary School	Durham Street	North Lambeth
St Mark's Church of England Primary School	Harleyford Road	North Lambeth
Henry Fawcett Primary School	Bowling Green Street	North Lambeth
Wyvil Primary School	Wyvil Road	North Lambeth
Ashmole Street	Ashmole Street	North Lambeth
St Stephen's Church of England Primary School*	Dorset Road	Clapham
Durand Primary School	Hackford Road	North Lambeth
Allen Edwards Primary School	Studley Road	Clapham
Lark Hall Primary School	Smedly Street	Clapham
St Andrew's Church of England Primary School	Kay Road	Clapham
St Andrew's Roman Catholic Primary School	Polworth Road	Streatham
Herbert Morrison Primary School	Hartington Road	Clapham
Number of Primary Schools	16	
Special Schools	Location	Town Centre
Michael Tippett School (Kennington Site)	Oakenden Street	North Lambeth
Number of Special Schools	1	
Secondary School	Location	Town Centre
Archbishop Tenison's Church of England School	55 Kennington Oval, London, SE11 5SR	North Lambeth
Lilian Baylis Technology School	323 Kennington Lane, Kennington, SE11 5QY	North Lambeth
Stockwell Park School	Clapham Road, London, SW9 0AL	Clapham
London Nautical	61 Stamford Street, Blackfriars, SE1 9NA	North Lambeth
Number of Secondary Schools	4	
Children Centres	Address	Town Centre
Ethelred LEA Nursery School	10 Lollard Street SE11 6UP	North Lambeth
Larkhall Children's Centre	West Stockwell Development	Clapham
Coin Street Family & Children's Centre	99a Upper Ground	North Lambeth
Henry Fawcett Primary School and Children's Centre	Bowling Green Street, Oval SE11 5BZ	North Lambeth

Number of Children Centres		4
Nursery Schools	Address	Town Centre
Ethelred LEA Nursery School	10 Lollard Street, SE11 6UP	North Lambeth
Number of Nursery Schools		1
Primary Housing Estates	Ward	Town
Ashmole	Oval	North Lambeth
Briant	Bishops	North Lambeth
China Walk	Bishops	North Lambeth
Clapham Road	Thornton	Clapham
Cottingham Close	Princes	North Lambeth
Cotton Gardens	Princes	North Lambeth
Culpepper Court	Bishops	North Lambeth
Ethelred	Princes	North Lambeth
Fenwick	Larkhall	Clapham
Gaskell Street	Larkhall	Clapham
Gauden	Larkhall	Clapham
Grantham Road	Larkhall	Clapham
Hemans	Stockwell	Clapham
Kennings	Princes	North Lambeth
Kennington Park	Oval	North Lambeth
Kingsley House	Larkhall	Clapham
Lambeth Towers	Bishops	North Lambeth
Lansdowne Green	Stockwell	Clapham
Larkshall	Larkhall	Clapham
Mawbey Brough	Oval	North Lambeth
Mursell	Stockwell	Clapham
Penwith Manor	Princes	North Lambeth
South Lambeth	Oval	North Lambeth
Springfield	Larkhall	Clapham
Spurgeon	Stockwell	Clapham
Stockwell Gardens	Larkhall	Clapham
Studley	Stockwell	Clapham
Tanswell	Bishops	North Lambeth

Vauxhall Gardens	Princes	North Lambeth
Waltham	Ferndale	Brixton
Wellington Mills	Bishops	North Lambeth
Whitgift	Princes	North Lambeth
Windmill House	Bishops	North Lambeth
Wyvil	Oval	North Lambeth
Number of Primary Housing Estates		34
Total Population	Age Ranges	
Census Data (2001)	Ages 0-4 (%)	Ages 5-7 (%)
	Ages 8-9 (%)	Ages 10-14 (%)
	Age 15 (%)	Ages 16-17 (%)
	Ages 18-19 (%)	
71831	6.37	3.19
		1.915
		4.795
		0.89
		1.725
		1.885
All Resources	North	
Primary Schools		16
Secondary Schools		4
Special Schools		1
Children Centres		4
Nursery Schools		1
Primary Housing Estates		34
Total Resources		60
Locality Population		71831
Number of referrals to Children's Social Services (July 2005)		53

Abbreviations & Acronyms

ABSD	Area Based Service Delivery
C/YP&F	Children, Young People and Families
CA 2004	Children's Act 2004
CAF	Common Assessment Framework
CI	Children's Index (also called Information Sharing Index)
CSD	Children's Service Directory
CYPS	Children & Young People's Service
CYPSP	Children and Young People's Strategic Partnership
ECM	Every Child Matters
ISI	Information Sharing Index (also called Children's Index)
ISP	Information Sharing Protocol
LP	Lead Professional
LSCB	Local Safeguarding Children's Board
LSP	Local Strategic Partnership
PCT	Primary Care Trust
s10	Section 10, Children's Act 2004
TAC	Team Around the Child
ES	Extended Services
CC	Children Centres
NSF	National Service Framework
LA	Local Authority

Release Table & Version Control

Date	Author	Comments	Ver.
09/01/07	Kostas Androulakis	First draft submission to Executive Director CYPS	0.5
22/01/07	Kostas Androulakis	Draft submission to CYPS Programme Board	0.6
30/01/07	Kostas Androulakis	Consultation with CYPS Programme Board	0.7
07/02/07	Kostas Androulakis	Accepted. Submission for sign-off.	0.8
14/02/07	Kostas Androulakis	Sign-off achieved. Business case baselined and released.	1.0