

**POLICY DEVELOPMENT & REVIEW 2011/12: APPROACH TO THE REVIEW &  
SETTING THE SCENE**

**Report of the Chief Executive**

**1. Purpose of Report**

- 1.1 The purpose of this report is to establish background information, set the scene and set out an approach to undertaking the review into early intervention and locality services.

**2. Background**

- 2.1 At the meeting of the Children, Young People and Learning Scrutiny Committee held on 9<sup>th</sup> June 2011, following discussions regarding the Work Programme, the Committee agreed to focus on early intervention and locality services. The initial scoping document has been presented to the Committee and this report provides further background reference to the review topic. This report also adds structure to the review and provides a timeline for evidence gathering along with a number of potential areas to explore.

**3. Title of the Review**

- 3.1 The title of the review is suggested as 'As Soon As Possible: Early Intervention and Locality Services in Sunderland.'

**4. Objectives of the Review**

- 4.1 To understand and define the Early Intervention offer;
- 4.2 To look at the Common Assessment Framework (CAF) process and how this directly links to intervention and support;
- 4.3 To identify and understand the pathways, benefits and barriers to families and/or individuals accessing early intervention support;
- 4.4 To investigate the impact of support available and identify if these approaches are coordinated, multi-agency in nature and deliver an improvement in outcomes;
- 4.5 To consider how interventions can be robustly monitored to evaluate outcomes and provide information to further develop service delivery, and;
- 4.6 To look at examples of good practice from across the region and country in relation to the policy review.

**5. Gathering the Evidence**

- 5.1 Research activities over the coming months will be co-ordinated by this Committee's Scrutiny Officer in consultation with the relevant directorate staff.

Every effort will be made to involve Members in the research. Although alternative opportunities may present themselves during the review, data collection techniques may include a combination of the following:

- Desktop research
- Use of secondary research e.g. surveys, questionnaires
- Evidence presented by key stakeholders
- Evidence from members of the public at meetings or focus groups
- Site visits.

5.2 The review will gather evidence from a variety of sources. The main evidence will come from information provided by council officers and external partners likely to include, though not exhaustive, the following:

- (a) Relevant Cabinet Portfolio Holders;
- (b) Executive Director of Children's Services;
- (c) Head of Early Intervention and locality Services;
- (d) Children's Centres;
- (e) Gentoo;
- (f) Headteachers and Schools;
- (g) Youth Offending Service;
- (h) Connexions;
- (i) Police;
- (j) Voluntary and Community Sector;
- (k) Health Visitors;
- (l) Ward Councillors;
- (m) Local MPs and;
- (n) Local Authorities of good practice.

5.3 To assist this review and provide further evidence two working groups have been established to look at issues specific to teenage pregnancy and the corporate parent role. These working groups will run alongside the main policy review and the findings from the respective work will help to support and compliment the main review. **Appendix 1** of this report provides further detail on the working groups and the issues to be covered.

## 6. Scope of the Review

6.1 The review will consider, as part of the review process, the following issues related to early intervention and locality services:

- What does early intervention mean to the various stakeholders?
- What is a Common Assessment Framework (CAF)?
- How does the CAF process facilitate early intervention support?
- Can the CAF process, in some cases, act as a barrier to support for families or individuals?
- How do families/individuals access intervention support?
- What barriers exist to accessing such support?
- What is the role of Children's Centres in early intervention and support?
- How do local schools play into the early intervention agenda?

- What are the experiences of families and/or individuals who have received support?
- How do the various partners and stakeholders interact?
- Is there a multi-agency approach to early intervention?
- How can the success and impact of intervention strategies be measured?
- Are there examples of good practice from across the county?

6.2 As the review investigation develops Members may decide to reduce or widen the remit of the review to ensure that the findings are both robust and based on the evidence and research gathered.

## 7. Timescales

7.1 Also attached for Members information is a draft timetable (**Appendix 2**) for the policy review which outlines the various activities and evidence gathering that will be undertaken throughout the review process. The timetable forms the basis of the review process and allows members to see the range of activities and methodologies to be employed during the evidence gathering stage. The timetable is subject to amendment and throughout the review process members will be provided with an up-to-date timetable reflecting any changes.

7.2 Members of the review committee will be invited to attend the various focus groups and visits that are to be undertaken as part of the policy review and will be kept informed of all review activities as and when they are arranged.

## 8. Setting the Scene

### 8.1 Early Intervention: The Value of Intervention

8.1.1 The High Scope study conducted in Michigan, USA, in the 1990's concluded that for every dollar spent on early interventions seven dollars would be saved in later life. The study evaluated a small, intensive pre-school programme that was established in 1962 in Ypsilanti, a town near Detroit. A number of 3 and 4 year olds identified as at significant risk of poor outcomes were involved in a high quality learning programme every day in the two years before they went to school. Teachers worked with the children individually and in groups, and once a week they visited the child's home and encouraged the parents to take an active role in their child's education. The children were assessed as they grew up and compared with a 'control group' who did not receive this extra support. At 15 years the High Scope children were reporting lower levels of involvement in crime, and at 19 and 27 they had experienced significantly fewer arrests. Mostly notably, the proportion of chronic offenders was only 7% for the High Scope graduates, compared to 35% among the controls. It has been hypothesised that much of the difference is accounted for by the fact that the High Scope children achieved greater success at school and therefore improved their outcomes as adults.

8.1.2 The cost of poor literacy in the UK is estimated to be between £5,000 and £64,000 for each individual over a lifetime, while the cost of poor numeracy is estimated to be between £4,000 and £63,000 over an individual's lifetime. The vast majority of these costs are the result of lower tax revenues and higher benefits paid due to poorer employment prospects.

8.1.3 The NSPCC estimates that 13% of children have suffered some form of abuse while 2% suffer some form of neglect during childhood. There were 603,700 referrals to Children's social services in 2009-10, but perhaps more disturbing is the 2009 survey of two London boroughs that showed 80% of referrals to Children's Services were not investigated.

8.1.4 A number of problems or barriers also exist in relation to the identified benefits of early intervention. Often the organisations that invest most heavily in early intervention may well find that they are not the ones who reap the benefits of these practices. A second potential barrier is that it is often hard to prove what 'has not' or 'does not' happen is as a direct result of early detection and intervention. A final issue worth considering is that the benefits of early intervention may take many years to be fully realised or achieved and in the very early stages can even increase the costs to services.

## **8.2 Early Intervention: Policy Context**

It is fair to say in the context of policy that early intervention is a key issue and is attracting international, national and local interest from policy-makers and practitioners through to academics and think tanks. It is the growing body of evidence that illustrates what can happen when children and young people's emerging difficulties are not spotted and addressed added to the emerging data about the difference intervention programmes and approaches can have.

### **8.2.1 *Every Child Matters***

An estimated 20-30% of children and young people will have additional needs at some point in their lives according to Children's Workforce Development Council. Support may be over a set or limited period or of a more intensive long-term arrangement depending on the circumstances and level of need required. The 'Every Child Matters' programme led to the development and introduction of a new framework for integrated working within children's services which looked to change service delivery and shift focus so that children's needs were identified and assessed earlier. The ultimate aim of this policy shift was being able to provide timely and suitable support for the child.

### **8.2.2 *Coalition Government Priorities***

In May 2010, the Coalition Government published its programme for government with the section on families and children detailing key commitments including:

- Taking Sure Start back to its original purpose of early intervention with an increased focus on those families most in need;
- Refocusing Sure Start funding to fund an extra 4,200 health visitor posts, and;
- Investigating a new approach to supporting families with multiple problems.

The Comprehensive Spending Review published in October 2010 also announced:

- An Early Intervention Grant to support children at the greatest risk of multiple disadvantage;
- Community-based budgets to allow local areas to pool resources and support families with multiple problems, and;

- All disadvantaged 2-year-olds to be given 15 hours per week of free education.

8.2.3 In June 2010, the Deputy Prime Minister Nick Clegg announced the establishment of a Ministerial Childhood and Families Task Force. Also in July 2010 the Government announced an independent commission on early intervention to be chaired by Graham Allen, MP for Nottingham North. This independent report, 'Early Intervention: The Next Steps', was published in January 2011 and followed up in July 2011 with a second report, 'Early Intervention: Smart Investment, Massive Savings', with a further report to be published in the summer detailing new funding options needed to resource early intervention.

8.2.4 There have been a steady stream of reports and studies on the issue of prevention, through early intervention that have emerged over the last 18 months from Government-sponsored reports including the Marmot Review on health inequalities; *Grasping the Nettle: early intervention for children, families and communities*; *Early Intervention: The Next Steps*; *Early Intervention: Smart Investment, Massive Savings*; The Scottish Parliament's *Finance Committee Report on preventative spending*; *Joining the Dots*; through to Dame Clare Tickell's report on the Early Years Foundation Stage. These follow closely on the heels from Centre for Social Justice reports, *Breakthrough Britain: The Next Generation* and *Early Intervention: Good Parents, Great Kids, Better Citizens*, and Action for Children's *Backing the Future* and *Deprivation and Risk: the case for Early Intervention*.

8.2.5 Despite the breadth and range of these publications the consistency of their conclusions is very enlightening. Based on their recommendations and conclusions, an effective framework for early intervention would contain the following six elements:

- A commitment to prevention;
- Priority focus on the early years;
- Continuing early intervention in later years;
- A multi-agency systems approach;
- High quality of workforce, and;
- Investment in programmes that work.

### 8.3 The Continuum of Needs

8.3.1 The continuum of needs known as "The Windscreen" model shows how a child's needs may move backwards and forwards through universal, additional, multiple and in need of immediate care and protection.

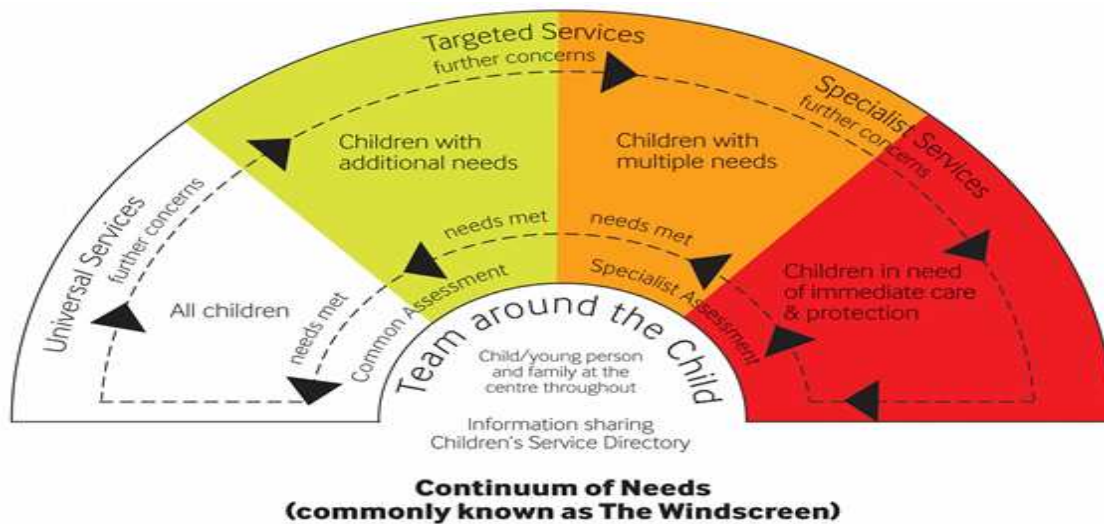


Figure 1: The Continuum of Needs diagram  
Source: Sunderland Children's Trust Website

### 8.3.2 *Universal Services*

Universal services are those services which are available to all children, young people and their families. Most children achieve the five outcomes set out in Every Child Matters through the care of their families and the support of a range of universally provided services, for example schools, primary health care and leisure facilities. However, early identification of children with additional needs is critical in making sure targeted services can intervene early. If ignored, these issues could develop and lead to poorer life chances or the need for more intrusive interventions.

8.3.3 Intervention is most likely to be successful if it is child centred, involves and empowers the family, is provided within the community and can be provided as soon as is practicable.

### 8.3.4 *Children with additional needs*

A child or young person identified as having additional needs can be defined as needing some additional support without which they would be at risk of not reaching their full potential. The additional support may relate to health, social or educational issues. It is also possible that other needs may arise because of their own development, family circumstances or environmental factors.

### 8.3.5 *Children with multiple needs*

A child or young person whose needs are not fully met due to the range, depth or significance of their needs and whose life chances will be jeopardised without remedial intervention/support. These children will require a more co-ordinated multi-agency response, within or between agencies. A lead practitioner would be identified to coordinate intervention and complete the CAF process, including a team around the child meeting or discussion.

### 8.3.6 *Children in need and those at risk of harm and potential harm*

A child or young person with complex needs who will be subjected to specialist assessment and will include children who are:

- Children identified as being 'in need' under S17 of the Children Act
- Looked After Children.

## **8.4 The Common Assessment Framework**

- 8.4.1 The Common Assessment Framework (CAF) is a standardised approach to conducting assessments of children's' and families additional needs, and for developing and agreeing on a process through which agencies work together to meet those needs. Its aim is to enable early identification of needs, leading to planned and co-ordinated provision of services for children, young people or their families. Children and families experience a range of needs at different times in their lives. However, while all children and young people require access to high-quality universal services, some of them also benefit from targeted support to address additional needs which may relate to education, health, social welfare or other areas.
- 8.4.2 It should be noted at this stage that the use of the CAF depends very much on the consent of the child, young person and/or their family. This is one of the defining features of the process, and emphasises the fact that children, young people and families can make an important contribution to the process, which should be based on an assessment of their strengths as well as their difficulties.
- 8.4.3 A common assessment can be conducted at any time on children or young people and even unborn babies. It is principally designed for when:
- There is concern about how well a child (or unborn baby) or young person is progressing. This might be about their health, welfare, behaviour, progress in learning or any other aspect of their well-being;
  - The needs are unclear, or broader than a particular service can address, and;
  - A common assessment would help identify the needs, and/or get other services to help meet them.
- 8.4.4 The Common Assessment Framework consists of:
- A simple pre-assessment checklist to help practitioners identify children who would benefit from a common assessment. The checklist can be used on its own or alongside specialist universal assessments, such as those done by midwives and health visitors;
  - A process for undertaking a common assessment, to help practitioners gather and understand information about the needs and strengths of the child, based on discussions with the child, their family and other practitioners as appropriate;
  - Standard forms to help practitioners record, and, where appropriate, share with others, the findings from the assessment in terms that are helpful in working with the family to find a response to unmet needs, and;
  - A process for implementing a Team Around the Child/Family (TAC/TAF).
- 8.4.5 The CAF is a mechanism which allows for a range of responses to be made available to those children or families identified. The CAF panel meets on a weekly basis to discuss individual cases and decide on the most appropriate course of action. The Team Around the Child/Family is one such response other potential outcomes include Child & Family Support, social care and the support of either a single service or two specific services. The TAC/F is a multi-agency approach and is one of the key focuses of the committee's review work.

## **8.5 The Team Around the Child/Family**

8.5.1 The Team Around the Child/Family model has been developed in response to the need for joined up services and the need to provide a more integrated approach within existing resources. The aim is to reduce duplication and support a common service delivery approach which continues from the CAF process. A TAC/TAF aims to plan actions around the child's identified unmet needs through an agreed written TAC/TAF plan.

8.5.2 The Team Around the Child/Family brings together relevant practitioners with the family to address a child or young person's needs. The team works together to plan co-ordinated support from agencies to address problems in an holistic way. It is important that parents have an active role in the TAC/TAF and their contribution is recognised as they have a central role in meeting the needs of the child. Parents may require support to achieve this due to their own potentially unmet needs.

8.5.3 The function of the TAC/TAF includes:

- reviewing and agreeing information shared through CAF;
- planning and agreeing actions with timescales;
- identifying solutions, allocating tasks and appropriate resources;
- agreeing Lead Practitioner;
- monitoring and reviewing outcomes with timescales;
- reporting, as required, to other review meetings or resource panels, and;
- identifying gaps and informing planning and commissioning.

8.5.4 The membership of the TAC/TAF will almost certainly change as the needs of the child and family change. The TAC/TAF operates as a supportive team, rather than just a group of practitioners and parents. In this way there is direct benefit to parents who have new opportunities to discuss their child and family with key practitioners all in one place and to practitioners who might otherwise feel isolated and unsupported in their work with a child and their family.

## **9. Recommendations**

9.1 That the committee agrees the title of the review as 'As Soon As Possible: Early Intervention and Locality Services in Sunderland.'

9.2 That Members of the Children, Young People and Learning Scrutiny Committee discuss and agree the proposed timetable for the review.

## **10. Glossary of Terms**

<b>CAF</b>	Common Assessment Framework
<b>NSPCC</b>	National Society of Prevention of Cruelty to Children
<b>TAC/TAF</b>	Team Around the Child/Team Around the Family

### **Background Papers**

Early Intervention: Securing good outcomes for all children and young people  
(Department for Children, Schools and Families)



Early Intervention: The Next Steps (HM Government)  
Grasping the Nettle: Early intervention for children, families and communities  
(C4EO)  
Making Sense of Early Intervention (The Centre for Social Justice)  
Sunderland Children's Trust (Website)

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## Children, Young People and Learning Scrutiny Committee

### Teenage Pregnancy Working Group

Briefing Note: 1<sup>st</sup> August 2011

#### Statistical information

Data from the Office for National Statistics shows that the under-18 conception rate for 2009 (38.3 conceptions per thousand women aged 15–17) is estimated to be the lowest rate since the early 1980s. This represents a fall of 5.9% compared with 40.7 conceptions per thousand women aged 15–17 in 2008.

Other interesting facts include:

- The number of conceptions to women aged under-18 was 38,259 in 2009 compared with 41,361 in 2008, a decline of 7.5%;
- Nearly half (48.8%) of conceptions to women aged under 18 in 2009 led to a legal abortion;
- The number of conceptions to girls aged under 16 was 7,158 in 2009, compared with 7,586 in 2008 (a decrease of 5.6%), and;
- Three-fifths (59.8%) of conceptions to girls aged under 16 in 2009 led to a legal abortion.

Data Summary (Source: Office for National Statistics)

<b>Teenage pregnancies in England and Wales, 2009</b>					
Rate is conceptions per 1,000 women aged 15-17.					
Order	Area of usual residence	2009, number	2009, rate	2001, number	2001, rate
1	ENGLAND AND WALES	38259	38.3	40990	42.7
2	ENGLAND	35966	38.2	38461	42.5
3	NORTH EAST	2225	46.9	2393	48.3
4	County Durham UA	408	44.0	399	44.7
5	Darlington UA	87	48.0	94	50.6
6	Hartlepool UA	106	57.3	120	61.8
7	Middlesbrough UA	174	60.4	180	54.2
8	Northumberland UA	195	34.9	216	36.8
9	Redcar and Cleveland UA	139	51.7	162	54.5
10	Stockton-on-Tees UA	164	42.6	150	37.2
11	Tyne and Wear (Met County)	952	48.7	1072	52.0
12	Gateshead	145	42.1	152	42.3
13	Newcastle upon Tyne	210	47.5	267	58.2
14	North Tyneside	148	42.9	190	53.2
15	South Tyneside	161	57.8	168	53.6
16	Sunderland	288	52.8	295	51.5

## Terms of Reference

- To gain an understanding of the issues and key factors surrounding teenage pregnancies in Sunderland.
- To understand the views of young parents and how available services / interventions meet their needs as young parents or would-be parents.
- To investigate the role and impact of current interventions and support mechanisms on the teenage conception rate?
- To provide evidence and contribute to the main policy review of the Children, Young People and Learning Scrutiny Committee on Early Intervention in Sunderland.

## Potential Working Group Methodology:

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### Meeting 1 Teenage Pregnancy in Sunderland

**Who:** NHS Partners, Health Workers, Voluntary Groups and Local Authority Officers.

**Why:** The aim would be to provide a detailed background and highlight the key factors to the teenage pregnancy issue in Sunderland through evidence from expert witnesses.

**How:** Informal meeting

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### Meeting 2 Meet the Parents

**Who:** Expectant Teenage Parents and Teenage Parents (Mothers and Fathers).

**Why:** The aim would be to understand issues from the parents point of view.

**How:** Very informal focus group in an environment comfortable for the parents.

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**Meeting 3** Intervention, Support and Prevention

**Who:** NHS Partners, Health Workers, Voluntary Groups, Teachers, and Local Authority Officers.

**Why:** An opportunity to revisit some of the earlier themes in light of evidence from TP's. Also look at the interventions in place and the impacts of such interventions on TP rates within Sunderland. Are they co-ordinated? Do they meet the needs of the young people they are aimed at?

**How:** Informal Meeting

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**Please Note:** The information gathered from this working group can provide some of the evidence and contribute to the major policy review into early intervention. While it looks specifically at teenage pregnancy many of the issues in relation to teenage pregnancy are centred on intervention and support for young parents and this piece of work will undoubtedly be of importance to the major policy review.

# Children, Young People and Learning Scrutiny Committee

The Corporate Parent Working Group

Briefing Note: 1<sup>st</sup> August 2011

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## Background Information

In September 1998 Frank Dobson, the then Secretary of State for Health, wrote to all councillors to launch Quality Protects, a five-year programme to transform children's services, underlining their vital role in driving forward the initiative. This launched the concept of corporate parenting and placed collective responsibility on all local authorities to achieve good parenting for all children in the public care.

The circumstances and experiences of looked-after children and young people mean that they can experience many disadvantages. Research indicates that looked-after children experience poorer outcomes than other children across a range of measures, including health and education.

Looked-after children have a right to expect the outcomes we want for every child. These are that they:

- should be healthy
- should be safe
- enjoy and achieve
- make a positive contribution to society
- achieve economic wellbeing.

To achieve these outcomes, councils must demonstrate their commitment to helping every child they look after – wherever the child is placed – to achieve their potential.

The current Ofsted inspection regime has a particular focus on services and outcomes for looked after children, alongside the inspection of safeguarding. This includes assessing the effectiveness of the corporate parenting approach.

## Potential Terms of Reference

- To gain a greater understanding of the Corporate Parent role in Sunderland.
- To look at the corporate parent role and how this ensures young people who are in care are afforded the same opportunities to succeed as other young people in the city.
- To investigate the role and impact of current interventions and support mechanisms on looked after children?
- To investigate the partnership arrangements and experiences of those young people leaving local authority care?
- To provide evidence and contribute to the main policy review of the Children, Young People and Learning Scrutiny Committee on Early Intervention in Sunderland.

## Potential Working Group Methodology:

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### Meeting 1 The Corporate Parent in Sunderland

**Who:** Local Authority Officers.

**Why:** The aim would be to provide a detailed background and highlight the key factors to the corporate parent role in Sunderland through evidence from expert witnesses.

**How:** Informal meeting.

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### Meeting 2 Intervention and Support

**Who:** Key stakeholders.

**Why:** The aim would be to look at the impact of interventions on looked after children and how support mechanisms help these young people and improve their opportunities.

**How:** Focus Group.

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### Meeting 3 Upon Leaving Local Authority Care

**Who:** Local Authority Officers and young people.

**Why:** An opportunity to look at the transitional arrangements in place for those young people leaving local authority care. Also a chance to gather the experiences of some young people who have left local authority care and the support they have received.

**How:** Informal Meeting

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**Please Note:** The information gathered from this working group can contribute to the major policy review into early intervention. While it looks specifically at the corporate parenting role many of the issues are centred on intervention and support for young people and this piece of work will undoubtedly be of importance to the major policy review.

## APPENDIX 2

<b>Timeline</b>	<b>Review Task</b>	<b>Aims &amp; Objectives</b>	<b>Methodology</b>	<b>Contributors</b>
Jul/Sep 11	To gather a body of evidence around how EI services	To gain a good understanding, through research, of how EI services have and are currently delivered	Desktop Research	Scrutiny Officer Children's Services
<b>08.09.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an overview and introduction to the review into Early Intervention in Sunderland	Presentation	Scrutiny Officer Children's Services
Sep 11	Informal Meeting with Children's Services Officers	To look at and understand the process involved in the Common Assessment Framework.	Briefing Meeting	Scrutiny Officer Children's Services
Sep/Oct 11	Visit to Children's Centre (Options: Dubmire or Rainbow Centre)	To see first hand work conducted in a Children's Centre and hold a focus group with key representatives around EI	Visit/Focus Group/informal discussion	Scrutiny Officer Key Partners Children's Services
<b>20.10.11 (Venue tbc)</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	Hold meeting in local school and provide opportunity to hold a focus group with school staff to discuss approach to EI	Focus Group with Staff in School	Scrutiny Officer School Staff
Oct/Nov11	Visit to a Locality Team (North Area)	To visit a locality based office and meet operational managers and understand the role of locality teams and their role in EI	Visit/Focus Group/informal discussion	Scrutiny Officer Key Partners Children's Services
Nov 11	Evidence Gathering from Parents and Young People	To gain an understanding of the experiences of parents and young people in relation to intervention.	Discussion Groups	Scrutiny Officer Children's Services
Nov 11	Meeting with Key Stakeholders incl; Police, YOS, Gentoo, PCT	To consider multi-agency approach to EI and how the various partners work together	Focus Group	Scrutiny Officer Key Partners

Nov/Dec 11	Visit into Community Setting	To visit an XL Village Youth Project Event to understand how such community sector projects integrate into EI approaches	Site Visit/Focus Group	Scrutiny Officer Children's Services
<b>07.12.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an update on review progress to all members of the committee	Written Report	Scrutiny Officer Children's Services
Dec 11 (tbc)	Expert Jury Day	To invite key witnesses to provide evidence to the committee on issues related to the policy review	Interviews	Scrutiny Officer Children's Services
25 Jan 11	Best Practice Visit (Option: Durham County Council)	A visit to a neighbouring authority to look at how they tackle EI.	Visit	Scrutiny Officer Children's Services
<b>12.01.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an update on review progress to all members of the committee	Written Report	Scrutiny Officer Children's Services
Jan/Feb 11	The Reflection of Evidence	To look at the evidence gathered and discuss how the report is to be presented. Also look at potential recommendations from the evidence.	Meeting	Scrutiny Officer
<b>23.02.11</b>	Children, Young People and Learning Scrutiny Committee Formal Meeting	To provide an update on review progress to all members of the committee	Written Report	Scrutiny Officer Children's Services
March/April 11	Preparation of draft and final reports	To gather all the evidence together, draw conclusions and make recommendations	tba	Scrutiny Officer Children's Services
Nov/Dec 11	Visit into Community Setting	To visit an XL Village Youth Project Event to understand how such community sector projects integrate into EI approaches	Site Visit/Focus Group	Scrutiny Officer Children's Services