

REPORT TO: CHILDREN, FAMILIES AND COMMUNITIES – 4 DECEMBER 2023

REPORT ON: TAYSIDE PLAN FOR CHILDREN, YOUNG PEOPLE AND FAMILIES
ANNUAL REPORT 2022-23 AND 3-YEAR PLAN FOR 2023-26

REPORT BY: EXECUTIVE DIRECTOR, CHILDREN AND FAMILIES SERVICE

REPORT NO: 361-2023

1 PURPOSE OF REPORT

- 1.1 This report provides an update on the implementation of the Tayside Plan for Children, Young People and Families over the last 12 months. The report highlights progress being made in relation to the five priorities outlined in the plan, with a specific focus on the local impact of shared actions of the regional collaborative. A full update is outlined in the Tayside Plan Annual Report 2022-23 (Appendix 1). This report also presents the new Tayside Plan for Infants, Children, Young People and Families 2023-26 (Appendix 2).

2 RECOMMENDATION

- 2.1 It is recommended that the Committee:
- a Notes progress in the implementation of the Tayside Plan for Children, Young People and Families 2022-23
 - b Approves the next 3-year Tayside Plan for Infants, Children, Young People and Families 2023-26
 - c Note the decision of the Cabinet Secretary for Education and Skills to end funding and taper Regional Improvement Collaboratives during 2024-25
 - d Instruct the Executive Director to provide an update on the Regional Improvement Collaborative and arrangements in respect of an exit strategy in 6 months

3 FINANCIAL IMPLICATIONS

- 3.1 To support delivery of the aims of the Tayside Plan and the Tayside Regional Improvement Collaborative (TRIC), TRIC activity was supported by the Scottish Government via a grant allocation for the period 1 April 2022 to 31 March 2023 amounting to £801,426. This funding has been deployed to support leadership and coordination of the TRIC, alongside specific initiatives relevant to the priorities and actions outlined in the plan. Details are provided in Appendix 3.

4 BACKGROUND

- 4.1 The production and annual reporting on a 3-year Children's Services Plan is a joint statutory requirement of Local Authorities and Health Boards under Part 3 of the Children and Young People (Scotland) Act 2014. The Act requires partners to develop a strategic plan which promotes Getting It Right for Every Child and the United Nations Convention on the Rights of the Child. The Act also introduced Named Person's responsible for promoting the welfare of all children and young people, extended Early Learning and Childcare and placed 'corporate parenting' duties on partners.
- 4.2 In Tayside, partners worked collaboratively on the Tayside Plan for Children, Young People and Families 2020-23 to complement local partnership activities and help ensure that we realise our shared vision that 'children and young people have the best start in life and that Tayside will be the best place in Scotland to grow up'. This ambition aligns with local priorities as detailed in the City Plan 2022-32, the Council Plan 2022-27, Our Promise to Care Experienced Children, Young People and Care Leavers 2023-26 and the Children and Families Service Improvement Plan 2023-25.

- 4.3 Governance arrangements involve a multi-agency TRIC Leadership Group which includes senior representatives from each of the 3 Local Authorities, NHS Tayside, Police Scotland, a Third Sector representative and Education Scotland. Implementation is supported by five regional Priority Groups, with links to local partnerships such as the Children and Families Executive Board or its equivalent in Angus and Perth and Kinross and Child Protection Committees. Over the last 12 months, progress has been made with a range of initiatives and a summary is provided below.

Progress in 2022-23

Priority 1: Pre-birth and Early Years

Workstream	Progress
Transitions	Process maps were used to identify gaps in transition processes for children with developmental or additional support needs, identify Tayside-wide solutions and create a pan-Tayside pathway.
Family Support: Welfare and Poverty	In 2022-23, there was an additional 83 members of staff (including Midwifery, Health Visitors and Family Nurse Practitioners) trained on implementing referral pathways to Welfare Rights. 164 people have accessed NHS Tayside's Fuel Poverty sway module which will continue to be offered to support rollout of the Warmth Matters app which will be promoted across primary care services in October and November 2023.
Early Years Tracking	An Early Years tracking tool to monitor the progress of children aged 3-5 years is being used across Tayside by ELC staff to provide timely and targeted support for children.

Priority 2: Learning and Attainment

Workstream	Progress
UNCRC	Professional learning sessions on Rights Respecting Schools Award (RRSA) were offered to schools to increase understanding of UNCRC and attended by over 500 participants. Across Tayside, 181 schools are involved with RRSA; 16 have achieved Gold; 36 Silver; 87 Bronze; and an additional 42 schools registered. This is an increase of 50 schools since 2021/22.
Digital Learning	The Tayside Virtual Campus expanded to support 35 learners engaging with 6 Advanced Higher subjects. 180 young people are enrolled to study 7 Advanced Higher subjects and 1 Higher subject in 2023-24. The Open Tay Learning website provided a bespoke resource for young people with additional support needs. In 2022/23, this was developed to include English and Maths resources. 26 schools achieved their Digital Schools Award with a further 106 now enrolled across the Tayside region.
Moderation and Assessment	The online Quality Assurance and Moderation Support Officers (QAMSO) programme continued to be delivered to practitioners from across Tayside. In September 2022, a full day session was held for 140 school leaders across Tayside. Feedback was very positive.
Leadership	The Tayside Leadership, Development and Induction programme continued in 2022/23 with participation of a further 15 headteachers from across Tayside.

School improvement	Reciprocal visits resumed in session 2022/23 to support local authority central teams and build the capacity of school leaders across Tayside.
STEM	National 1- National 3 resources were developed for learners in the Senior Phase in all STEM subject areas.

Priority 3: Health and Wellbeing

Workstream	Progress
Child Healthy Weight	The Dundee Healthy Weight Partnership was refreshed, and membership expanded to partners outside Dundee to increase capacity to support the Tayside wide roll-out of a whole systems approach.
Mental health and wellbeing	<p>An implementation plan was developed to support 'Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People'. Posters of the Children and Young People's Charter, including a QR code to access resources, were distributed to schools and services across Tayside.</p> <p>The Counselling in Schools programme continued to be delivered across Tayside and an evaluation of the impact of the programme across the 3 Local Authority areas is being developed in conjunction with Abertay University.</p>

Priority 4: Care Experienced Children and Young People

Workstream	Progress
Education	Data pertaining to the school attendance of care experienced children and young people was extensively analysed and actions to develop targeted support to pupils in Kinship Care were identified including work on transitions from primary to secondary school and additional support at home, school and the community.
Secure Care	A regional self-evaluation of practice against the new national Secure Care Standards was carried out by the 3 local authorities, NHS Tayside and Strathclyde University Centre for Youth and Criminal Justice. Locally, this has informed the development of a new multi-agency approach towards vulnerable young people.
Brothers and Sisters	A self-evaluation of maintaining relationships with care experienced brothers and sisters was taken forward in Angus, with a view to scaling this up to a Tayside-wide model. This will inform action plans on how to maximise opportunities to maintain relationships, including the capacity of care arrangements and appropriate contact.

Priority 5: Safeguarding and Child Protection

Workstream	Progress
Workforce development	Practitioner Guidance on Chronologies, Concern for Unborn Babies and Inter-Agency Referral Discussions (IRDs) were all reviewed and refreshed, ensuring compliance with the National Guidance for Child Protection in Scotland (2021).
Performance	<p>Following the publication of National Guidance for Child Protection Committees Undertaking Learning Reviews, local arrangements have been updated and Significant Case Reviews (SCRs) and Initial Case Reviews (ICRs) replaced with multi-agency Learning Reviews.</p> <p>Dundee and Angus have jointly commissioned a consultant to review and develop local learning review guidance for all Protecting People committees.</p>

Informed by this progress and an assessment of types and levels of need across the region, the Delivery Plan 2023-26 retains the same 5 priorities and details new actions to be taken forward and measured over the next 3 years. Some key actions in the new plan include further developing enhanced support to families with additional needs, strategies to increase school attendance, implementing a Child Healthy Weight Strategy and implementing Bairns Hoose, a new approach towards Child Protection investigations and support.

In November 2023, the Cabinet Secretary for Education and Skills announced a tapering of Regional Improvement Collaborative funding during 2024-25. This will clearly have resource implications including in relation to infrastructure and leadership capacity but partners remain committed to the priorities and actions outlined in the plan and will continue to collaborate through appropriate governance arrangements which promote efficient and effective implementation at a regional and local level.

5 POLICY IMPLICATIONS

- 5.1 This report has been subject to an Integrated Impact Assessment to identify impacts on Equality & Diversity, Fairness & Poverty, Environment and Corporate Risk. An impact, positive or negative, on one or more of these issues was identified. An appropriate senior manager has checked and agreed with this assessment. A copy of the Integrated Impact Assessment showing the impacts and accompanying benefits of/mitigating factors for them is included as an Appendix to this report.

6 CONSULTATIONS

- 6.1 The Council Leadership Team have been consulted in the preparation of this report.

7 BACKGROUND PAPERS

- 7.1 None.

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8 November 2023

APPENDIX 1



Tayside Plan for Children, Young People and Families (2021-2023)

Annual Report 2022-2023

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This report was approved by the Tayside Regional Improvement Collaborative on 21/08/23. Should you wish to enquire on this report, please contact us via www.taycollab.org.uk

INTRODUCTION

The [Tayside Plan for Children, Young People and Families 2021-23](#) forms the Integrated Children's Services Plan (ICSP) for the three Community Planning Partnership areas in Tayside and is led by the three Councils (Angus, Dundee, and Perth and Kinross), NHS Tayside, Police Scotland, the Third Sector and other organisations that influence service delivery in the Community Planning Partnership (CPP) areas.

The plan focuses on improving the outcomes of children, young people and families by galvanising the collective capacity of partners across Tayside.

This annual report outlines the work undertaken to progress the Tayside Plan for Children, Young People and Families in the period from April 2022 to March 2023.

During this time, the Collaborative has remained committed to sharing and building on local practice across the 3 local authorities, and where value is added, working together to address the significant challenges faced by children, young people and their families at this time. The impact of the pandemic has continued to be experienced by the most disadvantaged in society, exacerbated further by the current cost-of-living crisis. The need to address [child poverty](#) and provide [whole family wellbeing](#) support has never been more evident. It is in this context that collaborative working across Tayside is vital to address inequity and accelerate progress towards improving outcomes in health, wellbeing and attainment.

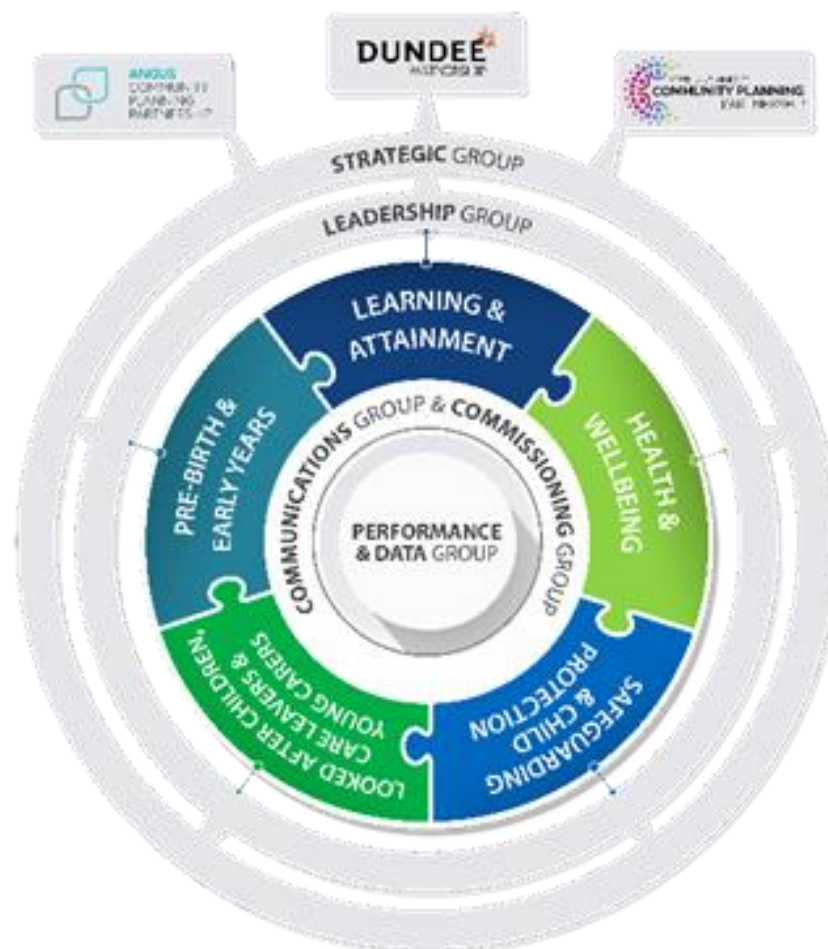
By focusing our collective efforts on the priorities of early years, learning and attainment, health and wellbeing, care experienced children/young people, and safe-guarding and child protection, we want to ensure that *'our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up'*.

TRIC Leadership Group

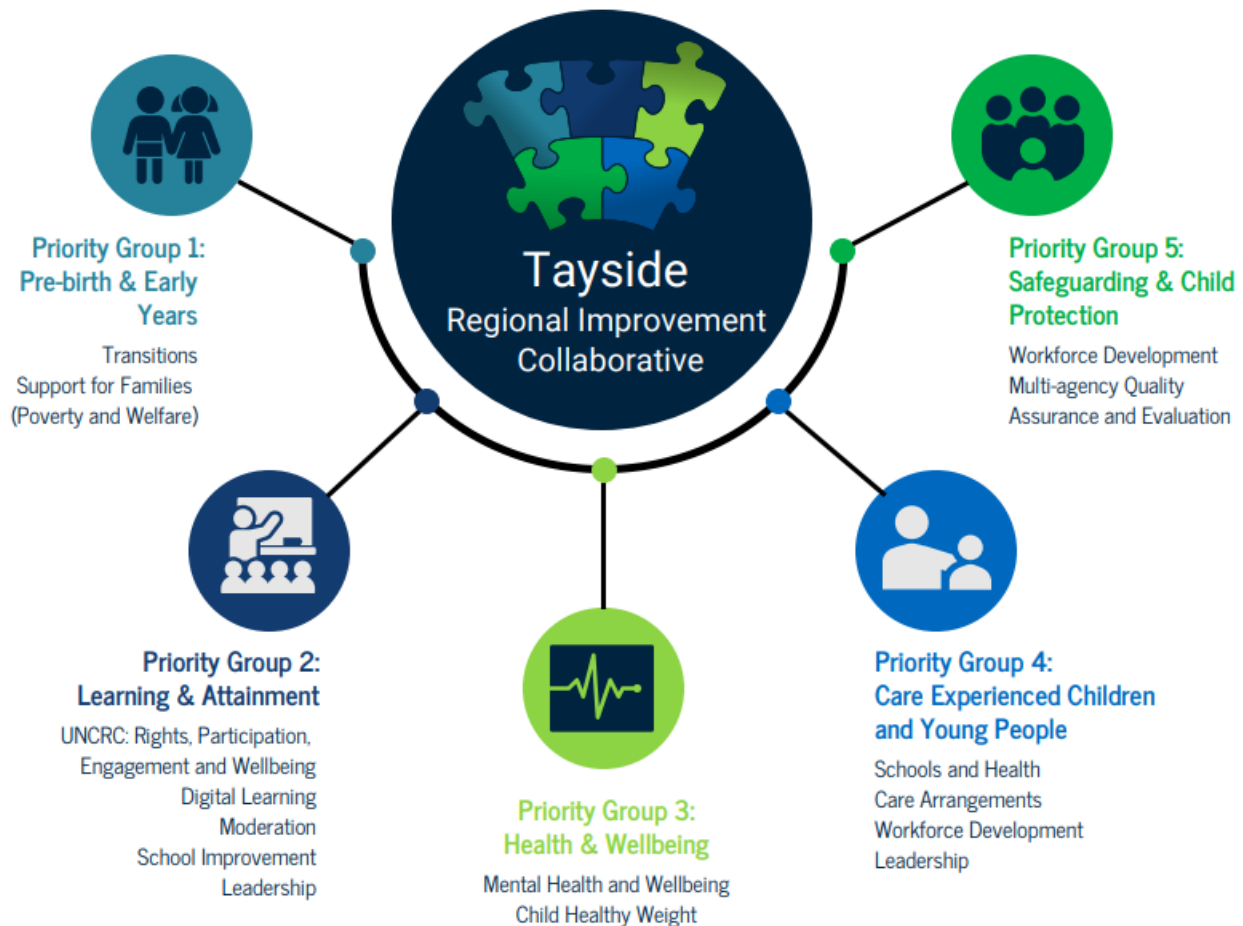
Tayside Collaborative Model

The five Priority Groups (PGs) within the Tayside Collaborative have representation from across the three areas and deliver detailed action plans against which their progress is reported. The Performance and Data subgroup has continued to offer support to the PGs to deliver on outcomes.

Governance is delivered through the Leadership Group and the Strategic Group at Chief Executive level, currently led by Dundee City Council. There is further governance oversight within the respective Children's Planning Partnerships across Tayside.



Focus of Priority Groups - 2021-23



The Plan focuses on five shared priority areas to improve outcomes for children and young people, stated under each associated group in the progress section below.

Priority Group 1: Pre-Birth and Early Years

'Our children will have the best start in life in a nurturing environment'.

The key areas taken forward from the 2021-23 Tayside plan were transitions for children aged 0-3 years with emergent developmental or additional support needs; tracking and monitoring in Early Years; and support for families (welfare and poverty).

Transitions for children 0-3 years with emergent developmental or additional support needs

During 2022-23, a multi-agency group continued to work collaboratively to find ways to improve home to Early Learning and Childcare (ELC) transitions for children with emergent developmental or additional support needs. Initially the target age group was 0-3yrs however this was extended to include transitions for children aged 2-5yrs.

Most recent published data from Public Health Scotland Early Childhood Development statistics (2020-2021) at each of the 3 age reviews highlighted significant levels of emergent needs and concerns.

Summary of data for 2020/21

13-15-month review

In each of the local authority areas, the domain with the highest proportion of concerns was speech, language and communication followed by gross motor. This pattern was also reflected in national data. However, this represents an increase in the number of concerns about speech and language compared with the previous year.

27-30-month review

For each of the local authority areas, the domain with the highest proportion of concerns was speech, language and communication, followed by emotional/behavioural in Dundee and personal/social in Angus and Perth & Kinross. Speech, language and communication and emotional/behavioural were also the domains with the highest proportion of concerns nationally.

4-5-year review

The domains with the highest proportion of concerns were emotional/behavioural, fine motor and speech, language and communication although the order varied in each area. These domains also had the highest proportion of concerns nationally.

In 2021/22 session, pathways were shared across Tayside, mapping support for children with emerging developmental or additional support needs transitioning into ELC settings.

During 2022/23, these process maps were used to identify gaps in transition processes, find Tayside-wide solutions and create a Pan-Tayside pathway.

A multi-agency staff survey was developed, implemented and analysed. The purpose was to gather baseline data in relation to the number of new starts (August 2022) with significant early concerns in relation to their development or emerging additional support needs. This included the percentage of those newly enrolled with significant early concerns raised prior to starting ELC and where the information came from, and the percentage of those children for whom concerns had been raised prior to starting ELC who had support plans in place.

In March 2023, questionnaire results from 93 Local Authority ELC settings across Tayside highlighted that the three main areas of concern were speech and language

development; play skills/interaction with others; and social communication. Of those children who had a successful transition, use of My World documentation to support planning in Angus; multi-agency relationships in Perth & Kinross; and health visiting relationships in Dundee were highlighted as positive contributing factors.

Positive parent/carer relationships and effective lines of communication between ELCs and families, as well as transition visits and processes, were evident across all local areas.

Summary of Staff Survey Results

Information provided relates to both the 2-year-old and 3-5 year old populations, case held by Health Visiting teams across Tayside, who enrolled in ELCs in August 2022.

2-year old children

- 47% of those newly enrolled since August 2022 had significant early concerns
- 97% of those newly enrolled with significant early concerns raised prior to starting
- 50% of those newly enrolled since August 2022, whose concerns had been raised prior to starting ELC, had support plans in place
- Parent/carer as most common source of information with other health professional and ELC worker also noted

Of those children who had a successful transition, the following factors made this a successful process:

- Effective relationships and information sharing between ELCs and Health Visitors
- Child's Plan in place prior to start
- Parent/carer relationships

3-5-year-old children

- 17% of those newly enrolled since August 2022 had significant early concerns
- 97% of those newly enrolled with significant early concerns raised prior to starting
- 60% of those newly enrolled since August 2022 whose concerns had been raised prior to starting ELC, had support plans in place
- Parent/carer as most common source of the information, other health professional, ELC worker and other family member also recorded

Tayside Local Authority Early Learning and Childcare Settings

2-year old children

- 17% of those newly enrolled for August 2022 had significant early concerns
- 52% of those newly enrolled with significant early concerns raised prior to starting
- 22% of those newly enrolled for August 2022 whose concerns had been raised prior to starting ELC, had support plans in place
- Parent/Carer and Health Visitor most common source of information with other Health professional and Social Worker also noted

3-5-year-old children

- 13% of those newly enrolled in August 2022 had significant early concerns
- 51% of those newly enrolled with significant early concerns raised prior to starting
- 41% of those newly enrolled for August 2022 whose concerns had been raised prior to starting ELC, had support plans in place
- Parent/carer most common source of the information with previous ELC setting Health Visitor and Social Worker also recorded

Whilst there is evidence of effective communication and processes in place, feedback highlighted that further work is required to strengthen transitions through improved contact and information sharing with other agencies; better lines of communication and information sharing with parents/carers; and improved contact and information sharing between ELCs ahead of transition into ELCs.

In June 2023, the Pan-Tayside transitions pathways for ELC providers and Health Visitors were shared with staff for use in all 3 local authorities. These outline the agreed processes that will support effective communication, information sharing, and transition planning for children aged 2-5 years with developmental needs and those with additional support needs, and include:

- Pathways for Health Visitors who notice emerging concerns at 13-15mth and 27-30mth review
- Early Learning and Childcare admission process, including for children with significant early concerns in relation to their development or emerging additional support needs
- ELC Transition Referral Process for children with emerging additional support needs

The transitions survey will be repeated in 2023/24 to measure the impact of the use of the pathways to improve transitions into ELC for children with significant early concerns in relation to their development or emerging additional support needs.

Tracking and Monitoring in Early Years

In 2022/23, the Early Years tool developed to capture the learning, development and progress of children aged 3-5 years, was refined by each local authority in response to evaluative feedback and is being used across Tayside by ELC staff to provide timely, targeted support and challenge.

From October to December 2022, a tool to track the development of 2-3 year olds was piloted with a small number of settings and this was extended to include more settings from January to June 2023 then implemented wider in the summer of 2023. In response to evaluative feedback from this pilot, adaptations have been made by each local authority and this will be used across Tayside in 2023/24.

Support for Families (Welfare and Poverty)

This subgroup of PG1 provides a useful forum to share ideas and good practice and agree and act on measures to improve access to financial maximisation support for families with infants or babies. Findings for the first 3 quarters show that the number of referrals to Welfare Rights from Midwifery Services, Health Visitors and Family Nurse Practitioners has been lower than the previous year. This could be due to a raised awareness of services and self-referrals as the cost-of-living response from local authority and third sector partners increased awareness of access to benefit advice, home energy advice and debt support.

In the period of 2022-23, an additional 83 members of staff were trained on implementing referral pathways. This figure combines midwifery staff, Health Visitors and Family Nurse Practitioners. 164 people have accessed NHS Tayside's Fuel Poverty sway module which will continue to be offered to support rollout of the Warmth Matters app which will be promoted across primary care services in October and November 2023.

2023-24 training dates have been offered to secondary care staff to support the money worries questions within the adult nursing documentation. Revised Poverty Sensitive Practice training, Public Health Scotland child poverty e-learning module and the Child Poverty Action Group (CPAG) Cost of the School Day modules means that a range of up-to-date training resources on the impact of poverty can be offered to a wide range of staff.

A new training resource for community food providers and advice service staff will be developed in 2023-24 in response to the publication of UNICEF's guide on supporting families

with infants under 12 months experiencing food insecurity. PG1 subgroup members will be involved in the development of the training and a localised pathway of support.

Building on the existing relationship with Dundee University's School of Medicine, a new project with 1st year medical students will use case studies from local Welfare Rights and Citizens Advice services that will highlight the importance of financial inclusion and support. Introducing learning and awareness of the health-related harms that are caused by poverty to future medical staff is an area of work that the Scottish Poverty and Inequality Research Unit (SPIRU) is interested in hosting on their Tackling Poverty Directory to showcase areas of innovation and good practice.

Priority Group 2: Learning and Attainment

'Our children and young people will be meaningfully engaged with high quality learning experiences to extend their potential.'

United Nations Convention on Rights of the Child (UNCRC)

During 2022-23, professional learning sessions on Rights Respecting Schools Award (RRSA) continued to be offered to all schools to help increase understanding of UNCRC. These were well attended. Since May 2022, the Scottish Government has supported UNICEF UK's RRSA removing the financial barriers to schools motivated to undertake Silver and Gold Awards. Across Tayside, we now have 181 schools involved with RRSA; 16 have achieved Gold; 36 Silver; 87 Bronze; and an additional 42 schools registered. This is an increase of 50 schools since 2021/22. Working to achieve a RRSA ensures that schools have access to a range of free training and resources for the duration of the funding period (May 22 - May 25); further developing their approaches to engaging, listening and acting on the views of children and young people. The impact being that children are more likely to be engaged in their learning if they feel their rights are prominent in the learning environment. During the year, a series of career long professional learning (CLPL) sessions were delivered across Tayside and attended by over 500 members of staff. These included sessions run by Education Scotland and the One World Centre in conjunction with colleagues from our own services.

Digital Learning

In session 2022-23, the Tayside Virtual Campus offer (blend of self-study, live delivery, webinars and tutorials) was further expanded to support 38 learners engaging with 6 Advanced Higher subjects (French, Spanish, Computing, PE, Modern Studies, and Business Management). Half of the candidate gained A or B grades with 82% attaining an award at A – D.

For session 2023-24, 185 young people are enrolled to study 6 Advanced Higher subjects and 1 Higher subject (Politics). To support our virtual learning model of delivery, an induction course has been developed for learners who are accepted to study with the Tayside Virtual Campus. The Scottish Qualifications Agency (SQA) has accredited the course at SCQF Level 6 (worth 3 points). Learners who complete the assessments to a satisfactory level gain our newly created Certificate in Preparing for Digital Learning in the Senior Phase.

This course is designed to develop knowledge and skills relating to; digital tools, academic writing, citation and referencing, effective study, basics of research and has tools to support health and well-being. Many of the assessments are designed to test practical application and learner reflection. The whole course signposts students to many other services and helps develop learner self-efficacy.

This helps lay a solid foundation for our learners and further supports improved attainment, both in their Virtual Campus course and in their other school-based courses. For the small number of young people who decide not to continue with their subject after the summer holidays, provided they have achieved all the assessments, they will still be rewarded for the time spent. Learners who join much later, for example after the summer break, can still attain due to the flexible nature of the course.

While the course is currently quite bespoke to the Virtual Campus, we are anticipating that it will be suitable for students in our city campuses/consortia/clusters and as a stand-alone course available to schools in 2024-25.

National 1- National 3 resources have been developed and collated for learners in the Senior Phase in all STEM subject areas in partnership with Forth Valley Regional Improvement Collaborative and the TRIC STEM officer.

A new website, Open Tay Learning, was created to house these resources. This website allows us to create a bespoke resource with many accessibility functions to enhance learning for our young people with additional support needs and barriers to learning. In session 2022-23, this resource was developed to include English and Maths resources.

Each local authority is now utilising the Digital Schools Award Scotland self-evaluation framework with schools to develop their digital pedagogy and a total of 26 schools in the region have achieved their award with a further 106 now enrolled across the region.

Leadership

Our Tayside Leadership, Development and Induction programme continued in 2022/23 with participation of a further 15 headteachers from across Tayside. The programme continued in a hybrid format of both online and face-to-face sessions and was delivered across six workshops.

Moderation and Assessment

The online Quality Assurance and Moderation Support Officers (QAMSO) programme continued to be delivered to practitioners from across Tayside. Three online twilight sessions, involving 38 staff from across three authorities, were held to allow QAMSOs to reconnect and moderate together across the improvement collaborative. Feedback was positive with requests for more in-person moderation opportunities.

In September 2022, a full day session was held for 140 school leaders across Tayside. Feedback was very positive and the 2023-2024 Teaching, Learning and Assessment Group (TLAG) plan was created in response to this information.

Leads and 17 staff from across the 3 authorities also collaborated in a working group to create progression pathways in pupil/family friendly language from Early to Fourth level, in response to requests from practitioners. The Literacy documents will be shared with schools early in the new session.

The Curriculum Community of Practice was led by Education Scotland and lead staff from each authority with 33 Head Teachers and Leaders participating in a series of 6 sessions culminating in an in-person afternoon event at the V&A Dundee.

School Improvement

Following COVID-19 and recovery, reciprocal visits resumed in session 2022/23 to support local authority central teams and build the capacity of school leaders across Tayside, with peer Head Teachers supporting improvement visits.

Priority Group 3: Health & Wellbeing

'Our children will grow up healthy, confident and resilient with improved physical and mental health and strengthened emotional wellbeing.'

Tayside Child Healthy Weight Strategy

Following extensive consultation and engagement ['Helping Tayside's Children & Young People Feel Great and Ready to Learn'](#) the Tayside Child Healthy Weight Strategy (CHWS) was co-produced and launched in June 2021, promoting five key ambitions:

1. Child healthy weight is seen as a society wide issue
2. Children have the best start in life
3. Our environment supports healthier choices
4. Families get helpful weight management support
5. Families and communities in most need are our main concern

Implementation is now being driven and co-ordinated by NHS Tayside Public Health Directorate working alongside multi-agency partners. The strategy has thirteen calls to action that seek to focus collective effort and shared responsibility in addressing population levels of childhood obesity. Increasing the proportion of children who have a healthy weight and reducing the disparity between levels of obesity seen in the least affluent compared to the most affluent areas is a key focus. The UNCRC is rooted within the five key ambitions and these are being operationalised through a Whole Systems Approach (WSA) to Child Healthy Weight (CHW).

Pressures relating to the cost-of-living crisis and increasing numbers of families living with food insecurity has widespread impact, including increasing the risk of poor diet quality and obesity and further driving the socioeconomic inequalities in child healthy weight. This challenging background sets a clear and ongoing need for implementation and spread of a WSA to CHW across Tayside informed by the early adopter work in Dundee and the need to advance the realisation of the vision of the strategy *'for every child in Tayside to grow up in a community and environment that supports them to feel great and ready to learn so that they can achieve optimum health and flourish to their best of abilities'*.

The Dundee Healthy Weight Partnership was refreshed, and membership expanded to partners outside Dundee to increase capacity to support the implementation of a whole systems approach across Tayside.

In February 2023, as part of the evaluation of the CHW whole systems approach, members of PG3 participated in an Action Learning Set, facilitated by the National Institute of Health Research Public Health Intervention Responsive Studies Team and an NHS Tayside Researcher. In terms of applying a whole systems approach to child healthy weight across Tayside, the strategy will be operationalised in Angus via the 'Best Start, Bright Futures' group and align closely with efforts to address child poverty.

A revised whole systems outcomes framework is currently under development and will be reviewed in-line with the publication of the national report on the '7 Local Levers for Diet and Healthy Weight in Scotland' in the Autumn of 2023.

Progress towards realising the ambitions of the CHWS is reported to NHS Tayside Public Health Committee, Dundee Children and Families Executive Board, and the Integrated Children's Services Partnerships as the Tayside wide roll-out progresses in the other two local authorities.

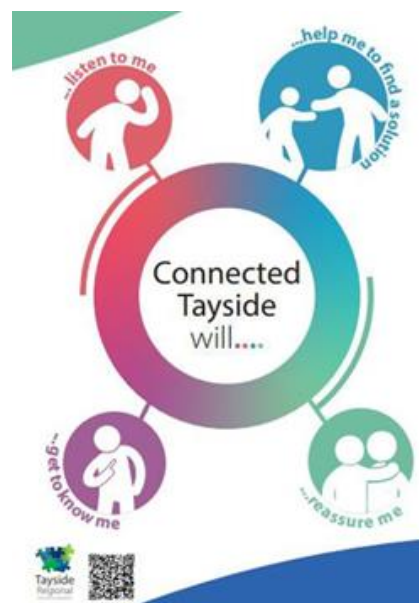
'Connected Tayside'- An Emotional Health and Wellbeing Strategy for Children and Young People (2021-23)

Following the launch of the Connected Tayside strategy in November 2021, an implementation plan was developed.

The Children and Young People's Charter, and a padlet of resources have been developed, including links to e-learning modules, the previously developed Emotional Health and Wellbeing Toolkit, and a variety of useful links to support teachers, parents and carers across Tayside.

Since then, the work of the Health & Wellbeing Priority Group (PG3) has been to continue to support the implementation of the strategy and to develop effective measures to demonstrate impact.

Additional support has been provided by CAMHS and resources accessed through 'Living Life Well' (the overarching, population-wide mental health strategy for Tayside) to investigate mechanisms for gathering information on awareness and use of the strategy by major stakeholders.



Counselling in Schools

The Counselling in Schools (CiS) programme continues to be delivered across Tayside. The 3 local authorities continue to work collaboratively in the procurement of counselling providers. During the reporting period April 2022 to March 2023, 3752 children and young people were supported through counselling in schools across Tayside.

	Tayside	Angus	Dundee	Perth & Kinross
Total CYP supported	1851	388	800	663
Primary	332	58	205	69
Secondary	1519	330	595	594
Male	547	108	262	177
Female	1157	267	446	444
Prefer not to say	93	15	41	37
Total number of counselling sessions	3752	847	1476	1429

Most young people supported were in secondary school, with the greatest number attending counselling being in S3. The most prevalent issues identified at counselling were anxiety, self-esteem, emotional/behavioural and family issues. An evaluation of the impact of the Counselling in Schools programme in Tayside is being developed in conjunction with Abertay University.

Priority Group 4: Care Experienced Children and Young People

'Children who are care experienced or at risk of becoming care experienced, have good quality relationships with people who are committed, who support and nurture them, whether within their birth families or other family or care settings'



As a key policy driver, The Promise continues to shape the focus of work in Social Work services and within wider partnership working to improve services to children and families. The focus for PG4 therefore changed to aspects of the 5 foundations of The Promise, including the co-ordination of some regional activity and some shared learning about local initiatives which could be transferred between areas.

This included work with Strathclyde University Centre of Youth and Criminal Justice, the 3 Local Authorities and NHS Tayside to carry out a regional self-evaluation of practice against new national Secure Care Standards. The new standards focus on multi-agency practice before, during and after a young person is placed in secure care and outcomes of the self-evaluation included a need to improve communication with young people. At a local level, the self-evaluation also informed a review of approaches towards older young people in Dundee, which has involved additional training and development to the partnership workforce and possible co-location of services.

The group also reviewed data pertaining to the school attendance of care experienced children and young people. This confirmed that children who are looked after at home have the lowest attendance levels, especially in S1-S3 and has informed local Promise delivery plans to ensure there is support for children in this group including a focus on transition into secondary school, support at home, school and in the community and reducing stigma that can be experienced for young people in the school setting. Some examples of practice improvement that have been developed locally and shared in the wider group include: the development and pilot of a social education module for use in Angus schools to de-stigmatise care experienced children. and promote an understanding of the value of connection and relationships. A Promise working groups specifically to develop tools and approaches to promote sibling relationships will report next year on their findings and explore opportunities for shared learning and development. Similarly, in Dundee and in Perth and Kinross, family time between brothers and sisters has continued to be promoted through fostering families. An electronic system is also being developed in Perth and Kinross to identify significant relationships a child or young person wishes to remain connected with when they become involved with Social Work. Through funding from the Corra Foundation, Perth and Kinross has also developed a Lifelong Links service which has successfully reconnected a number of children and young people with someone significant to them.

All areas are considering ways to improve engagement and communication with children and young people. Dundee have reviewed the Team Around the Child process with a focus on improved engagement of children (see below). My Plan letters are being trialled in Angus where accessible letters are sent to all young people following their child's planning meeting, describing what each professional must do to support them.

Priority Group 5: Safeguarding and Child Protection

'We will continue to ensure that our children and young people are safe and protected from harm, at home, school and in the community.'

The work of Priority Group 5 is built upon the research carried out for Tayside by Dr Sharon Vincent of Northumbria University and Priorities for Practice were developed from this.



The Priorities for Practice workstream themes have continued to be focused on in the 3 local authorities and used to underpin and shape Child Protection Committee Improvement Plans, case reviews and workforce development.

Workstream 1 – Focus on the Child, Engagement and Relationship Building



In Angus, the ongoing commitment to improve the experience of families involved in child protection processes, has seen the rollout of PREpare, as social work led, strengths-based model that improves child and parental engagement in the child protection planning and decision-making process. The voice of children, including very young children, is central to the PREpare approach, seeing risk and strength from the perspective of the child. A short film about PREpare has been made providing information for families and professionals. Evaluations show that parents who attended a facilitated PREpare meeting prior to a Child Protection Planning Meeting (CPMM) were more engaged in the CPMM and contributed to the care and safety planning for their children. The rollout of PREpare will continue to be extended into next year.

Focusing on strengthening GIRFEC practice and ensuring needs are identified and responded to at the earliest opportunity, children and families in Dundee were engaged in reviewing the multi-agency Team around the Child (TATC) process. Changes included ensuring that children's perspectives are presented first in TATC meetings, followed by those of parents/carers; and writing the Child's Plan in a participatory and transparent way during the meeting when actions can be discussed, agreed and plain English plans shared on the day. The impact of these changes has resulted in increased participation, greater focus on the child's needs, use of creative ways for children, parents/carers to have their voices heard and calmer meetings with less focus on negative issues.

Care experienced young people from Angus were also engaged in a project to design the new #SPEAKUP campaign for Child Protection Scotland. Their involvement was instrumental in ensuring that the campaign message would be available in formats accessed by other young people including YouTube.

Workstream 2 – Assessment and Planning

Multi-agency Guidance

During 2022/23, under the auspices of PG5, the following practice guidance was reviewed and refreshed:

1. Tayside Practitioner Guidance: Chronologies (24 August 2022)
2. Tayside Practitioner Guidance: Concern for Unborn Babies (24 August 2022)
3. Tayside Practitioner Guidance: Inter-Agency Referral Discussions (IRDs) (9 June 2023)

These are now compliant with the [National Guidance for Child Protection in Scotland 2021](#) National Guidance for Child Protection in Scotland 2021 (Scottish Government: September 2021) and were shared with local child protection committees to disseminate.

The Interagency Referral guidance was finalised following the evaluation of an audit of Initial Referral Discussions (IRDs) undertaken in Perth and Kinross. Angus has scheduled an IRD audit in 2023 following the Perth and Kinross model.

In support of the IRD Guidance, Perth and Kinross Child Protection Committee also developed an Online IRD Module which can be accessed [here](#) and is available to all partners across Tayside.

Perth & Kinross Child Protection Committee developed an IRD Quality Assurance and Self-Evaluation Toolkit, which after being piloted in Perth and Kinross, has been further piloted in Angus and Dundee, refined and is has now been made available to the CPCs and partners across Tayside.

In Dundee, a programme of work, Transforming Public Protection, took place from 2021 to 2023 to improve the use of chronologies within Children and Families Service. Improvement methodology was used to develop and test a new template on Mosaic, as well as local guidance on chronologies. Quality assurance to date has shown an improvement in the quantity and quality of chronologies with 78% found to be good or better.

Multi-agency Quality Assurance and Evaluation

Through PG5, learning is continually shared; key child protection data trends examined; and opportunities to extend child protection quality assurance and self-evaluation shared in order to develop a Tayside-wide approach to child protection learning and development.

Following the publication of [National Guidance](#) for Child Protection Committees Undertaking Learning Reviews, local arrangements have been updated and Significant Case Reviews (SCRs) and Initial Case Reviews (ICRs) replaced with multi-agency Learning Reviews, in line with national guidance. Angus has jointly commissioned a consultant with Dundee Protecting People to review and develop local learning review guidance for all protecting people committees.

In Dundee, the Child Protection Committee established a Quality Assurance Sub-Group when it published it's 2022-25 Delivery Plan. The aim of the group is to improve their strategic approach to learning from single agency quality assurance and develop a multi-agency co-ordinated and systematic approach to quality assurance, self-evaluation and the use of improvement methodology. This work will link with other subgroups (data, case reviews and CYP involvement) in order to triangulate findings and recommendations.

Over 2023, a single agency audit schedule has been finalised, the Protecting People Quality Assurance Framework has been revised and multi-agency audits planned, the first taking place in September 2023. Children's Social Work and other agencies have continued with

single agency case file audits, which were commented on positively by the Joint Inspection report published in 2022.

Workstream 3 – Early Intervention and Support

Priority Group 5 is also committed to supporting the workforce to take early intervention approaches including support to whole families through for example, Safe and Together. This model is predicated on partnering with the non-abusive parent to keep them safely with their child(ren) wherever possible and, through intervention with the abusive parent, it aims to reduce risk of harm to the other parent, and child(ren).

Safe and Together is guided by three main principles:

Safe & Together™ Principles



Safe and Together is included in the [National Child Protection Guidance](#) 2021 as a best practice model and as such has been further implemented within the 3 local areas.

Dundee first introduced Safe and Together in 2016. There is now a Team Manager (Domestic Abuse) within the Children and Families Social Work service who works closely with the Violence Against Women (VAW) lead and VAW Partnership to implement Safe and Together across the wider multi-agency workforce. A complex case consultancy forum has been established, comprising of Community Justice, Police, Women's Aid and ASSIST colleagues to support social workers with complex domestic abuse cases using a Safe and Together lens. There has also been a relaunch of Safe and Together briefing sessions and practitioner forums.

Angus began to embed this model in 2017 by training 20 champions. Since then, it has grown and as of April 2023, there are over 70 champions from both frontline and strategic positions in place. Champions take a role within their own team or organisation to promote the model and come together regularly to provide support and to develop tools and learning opportunities for the wider multi-agency workforce.

In Perth and Kinross, Safe and Together training has continued to be rolled out across Services for Children, Young People and Families (SCYPF) after its inception in 2021. 135 SCYPF and Criminal Justice Service (CJS) staff have now been trained in the full model and over 240 staff from across the partnership, including Elected Members and colleagues from Housing, Health, Education, Children's Hearing Panel members, Reporters to the Children's Hearing and the Third Sector. Feedback has

been very positive and has helped understanding of the model and work to support parents and children subjected to domestic abuse.

Further work is planned to increase the awareness of Child Protection Officers in schools regarding domestic abuse, Safe and Together, and the wider topic of ensuring that fathers and male carers are included in the day-to-day lives of their children.

In Angus, a multi-agency working group has also been established to consider the role of fathers in families and how services interact with them. The focus of the group is to consider practice of engaging with fathers across all agencies and to identify barriers to their inclusion.

Workstream 4 – Partnership Working

The Child Protection Committees (CPCs) across Tayside are local multi-agency partnerships, strongly committed to building active child protection communities and securing a culture where the care and protection of children and young people are at the heart of everyone's job.

Membership of the CPCs remain intentionally wide and kept under constant review to ensure they accurately reflect the local children's services landscape across the public, private and third sectors. This allows the CPCs to take a whole-community approach to raising awareness of the key risks to children and young people.

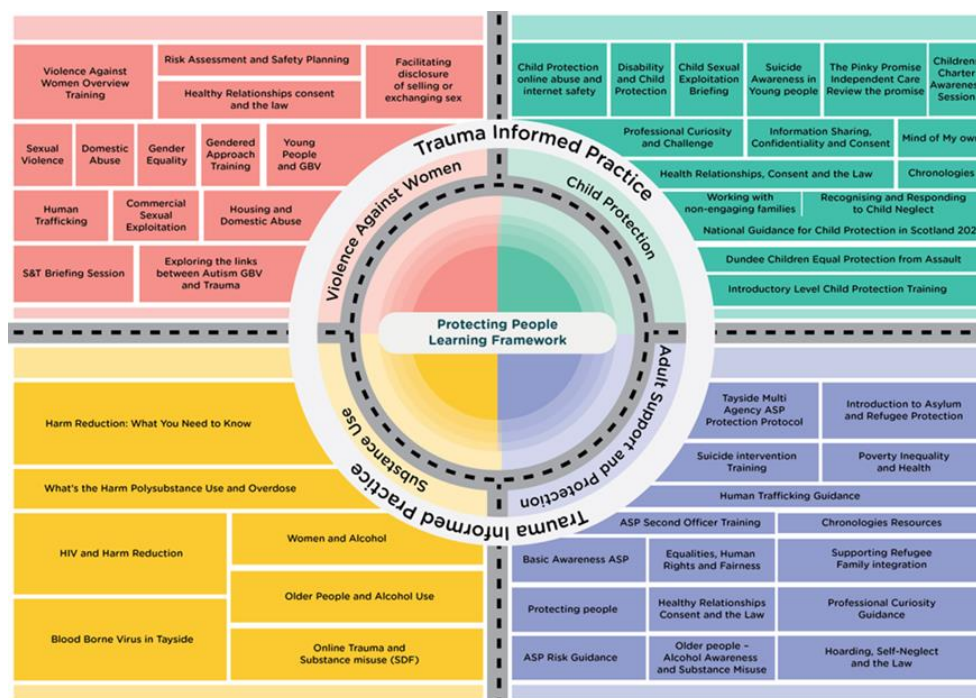
Much of the work of Priority Group 5 has provided the 3 local child protection committees with added value; supported the work of the committees; and provided a shared opportunity across Tayside to design, develop, implement and evaluate our work to improve day-to-day culture, ethos and child protection practice.

Building on local learning and development, training opportunities on a pan-Tayside basis will also be further progressed throughout the next reporting year.

Workforce Development

In Angus, the Protecting People workforce training programme has continued to be delivered during 2022-23 with a combination of virtual, online and e-learning opportunities. The [learning and development framework](#) is updated every 2 months with newly available learning resources ensuring the workforce has access to the most up-to-date and relevant materials. A monthly newsletter for internal and external frontline staff is issued with just over 1,190 subscriptions.

Similarly in Dundee, work was carried out in 2023 to bring Protecting People Learning and Development (including child protection) into one online location that is easily accessible and locates protection training and development within a tiered framework, from basic awareness to skilled and expert levels. The training and development opportunities are multi-agency and cross-cutting. The framework will be launched in August 2023, hosted on One Dundee and accessible to all agencies.



Framework overview

Workstream 5 – Empowerment, Supervision and Leadership

The aforementioned Transforming Public Protection programme in Dundee had a focus on supervision and led by front line managers, a supervision model was developed and implemented. In an audit of cases, 85% were rated good or better in relation to supervision.

Performance Framework Summary

The agreed set of indicators (when the Tayside Plan was first introduced) have now been updated by the Performance and Data Group to include core data from this year. Performance in relation to these high-level outcome measures has been provided in Appendix 2, with information to the end of 2020-21 representing the most up to date data available from most public sources.

In addition, work has progressed this year in the development of a more detailed performance framework looking at outcomes relating to specific actions within the priority groups and including both quantitative and qualitative data.

- 27-30 month child developmental data has shown a slight increase in the proportion of children with a concern in any domain in both Angus and Perth and Kinross and a minor (0.5%) decrease in Dundee but overall can be said to be stable. Once quarterly and more timely becomes available on a regular basis it will become easier to follow trends in a meaningful way. Speech, language and communication remain by far the most common concerns, and some of this still is likely to reflect the impact of the COVID-19 pandemic.
- The proportion of pupils entering positive destinations after leaving school remains high, with all

3 local authority areas show a slight increase (approximately 2 % points) in this reporting year (including for children who are looked after. A decrease had been seen in the previous year which had been attributed to the impact of COVID-19, so it appears that there may have been a recovery in this data.

- Childhood obesity at P1 remains a key measure for Tayside, along with other measures being developed for the Child Healthy Weight strategy. Due to reduced weighing in recent years due to the pandemic, comparisons over time are difficult to make. However, all three local authorities see significant gaps in healthy weight depending on income, with an average difference of 10% between SIMD 1 (68.2%) and SIMD 5 (78.5%).
- The proportion of children achieving Literacy and Numeracy at SCQF Level 4 has remained broadly stable this year (with a small increase in Angus). However, increases in the proportion achieving Literacy and Numeracy at SCQF Level 5 has increased slightly in both Angus and Dundee. Data for both measures are broadly in line with national values.
- In general, educational attainment continues to show some fluctuating patterns and has not been consistent across all key measures across the three local authority areas. The alternative awarding arrangements in place in the Senior Phase in 2020 and 2021, the generous approach applied in 2022, and the significantly different circumstances in which exams took place in 2019 and the years before, means that comparisons of attainment between years should be treated with significant caution and do not allow for any conclusions to be drawn on changes in education performance.

As highlighted in previous years, some indicators are based on relatively small cohorts, such as number of Looked after Children in particular settings, which are therefore subject to fluctuation from year to year. Caution is therefore required in interpretation.

Again, there are often considerable differences in the patterns seen across the three local authority areas, which, considering the different demographic profiles in each area, is not unexpected.

Conclusion

As an established Collaborative, the commitment to partnership working across Tayside has continued in the delivery of the 2021-23 plan. Given the demands on Children's Services, partners have had to prioritise those areas where collaborative working would have greatest impact and reduce duplication across the 3 local authorities whilst realising that some of the work is best driven locally to achieve more immediate outcomes for children, young people and families. However, across the Collaborative there remains the appetite to share learning and to adopt, adapt or abandon, as appropriate given the changing needs of our local communities.

As we present the Tayside Plan for 2023-26, there is a continued commitment to improve outcomes for children, young people and families in Tayside by ensuring the leadership, structure, membership and support available to the Collaborative is effective in progressing the priorities within the new plan and make improvements that will ensure *'our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up'*.

Appendix 1: Priority Group Members (Job Titles and Organisations)

(AC – Angus Council, DCC – Dundee City Council, PKC – Perth & Kinross Council)

Priority Group 1: Pre-birth & Early Years. Lead: Education Manager, Early Years (DCC)

Members: Family Nurse Partnership Lead Nurse (NHS Tayside), AHP Early Intervention and Prevention Lead (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Education Officer (Education Scotland), Quality Improvement Officer (Early Years and Primary) (PKC), Senior Nurse Health Visiting Service (P&K) (NHS Tayside), Consultant Midwife (NHS Tayside), Acting Service Leader (Education & Lifelong Learning) (AC)

Priority Group 2: Learning & Attainment (TLAG). Lead: Education Officer (DCC)

Members: Chief Education Officer (DCC), Head of Education (PKC), Executive Director (Education & Children's Services) (PKC), Director of Education and Lifelong Learning (AC), Service Leader (AC), Improvement Officer (AC), Education Officer x 2 (DCC), Head Teacher, Angus Virtual School (AC), Quality Improvement Officer (PKC), Senior Regional Advisor for Tayside (Education Scotland), NIF Advisor (Education Scotland), Support Service Manager (AC), Chief Education Officer (AC), Service Manager (Primary) (PKC)

Priority Group 3: Health & Wellbeing

Lead: Lead Nurse, Women, Children & Families Division. (NHS Tayside)

Members: Education Officer (DCC), Service Lead (DCC), Service Leader ASN/Educational Psychology (AC), Lead Officer ADPs (AC), CAMHS Manager (NHS Tayside), AHP Manager (NHS Tayside), Senior Nurse School Nursing Service (NHS Tayside), Senior Health Promotion Officer (NHS Tayside), Dietetic Consultant in Public Health (NHS Tayside), Development Officer (Health & Social Care) (PKAVS), LAC Medical Adviser to Adoption and Fostering Panels, Community Paediatrician (NHS Tayside), Inclusion Manager/Principal Educational Psychologist (PKC), Senior Education Officer (Inclusion) (Education Scotland).

Priority Group 4: Looked after Children, Care Leavers & Young Carers.

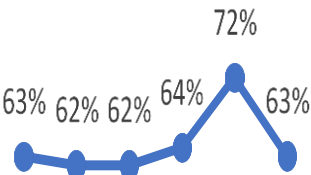
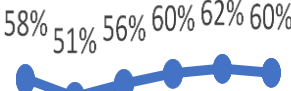
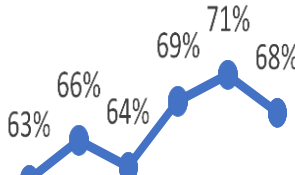
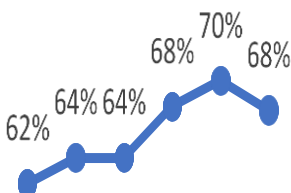
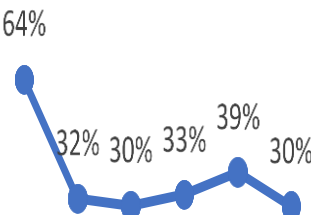
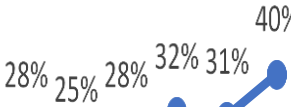
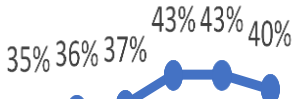
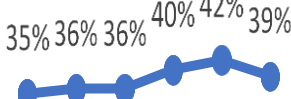
Lead: Head of Service, Children's Service and Community Justice (DCC)

Members: Senior Manager, Residential Services (DCC), Education Support Officer (ASN) (DCC), Senior Manager, Children and Families (PKC), Service Leader, Child Protection and Review (AC), Team Manager (Carers Support Services) (Dundee Carers Centre), Locality Reporter Manager (SCRA), Child Health AHP Service Manager (NHS Tayside), Team Leader (Looked After Children) (NHS Tayside), Consultant Community Paediatrician/Medical Advisor for LAC in Dundee (NHS Tayside), Senior Information Officer (DCC), Senior Education Officer (Inclusion) (Education Scotland), Service Manager, Children and Families (DCC), Consultant in Public Health (NHS Tayside), Assistant Director (Barnardo's Scotland), Attainment Advisor (Education Scotland)

Priority Group 5: Safeguarding & Child Protection

Lead: Detective Chief Inspector, Public Protection Unit (Police Scotland)

Members : Detective Inspector (Police Scotland), Assistant Director (Barnardo's Scotland), Lead Nurse Child Protection (NHS Tayside), Consultant Paediatrician Child Protection (NHS Tayside), Independent Chair (Angus Child Protection Committee), Independent Chair (Dundee Child Protection Committee), Independent Chair (Perth and Kinross Child Protection Committee), Lead Officer, Protecting People (DCC), Team Leader, Protecting People (AC), Child Protection Inter-Agency Coordinator (PKC), Attainment Advisor (Education Scotland), Information Assistant (PKC), Tayside Child Protection Learning & Development Officer (PKC).

Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																																																								
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APPENDIX 2: HEADLINE MEASURES

Unless otherwise noted, data for all indicators covers the six academic years 2016/17 to 2021/22

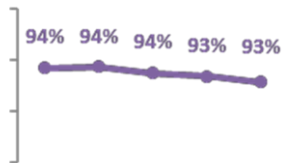
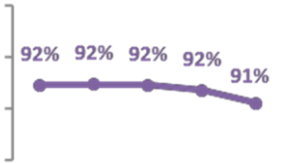
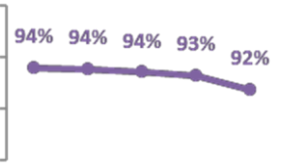
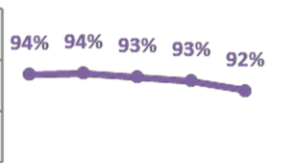
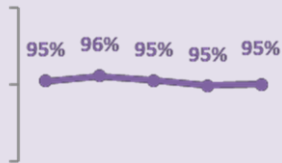
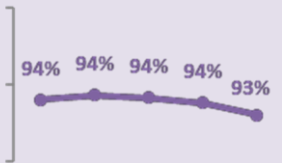
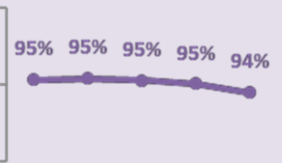
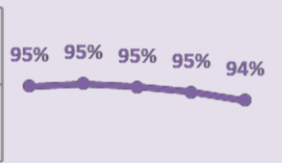
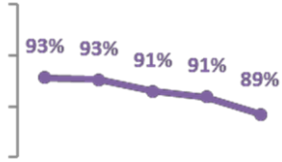
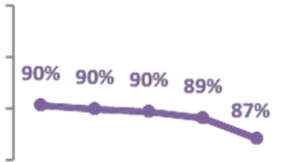
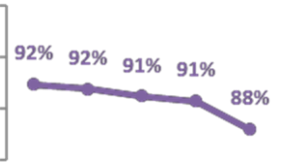
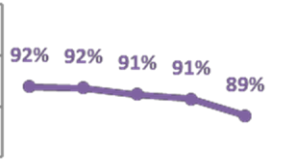
NB The COVID-19 pandemic may have had an impact on many of the measures presented, particularly those within education. Care should be taken when making comparisons with previous years. For 2020 and 2021 the absence of external assessment information, and the Ministerial direction to award estimated grades, have led to a different pattern of attainment than we have seen in previous years. The results for 2020 and 2021 should not be directly compared to those in previous years or future years. The Attainment data cannot therefore be used to directly demonstrate subject, school or authority improvement compared with previous years.

7.2 1. *Education measures:* Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences all children and young people will fulfil their potential

Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																																																								
Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 5 or higher (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>46%</td></tr><tr><td>2011</td><td>33%</td></tr><tr><td>2012</td><td>34%</td></tr><tr><td>2013</td><td>45%</td></tr><tr><td>2014</td><td>50%</td></tr><tr><td>2015</td><td>45%</td></tr></table>	Year	Value	2010	46%	2011	33%	2012	34%	2013	45%	2014	50%	2015	45%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>42%</td></tr><tr><td>2011</td><td>36%</td></tr><tr><td>2012</td><td>40%</td></tr><tr><td>2013</td><td>43%</td></tr><tr><td>2014</td><td>50%</td></tr><tr><td>2015</td><td>49%</td></tr></table>	Year	Value	2010	42%	2011	36%	2012	40%	2013	43%	2014	50%	2015	49%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>28%</td></tr><tr><td>2011</td><td>36%</td></tr><tr><td>2012</td><td>39%</td></tr><tr><td>2013</td><td>43%</td></tr><tr><td>2014</td><td>46%</td></tr><tr><td>2015</td><td>44%</td></tr></table>	Year	Value	2010	28%	2011	36%	2012	39%	2013	43%	2014	46%	2015	44%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>43%</td></tr><tr><td>2011</td><td>45%</td></tr><tr><td>2012</td><td>46%</td></tr><tr><td>2013</td><td>49%</td></tr><tr><td>2014</td><td>53%</td></tr><tr><td>2015</td><td>50%</td></tr></table>	Year	Value	2010	43%	2011	45%	2012	46%	2013	49%	2014	53%	2015	50%
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Proportion of school leavers from SIMD Q1 achieving 5 plus awards at SCQF level 6 or higher (increase)	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>18%</td></tr><tr><td>2011</td><td>13%</td></tr><tr><td>2012</td><td>15%</td></tr><tr><td>2013</td><td>19%</td></tr><tr><td>2014</td><td>17%</td></tr><tr><td>2015</td><td>15%</td></tr></table>	Year	Value	2010	18%	2011	13%	2012	15%	2013	19%	2014	17%	2015	15%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>14%</td></tr><tr><td>2011</td><td>12%</td></tr><tr><td>2012</td><td>14%</td></tr><tr><td>2013</td><td>17%</td></tr><tr><td>2014</td><td>16%</td></tr><tr><td>2015</td><td>19%</td></tr></table>	Year	Value	2010	14%	2011	12%	2012	14%	2013	17%	2014	16%	2015	19%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>9%</td></tr><tr><td>2011</td><td>11%</td></tr><tr><td>2012</td><td>14%</td></tr><tr><td>2013</td><td>16%</td></tr><tr><td>2014</td><td>15%</td></tr><tr><td>2015</td><td>20%</td></tr></table>	Year	Value	2010	9%	2011	11%	2012	14%	2013	16%	2014	15%	2015	20%	<table><tr><th>Year</th><th>Value</th></tr><tr><td>2010</td><td>17%</td></tr><tr><td>2011</td><td>18%</td></tr><tr><td>2012</td><td>19%</td></tr><tr><td>2013</td><td>22%</td></tr><tr><td>2014</td><td>24%</td></tr><tr><td>2015</td><td>22%</td></tr></table>	Year	Value	2010	17%	2011	18%	2012	19%	2013	22%	2014	24%	2015	22%
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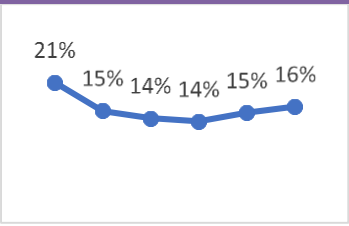
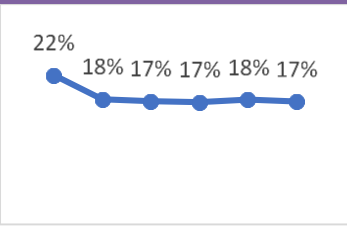
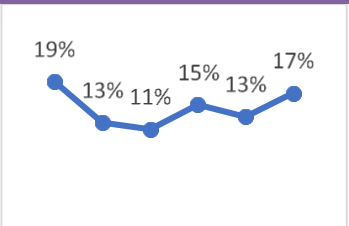
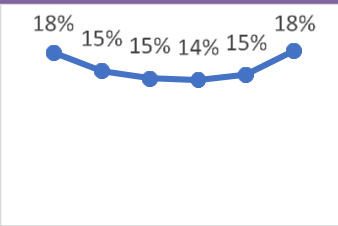
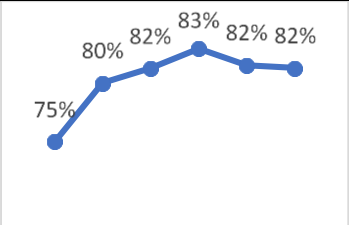
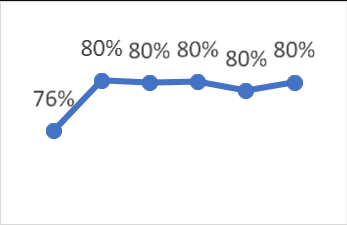
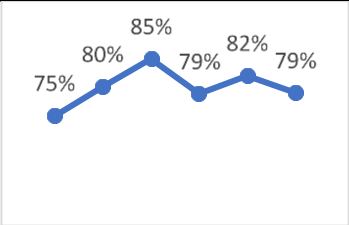
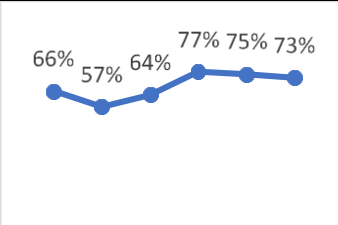
Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland
Proportion of pupils entering positive destinations after leaving school (increase)	<p>95% 96% 94% 96% 93%</p>	<p>92% 94% 92% 94% 94%</p>	<p>96% 97% 94% 97% 95%</p>	<p>94% 95% 93% 95% 96%</p>
Leavers' average total tariff SIMD Quintile 1 (increase)	<p>503 635 539 528 570</p>	<p>484 532 555 571 637</p>	<p>545 479 543 612 636</p>	<p>620 628 649 688 702</p>
Leavers' average total tariff SIMD Quintile 2 (increase)	<p>663 653 569 737 693</p>	<p>613 704 656 655 653</p>	<p>648 617 637 729 728</p>	<p>752 743 759 817 827</p>
Leavers' average total tariff SIMD Quintile 3 (increase)	<p>838 771 750 868 842</p>	<p>856 895 907 899 1020</p>	<p>858 860 891 961 988</p>	<p>899 875 906 975 965</p>

Indicator (aim)	Angus	Dundee	Perth & Kinross	Scotland																				
Leavers' average total tariff SIMD Quintile 4 (increase)	<table><tr><td>869</td><td>863</td><td>918</td><td>1022</td><td>970</td></tr></table>	869	863	918	1022	970	<table><tr><td>913</td><td>954</td><td>895</td><td>983</td><td>1053</td></tr></table>	913	954	895	983	1053	<table><tr><td>999</td><td>1021</td><td>975</td><td>1067</td><td>1037</td></tr></table>	999	1021	975	1067	1037	<table><tr><td>1019</td><td>1015</td><td>1030</td><td>1108</td><td>1113</td></tr></table>	1019	1015	1030	1108	1113
869	863	918	1022	970																				
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Leavers' average total tariff SIMD Quintile 5 (increase)	<table><tr><td>1022</td><td>965</td><td>989</td><td>1079</td><td>989</td></tr></table>	1022	965	989	1079	989	<table><tr><td>973</td><td>1063</td><td>1179</td><td>1150</td><td>1209</td></tr></table>	973	1063	1179	1150	1209	<table><tr><td>1171</td><td>1158</td><td>1217</td><td>1285</td><td>1375</td></tr></table>	1171	1158	1217	1285	1375	<table><tr><td>1124</td><td>1195</td><td>1241</td><td>1320</td><td>1316</td></tr></table>	1124	1195	1241	1320	1316
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1124	1195	1241	1320	1316																				
Proportion of pupils who stay on from S4 to S5 (increase)	<table><tr><td>82%</td><td>84%</td><td>84%</td><td>84%</td><td>80%</td></tr></table>	82%	84%	84%	84%	80%	<table><tr><td>81%</td><td>76%</td><td>79%</td><td>80%</td><td>76%</td></tr></table>	81%	76%	79%	80%	76%	<table><tr><td>85%</td><td>86%</td><td>89%</td><td>87%</td><td>83%</td></tr></table>	85%	86%	89%	87%	83%	<table><tr><td>88%</td><td>87%</td><td>89%</td><td>89%</td><td>87%</td></tr></table>	88%	87%	89%	89%	87%
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Proportion of pupils who stay on from S4 to S6 (increase)	<table><tr><td>55%</td><td>53%</td><td>58%</td><td>58%</td><td>50%</td></tr></table>	55%	53%	58%	58%	50%	<table><tr><td>56%</td><td>52%</td><td>54%</td><td>55%</td><td>52%</td></tr></table>	56%	52%	54%	55%	52%	<table><tr><td>59%</td><td>59%</td><td>65%</td><td>61%</td><td>57%</td></tr></table>	59%	59%	65%	61%	57%	<table><tr><td>57%</td><td>55%</td><td>59%</td><td>58%</td><td>53%</td></tr></table>	57%	55%	59%	58%	53%
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School attendance rate, overall(%)	 <table><tr><th>Year</th><th>Attendance Rate (%)</th></tr><tr><td>2012-13</td><td>94%</td></tr><tr><td>2013-14</td><td>94%</td></tr><tr><td>2014-15</td><td>94%</td></tr><tr><td>2015-16</td><td>93%</td></tr><tr><td>2016-17</td><td>93%</td></tr></table>	Year	Attendance Rate (%)	2012-13	94%	2013-14	94%	2014-15	94%	2015-16	93%	2016-17	93%	 <table><tr><th>Year</th><th>Attendance Rate (%)</th></tr><tr><td>2012-13</td><td>92%</td></tr><tr><td>2013-14</td><td>92%</td></tr><tr><td>2014-15</td><td>92%</td></tr><tr><td>2015-16</td><td>92%</td></tr><tr><td>2016-17</td><td>91%</td></tr></table>	Year	Attendance Rate (%)	2012-13	92%	2013-14	92%	2014-15	92%	2015-16	92%	2016-17	91%	 <table><tr><th>Year</th><th>Attendance Rate (%)</th></tr><tr><td>2012-13</td><td>94%</td></tr><tr><td>2013-14</td><td>94%</td></tr><tr><td>2014-15</td><td>94%</td></tr><tr><td>2015-16</td><td>93%</td></tr><tr><td>2016-17</td><td>92%</td></tr></table>	Year	Attendance Rate (%)	2012-13	94%	2013-14	94%	2014-15	94%	2015-16	93%	2016-17	92%	 <table><tr><th>Year</th><th>Attendance Rate (%)</th></tr><tr><td>2012-13</td><td>94%</td></tr><tr><td>2013-14</td><td>94%</td></tr><tr><td>2014-15</td><td>93%</td></tr><tr><td>2015-16</td><td>93%</td></tr><tr><td>2016-17</td><td>92%</td></tr></table>	Year	Attendance Rate (%)	2012-13	94%	2013-14	94%	2014-15	93%	2015-16	93%	2016-17	92%
Year	Attendance Rate (%)																																																			
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Proportion of school leavers who are looked after achieving literacy and numeracy at SCQF level 4 or above	<table><tr><th>Period</th><th>Proportion (%)</th></tr><tr><td>2016-2018</td><td>40%</td></tr><tr><td>2017-2019</td><td>45%</td></tr><tr><td>2018-2020</td><td>52%</td></tr><tr><td>2019-2021</td><td>58%</td></tr><tr><td>2020-2022</td><td>63%</td></tr></table>	Period	Proportion (%)	2016-2018	40%	2017-2019	45%	2018-2020	52%	2019-2021	58%	2020-2022	63%	<table><tr><th>Period</th><th>Proportion (%)</th></tr><tr><td>2016-2018</td><td>53%</td></tr><tr><td>2017-2019</td><td>53%</td></tr><tr><td>2018-2020</td><td>57%</td></tr><tr><td>2019-2021</td><td>60%</td></tr><tr><td>2020-2022</td><td>60%</td></tr></table>	Period	Proportion (%)	2016-2018	53%	2017-2019	53%	2018-2020	57%	2019-2021	60%	2020-2022	60%	<table><tr><th>Period</th><th>Proportion (%)</th></tr><tr><td>2016-2018</td><td>58%</td></tr><tr><td>2017-2019</td><td>70%</td></tr><tr><td>2018-2020</td><td>63%</td></tr><tr><td>2019-2021</td><td>45%</td></tr><tr><td>2020-2022</td><td>48%</td></tr></table>	Period	Proportion (%)	2016-2018	58%	2017-2019	70%	2018-2020	63%	2019-2021	45%	2020-2022	48%	<table><tr><th>Period</th><th>Proportion (%)</th></tr><tr><td>2016-2018</td><td>53%</td></tr><tr><td>2017-2019</td><td>55%</td></tr><tr><td>2018-2020</td><td>55%</td></tr><tr><td>2019-2021</td><td>56%</td></tr><tr><td>2020-2022</td><td>59%</td></tr></table>	Period	Proportion (%)	2016-2018	53%	2017-2019	55%	2018-2020	55%	2019-2021	56%	2020-2022	59%
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7.3 2. Other indicators

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	Proportion of children with at least one developmental concern recorded at 27-30 months Child Health Review (reduce)	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>21%</td><td>15%</td><td>14%</td><td>14%</td><td>15%</td><td>15%</td><td>16%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	21%	15%	14%	14%	15%	15%	16%	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>22%</td><td>18%</td><td>17%</td><td>17%</td><td>18%</td><td>17%</td><td>17%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	22%	18%	17%	17%	18%	17%	17%	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>19%</td><td>13%</td><td>11%</td><td>15%</td><td>13%</td><td>13%</td><td>17%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	19%	13%	11%	15%	13%	13%	17%	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>18%</td><td>15%</td><td>15%</td><td>14%</td><td>14%</td><td>15%</td><td>18%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	18%	15%	15%	14%	14%	15%	18%
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	Proportion of children with no speech, language and communication concerns identified at 27-30 months Child Health Review (increase)	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>75%</td><td>80%</td><td>82%</td><td>83%</td><td>82%</td><td>82%</td><td>82%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	75%	80%	82%	83%	82%	82%	82%	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>76%</td><td>80%</td><td>80%</td><td>80%</td><td>80%</td><td>80%</td><td>80%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	76%	80%	80%	80%	80%	80%	80%	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>75%</td><td>80%</td><td>85%</td><td>79%</td><td>82%</td><td>82%</td><td>79%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	75%	80%	85%	79%	82%	82%	79%	 <table><thead><tr><th>Year</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr></thead><tbody><tr><td>Proportion</td><td>66%</td><td>57%</td><td>64%</td><td>77%</td><td>75%</td><td>75%</td><td>73%</td></tr></tbody></table>	Year	2010	2011	2012	2013	2014	2015	2016	Proportion	66%	57%	64%	77%	75%	75%	73%
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Tayside Plan for Infants, Children, Young People and Families 2023-2026

Foreword

As Chair of the Tayside Regional Improvement Collaborative Leadership Group, I'm delighted to introduce our ambitious Tayside Plan for Infants, Children, Young People and Families for the period 2023-26. The priorities and actions outlined in this plan are designed to complement activities at a local level. As the revised title suggests, we've strengthened our focus on early years whilst continuing to coordinate improvements in support to children and young people. You will see from the content that we remain committed to addressing inequalities in income, health and wellbeing; narrowing the attainment gap; and protecting vulnerable families from harm.

As a collaborative, we have been very conscious that certain infants, children, young people and families are more likely to face significant challenges for which they require additional support, at least at certain times in their lives. The Covid-19 pandemic has now ended but has had a disruptive and enduring impact, which has been exacerbated by the cost-of-living crisis. The importance of further enhancing early years support; improving pupil's presence, participation and performance at primary and secondary school; promoting emotional health and wellbeing; and further strengthening child protection arrangements has been brought into even sharper focus.

In the context of such key policies as the Scottish Government Child Poverty Delivery Plan, the United Nations Convention on the Rights of the Child (UNCRC), Keeping the Promise Implementation Plan, Getting it Right for Every Child (GIRFEC) and Delivering Excellence and Equity, our new plan incorporates actions on how we will consistently support our workforce and how we will pro-actively target, listen and flexibly respond to vulnerable families. We want to jointly understand their challenges and work with them to build capacity and overcome barriers. We recognise that because this often involves multiple and overlapping needs, it requires a consistent holistic approach from all our services.

The Regional Improvement Collaborative has been making good progress in improving support and this plan confirms our commitment to make further improvements over the next 3 years. As a Leadership Group, we will review internal governance arrangements which ensure that actions to address each priority are appropriately aligned and allow us to efficiently implement the plan at pace. We will also provide updates on progress to Scottish Government and within our respective local partnership and organisational governance arrangements at agreed intervals. In doing so, we will, wherever necessary, adapt our approaches and continue to both explore and respond to new opportunities whenever we can.

Audrey May

Executive Director, Children and Families Service, Dundee City Council

Key Statutory Drivers

Our collaborative is driven by a range of key statutory requirements which share a similar theme of providing support which gives all infants, children, young people and families the best start in life and address inequalities in health, wellbeing, attainment and positive destinations. This includes the Social Work (Scotland) Act 1968, which outlines requirements relating to families in need of additional support; the Children and Young People (Scotland) Act 2014, which introduced new requirements relating to care leavers; the Child Poverty (Scotland) Act 2017, which includes a focus on 6 priority groups; and the Education (Scotland) Act 2016, which places an emphasis on the importance of addressing inequalities.

National Outcomes				
Our children grow up loved, safe and respected so that they realise their full potential	Our children live in communities that are inclusive, empowered, resilient and safe	Our children are respected, protected, fulfil their human rights and live free from discrimination		We tackle poverty by sharing opportunities, wealth and power more equally
Our collaborative work is built on				
Getting It Right For Every Child	The Promise	United Nations Convention on the Rights of the Child	Trauma Informed workforce	The Infant Pledge
Vision				
Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up				
Our Five Tayside Priorities		Our Guiding Principles		
<p>1. Our children will have the best start in life</p> <p>2. Our children, young people and families will achieve and make positive contributions to communities</p> <p>3. Our children and young people will enjoy good physical and mental health</p> <p>4. Our children and young people will have their rights protected and their voices heard</p> <p>5. Our children and young people will be safe and loved</p>		<p>Based on what people who know and use our services tell us and taking account of the fundamentals of the Promise our plan is underpinned by the following principles:</p> <p>Rights based – this means that there is evidence that children’s rights are considered in everything we do and that rights are promoted or enhanced by what we are doing.</p> <p>Easily understood and accessible – we will make sure that we clearly say what we are doing and what difference it will make. We won’t use confusing or stigmatising language, acronyms or jargon to ensure everyone has the same understanding of what we want to do.</p> <p>Based on what people with lived experience tell us – this means asking, listening, and acting on the voice and experience of people who use services and have lived experience.</p> <p>Linked clearly to evidence - it will be clear what our evidence base shows and we will measure the difference we are making. This will include use of data measures and the views of those accessing services, staff working with families, national impact reports and local research etc.</p> <p>Making the best use of resources - The benefits of working together on a Tayside basis and across different agencies/services will be clearly stated.</p>		

Key Policies and Strategies

Compliance with our statutory requirements is shaped by a range of national policies and frameworks which promote both universal and targeted support. This includes the all-encompassing UNCRC, which outlines 54 Articles designed to ensure infants, children, young people and families benefit from all their social, political, economic, educational and cultural entitlements and are kept safe from harm. This is complemented by GIRFEC, which includes a focus on Health, Education and Social Work professionals acting as Named Persons and/or Lead Professionals for infants, children and young people with additional support needs and coordinating Child's Plans.

In Early Learning and Childcare settings and Schools, Achieving Excellence and Equity: National Improvement Framework and improvement plan 2023 sets out the vision and priorities for Scottish education. The Scottish Attainment Challenge (SAC) Framework for Recovery and Accelerating Progress sets out a refreshed mission to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap. Other key strategies we need to consider when framing improvement priorities include the Refreshed Narrative for Scotland's Curriculum, the Additional Support for Learning: Action Plan (updated October 2021).

In relation to children and young people at risk of significant harm, all partners within the collaborative play a key role and work in accordance with the National Guidance for Child Protection in Scotland (2021). For children and young people on the edge of care or in the formal care system, the Independent Care Review promotes improvements in the 5 foundations of The Promise of Voice, Family, Care, People and Scaffolding and the Promise Oversight Report. As many people in the justice system are also parents or carers, the National Community Justice Strategy, which emphasises the importance of holistic support to address risks and needs, is also relevant. Further guidance to ensure the safeguarding of children is also provided in Early Learning and Childcare national frameworks, Child Protection guidelines and the Promise Oversight report.

Each of these policies and strategies, alongside a requirement to make the best use of resources, avoid duplication, promote consistency and both support and challenge each other, encourage us to work as a regional collaborative with our third sector partners with a particular focus on addressing inequalities. This extends to work with other key partners, including Scottish Government, the Scottish Prison Service, Parole Board, Sheriff Courts, Crown Office Procurator Fiscal Service, Health and Social Care Partnerships, Scottish Children's Reporter Administration, Education Scotland, Care Inspectorate, Scottish Social Services Council, Kinship Carers, Foster Carers and Adopters.

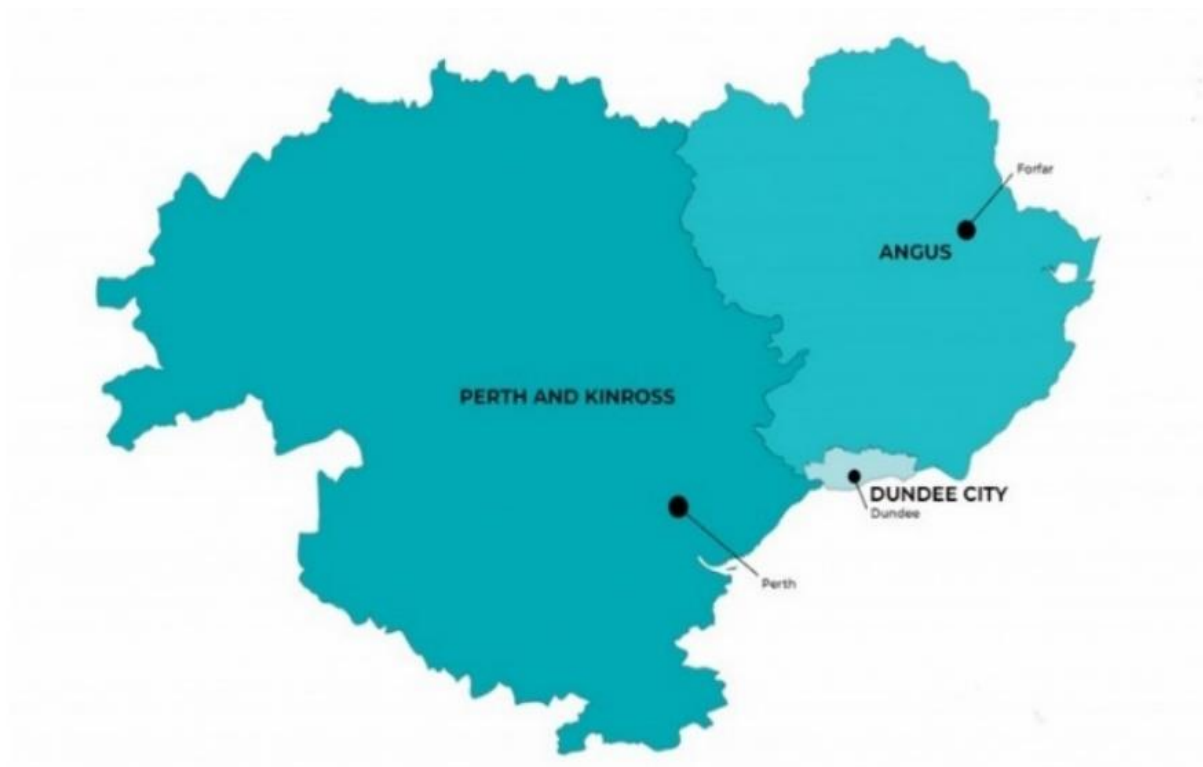
Our relationship with the Third Sector is important as we commission or spot purchase a range of services designed to provide extra support to vulnerable families and address inequalities. This includes funding from core budgets and other funding such as Pupil Equity Funding (PEF) and Scottish Attainment Challenge (SAC) funding. At a local level, each Children's Service Planning Partnership (CSPP) will also be coordinating the deployment of Scottish Government Whole Family Wellbeing Funding (WFWF), which has been allocated to promote innovation and transformational change in the way we deliver preventative support to families. Our Third Sector partners will inform regional and local opportunities.

Regional Context

Our approach towards leading, managing, delivering and commissioning support to parents/carers, infants, children and young people must also be informed by an understanding of regional and local demographics. We know that although the nature and extent differ across the 3 local authority areas, there are enough commonalities to encourage a shared approach. Crucially, these issues include children, young people and families experiencing poverty and the various inter-related ways this can impact on life chances. Our plan therefore complements the 3 Local Authority Poverty Delivery Plans or their equivalent.

These Delivery Plans set out bold and ambitious actions needed with partners to provide the support families need both immediately and in the medium to longer term, to address the cyclical drivers and impact of poverty, including employability, income, housing, mental health and substance use. This regional plan describes priorities and actions designed to contribute towards addressing each of these factors and give families the opportunity to participate and be economically active.

Area covered across Tayside Region



Tayside data (2022/23)

Data represents the most recent nationally published data for each measure. Due to delays in publishing data due to COVID, this data may be a mix of 2021 and 2022 data.



Population

(A = Angus, D = Dundee, P = Perth & Kinross)

0-15 years



A: 18,639
D: 23,704
P: 24,218

0-18 years

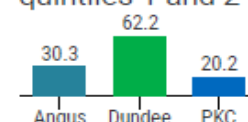
A: 22,362
D: 28,147
P: 29,129

0-21 years



A: 25,785
D: 35,343
P: 33,444

% Pupils in SIMD
quintiles 1 and 2



Education

Children in primary school



A: 8,421
D: 10,114
P: 10,115

Children in secondary school



A: 6,592
D: 8,074
P: 7,850

English as a second language



A: 5.8%
D: 12.0%
P: 9.0%

Additional Support Needs



Primary
A: 15.9%
D: 27.1%
P: 27.8%

Secondary
A: 38.4%
D: 43.1%
P: 40.8%

Registered for free school meals



A: 17.5%
D: 32.2%
P: 13.22%

Primary school pupils
registered for Free
School Meals (P6-7)



A: 14.12%
D: 28.2%
P: 9.24%

Secondary school pupils
registered for Free
School Meals

Looked after children

Looked after (all)



A: 1.0%
D: 1.6%
P: 1.0%

More than one placement



A: 32.2%
D: 28.0%
P: 20.8%

% of children looked after in the
community



A: 82.5%
D: 86.9%
P: 93.7%

Child protection

Number on Child Protection Register
(rate per 1000 population aged 0-15)



A: 3.2
D: 2.6
P: 2.1

Child Protection Conferences (rate
per 1000 population aged 0-15)



A: 11.7
D: 27.1
P: 13.3

Health

Teenage pregnancy
(rate per 1000 females 15-19 y)



A: 30.9
D: 38.7
P: 21.4

Child healthy weight P1



A: 75.8%
D: 73.8%
P: 79.8%

Source for Looked After and Child Protection figures: <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2021-22/>

Message to Our Parents/Carers, Infants, Children and Young People

As a collaborative, we want to assure parents/carers, infants, children and young people that we have taken all available data into account when developing our priorities and actions. In each of the three partnership areas, work has taken place to engage with children, young people, families and communities to understand what matters most. Staff across the multi-agency workforce are committed to representing the voice of children and young people in key decisions affecting their lives, in developing supports and services and setting a strategic direction. The Promise, Children and Young People's Rights and Participation Strategy and the Infant Pledge have influenced our work on engagement.

Our message to parents, cares, children and young people:

We are committed to ensuring families have the best possible start; to supporting you to reach your potential; to helping you enjoy good physical and mental health; to keeping you safe; and to listening to your needs and responding flexibly. We believe that having identified these as shared regional priorities, there are opportunities for us to share our resources and use them to enhance support in some key areas.

Your rights are:

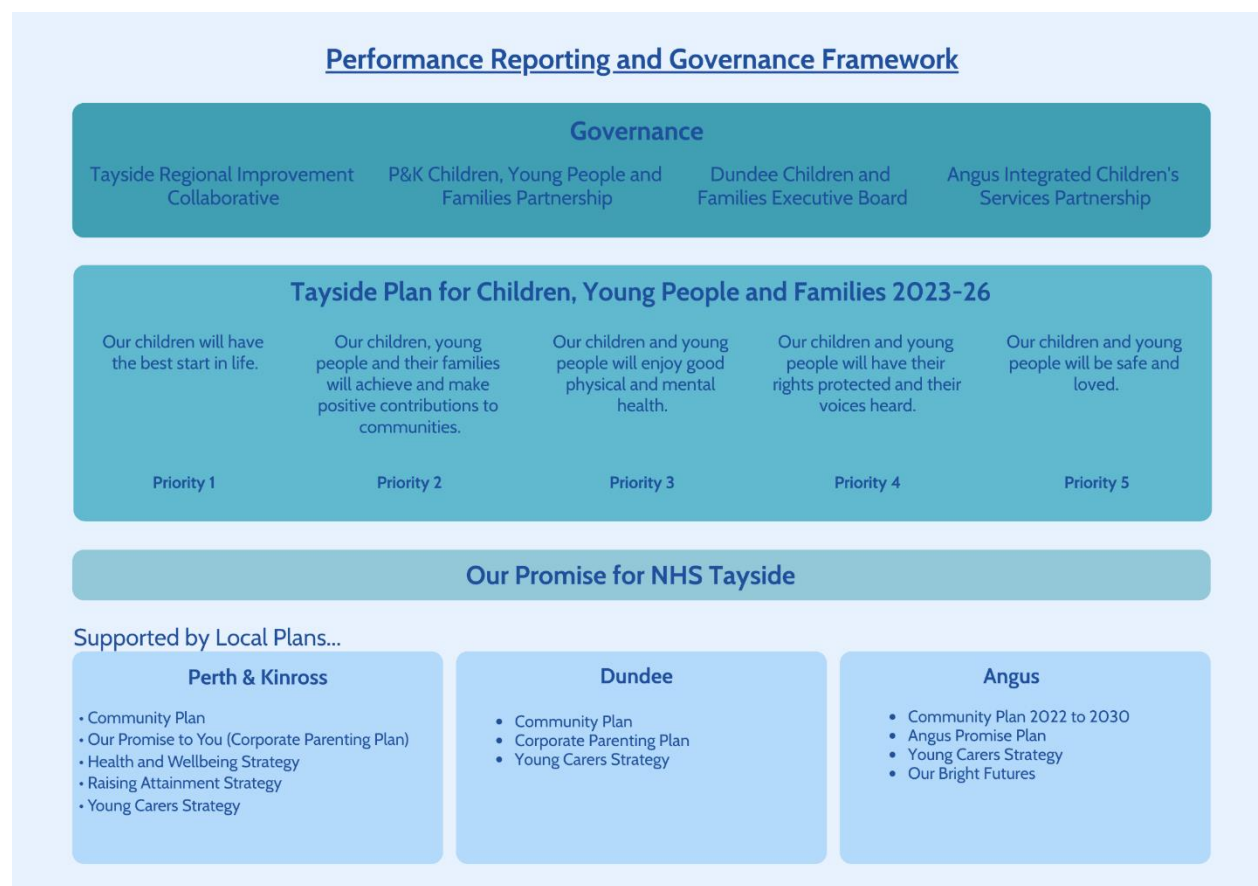


Our commitments are:



Governance including links with local Children's Service Planning Partnerships

The collaborative operates on a regional basis and its priorities and delivery plan complement activities at a local level. Our regional and local governance arrangements, in terms of how respective plans are developed, implemented and monitored, are therefore fully aligned and mutually informed. The links between respective partnership forums and regional and local plans are illustrated in the graphic below. Further details on Community Planning Partnerships and local strategic plans, including relevant connections with partnerships which are focused on specific themes such as child protection, healthy weight or substance use, can be found in the links towards the end of this plan.



What we have been doing and our next steps

Progress of work led by the priority groups is detailed in the 2022-2023 annual report and is summarised below to demonstrate the connection between the previous plan and the next 3 years.

Priority 1 – Pre-birth and Early Years

There has been a key focus on improving transitions to Early Learning and Childcare (ELC), starting with a general mapping of support available for children with emerging developmental or additional support needs moving into ELC settings. During 2022-23, process maps were used to identify gaps in transition processes, identify Tayside-wide solutions and create a Pan-Tayside pathway. Also, in 2022-23, an Early Years tracking tool developed to monitor the progress of children aged 3-5 years, was refined by each local authority in response to evaluative feedback and is being used across Tayside by ELC staff to provide timely, targeted support for children in their learning and development, including onward transitions to P1. Following some refinements, this tool will be used across Tayside in session 2023/24 and will inform further developments. The transitions survey will also be repeated in 2023-24 to measure the impact of the new pathways and similarly inform next steps.

Priority 2 - Learning and Attainment

There has been a particular focus on building capacity to promote UNCRC, providing targeted support to specific groups and creatively enhancing digital learning opportunities. Professional learning sessions on Rights Respecting Schools Award (RRSA) continued to be offered to all schools to help increase understanding of UNCRC and were attended by over 500 members of staff.

The Tayside Virtual Campus was expanded to offer support to 35 learners engaging with 6 Advanced Higher subjects. The campus offers a blend of self-study, live delivery, webinars and tutorials. For session 2023-24, 180 young people are enrolled to study 7 Advanced Higher subjects and 1 Higher subject. National 1-3 resources have been developed and collated for learners in the Senior Phase in all STEM subject areas. A new website, Open Tay Learning, has been created to house these resources and has many accessibility functions to enhance learning for our young people with additional support needs and barriers to learning. Each local authority is now utilising the Digital Schools Award Scotland self-evaluation framework to develop their digital pedagogy.

Our Tayside Leadership, Development and Induction programme continued in 2022/23 with participation of another 15 Head Teachers from across Tayside. Following COVID-19 and recovery, reciprocal visits resumed in this session to support local authority central teams and build the capacity of school leaders across Tayside.

Priority 3 – Health and Wellbeing

Following extensive consultation and engagement 'Helping Tayside's Children & Young People Feel Great and Ready to Learn' Tayside's Child Healthy Weight Strategy (CHWS) was co-produced and subsequently launched in 2021. Pressures relating to the cost-of-living crisis and increasing numbers of families living with food insecurity sets a clear and ongoing need for implementation and spread of a Whole Systems Approach to Child Healthy Weight across Tayside. This work will be informed by the early adopter work in Dundee and the need to advance the realisation of the vision of the CHWS '*for every child in Tayside to grow up in*

a community and environment that supports them to feel great and ready to learn so that they can achieve optimum health and flourish to their best of abilities’.

Following the launch of ‘Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People’ in November 2021, an implementation plan was similarly developed. The Children and Young People’s Charter and a padlet of resources have been developed, including links to e-learning modules, the previously developed Emotional Health and Wellbeing Toolkit and a variety of useful links to support teachers, parents and carers. Additional supports have been provided through CAMHS and ‘Living Life Well’, the overarching population-wide mental health strategy for Tayside. Alongside the above, and in line with national strategies, work on both suicide prevention and the voice of the infant has been actively developed.

Priority 4 – Care Experienced Children and Young People

The focus for PG4 changed to key aspects of the 5 foundations of The Promise, including the coordination of some regional activity and some shared learning about local initiatives which could be transferred between areas. This included work with Strathclyde University Centre of Youth and Criminal Justice, the 3 Local Authorities and NHS Tayside to carry out a regional self-evaluation of practice against new national Secure Care Standards. The group also reviewed data pertaining to the school attendance of care experienced children and young people. Actions to develop better support for these cohorts of young people were identified and have included work on transitions and additional support at home, school and the community.

A focus on maintaining relationships with brothers and sisters was taken forward in Angus, with a view to scaling this up to a Tayside-wide model. This will inform action plans on how to maximise opportunities to maintain relationships, including in respect of brother/sister informed assessments, obtaining the views of brothers and sisters and placement capacity. It is also helping to confirm some constraints and complexities, such as children being placed into adoption well before much younger brothers or sisters are born, either with the same or a different father, all with parental rights and responsibilities.

Priority 5 – Safeguarding and Child Protection

Founded upon research carried out for Tayside by Dr Sharon Vincent from Northumbria University, PG5 has focused on the inter-related themes of workforce development, practitioner guidance and peer learning. This has, in turn, informed local Child Protection Committee Improvement Plans, including additional learning from case reviews and further workforce development. Tayside Practitioner Guidance on Chronologies, Concern for Unborn Babies and Inter-Agency Referral Discussions (IRDs) were all reviewed and refreshed, ensuring compliance with the National Guidance for Child Protection in Scotland (2021).

Following the publication of National Guidance for Child Protection Committees Undertaking Learning Reviews, local arrangements have been updated and Significant Case Reviews (SCRs) and Initial Case Reviews (ICRs) replaced with multi-agency Learning Reviews. Angus and Dundee Child Protection Committees have jointly commissioned a consultant to review and develop local learning review guidance for all Protecting People arrangements.

Looking forward

Having reviewed the work undertaken previously through the annual report and after analysis of local data and national policy developments, we have agreed the priorities and actions as a focus for collaboration and joint learning and these are set out in the plan below.

The 2023-26 Tayside plan is an ambitious 3 year plan with some work to be carried out on refining our performance framework. We will continue to work to this plan in partnership with other key strategic partnerships including Child Poverty, Alcohol and Drug Partnership, Child and Adult Protection Committees and Community Planning Partnerships more widely. Additionally, each of the respective local authorities and their partners have established robust Whole Family Wellbeing Plans to support early and effective help for families. This will further enhance the collaborative commitment of partners across Tayside to deliver on the strategic priorities specified in this plan. (For details, please see attached plans for each local authority area and NHS Tayside).

Our overall thematic priorities have been refreshed as collective commitments to infants, children, young people and families across Tayside as follows:

- Our Children will have the best start in life.
- Our children and young people will achieve and make positive contributions.
- Our children and young people will enjoy good physical and mental health.
- Our children and young people will have their rights protected and their voices heard.
- Our children and young people will be safe and feel loved.

Please refer to the Delivery Plan below for further detailed actions and measures.

Delivery Plan and measures of success April 2023 – March 2026

What We Want to Achieve	How We Will Achieve It We will	What will success look like?	Baseline Data
Our children will have the best start in life	<p>Ensure clear pathways are in place for early identification of need in children pre-birth to age 3 with specific attention to:</p> <ul style="list-style-type: none"> Pre-birth support pathways Transition pathways into early years settings for children with significant early concerns in relation to their development or emerging additional support needs 	<p>Families with identified needs are matched with support at an early stage.</p> <p>Reduced number of concerns identified at 27-30mth review compared to 13-15 month review (showing success of early intervention).</p> <p>Increased % of children aged 3-5 newly enrolled at LA ELC where significant early concerns were raised with the ELC prior to child starting (indicating good information sharing).</p> <p>Infant mental health is understood and promoted.</p>	<p>Unborn baby referrals per quarter (data for Feb-Apr'23) – no audit data yet Angus: 40 Dundee: 46 Perth & Kinross: 27</p> <p>% of children with concerns identified at 13-15mth & 27-30mth Angus: 13.4% (16.0%) Dundee: 16.6% (17.5%) Perth & Kinross: 15.0% (16.6%) Tayside: 14.9 (16.8 %) (figure in brackets is 27-30mth; both figures 2021-22)</p> <p>93 children or 51% of children newly enrolled at LA ELC aged 3-5 with significant early concerns raised prior to starting nursery</p>
	<p>Provide accessible, responsive, and flexible parenting support</p>	<p>Increased availability of Solihull programme delivered in local areas.</p> <p>Increased range and uptake of supports and services available to families in local communities.</p> <p>Evidence of engagement and involvement of fathers/those in a fathering role in children's health, education, and child's plans</p>	<p>Solihull staff training data - figures show 2022-23 (<i>italics and brackets show total trained to date</i>): Angus Council: 52 (737) Dundee CC: 89 (432) Perth & Kinross C: 103 (364) NHS Tayside: 147 (199)</p> <p>Local monitoring of Whole Family Wellbeing Plans – outcome measures.</p>

What We Want to Achieve	How We Will Achieve It We will	What will success look like?	Baseline Data
Our children and young people will achieve and make positive contributions to communities	Implement effective strategies to increase school attendance	<p>Increased attendance across all groups.</p> <p>Increased attendance and attainment for children living in SIMD 1 and/or looked after at home.</p>	<p>Attendance 2020/21 Angus: 92.8% Dundee: 90.6% Perth & Kinross: 91.9%</p> <p><u>Attendance gap by SIMD</u> SIMD 1 – most deprived, <i>and in italics SIMD 5- least deprived</i>) Angus – 89.9% (95.0%) Dundee- 88.2% (94.6%) Perth & Kinross: 88.9% (93.7%) - <u>2020/21 data</u></p> <p><u>Attendance gap for looked after children</u> all pupils in normal font, <i>LAC in italics</i>) Angus – 92.8 (86%) Dundee – 90.6% (88%) Perth & Kinross: 91.9% (89%) - <u>2020/21 data</u></p>
	Implement plans focused on raising attainment and meaningful engagement (participation).	Reduced attainment gap between the most and least disadvantaged children and young people.	Measures as set out in each of the local authority stretch aims.

What We Want to Achieve	How We Will Achieve It We will	What will success look like?	Baseline Data
Our children and young people will enjoy good physical and mental health.	Ensure full implementation of the Child Healthy Weight Tayside Strategy.	Increased proportion of children with a healthy weight Reduced inequality in healthy weight between children living in the most and least deprived areas in Tayside.	A revised Child Health Weight outcomes framework is under development. Proportion of Children with Healthy Weight by SIMD quintile (SIMD 1 – most deprived, <i>in italics</i> SIMD 5- <i>least deprived</i>) Angus – 59.2% (89.3%) Dundee - 68.5% (76.5%) Perth & Kinross - 73.2% (74.6%) Tayside 68.2% (78.5%)
	Work collectively to support uptake of immunisation for children across Tayside.	Increased proportion of children receiving all immunisations.	First MMR by age 24mths Angus: 91.4% Dundee: 89.7% Perth & Kinross: 92.6% Scotland: 93.4%
	Implement the Tayside Action Plan to reduce suicide in children and young people	Reduced number of children and young people completing suicide Increased number of identified staff trained in suicide intervention. Increased satisfaction with information sharing from child death/suicide review.	Tayside Suicide Review Group (TSRG) Data Set
	Continued implementation of 'Connected Tayside; an emotional health & wellbeing strategy for children & young people' (2021-23)	Tayside Mental Health pathways are fully implemented and supports are accessible. Health and Wellbeing survey will show an increase in pupils who say they feel positive about their future.	% of pupils who feel positive about their future Angus: 70.2% Dundee: 74.6% Perth & Kinross: 78.0% Scotland: 72.8%

What We Want to Achieve	How We Will Achieve It We will	What will success look like?	Baseline Data
Our children and young people will have their rights protected and their voices heard	<p>Support the multi-agency workforce to promote rights, choice and control for children and young people on how their views are heard and represented and how they are involved in decisions that affect them.</p>	<p>Children and young people will have access to independent advocacy, informal advocacy and digital tools to support participation.</p> <p>Attending child's planning meetings will be supported and the environment inclusive.</p> <p>Children with additional needs will have support to share their views and be involved in decisions.</p> <p>Views are well represented at child's planning meetings.</p> <p>Children's Hearing decisions are fully informed by the views of children and young people.</p> <p>Staff will have access to training on UNCRC, The Promise, engagement and feel confident in supporting young people.</p>	<p>Local performance measures will be shared, and best practice built upon including outcomes from local self-evaluation, audit, feedback from young people, and use of digital tools.</p> <p>Number of schools with Rights Respecting Schools Awards (July 2023): Gold - 16 Silver - 36 Bronze - 87 Registered – 42</p>
	<p>Promote and protect relationships that are important to children and young people when children are separated from their families and it is safe to do so.</p>	<p>When children are separated from people that are important to them, there are clear plans to maintain and promote safe family time.</p>	<p>National Data set for siblings will be implemented and monitored</p>

What We Want to Achieve	How We Will Achieve It We will	What will success look like?	Baseline Data
Our children and young people will be safe and feel loved	Ensure appropriate housing options are in place for vulnerable families including pregnant women and families with children.	Children and families are secure in good quality accommodation that meets their needs. Reduction in the number of children growing up in temporary accommodation.	Households with children or pregnant women in temporary accommodation on 30.09.2022 (and no. of children in brackets): Tayside: 100 (245)
	Further develop approaches to identifying, responding, and managing risk to young people aged 12 – 18 including: <ul style="list-style-type: none"> • Young people at risk of secure care • Young people subject to Care and Risk Management (CARM) planning. • Young people who go missing 	Young people in our settings feel informed and feel that their rights have been respected. Young people at risk of harm have access to appropriate support and clear plans to address need and risk. Secure care standards will be implemented with evidence of rights-based practice.	CARM data set under development.
	Make progress toward the implementation of Bairns' Hoose Principles.	Provide trauma responsive supports and services to children and young people involved in child protection.	To be established following outcome of Pathfinder Bid.

Tayside Plan for Infants, Children, Young People & Families 2023-2026

What We Want to Achieve	How We Will Achieve It We will	What will success look like?	Baseline Data
	Introduce the Scottish Child Interview Model for children and young people.	Reduced requirement for children and young people to attend Court.	To be established as part of implementation programme.

Glossary for acronyms

Acronym	Full words
ASN	Additional Support Needs
ASL Review	Additional Support for Learning Review
AVS	Angus Virtual School
CAMHS	Child and Adolescent Mental Health Service
CfE	Curriculum for Excellence
EBSA	Emotionally-based school avoidance
ELC / EY	Early Learning and Childcare / Early Years
ELKLAN	Speech, language and communication courses
EPS	Educational Psychology Service
FSM	Free School Meals
GIRFEC	Getting it Right for Every Child
IRDs	Inter-agency Referral Discussions
IEP	Individual Education Programme
LLW	Live Life Well
MMR	Measles, Mumps, Rubella vaccination
PIPS	Performance in Primary Schools
PHS P1 BMI	Body Mass Index of Primary 1 children in Scotland
PSE	Personal and Social Education
QAMSO	Quality Assurance Moderation Support Officer
RRS	Rights Respecting Schools
RSHP	Relationships Sexual Health and Parenthood
SAC	Scottish Attainment Challenge
SBAR	Situation, Background, Assessment, Recommendation
SDS	Skills Development Scotland
SHANARRI	Wellbeing indicators – safe, healthy, achieving, nurtured, active respected, responsible, included
SIMD	Scottish Index of Multiple Deprivation
SNSA	Scottish National Standardised Assessment
SOLAR	Science of Language and Reading
SRS	Sound Reading System
STEM	Science, Technology, Engineering and Mathematics
SYP	Scottish Youth Parliament
TLAG	Tayside Learning and Attainment Group
TMSRG	Tayside Multiagency Suicide Review Group
TRIC	Tayside Regional Improvement Collaborative
UNCRC	United Nations Convention on the Rights of the Child

APPENDIX 4

REGIONAL IMPROVEMENT COLLABORATIVES – GRANT FUNDING BREAKDOWN

TAYSIDE REGIONAL IMPROVEMENT COLLABORATIVE	
Contact Name / RIC Lead	Audrey May
Position	Executive Director
Local Authority	Dundee City Council

A	B
Work stream	Budget Breakdown 2022/23
Infrastructure and Leadership	£238,739
Pre-birth and Early Years	£92,918
Learning and Attainment	£123,439
Digital Learning	£199,360
Health & Wellbeing	£34,310
Looked After Children, Care Leavers & Young Carers	£20,000
Safeguarding and Child Protection	£92,660
Carry Forward from 21-22	£31,700
ADES Contribution	£11,000
Total Grant Offer	£801,426



INTEGRATED IMPACT ASSESSMENT

Committee Report Number: 361-2023

Document Title: Tayside Plan for Infants, Children and Young People 2023-26

Document Type: Strategy Description

The Tayside Plan outlines regional priorities, actions and performance indicators relating to infants, children, young people and parents/carers.

Intended Outcome:

The intended outcomes are narrowing of inequalities in health, wellbeing and education and safeguarding vulnerable families. Period Covered: 04/12/2023 to 04/12/2026 Monitoring:

The plan will be monitored by a Regional Collaborative Leadership Group and Priority Groups, cascaded to local equivalents where necessary.

Lead Author:

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EQUALITY, DIVERSITY AND HUMAN RIGHTS

Impacts & Implications

Age: Positive

The plan is designed to enhance targeted support and improve outcomes for infants, children and young people.

Disability: Not Known

The plan does not include a specific focus on disability but disabled children and young people may benefit by virtue of their age and other characteristics.

Gender Reassignment: No Impact

Marriage & Civil Partnership: No Impact

Pregnancy & Maternity: No Impact

Race / Ethnicity: No Impact

Religion or Belief: No Impact

Sex: No Impact

Sexual Orientation: No Impact

Are any Human Rights not covered by the Equalities questions above impacted by this report?
No

FAIRNESS & POVERTY

Geographic Impacts & Implications

Strathmartine:	Positive
Lochee:	Positive
Coldside:	Positive
Maryfield:	Positive
North East:	Positive
East End:	Positive
The Ferry:	Positive
West End:	Positive

Positive Implications: The plan covers universal, targeted and specialist partnership services delivered across the city.

Household Group Impacts and Implications

Looked After Children & Care Leavers: Positive

The plan includes a specific focus on care experienced children and young people's voice and brother/sister relationships.

Household Group Impacts and Implications

Carers: Not Known

The plan does not include a specific focus on carers but young carers may benefit by virtue of their age and other characteristics.

Lone Parent Families: Positive

As lone parent families are one of the 6 priority groups in the Child Poverty Action Plan and more likely to experience poverty, they are likely to benefit.

Single Female Households with Children: Positive

As above

Greater number of children and/or young children: Positive

The plan focuses on children and young people who are less likely to experience positive outcomes.

Pensioners - single / couple: No Impact

Unskilled workers or unemployed: Positive

As above, including support to parents/carers.

Serious & enduring mental health problems: Positive

The plan includes implementation of Connected Tayside.

Homeless: Positive

The plan includes a focus on homeless families.

Drug and/or alcohol problems: Positive

Parents/carers and adolescents in the priority groups are more likely to experience concerns and benefit from targeted support.

Offenders & Ex-offenders: Positive

The plan includes a focus on vulnerable adolescents who may be involved in youth or criminal justice systems.

Socio Economic Disadvantage Impacts & Implications

Employment Status: Positive

As above, including a key focus on presence, participation and performance in schools.

Education & Skills: Positive

As above

Income: Positive

As above

Caring Responsibilities (including Childcare): Positive

As above, including a specific focus on early years transitions.

Affordability and accessibility of services: No Impact

Fuel Poverty: Not Known

The plan may benefit some families experiencing fuel poverty where this is identified as a concern requiring additional support

Cost of Living / Poverty Premium: Not Known

As above

Connectivity / Internet Access: Positive

Digital learning in schools

Income/Benefit Advice/Income Maximisation: Not Known

As above at fuel poverty.

Employment Opportunities: Positive

As above, including positive destinations

Education: Positive

As above

Health: Positive

As above

Life Expectancy: Positive

As above

Mental Health: Positive
As above

Overweight / Obesity: Positive
As above

Child Health: Positive
As above

Neighbourhood Satisfaction: Not Known
The plan will no measure neighbourhood satisfaction but this may be enhanced by more positive outcomes for families.
Transport: No Impact

ENVIRONMENT

Climate Change Impacts

Mitigating Greenhouse Gases: No Impact

Adapting to the effects of climate change: No Impact

Resource Use Impacts

Energy efficiency & consumption: No Impact

Prevention, reduction, re-use, recovery or recycling of waste: No Impact

Sustainable Procurement: No Impact

Transport Impacts

Accessible transport provision: No Impact

Sustainable modes of transport: No Impact

Natural Environment Impacts

Air, land & water quality: No Impact

Biodiversity: No Impact

Open & green spaces: No Impact

Built Environment Impacts

Built Heritage: No Impact

Housing: No Impact

Is the proposal subject to a Strategic Assessment (SEA)?
No further action is required as it does not qualify as a Plan, Programme or Strategy as defined by the Environment Assessment (Scotland) Act 2005.

CORPORATE RISK

Corporate Risk Impacts

Political Reputational Risk: No Impact

Economic/Financial Sustainability / Security & Equipment: No Impact

Social Impact / Safety of Staff & Clients: No Impact

Technological / Business or Service Interruption: No Impact

Environmental: No Impact

Legal / Statutory Obligations: No Impact

Organisational / Staffing & Competence: No Impact

Corporate Risk Implications & Mitigation:

The risk implications associated with the subject matter of this report are "business as normal" risks and any increase to the level of risk to the Council is minimal. This is due either to the risk being inherently low or as a result of the risk being transferred in full or in part to another party on a fair and equitable basis. The subject matter is routine and has happened many times before without significant impact.