

Commissioned programmes

LAA Block	Children and Young People (Children's Trust)
------------------	---

Activity title	Sports Provision for Children and Young People
-----------------------	--

Activity/current impact
<p>The activity provides all year round sports activities during school time, term time evenings and weekend and holiday periods. Activities to be delivered through multi sport sessions, sports specific coaching sessions and other open access sport and leisure activities.</p> <p>The programme mostly works with young people aged 8 – 16 years across the Borough with an overall aim of increasing levels of physical activity. To increase usage of local school facilities, community buildings and open spaces.</p> <p>The activity promotes community cohesion through specific activity. Provision of targeted and acute sports activity including specific programmes for girls, disabled young people, LAC and those at risk within the youth offending system. Sports club development and developing sustainable structures of out of school hours sports delivery.</p> <p>To raise participation in areas of low activity.</p> <p>Supports the Oldham Borough Games, Ability Sports Road Show, Sports Provision Holiday Programme, Greater Manchester Mini Games, Greater Manchester Youth Games, Festival of Diversity, School Coaching Programme, Sports Leadership and Volunteer Programme.</p>

Activity title	Teenage Carers Support Service
-----------------------	--------------------------------

Activity/current impact
<p>The project provides a range of support services to young people aged 13-18 from across the Borough who are caring for a relative. Support is delivered through a part-time team of NCH Oldham Young Carers. The service provided is flexible and proactive and is based on the identified needs of each young person. The project aims to work with young people to empower them to make informed choices about their caring responsibilities and to ensure that they have a voice in the identification of their own needs. It also provides 'time out' from caring responsibilities and opportunities to develop friendships and informal support networks with other carers.</p>

The menu of service options includes:

Group work based provision, including workshops on issues of concern identified by young carers

Social/leisure activities

1:1 support

Advocacy and information

Support to families where issues directly effect young carer

Young carers are supported to attend and attain to the best of their ability in education

Young carers are supported to develop the skills necessary for employment as adults

The isolation experienced by young carers will be broken down

The self-esteem and self-confidence of young carers will be increased

Activity title	Training Opportunities For young Parents Scheme
-----------------------	---

Activity/current impact

To offer support and deliver training programmes for young parents, to gain knowledge, experience and the confidence to offer peer support to other young people encountering similar issues. To offer young parents the opportunity to share their experiences and discuss issues affecting their lives, giving them the confidence to pass on to other young parents in a similar position.

To provide training and workshop opportunities and to encourage progression by offering appropriate learning environments and by overcoming the usual barriers to learning.

To cover issues relevant to young parents in an informal and inclusive way. To recognise and develop skills, awareness and knowledge and when possible offer accreditation.

To give young parent's positive control over their own lives, with the intention of passing on information, or taking up training, education or employment opportunities.

To provide OFSTED registered childcare provision on site whenever possible.

To reduce the under 18 conception rate by providing a condom drop-in service.

Activity title	Reducing Teenage Conception Rate
-----------------------	----------------------------------

Activity/current impact

The project will recruit and train four Peer Support Workers, to work alongside a Development Worker to complement delivery of existing sexual health services to young people. The young people recruited will be NEET (Not in education, Employment and Training) teenage parents aged between 16 and 19 years. They will be trained as peer support workers to deliver sex and relationships education to their peers in a range of formal and informal settings, including schools, Pupil Referral Unit, youth centres, Connexions, community venues, etc. The purpose of the programme will be to contribute to the reduction/prevention of under 18 conceptions and sexually transmitted infections among young people, by:

- educating them in sex and relationship education (SRE) and improving self

esteem;

- raising awareness of local services and what they offer;
- Supporting professionals to engage with the target groups.

Consequently the programme will contribute to the Local Area Agreement Targets, the local Teenage Pregnancy Strategy and the Children's Plan. For those schools engaged with the programme, it will contribute to requirements for achieving the Healthy Schools status (also an LAA target).

Activity title	Asha Project
-----------------------	--------------

Activity/current impact
This activity provides a number of activities for young people including for example a parents forum a youth forum sports and healthy nutrition activities, weekly after school activities and confidence building/self esteem groups. Delivery of pre-school activity in Westwood developing children's social, educational and language skills. Work with primary and secondary schools to build up children's self esteem. Provide weekly after school club in partnership with Parish Church Juniors and St Hilda's Primary school. Weekly group run in partnership with Youth Service for young women aged 13 plus. Weekly computer club for school students. Programmes run in partnership with Youth Offending Service to include building self esteem, ITC skills, anger management for those who are at risk of offending.

Activity title	Virtual School project co-ordinator
-----------------------	-------------------------------------

Activity/current impact
The Virtual School Head/co-ordinator will co-ordinate a number of activities including attendance workshops for looked after children. Playing for Success centre to improve literacy, numeracy and ICT skills. Aim higher programme in order to raise aspirations and self-esteem, STEPS programme in order to raise aspirations and self esteem. To participate in peer mentoring scheme in order to break down barriers and avoid bullying. LAC to participate in 'It's Cool To Succeed' activities programme to include teambuilding, motivational workshops and study skills sessions. The Co-ordinator to pull together all strings of targeted support in order to meet the varying needs of looked after children within year groups 6,9 and 11.

Activity title	Oldham Play Action Group
-----------------------	--------------------------

Activity/current impact
The activity provides positive activities for young people aged 5 –13 years old in Alt Roundthorn and Holts. There is a good core of regular attendees. Children are

involved in the shaping and design of activities participating in creative programme of participatory arts, games computer and board games etc. Opportunities are being built on for healthy cooking physical activity community involvement and safety. The Arc/Alt are working on a recipe book detailing the healthy cooking sessions they have been enjoying an extended and enhanced programme during the summer period involved new new children and young people.

Activity title	Barnardos Junior Youth Club
-----------------------	-----------------------------

Activity/current impact
The activity provides positive activities for young people 7 –11 in the Coldhurst area including, healthy eating activities, taking part in sports activities, providing 44 junior youth club sessions per year, core membership of 25 at each session.

Activity title	Werneth and Freehold CDP Junior Youth Club
-----------------------	--

Activity/current impact
The activity provides positive activity for young people in the Werneth and Freehold area. Activity has included the following: Summer programme six weeks of planned activity, sports activities including football, rounders, cricket and keep fit sports, health cooking healthy cooking sessions held for young people highlighted the importance of healthy eating with demonstrations of methods, anti bullying focusing on young people who were moving to Secondary School Young people have created posters to display within the building. Young people have worked to design artwork, which will be a permanent structure in Werneth. The work has been done in partnership with Keepmoat Construction (the contractors for the work in HMR)

Activity title	Family Group Meetings
-----------------------	-----------------------

Activity/current impact
A family group meeting is a decision-making meeting. It is a way of planning in partnership with families. The family group meeting process involves members of extended family and other significant persons who can contribute to planning for the future well being care and planning of children. The aims of a family group meeting are: To agree safe and appropriate plans for children To encourage family members to participate actively in planning for care and protection of children To explore options within the family the community and the professional networks To encourage partnership between families and professionals.

Activity title	Young Carers Project
-----------------------	----------------------

Activity title	School Travel Advisers and Sustainable Travel
-----------------------	---

Activity/current impact
<p>For delivery purposes, the commissioned activity will be split into two distinct work streams:</p> <ul style="list-style-type: none"> • Work stream 1: activity around School Travel Advisers and school travel plans; and • Work stream 2: activity around developing a Sustainable Modes of Travel (to School) Strategy. <p>The first work stream, School Travel Advisers and school travel plans, will be sub-contracted to the Unity Partnership as Unity have had a responsibility for the production of school travel plans since the Partnership was established in May 2007. The School Travel Adviser post is now based in their safety engineering section and the school travel plan take-up target is included within the Unity Partnership Highways and Engineering Service Plan. Unity has the knowledge and experience needed to deliver this area of work and will therefore be requested to continue its delivery on behalf of Oldham Council.</p> <p>The second work stream relates to the development of a Sustainable Modes of Travel (to School) Strategy, which is a statutory duty under the Education and Inspections Act 2006. There are 4 main elements to the duty:</p> <p>An assessment of the travel and transport needs of children, and young people, within the authority's area; An audit of sustainable school travel and transport infrastructure that may be used when travelling to and from, or between schools/institutions; A Strategy (SMoTS) to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are better catered for; and the promotion of sustainable modes of travel on the journey to and from school</p>

Activity title	Early Intervention and Prevention Infrastructure and Delivery of Parenting Activity
-----------------------	---

Activity/current impact
<p>The posts supported by the Area based grant are infrastructure posts and support activities delivered against Children and Young people Plan targets (including national and local indicators) including the delivery of Webster Stratton and</p>

associated parenting courses. Provides support to CAF meetings and Early Intervention and Support meetings and multi agency CAF meetings. Supporting Parenting, Young Carers and Prevention Strategies.

Activity title

Care Matters White Paper

Activity/current impact

Despite high ambitions and a shared commitment for change, outcomes for young people in care have not sufficiently improved.

Can assist this by providing excellent parenting, a high quality education, and opportunities to develop talents and skills, and effective support for their transition to adulthood.

Corporate parents must champion the needs of children in care and deliver the best for them; a good corporate parent must offer everything that a good parent would, including stability.

LAC must be given the highest priority in school admission arrangements and towards the personalised learning of children in care, providing £500 per year for each child in care at risk of not reaching the expected standards.

The LA must not discharge young people prematurely from their care placements until they are ready to move onto the next stage of their lives.

LAC have an entitlement to the support of a personal adviser up to the age of 25 for all care leavers in education or who wish to return to education.

A national bursary is available – minimum £2000 for all young people in care who wish to go on to higher education

The corporate parenting responsibility must be shared by everyone involved in supporting children in care.

Top up Child Trust Fund Accounts by £100 for every year a child spends in care from 1st April 2007. The Child Trust Fund regulations place legislative responsibilities on local authorities in relation to looked after children to ensure that looked after children benefit from the child Trust fund in the same way as other children

The Role of the Virtual School is vital in driving up standards of education for Children and Young people in care.

Activity title

Extended Schools

Activity/current impact

Delivery is to meet the Extended schools Core Offer laid out by DFES as follows:

1. Access to Childcare 8am-6pm 48 weeks a year in accordance with community need provided on the school site or through other local providers, with

supervised transport arrangements where appropriate, available 8am — 6pm all year round or to reflect community demand.

2. Varied Menu of study support, personal development, play, sport, cultural and recreational activity to be on offer, including homework clubs and study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs such as chess and volunteering, business and enterprise activities.

3. Parental and Family outreach, support and learning including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.

4. Child and Family health with swift and easy access to a wide range of specialist services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.

5. Community Use and Community Engagement including engaging and involving stakeholders in delivery, making schools sites available for extended service delivery and actively engaging with the wider community, particularly the voluntary, community, faith and independent sector

6. Links with Family Information Service to provide service users and practitioners with local service information and signposting

Activity title	CAMHS (Children and Adolescent Mental Health Services)
-----------------------	--

Activity/current impact

The service aims to provide an improvement in the mental health of all children and young people.

Multi agency services, working in partnership, promote the mental health of all children and young people, provide early intervention and also meet needs of Children and Young People with established or complex problems such as:

- Mental health difficulties or illness
- Pervasive developmental difficulties
- Extreme behavioural difficulties

Staff should have an appropriate range of skills and competencies and should ideally have a recognised qualification.

The service is to be provided to children and young people from birth to 18th birthday, have access to timely, integrated, high quality, multi disciplinary mental health services to ensure effective assessment, treatment and support for them and their families. It should be highlighted that severe and enduring mental health illness would come under the threshold and criteria of adult mental health services, although joint

working frequently occurs between the two services in these cases.

To provide a balance of direct and indirect services and are flexible about where children and young people are seen in order to improve access to high levels of CAMH expertise

Four Tier CAMHS Framework

1. Primary level of care
2. Service provided by specialist individual professionals relating to workers in primary care
3. Specialised multi disciplinary service for more severe, complex or persistent disorders
4. Essential tertiary level services such as day units, highly specialised out patient teams and in patient units

Activity title	Integrated and Targeted Youth Support Services
-----------------------	--

Activity/current impact
<p>This activity provides targeted youth support services under 4 main headings:</p> <p>Connexions service Positive Activities for Young People Healthy Schools programme Teenage Pregnancy Strategy</p> <p>Activities include Information Advice and Guidance interventions with school year 9-year 10-year 11, sixth form students' year 12-year 13 year 14; NEET young people aged 16 – 19.</p> <p>All positive activity for young people takes place in arrange of community-based locations across the Borough. This strand of the activity is delivered through a number of organisations eg Groundwork, Kick-start, Youth Inclusion Projects, Pakistani Community Centre Fatima Women's Association etc</p>

Activity title	Psychology Service
-----------------------	--------------------

Activity/current impact
<p>Educational Psychologists promote child development and learning mainly with children and young people aged 0-19 years through the application of psychology.</p> <p>Work is carried out in partnership with individuals and groups of children, teachers and other adults in school and early years settings. This can be at an individual, systemic or organisational level.</p>

All educational psychologists have the following qualifications:

BPS accredited qualification in psychology

Teacher qualification

Minimum of 2 years teaching experience

Accredited postgraduate qualification

Chartered and Educational Psychology status

Help the education service to meet the challenges of government legislation by:

Consultation

Observation

Assessment

Provision of statutory advice

Direct intervention

Training

Problem solving – early years work

Projects / development

Research

Multi Agency working

Promotion of inclusion

To identify and assess SEN in accordance with SEN Code of Practice

Each school has a nominated educational psychologist

Activity title	Children Social Care Workforce
-----------------------	--------------------------------

Activity/current impact
<p>Adult Social Care Workforce Grant and Children's Social Workforce grant are both administered by John Fraine within the Adult and Community Services Directorate.</p> <p>These funding streams replace the resources provided through the National Training Strategy and Human Resources Development Strategy grants and are designed as in previous years, to support workforce development in the social care workforce in the statutory, private and voluntary sectors.</p> <p>These grants are made for a specific purpose. Local councils have to ensure that services they directly provide and those they contract for are both required to meet the staff training and qualifications standards within the relevant National Minimum Standards. A skilled and competent workforce is vital to providing high quality social care services. Must ensure that resources are available to develop their own staff and those in private and voluntary organisations providing social care services on their</p>

behalf.

Training for the Voluntary and Private Sectors

Up to three quarters of the social care workforce are employed in the voluntary and private sectors. The need to raise qualification levels in social care covers staff working in both adult and children's services in all sectors. All care staff should have the correct knowledge and skills for work that they undertake and meet, or be working towards, the training and qualifications standards within the relevant National Minimum Standards. Local council must work with providers through contract and service level agreements to ensure that adequate provision for training is made.

Adults and Children's Services

The grants were set up to develop social care staff working in both adults and children's services. The proportion of the grants to be spent in adults and children's services should be in line with the proportion of the social care workforce employed in providing services in each.

The purpose of the grant is to contribute to local authority employers costs to ensure appropriate levels of training and qualification in the whole of the social care workforce.

To ensure that all local council areas have a Trainee Social Work Scheme. Many areas are experiencing acute shortages of social workers. Offering traineeships to new staff is one way of addressing the shortages and of enhancing the careers of the people concerned.

To provide a greater degree of support to post qualification training of professional social workers and other key professional groups in the social care workforce. Employers to ensure that qualified staff update their practice and undertake further training.

Meet the priorities identified in the White Paper 'Our Health, Our Care, Our Say' including support to the self employed and social care enterprises, service user employers, careers in employment and training, occupational health of social care workers, improved skill mix and career pathways for workers in care homes, supported accommodation and support at home services.

Employers should develop a children's workforce, which contributes to improved life chances for all children, young people and families, and particularly those from deprived families paying particular attention to:

Supporting the development of local workforce strategies

Strengthening safeguarding and improving outcomes for LAC

Tackling issues to address recruitment and retention and develop the quality of practice

Strengthening leadership, management and supervision

Activity/Current Impact

The procedure applies to the death of any child who is looked after by the department regardless of the circumstances of the death and whether or not the death was expected, and also to the death or serious injury of other children known to the department or not known.

When a member of staff is informed of the death of a child who is known to the department, they should inform their team manager, who will notify the service manager and the assistant director for children's services.

The Executive Director or Assistant Director of Children's Services will inform the OfSTED.

The Service Director will decide whether a 'Serious Review Panel' should meet. The chair of the Local Safeguarding Board will make the final decision to proceed to a Serious Case Review.

The Serious Case Review Panel will examine the information and consider whether further scrutiny of the case is needed.

The Child Death Overview Panel (CDOP), a sub-committee of the Local Safeguarding Children Board (LSCB), is responsible for reviewing information on all child deaths. This relates to the deaths of all children and young people from birth (excluding those babies who are stillborn) up to the age of 18 years and became compulsory on 1st April 2008. Oldham, Bury and Rochdale have set up a joint CDOP in line with 7.8 of Working Together to Safeguard Children 2006 guidance.

The panel has a fixed core of membership to review cases, with the flexibility to co-opt other relevant professionals as and when appropriate. The functions of the CDOP include:

- Implementing, in consultation with the local Coroner, local procedures and protocols that are in line with this guidance on enquiring into unexpected deaths, and evaluating these together with all deaths in childhood.
- Collecting and collating an agreed minimum data set and, where relevant, seeking information from professionals and family members
- Meeting frequently to evaluate the routinely collected data set
- Reviews the appropriateness of professionals responses to each unexpected death of a child, their involvement before the death, and relevant environment, social, health and cultural aspects of each death, to ensure a thorough consideration of how such a death might be prevented in the future
- Identify patterns and trends in the local data and reports to the LSCB
- Evaluate the data with a particular focus on inter-agency working to safeguard and promote the welfare of children
- Preparation of an annual report for the LSCB.

Activity title	Choice Advisors
----------------	-----------------

Activity/current impact
<p>. 1 full time member of staff – who provides information to parents in a variety of ways, leaflets, telephone calls, one to one meetings, to enable the parents to choose either a primary or secondary school which suits their children’s needs.</p> <p>This activity works with parents who have not yet chosen a school for their children. After the closing date for admissions a list is prepared by the admissions team, which gives contacts for those parents who have not yet chosen a school for their children.</p> <p>The worker contacts all of the people on the list and provides information to enable them to choose a school for their children.</p> <p>The worker also provides a service of checking whether any of the children on the list has moved away from the area and can be removed from the list.</p> <p>The Choices Adviser will also make themselves available at key times to assist parents to complete the admissions application forms.</p> <p>The Choices Adviser will also continue to assist parents who despite having made a choice find themselves without a school for their children and will assist during the appeals process.</p>

Activity title	Extended Right To Free Transport
----------------	----------------------------------

Activity/current impact
<p>For some parents, choice of school is hindered by concerns about the cost of transport. Since 1944 parents have had a right to free transport for their child only to their nearest suitable secondary school, where this is more than three miles from their home (for children over 8 years old) or more than two miles from their home (for children under 8 years old).</p> <p>A greater proportion of pupils who are eligible for free school meals travel less than two miles to school. Legislation has been introduced to entitle disadvantaged pupils (eligible for free school meals or in receipt of the maximum level of Working Tax Credit.</p> <p>The policy applies to travel arrangements from ‘home to school’ at the start of the day, and ‘school to home’ arrangements at the end of the day.</p> <p>Children who are entitled to free school meals, or those whose families are in receipt of their maximum level of Working Tax Credit (WTC), at the time of the application, are defined as those from low-income groups.</p> <p>Children aged 8 years, but under 11 years, from low income families are eligible for support where they live more than two miles from their nearest qualifying school.</p> <p>Children aged 11 years or over, from low income groups are eligible for transport support to a) a choice of schools between 2 and 6 miles of the Childs home and b) to the nearest school preferred by reason of a parent’s religion or belief between 2 and</p>

15 miles from the child's home.

The client applies directly to the transport team, who check their eligibility within the policy and check the mileage from home to school. The transport team buy the passes from GMPTE and issue the pass; this could be for all year, or part of a year dependent upon the time of application. The bulk of the passes are issued in summer but can be applied for anytime as circumstances change.

Activity title	Study Support
-----------------------	---------------

Activity/current impact

Laticzone is located at OAF Boundary Park and is equipped with a range of cutting edge IT equipment. In 2006, we successfully bid for a second centre at Werneth Cricket Club. The WELCOME (Werneth Extending Learning Centre Opening Minds Every Day) Centre opened in February 2007. The Centre benefits significantly from links with the Werneth Extended Schools Cluster and the Cricket Club.

The activity will also be delivered at various school facilities and in the local communities where supplementary schools are located.

The sessions will mainly be outside of school hours and will be delivered by qualified teachers at both centres

Activity title	Workforce Development
-----------------------	-----------------------

Activity/current impact

This activity deals with all staff in schools, school governors and members of the public.

The service provides:

Advice, support and training for school governors.

Advice on qualifications and career progression for education support staff

Teacher recruitment and retention advice including the Graduate Teacher Programme

Continuing professional development for support staff including training and accredited courses

Support for the development of integrated children's services.

Main purpose of the service is:

To increase the supply of appropriately trained and qualified staff working within schools and children's services.

To raise standards of learning and skills in the local community and workforce by enabling individuals to engage in lifelong learning and access professional qualifications

Contributes to effective leadership of schools through training and support to school

governors.

The service has an underpinning them of 'Grow your Own' and promoting social inclusion

Service activities:

INSET events

DCSF induction programmes

NVQ qualifications for teaching assistants

Support for NVQ mentors

Courses for technicians, cover supervisors, caretakers, administrators

Progression to degree or qualified teacher status

Learning Mentor Provision:

Recruitment and retention

Role of Learning Mentors

Induction training and development

Operational planning

Monitoring and evaluation

Best practise, systems, policies and procedures

Teacher Recruitment and Retention:

Career advice for aspiring teachers

Advice and support on vacancy management and succession planning

Support for schools and trainees on Graduate Training Programme

Governor Support and Training

Advice to governors

Support to schools on election and appointment of new governors

Provision of termly briefing papers

Termly governors newsletters and training programme

Governor network meetings

Provision of training courses

Activity title	Behaviour Improvement
-----------------------	-----------------------

Activity/current impact

The School Attendance Improvement Service provides specialist advice and support on all matters relating to the attendance of children and young people in Oldham Primary and Secondary schools.

Provide support to:

94 Primary, 15 Secondary and 4 special schools

Families and children who reside in Oldham or attend an Oldham school

Statutory and Voluntary agencies

Departments in the authority

Support schools in achieving high levels of attendance

Check attendance registers, consult and give advice to school staff

Help parents ensure children attend regularly and punctually and where appropriate initiate court action.

Anti bullying is an important focus of work and is a corporate and directorate priority.

Behaviour for Learning Strategy:

Guides the core principles of the behaviour policy to create a clear vision, sense of purpose and a strategy, which identifies ways in which teams work together. Establish a coherent, operational model of support and challenge within existing resources, a coherent CPD programme and delivery of National Strategies measures

Activity title	SEN Activities
-----------------------	----------------

Activity/current impact

Additional educational needs (AEN) is underpinned by the principles of social inclusion. It is the duty of all schools to provide for the individual needs of all pupils. AEN is a graduated provision that is additional to and different from what is available for all pupils.

The activities will be delivered according to need in all Oldham's mainstream schools.

Some training will be delivered at Kingfisher Special School and some at the Limeside Resource Base

School Action

Interventions will include:

Curriculum planning

Learning tasks

Teaching strategies that match each pupils learning style

It will be necessary to move to School Action if after a period of time, which includes at least two reviews of individually targeted differentiated learning opportunities the pupil:

Makes little or no progress

Has difficulty developing literacy/maths skills that impacts on other curriculum areas

Presents persistent difficulties relating to BESD not ameliorated by whole schools strategy

Has physical and/or sensory difficulties not overcome by use of specific equipment

Has communication / interaction difficulties and does not make progress despite differentiation

School Action Plus

An additional response beyond School Action will be required if after a period of time, during which the pupil has received quality intervention and there have been at least two reviews of the individualised programme, the pupil has not made adequate progress:

Quality Teaching First

Additional specialist intervention

Statutory assessments and statements of AEN, are for pupils whose needs are:

Severe

Complex

Persistent and require the co-ordinated support of a variety of professionals

Will ensure such needs are identified early and that roles and responsibilities are clear.

Resources Available

Specialist teacher assessment and advice from the AEN Quality and Effectiveness

Support Team, Hearing Impairment Team, Visual Impairment/Physical Disability and Early Years Teams.

The Special School Partnership project between the AEN Service and Kingfisher School is designed to support schools in building capacity and confidence to meet severe and complex needs.

AEN Service

Provides advice, management, co-ordination of support and training relating to, cognition, communications, hearing impairment, physical disability and visual impairment.

Provides additional educational assessment and advice in accordance with 1996 Education Act.

Support individual children and young people in all educational establishments and related placements and their parents / carers

Work in partnership with schools, parents, carers and partner providers.

Ensure additional resources for AEN are allocated equitably according to need and ensure that all staff maintain expertise

To develop local capacity to meet a range of special educational needs thus reducing the need for expensive out of authority placements.

To supply mandatory and accredited training of specialist teachers. Training staff to respond to needs and capacity building in schools to enhance provision. To ensure continuous supply of qualified teachers.

The Additional Education Needs Service comprises:

AEN Early Years Team

AEN Hearing Impairment Team

AEN Visual and Physical Impairment Team

AEN Quality and Effectiveness Support Team

The Projects are

The AEN Pupil Inclusion Project With Kingfisher Community Special School

This is Oldham Council's specialist primary provision for children with complex and severe educational needs

School is brokered to provide specialist teaching assistant support for pupils with ASD in mainstream primary schools as part of the Local Authority Strategy. The AEN Service and Kingfisher work in partnership with the AEN Service.

Specialist Training for Mainstream Schools

Again some of this activity is brokered and delivered in partnership with Kingfisher and some with adult services. Examples are

- Signalong – is used to support pupils expressive and receptive language development
- PECS – (Picture Exchange Communication System)
- Moving and Handling Training
- Person Centred Planning

The development of staff with specialist mandatory qualifications and accredited skills to ensure children and young people in the borough receive their entitlement to the specialist help and support their need.

Activity title	School Improvement
-----------------------	--------------------