

# **Annual Review of the Children and Young People's Plan (supplementary guidance 2007)**

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## INTRODUCTION

1. The CYPP is an important element in the reform programme *Every Child Matters* and has been a powerful force in helping drive forward better local integration of children's services and of developing the children's trust partnership arrangements. The CYPP will also increasingly become an integral part of local authorities' role as facilitators of school improvement as we extend choice and diversity throughout the school system and set higher expectations for standards of attainment. It is important that the review process and production of further CYPPs continues to be used as a driver for reform in this way as well as providing details of future actions.

2. A key feature of the first CYPPs is their considerable variability. This is welcome where it shows genuinely differentiated planning and prioritisation to take account of local circumstances. However, variability in quality needs to be addressed and the first review affords the opportunity to strengthen them bringing all plans up to the level of the best.

3. There are some common themes that should be considered as part of the annual review. All CYPPs should:

- be specific when setting priorities and targets for improvement to the outcomes;
- align the Every Child Matters and Standards agendas; and
- demonstrate in practical fashion what is to be done and where - explaining process can be as important as setting objectives.

4. This non-statutory guidance is for local authorities and partnerships responsible agreeing and implementing Children and Young People's Plans (CYPP). It is specifically aimed at officers with responsibility for the production and review of the Plan.

5. The **statutory requirements** for annual review are set out in **Section 1** along with an explanation of how the review may replace the authority's self assessment for the purpose of Ofsted's Annual Performance Assessment and the inspectorates' joint area review (JAR).

6. **Section 2, Gathering the Evidence and Scope**, suggests some key questions that local authorities should consider in preparing for the review and in examining whether they are making real progress against ECM outcomes.

7. Local authorities have built up considerable expertise during the production of the plan and a number of research studies have been published which provide a wealth of evidence about the first plans. Local authorities and their partners should find these useful as they take stock of strengths and weaknesses of their own plans. Summaries of research and lessons learnt including areas for further development can be found in **Section 3, Building on Experience**. The key messages include strengthening of the linkages between needs analysis, priorities, target outcomes, actions and milestones and the need to make linkages across the five outcomes.

8. **Section 4, New Duties and Requirements**, provides advice on changes to requirements relating to the CYPP. These need to be taken into account for any new plans but should also be considered when reviewing existing plans. This includes:

- The Children and Young People's Plan (England) (Amendment) Regulations 2005;
- new duties in the Education and Inspections Act 2006, and
- new duties in the Childcare Act 2006.

9. The new duties on local authorities and the changes to requirements for the CYPP provide an important opportunity for local authorities to review whether their strategy and targets for raising standards and improving educational outcomes for all children and young people are at the heart of their plans with clear links to how this core purpose underpins achievement of all ECM outcomes.

10. Local authorities should ensure that the annual review (and any future CYPP) meets the test for the next stage of reform outlined in the Department's letter to Directors of Children's Services of 12 October 2006 - '**no school standards without Every Child Matters and no ECM without school standards**'. To achieve this they will need to demonstrate the interaction and mutual dependence between Every Child Matters and school standards agendas and how they will be driven forward together. Plans should clearly demonstrate the role of local authorities in challenging and supporting all their schools to improve education standards and how this will be achieved through delivery of wider Every Child Matters outcomes.

11. Schools will be required to take account of the plan when undertaking their own strategic planning. The CYPP will be part of the core data for self evaluation and School Improvement Partners and the plan therefore needs to help schools identify and demonstrate how they can deliver the five outcomes and therefore raise standards for all their pupils.

12. This guidance is designed to supplement, rather than replace, *Guidance on the Children and Young People's Plan*<sup>1</sup> issued in July 2005. This guidance reflects discussions and feedback from stakeholders, including the Improvement and Development Agency *Planning for Excellence* Network, to whom we are grateful.

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<sup>1</sup> Available from [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

### CYPP REVIEW - THE STATUTORY REQUIREMENT

13. The Children and Young People's Plan (England) Regulations 2005<sup>2</sup> require:

*'The authority shall review their plan in each year in which the authority is not required to publish a plan.*

*During the conduct of such a review the authority shall consult persons as they consider appropriate*

*The authority shall publish the result of the review in such manner as they consider appropriate.'*

#### CYPP review

14. In practice, this means that authorities, unless they are publishing a new plan in 2007, will need to conduct a formal review of their CYPP during 2007 and in each subsequent year until a new plan is published.

#### Consultation

15. Reviewing the CYPP will require the active involvement of a wide range of partners. The local authority should consult appropriately those covered by the duty to co-operate under the Children Act 2004 and those groups and persons identified by the *Children and Young People's Plan (England) Regulations 2005* and the *Children and Young People's Plan (England) (Amendment) Regulations 2007*. A list of people/organisations that local authorities are required to consult with is set out in Annex B.

16. A continuing process of consultation and feedback during the lifetime of the plan should limit the need for a repeat of all the consultation processes undertaken for the production of the CYPP.

17. DfES would expect local authorities to share the review of their CYPP with Government Offices.

#### Publishing

18. As with the CYPP local authorities must publish the results of the review but may determine the manner and type of publication; for example either standalone document or amended plan (showing the results of the review) in electronic or hard copy.

19. There is no prescribed format for the CYPP review, but it should include a detailed assessment of impact, progress and improvement. It does not need to be a lengthy document; rather it should be concise and clear, focusing on analysis and evaluation rather than description, outcomes and impact rather than processes, and illustrating aspects where progress has been slower as well as more successful areas.

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<sup>2</sup> The Children and Young People's Plan (England) Regulations 2005 (SI 2149/2005) available from [www.opsi.gov.uk/stat.htm](http://www.opsi.gov.uk/stat.htm)

20. Regulations do not specify when in the year local authorities should publish their review. However, most local authorities will find it an advantage to publish the review between April and June using the findings from the previous year's Annual Performance Assessment (APA) and discussions at Priorities Meetings to inform the review.

### **Equality Assessments**

21. The Children and Young People's Plan and the annual review should be, in accordance with the law, and with local race and disability (and gender from April 2007) equality schemes, subject to Race and Disability Equality Assessments. The primary focus of the assessment is to ensure that the proposed policies address the relevant equalities issues and impact positively on race and disability equality. Further information is available in the Council for Racial Equality document '*A Guide for Public Authorities*<sup>3</sup> and on the DRC website'<sup>4</sup>.

### **Use of CYPP review for APA self assessment**

22. In previous years authorities have been asked to supply a self assessment to Ofsted for their APA. From 2007 they will not need to prepare and supply a separate self assessment for this purpose. Publishing the CYPP review in April-May 2007 allows authorities to pass the review - or the revised plan in authorities that are choosing to issue a new CYPP - as the separate self assessment for the coming year's APA and for any forthcoming JAR.

23. An authority may present supplementary material for the purpose of the APA or JAR should new information, such as the outcomes of an internal review of a particular area, significantly alter the assessment of progress contained within the CYPP review, but Ofsted expect this to be exceptional. Where the authority has published an action plan following a joint area review, this should be submitted with the review document if not already subsumed within it.

24. For 2007, Ofsted's deadline for receiving the review and any supplementary material is 14 June. Ofsted may, exceptionally, seek further information from the authority before the JAR or at the APA meeting should they consider the review provided has significant gaps.

25. Further information will be published by Ofsted in the APA Handbook at the end of March 2007.

### **CYPP review and Local Area Agreements (LAA)**

26. When undertaking the CYPP review local authorities should ensure that any revisions are consistent with the Children and Young People sections of LAAs that have been agreed or refreshed in April 2007. Likewise they should ensure that the LAA process has been informed by their current CYPP.

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<sup>3</sup> Available from [www.cre.gov.uk](http://www.cre.gov.uk)

<sup>4</sup> [www.drc.org.uk](http://www.drc.org.uk)

### CYPP REVIEW - GATHERING THE EVIDENCE AND SCOPE

27. The overall aim of the CYPP review is to measure progress against milestones, take account of new circumstances and maintain the momentum for change. The review should provide readers with a clear evaluation of the impact of the actions taken to improve outcomes for children and young people in all the different settings.

28. The review will involve the children's trust partnership who developed the CYPP, and will include (where appropriate) all children and young people in the local area aged 0 to 19, young people aged 20 and over leaving care, and young people up to the age of 25 with learning difficulties. The review should include background information to demonstrate the extent and range of partnership involvement in the review, and the ways in which the views of children, young people, families and carers have been sought and taken into account of.

29. Local authorities have established strong performance management processes and should use these for the review - for example, using internal reports and regular reviews of progress against milestones in relation to particular groups of children and young people such as the poorest and most vulnerable. The review will need to draw on a wide range of information and data available to local partners. This will include:

- APA and JAR results
- Priorities Meetings' outcomes
- LAA reviews and negotiations
- Education and other performance data and statutory targets
- Ongoing consultations (see paragraphs 15-17)

30. There are a number of key questions that local authorities and their partners might want to consider, as part of the review, in examining whether they are making real progress against each of the ECM outcomes. These are set out below.<sup>5</sup>

#### **Analysis and Impact**

- Do the priorities and actions achieve better outcomes need updating to reflect the strengths and weaknesses identified in the last APA, JAR, Priorities Meetings and other internal/external reviews?
- Has the needs analysis been appropriately reviewed in the light of the underpinning data? Have priorities been suitably reviewed as a result? Are there any gaps that need further analysis - for example, on tackling child poverty and improving economic wellbeing?

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<sup>5</sup>These build on the template suggested by Ofsted for self Assessment in 2006.

- Can you demonstrate evidence of impact and improvement? Are milestones, and is progress, towards statutory and local targets being achieved? If not what steps are being taken to remedy the situation?
- Have the strategies and actions in the CYPP been designed and implemented to secure equality of opportunity for all children and young people? How do you ensure that all services are active in promoting and respecting diversity?
- Are the local authority's statutory targets for raising standards in schools embedded in the plan, and set in the context of a strategy that demonstrates a clear ambition for improvement and the actions for how this will be achieved?
- What improvements have there been in the provision and outcomes for vulnerable groups? Has there been enough improvement?
- Does the plan adequately reflect the views of children, young people and families? How have these been taken forward to alter service delivery and how will this information be fed back to them?

### **Management of Services and use of Resources**

- Where and why have you seen improvement in the delivery of services? What impact have new or joint approaches to service delivery and partnership working, such as Sure Start Children's Centres and Extended Schools, had on delivering the outcomes?
- Do the performance indicators provide an appropriate measure of the desired impact?
- How well are you developing your workforce to manage change?
- Has expenditure on children and young people's services remained in line with the resources statement in the CYPP, and if not what action has been taken?
- Has there been any significant shift in expenditure to support priorities; what is the impact and what is the evidence that better planning is providing value for money?

### CYPP REVIEW - BUILDING ON EXPERIENCE

31. Since the publication of the *Guidance on the Children and Young People's Plan* a number of studies have examined the effectiveness of CYPPs. Key findings, common challenges and suggestions for future development are drawn together and set out below. It would be helpful for authorities and their partners to consider these as they prepare their CYPP review and updated plans for 2007-08.<sup>6</sup>

#### Progress made

- There is a marked diversity of plans in the coverage of different themes. This suggests that local authorities are developing plans which genuinely reflect local needs as well as reflecting key national priorities (including PSA targets, educational achievement, safeguarding children and teenage pregnancy).
- Overall partnership working has been effective - there is a strong and shared commitment to respond to local needs and to improving outcomes for all children and young people.
- CYPPs provide evidence of a genuine commitment to consult with children and young people and many authorities have put lasting structures in place to put children and young people at the heart of policy and practice.
- Plans set out priorities for many different groups of children from a wide spectrum of the population of children, with looked after children and children with learning and/or disabilities being most frequently included.
- Plans demonstrate that local authorities have made significant progress in sharing data to achieve whole system understanding.
- Significant progress is being made where resource needs have been properly recognised in the design of new service structures and working practices.
- The voluntary sector is keen to play a more significant role in service delivery, not least in relation to extended schools.

#### Common challenges

- Some plans lack key milestones for action and failure to identify resources and lead agencies.

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<sup>6</sup>Strategic Planning in Local Authorities: a fifth technical report to evaluate the progress made by local authorities in developing a Children and Young People's Plan by April 2006 (Ofsted, May 2006); Analysis of Children and Young People's Plans 2006 (NFER, October 2006); Children and Young People's Plans: A review of the first year (Office of the Children's Commissioner, October 2006); Off the Radar: how local authority plans fail disabled children: (EDCM, October 2006); Planning to Make a Difference (CfBT, October 2006).



- Formal arrangements for performance management at partnership level are variable.
- Further work is needed to engage and report back to more hard-to-reach groups (although considerable energy and imagination have been deployed with tangible success).
- Poor staff morale in some areas indicates need to engage their commitment actively.
- Little evidence from joint area review (JAR) reports of partnerships using their knowledge of effective practice to inform the redesign of services.
- Some plans insufficiently demonstrate how school standards can be raised through delivery of wider ECM outcomes
- Head teachers confirm support for Every Child Matters but schools have often not been fully involved in strategic planning and some schools are commissioning new services independently of children's trusts - making the co-ordinated audit and mapping of provision more difficult.

### **Future development**

32. Local authorities may find it helpful to examine their plan with reference to the following key research findings when looking at further development of their CYPP:

- Plans should demonstrate the role of local authorities in challenging and supporting all their schools to improve education standards including how standards can be improved through delivery of wider ECM outcomes. *Guidance on the Children and Young People's Plan (2005)* states that the planned improvements on the outcomes, set out in the CYPP, will include statutory education targets.
- Plans should demonstrate the contribution that improved educational standards can make across the five ECM outcomes.
- Plans should clearly state the next stages in planning and/or implementation, e.g. 'Where next' sections. This should include implementation strategies that specify: target outcomes; milestones; the respective contribution of different agencies; and resources. Research has shown that this is a common weakness in relation to disabled children and young people despite the high profile they are given in the majority of plans.
- Develop stronger performance monitoring and evaluation arrangements including specific links between actions and targets.
- Include an agreed glossary of definitions, as well as clarification and examples of terminology relating to priorities, actions and targets in the planning process.
- Give greater attention to explaining the need for change to staff, seeking their opinions and gaining their commitment.
- Ensure service redesign is informed by evidence of effective practice.
- Deliver improved support for the engagement of schools.

- Provide greater clarity how the commissioning framework, including the strategic involvement of the voluntary and community sector, will deliver improved outcomes for children, young people and families.
- Be clear about the evaluation activities to be undertaken to help judge how effective any initiative has been.
- Ensure that children and young people are engaged in planning, delivering and evaluating any initiative. Identify clear structures across partnerships for reporting back decisions to children and young people - especially hard to reach groups.

### CYPP - NEW DUTIES AND REQUIREMENTS

33. Local authorities and schools are placed under new duties in *The Children and Young People's Plan (England) Amendment Regulations 2007* (included at **Annex A**); the *Education and Inspections Act 2006*; and the *Childcare Act 2006*. All these have implications for the review and future development of CYPPs.

34. There are two specific changes to requirements for new CYPPs:

(i) The vision statement must now include more specific statements of intent (see paragraphs 37-40 below)

(ii) Local authorities are now required to consult with schools, school forums and school admission forums in the preparation of the plan (paragraphs 41-42 refer).

35. There are, in addition, certain new duties on schools and local authorities that will need to be taken into account in preparation of new plans and, it is suggested, in reviewing existing plans. These include the new duty on schools to promote the well-being of pupils at the school and community cohesion. In doing this they should have regard to the CYPP (paragraphs 43-45 refer). This new duty and the requirement on the local authority to consult with schools provide further opportunity to reinforce the interaction and mutual interdependence between the ECM and school standards agendas.

36. New duties for local authorities that need to be factored into the wider strategic context set out in the CYPP include duties to:

- secure diversity in the provision of schools, and increase opportunities for parental choice;
- secure access to positive activities for young persons in the authority's area;
- improve outcomes for young children through integrated early childhood services that include assessment of childcare provision and securing sufficient provision
- to broaden scope of information provided to parents.

#### **The vision statement**

37. Parliamentary scrutiny of the 2005 regulations found the requirement to include a vision statement insufficiently clear. In responding to this we have taken the opportunity to sharpen the focus of the statement. *The Children and Young People's Plan (England) Amendment Regulations 2007* place a duty on local authorities to provide a statement of how they intend to deliver improvements for children, young people and families across the five outcomes with specific reference to the following:

- (i) the integration of services provided by the authority and its relevant partners to improve the well-being of children and relevant young persons;

- (ii) arrangements made under section 11(2) of the Children Act 2004 (arrangements to safeguard and promote welfare); and
- (iii) arrangements for early intervention and preventative action.

38. Safeguarding children is a central factor in the *Every Child Matters* outcomes and therefore in the CYPP. The duty in section 11 of the Children Act 2004 makes explicit the responsibility of a range of bodies to safeguard and promote the welfare of children in carrying out their functions. It is the responsibility of those bodies to do this in accordance with the statutory guidance published in August 2005<sup>7</sup>. But there is also a key role for the local partnership arrangements and in particular the Local Safeguarding Children Board to ensure that these bodies are fulfilling their statutory obligations. The vision statement and the CYPP as a whole should explain how local organisations will work together through the LSCB and wider partnership to safeguard and promote the welfare of children.

39. The final addition has been made to reinforce the central importance of prevention and early intervention to the *Every Child Matters* programme and the need to drive operational and cultural change as part of an overall strategy across children's trust partners. Local authorities should demonstrate in their CYPP how they will develop services that (i) promote prevention by improving the resilience of children and young people to risk factors; and (ii) intervene early before poor outcomes have developed. This should include details as to how the local children's workforce will be best organised and equipped to promote prevention and early intervention and how resources will be freed up for investment in prevention and early intervention (including how expected future savings arising from preventative work will be measured).

40. The new vision statement will apply to all new CYPPs (published on or after 1 October 2007) but local authorities may wish to consider this change in requirement when undertaking the formal annual review of their plan.

### **New consultation requirements for local authorities**

41. *The Children and Young People's Plan (England) Amendment Regulations 2007* place a duty on local authorities to consult schools, school forums and school admission forums during the preparation of the CYPP.

42. These changes, which confirm good practice in most local areas, have been made to ensure schools and forums have sufficient opportunity to comment on the plan, fully understand local priorities and targets for improving outcomes for children and young people and understand how they are expected to contribute to delivery of those priorities and targets.

### **New duty on schools to have regard to CYPP**

43. Section 38 of the *Education and Inspections Act 2006* places a duty on maintained schools to 'have regard' to the CYPP when undertaking duties to promote well-being, community cohesion and high standards of educational achievement.

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<sup>7</sup> Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004, HM Government 2005.

44. A duty to 'have regard' means that schools will need to take account of the plan when, for example, undertaking their own strategic planning. The CYPP will be part of the core data for self evaluation and School Improvement Partners. Linking with the CYPP will help schools identify and demonstrate how they can deliver the five outcomes.

45. The 'have regard' requirement applies where an exempted local authorities have chosen to publish a CYPP or similar and the duty will be applied to Academies through their funding agreement with the Secretary of State. It also applies to the provision of community (extended) services. Trust schools are maintained schools for the purpose of this duty.

### **Exception status.**

46. *The Children and Young People's Plan (England) Amendment Regulations 2007* also transfer exceptions previously given to 'excellent' authorities under Comprehensive Performance Assessment to '4 stars' authorities. They also make provision for local authorities that have moved from 'excellent' to '3 stars'.

### **Duty to promote diversity and parental choice**

47. Section 2 of the *Education and Inspections Act 2006* places a duty on local authorities to promote diversity of school provision and increase parental choice in planning and securing the provision of school places. Local authorities must also respond formally to parents seeking changes to the provision of schools in their area, including new schools.

48. As part of these changes, and reflecting their role as commissioner, local authorities should use their analysis of parental demand and their consultation with local partners to develop strategies for the pattern of schools in their area as part of their CYPP planning framework .

49. Local authorities should also involve their strategic education partners, particularly local diocesan authorities (as required by the 2005 regulations) and any other providers of faith schools in the development of the CYPP. These bodies should be given the opportunity for early participation in the preparation of the plan and sustained involvement in its development. Their contribution should not be confined to comment on a near final draft.

### **Youth Support: Duty to secure access to positive activities**

50. As part of the integrated youth support arrangements outlined in *Youth Matters: Next Steps*, Section 6 of the *Education and Inspections Act 2006* places duties on local authorities to secure young people's access to sufficient positive leisure-time activities and associated facilities in their area, so far as reasonably practicable; to ascertain young people's views about such activities and facilities and to ensure that their views are taken into account; and to publicise and keep up to date information on positive leisure-time activities and facilities in their area (see *10/06 Bulletin on Positive Activities*). Full statutory guidance will be available early in 2007.

51. Many authorities have already taken on responsibility for the Connexions grant through LAAs, and with it for the planning and commissioning of the other elements of integrated youth support: Information, Advice and Guidance and Integrated Targeted Support. All will do so by 2008. The Government is consulting on quality standards for Information, Advice

and Guidance to be finalised by April 2007 and will issue further guidance on delivery of integrated targeted support for young people and also on the future funding mechanism for the Connexions grant.

52. Section 6 also gives rise to a number of complementary processes, including needs assessment and the mapping of current positive activity provision and authorities will wish to use the review of their CYPP to ensure that they are well placed to act on the positive activities legislation in the context of delivering a full range of integrated youth support.

53. In response to the new duty, local authorities will need to determine with their partners within the children's trust and with young people themselves, what provision should be available to all young people; certain groups of young people; and what support young people should receive to access this provision. This determination should be developed within the context of the local Children and Young People's Plan and where appropriate, feature within the Sustainable Community Strategy. Delivering positive activities as part of integrated youth support will play a key role in delivering on targets for reducing NEET and their responsibilities with respect to 14-19 curriculum implementation.

### **Childcare Act 2006**

54. The Childcare Act 2006 introduces new duties on local authorities to:

- reduce inequalities while improving the outcomes of young children; assess childcare provision and secure sufficient childcare to support working or training parents;
- provide enhanced levels of information, advice and assistance to parents and children's carers.

55. From April 2008, there will be a duty on local authorities, working with their NHS and Jobcentre Plus partners, to reduce inequalities while improving the 5 Every Child Matters outcomes for all young children in their area. This should be achieved through the planning and delivery of early childhood services that are integrated to maximise access and benefits to service users, reach out to excluded families, involve PVI providers and parents and take into account the views of young children themselves. The duties will bring local Jobcentre Plus managers in as relevant partners for the purposes of the CYPP that particularly relate to services for families with the youngest children aged 0-5. The new duties will be supported by statutory guidance to which local authorities, NHS and Jobcentre Plus will all be required to have regard.

56. Section 6 of the *Childcare Act 2006* places a new duty on local authorities to secure the provision of sufficient childcare to meet the requirements of working and training parents in their area. In order to prepare for the Section 6 duty, from October 2007 local authorities will have a range of new powers (sections 8-10). Section 8 gives local authorities powers to give assistance to childcare providers (including financial support) and to provide childcare themselves, subject to restrictions. Section 9 allows authorities to place conditions on any financial agreements they may make with childcare providers and to require repayment if providers fail to meet the conditions. Section 10 allows authorities to charge for the provision of childcare, subject to restrictions. Guidance on these powers, and the sufficiency duty, will be published following consultation in summer 2007. The sufficiency duty itself is expected to apply from April 2008.

57. Section 11 of the *Childcare Act 2006* places a new duty on local authorities to undertake a childcare sufficiency assessment at least every three years. Local authorities are required to identify gaps in provision and establish plans to meet the needs of parents so that they can fulfil the childcare sufficiency duty (section 6 of the Childcare Act). It will come into force in April 2007. Regulations and Guidance and an indicative version of Regulations will be published in January 2007 to support local authorities in carrying out the assessment.

58. The childcare sufficiency assessment and supporting consultation should take place and be published within the context of the CYPP and underpinning planning framework and should be reviewed at least annually. The assessment summary document can form a section or annex to any CYPP but can also be published as a standalone document.

59. Section 12 of the *Childcare Act 2006* places a duty on local authorities to provide to parents or prospective parents information on the provision of childcare and other services or facilities in the area of the local authority. Provision of high quality information for parents in appropriate locations and formats is crucial to local authorities' parenting strategy and to their work in supporting each of the Every Child Matters outcomes. LAs' plans for providing parenting support should be developed strategically within the framework of the CYPP.

# Annex A

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## STATUTORY INSTRUMENTS

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**2007 No. 57**

### **CHILDREN AND YOUNG PERSONS, ENGLAND**

#### The Children and Young People's Plan (England) (Amendment) Regulations 2007

<i>Made</i>	<i>11th January 2007</i>
<i>Laid before Parliament</i>	<i>19th January 2007</i>
<i>Coming into force</i>	<i>19th February 2007</i>

The Secretary of State, in exercise of the powers conferred by sections 17 and 66(1) of the Children Act 2004<sup>[1]</sup>, makes the following Regulations:

#### **Citation and commencement**

1. These Regulations may be cited as the Children and Young People's Plan (England) (Amendment) Regulations 2007 and come into force on 19th February 2007.

#### **Amendment of the Children and Young People's Plan (England) Regulations 2005**

2. The Children and Young People's Plan (England) Regulations 2005<sup>[2]</sup> are amended in accordance with regulations 3 to 6.

3. In regulation 2, insert the following definitions at the appropriate places—

"proprietor" has the same meaning as in section 579 of the Education Act 1996<sup>[3]</sup>;"  
"school" has the same meaning as in section 4 of the Education Act 1996;"

4. In regulation 4(2), for sub-paragraph (a) substitute—

" (a) a statement as to how the authority intend to achieve the improvements referred to in regulation 4(1), with specific reference to the following—

(i) the integration of services provided by the authority and its relevant partners to improve the well-being of children and relevant young persons;

(ii) arrangements made by the authority under section 11(2) of the Children Act 2004 (arrangements to safeguard and



promote welfare); and

(iii) arrangements for early intervention and preventative action;".

**5. In regulation 7—**

(a) in paragraph (1)(g), omit "and"; and

(b) after paragraph (1)(h), insert—

" (i) the proprietor of each school in the authority's area;

(j) the schools forum<sup>[4]</sup> for the authority's area; and

(k) the admission forum<sup>[5]</sup> for the authority's area.".

**6. In regulation 9 and in its heading—**

(a) for "excellent" in each place where the word occurs, substitute "four stars";

(b) after paragraph (3) add—

" (4) Where a children's services authority—

(a) was categorised as excellent by reason of the Local Authorities (Categorisation) (England) (No.2) Order 2005<sup>[6]</sup>, and

(b) is not categorised as four stars by reason of the Local Authorities (Categorisation) (England) Order 2006<sup>[7]</sup>,

regulations 3 to 8 apply to the authority so as to require the authority to publish a plan on or before 1st May 2007.".

**Transitional provisions**

**7. —(1)** The amendments made by regulations 3 to 5 of these Regulations do not apply in relation to any plan that is published before 1st October 2007.

(2) The amendments made by regulation 6(a) of these Regulations do not have any effect in relation to a children's services authority which, immediately before the coming into force of these Regulations, was required by virtue of regulation 9(2) and (3) of the Children and Young People's Plan (England) Regulations 2005 to publish a plan on or before 1st April 2007.

*Beverley Hughes*

Minister of State Department for Education and Skills

11th January 2007

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## EXPLANATORY NOTE

*(This note is not part of the Regulations)*

These Regulations amend the Children and Young People's Plan (England) Regulations 2005 (S.I. 2005/2149) in three substantive respects. They substitute for the requirement to include in a plan a copy of the local authority's vision statement, a statement as set out in regulation 4 above; they add to the list of consultees in preparing plans; and they make provision for the change in the categorisation of local authorities from the current system in the Local Authorities (Categorisation) (England) (No.2) Order 2005 (S.I. 2005/2416) to the star system brought into effect by the Local Authorities (Categorisation) (England) Order 2006 (S.I. 2006/3096), both Orders made under section 99(4) of the Local Government Act 2003. This latter provision ensures that the exception from the duty to prepare a plan, which is currently allowed to authorities categorised as excellent under the 2005 Order, will transfer to those rated as four stars under the new Order.

Not all authorities will transfer from being excellent to four stars. Regulation 6(b) provides that those authorities previously categorised as excellent and categorised as three stars under the new system have until 1st May 2007 to prepare their plan.

The transitional provisions provide that the amendments in respect of the vision statement and the list of consultees will not apply in relation to any plan that is published before 1st October 2007. They also provide that if an authority is required to publish a plan by 1st April 2007 by virtue of regulation 9(2) and (3) as it stands immediately before the coming into force of these Regulations, the amendments made by regulation 6(a) of these Regulations shall not affect that requirement.

### Partners required to be involved in the CYPP

The Children and Young People's Plan (England) 2005 require local authorities to consult with the following organisations during the preparation of each plan:

- (a) children, young people and families(including persons with parental responsibility or who have care of children) as the authority consider appropriate;
- (b) persons or bodies representing children, young people and families as the authority consider appropriate;
- (c) the appropriate diocesan authority for any foundation or voluntary school situated in the authorities area which is a Church of England or Roman Catholic Church school;
- (d) the school organisation committee for the authorities area;
- (e) voluntary service providers;
- (f) representatives of local communities as the authority consider appropriate;
- (g) the Local Safeguarding Children Board
- (h) each of the authority's relevant partners

*The Children and Young People's Plan (Amendment) Regulations 2007* add

- (i) the proprietor of every school in the authority's area;
- (j) the schools forum for the authority's area; and
- (k) the admission forum for the authority's area.".

### Relevant partners under Section 10 of the Children Act 2004

- (a) The district council in two tier authorities;
- (b) The police authority and the chief of police for any police area any part of which falls with the local area of the authority.
- (c) A local probation board for an area, any part of which falls within the local area of the authority.
- (d) Youth Offending Team;
- (e) Strategic Health Authority and Primary Care Trust;
- (f) Agencies providing services under Section 114 of the Learning and Skills Act 2000 i.e. the local connexions partnership;
- (g) The Learning and Skills Council.

## Annex C

### SUGGESTED FURTHER READING

- *Joint planning and commissioning framework for children, young people and maternity services* (DfES, March 2006). Available on the Every Child Matters website at: [www.everychildmatters.gov.uk/strategy/planningandcommissioning](http://www.everychildmatters.gov.uk/strategy/planningandcommissioning)
- *Strong and prosperous communities - The Local Government White Paper* (CLG, October 2006). Available at: <http://www.communities.gov.uk/>
- *Analysis of Children and Young People's Plans 2006* (NFER, October 2006). Available at: <http://www.nfer.ac.uk/index.cfm>
- *Strategic Planning in Local Authorities: a fifth technical report to evaluate the progress made by local authorities in developing a Children and Young People's Plan by April 2006* (Ofsted, May 2006). Available at: [www.everychildmatters.gov.uk/strategy/](http://www.everychildmatters.gov.uk/strategy/)
- *Children and Young Person's Plans: A review of the first year* (Office of the Children's Commissioner, October 2006). <https://www.childrenscommissioner.org/index.cfm>
- *Off the Radar: how local authority plans fail disabled children*: [www.edcm.org.uk](http://www.edcm.org.uk)
- *Planning to Make a Difference* (CfBT, October 2006). Available at: <http://www.cfbt.com/>
- *Planning for Excellence network* – [www.idea.gov.uk](http://www.idea.gov.uk)