



Report of the Director of Children's Services

Scrutiny Board (Children's Services)

Date: 12 October 2006

Subject: Implementing the Children Act - update

Electoral Wards Affected:

All

Specific Implications For:

Equality and Diversity

Community Cohesion

Narrowing the Gap

1.0 Introduction

During 2005/06, the Scrutiny Board (Children and Young People) carried out an inquiry into the implementation of the Children Act 2004. An Action Plan was issued and updated in July 2006. A further update in October 2006 was requested. In addition, the Director of Children's Services was given the opportunity of updating Scrutiny Board on recent developments in Children's Services

2.0 Main Issues

2.1 A further update to the July 2006 action plan is attached at Appendix 1

2.2 Scrutiny Board has requested an update on recent developments in children's front-line services and a sample of these is as follows. The developments reflect good progress in implementing the Children and Young People's Plan and include many examples of inter-agency working and work that crosses traditional boundaries both within the Council and outside. They reflect early evidence of progress in service review and development across children's services.

2.3 Children's trust arrangements

On 20 September, the Council's Executive Board approved proposals for children's trust arrangements for the future delivery of children's services in Leeds, together with the establishment of the Director of Children's Services' Unit. A copy of the report and proposals is attached at Appendix 2.

2.4 Local Area Agreement

In our Local Area Agreement, we stated 'We want to use the Local Area Agreement as:

- A mechanism to support delivery of our Children and Young People's Plan, a bridge to the Leeds Regeneration Plan 2005 to 2006 and a focus to ensure that we do 'narrow the gap' for the children and young people in the communities targeted; and
- A catalyst for accelerated change to release creativity, intelligent innovation and build sustainable community capacity to deliver change for children, young people and their families in our most disadvantaged communities.'

The LAA is promoting a genuine reflection across all layers of the Leeds Initiative partnership about our focus of resources, our capacity and our understanding of our most disadvantaged communities.

The Leeds Preventative Partnership:

It is fair to say that much would be happening without the LAA, but the impetus for change has been accelerated. We have a commitment from the Sure Start, Children Fund, Youth Work and Connexions partnerships to move to a single commissioning model which uses extended schools and extended services at a neighbourhood level, as the context for service delivery. The first tranche of projects has been commissioned from a 'pooled' resource to secure improved services for children and young people.

New initiatives:

Leeds has successfully bid / received allocations for 'pathfinder' initiatives since the LAA was introduced. Three of these, the Budget holding Lead Professional initiative (see 2.8 below), the Parent Support Adviser research project (40 posts) and an initiative targeting 8-13 year olds at risk of entering the criminal justice system offer significant opportunities and capacity to improve services. Each will be targeting communities in our most disadvantaged neighbourhoods. Alignment of targets with the LAA has taken place or is underway – this will impact on deployment of resource and practice. A key feature is to empower front line workers in a way which will deliver earlier intervention and successful problem solving.

Year 9 project.

There are 743 young people who have transferred from Year 9 to Year 10 in September 2006 from the 3% Super Output Areas¹. Based on an analysis of previous years, one in five of these young people will not be in education, employment or training after they have left school. Partners are working together to secure and improve services for these young people and their families, to see how we can significantly improve on the position described above.

2.5 West Leeds Project

The West Leeds Project is part of the city-wide Change for Children programme. A number of closely linked projects are being developed to change the working practices, IT and culture across agencies. Findings will help inform the wider change for children programme in Leeds. Different element of the Project includes:

¹ Leeds is divided into 476 Super Output Areas (SOAs). 31 of these fall within the 3% most deprived SOAs in the country when ranked within the Index of Multiple Deprivation.

Common Assessment Framework

See 2.6 below

Participation in west Leeds

This will analyse the participation of children, young people and families. It will outline their views on improving services - and lead to planning that ensures they are fully engaged in the West Leeds Project.

Linking initiatives

This will ensure that education, health, social care and voluntary and community services are working in partnership at a local level; and that agencies take into account the following initiatives:

- extended schools
- children's centres
- No Child Left Behind
- Building Schools for the Future
- area management
- Local Area Agreements
- Making Leeds Better

Tracking

This will track the experiences of a small number of vulnerable children, young people and families in west Leeds. It will find out how they currently experience services and will inform the development of future services. This work fits with a city wide matching of needs and services exercise.

Existing data analysis

This will bring information sources together from across agencies - and will lead to improved planning so that services can match the priorities outlined in the Children and Young People's Plan

Exploring different models

This will identify and explore models of multi agency working to identify best practice across Leeds and other local authorities. This will lead to an identification of gaps in multi agency working.

2.6 Implementation of the Common Assessment Framework

The common assessment framework is one of the key levers in integrating processes of assessment and information sharing, across the children's workforce. It is intended to be an early, child-centred and solution-focused assessment of a child's needs covering his or her health, safety, enjoying and achieving, ability to make a positive contribution and being free from the negative effects of poverty.

Fifty-five practitioners have received two days of Common Assessment Framework (CAF) training, equipping them to be our first implementers of this key strand of the 2004 Children Act.

The intention of the 'bottom up meets top-down' approach (allowing the practical experience of front-line practitioners to inform the strategic approach necessary to ensure successful rollout) follows the approach set out by the DfES national research into the CAF and lead professional implementation.

The 55 practitioners have been involved in a considerable amount of development work over the past five months. They have contributed to awareness raising briefings and training packages, guidance on the CAF and lead professional, a self-assessment tool kit for agencies preparing for CAF, quality assurance processes, monitoring and evaluation forms and threshold criteria. Their ongoing engagement has also resulted in a great deal of learning about how information technology will support not only CAF practice, but multi-agency working in general.

We currently have 13 assessments on the central CAF database. Although this is a small number it is in line with trailblazer authorities and ahead of some who are implementing an electronic CAF.

Behind the headlines is hidden a great deal of successful multi-agency development work. We have a wide variety of practitioners actively engaged in the process, who have evaluated the training and are working together very positively. Those who have undertaken the electronic CAFs feel they have achieved more positive outcomes than would have been possible before it was introduced. Parents and young people have also rated the process very highly.

There is an eagerness within all the agencies to engage in common assessment because of the obvious positives it can deliver for children and families.

2.7 National Information Sharing Network

The local implementation work for the National Information Sharing Index (IS Index) has begun in Leeds with the completion of the Local Authority Readiness Assessment on 31 August, to meet the DfES timescale. Officers from Education Leeds and the Council's Corporate ICT Services are now progressing the next stages of the preparation tasks. Some of the key tasks that need to be started are the identification of local data sources which could add value to the IS Index; a workforce analysis to identify which practitioners will need access to the IS Index (and how this will be achieved); and to identify the support which practitioners will need in order to use the IS Index effectively.

Work continues on electronic information sharing requirements around the Common Assessment Framework pilot in West Leeds. The feasibility of an integrated electronic case management system across children's services is being investigated. Authorisation has been given to create a multi-agency ICT Programme Board to be chaired by the Deputy Director of Corporate Services. This Board will co-ordinate all ICT developments across children's services and will contain representatives of all the key partner agencies

2.8 Budget holding lead professional

The Director of Children's Services Unit, working with the Early Years Service and a multi agency group, has been successful in securing pathfinder status as part of the Budget Holding Lead Professional initiative.

The proposal developed will be based on delivering a seven-day response to needs identified by parents, children or young people who are at risk of social exclusion and not reaching their full potential. The needs will be those communicated to family outreach workers, learning mentors, personal assistants or other universal service workers specifically trained to engage with children, young people and their families.

This locality based group of lead professionals will have access to a budget for each child, young person or family, co-ordinated across the locality by the Head of Children's Centre Services, based in the designated area hub children's centre, supported by a Management Board and the accountable body.

The proposal is to focus work in three phases in the 31 most disadvantaged Super Output Areas (SOAs) that are part of the LAA Children and Young People's block initiative.

We wish to test out the impact of a guarantee of a service intervention to a child, young person or parent in a centre, school or in the home within a seven day timescale.

A rapid response, early intervention implementation team will be established by agencies and existing programmes across the city. Their 'time' will be co-ordinated through the seven hub children's centres. The rapid response team would comprise experienced workers from the statutory, voluntary and community sectors and build on the expertise of professionals working in the Sure Start local programmes in those localities. Although based around a children's centre hub, and building on learning from the Sure Start programme, the team will work across the 0-19 age range.

The work of these professionals would include centre-based and home-based services to children, young people and their families, providing information, support and advice. A 'menu' of services that could be delivered swiftly would be developed by this team in conjunction with the family and outreach workers as a starting point. This would be added to, as other needs are identified. The team would include key health, education and social care workers and voluntary sector agencies currently working in, or commissioned by Leeds Children's Fund, Youth Work or Sure Start partnerships or seconded by services to the team as part of their exercise to front-load more services to prevention.

2.9 Intake Year 7 pilot

The transition between primary and secondary school is a huge step-change for all young people. In the past, various pieces of work have been undertaken in many schools across the city to find ways of easing this vital phase.

Primary and secondary schools operate in totally different ways. In Leeds we have relatively small primary schools, although secondary schools are much larger. Therefore, the transition from primary to secondary school can be a stressful time for many young people. Indeed nationally, a trend has been identified that suggests a child's development slows down as he or she moves into year 7 - and it can actually regress.

Intake School has devised an innovative pilot scheme aiming to improve transition for its Year 7 students. This is a universal pilot across the entire year group. Students will follow a curriculum specifically designed to help them settle into the secondary school environment. The approach will include working in smaller groups with fewer teachers delivering the curriculum. A primary school teacher will be seconded to the school to aid the project.

A very clear principle that the school upholds is that no single organisation can provide the support required for children and young people going through the Year 7 transition. Therefore, through the West Pilot, local agencies have joined with the school to intervene as the individual needs of each pupil emerge. These needs will cut across the whole spectrum from gifted and talented students who need stretching, through to family support to overcome barriers to learning.

Schools in other areas of the city as well as external agencies have expressed interest in learning from this innovative pilot.

2.10 Youth Service

The recent establishment of the Leeds Youth Work Partnership is resulting in a richer range of provision being available to young people through a variety of providers. Mobile service provision is being introduced and is enabling the Service to contact greater numbers and reach young people in locations where there are no suitable buildings for youth work.

Other recent developments include

- The establishment of six new Connexions access points
- High levels of use for the new LAZER centre in Armley, for alternative curriculum programmes
- The introduction of new crime prevention programmes in partnership with the Youth Offending Service
- Imminent launch of the Youth Opportunity and Youth Capital funds by the Youth Council and ROAR (Reach Out And Reconnect)

2.11 Early Years Service

The Childcare Act 2006 places four new statutory duties which sit within the remit of the Early Years Service:

- To open a Children's Centre in every locality
- To secure sufficient childcare to meet demand from parents
- To provide access for parents with children aged 0 to 10 with all of the information they need as parents
- To improve the wellbeing of children aged 0 to 5.

The Early Years Service has opened 23 children's centres in the first phase of the children's centre programme, which represents four centres more than the 19 approved in the Plan. All of the wards in the 20% most disadvantaged in the city

have at least one centre and the centres have been opened in four pockets of significant disadvantage in more affluent wards. The second phase of the children's centre programme will open a further 23 or so centres by April 2008, providing the full core offer of the children's centre programme to all SOAs in the lowest 30%. All children's centres are part of clusters of extended schools.

The Early Years Service has developed the partnerships that will enable each of the children's centres to develop family support, health and social care services, both in the children's centres and linked school or community sites. The centres will integrate best practice of the Sure Start local programmes. The Quality and Standards Team is preparing the centres for rigorous national regulation and inspection.

The Sure Start Partnership has worked to align key preventive partnerships in terms of commissioning and monitoring of services. The new Joint Preventive Partnership includes Leeds Children's Fund, the Sure Start Partnership and the Youth Partnership. It is developing ties with the Extended Services Team in Education Leeds to enable and ensure the clusters of extended schools and the children's centres are able to commission the services they need in localities.

The Early Years Service has secured pathfinder status for the development of the flexible offer for three- and four-year-old children and the two-year-old attainment gap and the Budget Holding Lead Professional. They provide support to the Parent Support Advisor research programme and the Early Intervention Pilot linked to the Respect Agenda.

The Children's Information Service (CIS) has launched the Family Hub, which has developed from, and enhanced the Children and Family Directory. It maintains an up to date database of all existing childcare provision for children aged 0 to 14 by 2010. The partnership Development and Business Support Officers facilitate childcare market growth with a robust mixed economy in response to need identified by the CIS.

2.12 Youth Offending Service

Leeds Youth Offending Service is coordinating several prevention activities focused on selected super output areas. These include:

- Providing coordination and development support to five Junior Youth Inclusion Programmes (YIPs). These programmes work with young people aged 8-12 who are selected through a multi agency identification process as being at risk of anti-social behaviour, offending or disengagement from education. Junior YIPs are located in the Broadleas Estate, Middleton, Hyde Park, Osmondthorpe and Chapeltown. The bulk of their funding comes from Leeds Children's Fund. Currently the YOS is negotiating with the Youth Service to provide increased support to YIPs – including enhancing their ability to work with 13-year-olds who remain at risk, but who would otherwise be no longer eligible for Junior YIP services.
- Providing coordination and funding for 2 Senior YIPs based in the Broadleas Estate and Middleton. These work on a similar basis to Junior YIPs but with 13- to 16-year-olds at risk of offending. Both Senior YIPs provide accredited learning opportunities for young people, the bulk of whom are not in full time education

- Providing funding for the Signpost Programme. The YOS has seconded two youth justice workers and a senior social worker to this existing project to add capacity to its activities. As part of the service level agreement with the YOS, Signpost have undertaken to set up multi-agency referral panels in the locations where they currently operate, assess young people and their families using the ONSET assessment tool and work with families to reintegrate young people back into full time education. All workers have undertaken family group conferencing training.

Leeds YOS has secured funding from DfES for an Early Intervention Parenting Pathfinder project. This will work with parents of 8 to13-year-olds at risk of anti social behaviour or offending across the city. The project will be led by the YOS but delivered as a partnership with the Anti-Social Behaviour Unit, CAMHS, Early Years, Education Leeds and others. Webster Stratton will be the parenting programme of choice.

Leeds YOS has a performance target to reduce the number of first time entrants (ie first time offenders) into the youth justice system. This target is also incorporated in the APA and the CPA and also forms a LPSA target. The above activities are central to the YOS strategy for achieving this target, although regrettably the YOS is not resourced to provide any services to super output areas other than those that the YIPs and Signpost currently operate from.

2.13 Social Services (Children & Families)

Social Services have embarked on an ambitious and challenging “Transformation Programme”. The department has recognised that, although much of its performance is excellent, there are developments needed if we are to serve people well and efficiently, and to respond to major national drivers.

There will be around 20 different projects, brought together into a “programme”, in which the projects are grouped under four headings:

- Workforce reform
- Placement Choice
- Services and processes
- Responding to the Children Act

We will only make changes where we have a clear idea of the benefits, which might be for:

- Service users – improving the quality of services, making them more accessible, more responsive, more effective
- Performance indicators – having an impact on the key measures that government uses to judge us
- Budget – getting more for our money, doing things more efficiently, and stopping doing some things to be able to afford others.

The goal:

In the end we will not judge transformation by what has changed in the department, but by:

- what has changed for children and their families, within the five outcomes framework
- whether the statistics back up that improvement, and
- whether we have control over the budget and are using it to its best effect.

The latest version of the children's transformation programme is on the Leeds City Council intranet at: Social Services > Children > Transformation.

A number of examples of work associated with the transformation agenda, and service improvement, are described below.

Blueprint in practice – a project with other authorities to improve children's participation

Leeds is one of seven local authorities that have demonstrated their commitment to improving child-centred services for looked after children, and have been identified to take part in a national project. The findings of the project will be showcased nationally in 2007.

VOICE and NCB are sponsoring the project and providing consultancy support to the Council to support improvements in the following areas:

- *Improving dialogue and conversations* with looked after children and young people about what they think works best, or would work best, for them.
- Making sure the *care planning and review process* works for all looked after children and young people, so that they can predict the next events in their lives after review meetings and after discussions with key workers.
- Ensuring all looked after children and young people have *personal education plans*, to which they have contributed, and which they can follow
- *Involving looked after children and young people in recruitment*, for example for front line posts.

Involvement in the project will:

- add an external "challenge" to help us improve;
- help us to co-ordinate learning and understand best practice from a range of initiatives and practice across our large and diverse city;
- develop and build on current processes so that we can apply that learning to the community of Leeds in our work with looked after children and young people.

Payment for Skills – a new partnership with Foster Carers

Improving placement choice is a key focus for the Social Services Children's Transformation Programme. Payment for Skills is an approach, widely adopted by other local authorities and supported by national organisations, which ensures equity, coherence and continuity in paying foster carers.

Different levels of skills and experience amongst foster carers have developed over time in Leeds. However there has been no consistent overarching competency based training and review system which enables fostering to be seen as a career with structured career progression and financial remuneration.

Payment for Skills sets out to do this. It is framed within accredited training up to NVQ level 3 for the most skilled foster carers. It aims to simplify complicated financial and pay systems by determining a fee structure, how much that fee will be, and what services are expected by the local authority as a result of paying the fee. The system also sets out what foster carers can expect in terms of access to training, support and ongoing career progression.

Fee structures have been discussed with a project and user group and a preferred structure has been adopted.

Allowances for children have risen from 63% of the national recommended rate in 2002 to a current 90%, with plans in place to become consistent with national recommendations.

Implementation of Payment for Skills is planned to start in January 2007. When improved structures are firmly in place, the clarity of roles and responsibilities will contribute to improved placement choice and better matches of skills and experience to the needs of the children and young people who are placed with foster carers.

Review of Residential Children's Homes

The review, commissioned as part of the need to improve placement choice and quality of life for looked after children, is now complete. The final report is in draft form and an associated plan for improvement is being developed.

Key strengths of the review process have been the interactive dialogue and discussion with both children and staff, and the way in which the residential service has used learning from the review to improve approaches as the review progresses.

The challenge for the service is to ensure the right number of residential beds in the right location, in buildings which are fit for purpose, and where the children and young people are supported by the right level of staff skills and experience. Currently the difficulties in securing appropriate placement choice are a result of the need to adjust the way both foster care and residential provision are developed. This review, supported by Payment for Skills, will contribute to improving placement choice.

The key priorities for the future are:

- improving strategic management
- improving and supporting operational and service management
- involving children and young people in implementing the outcomes of the review
- developing improved staff skills levels and staffing flexibility
- moving to a position where buildings are fit for purpose, and
- ensuring that the needs of disabled children are considered at all stages of service planning and delivery

An Executive Summary of the report will be taken to Executive Board in November 2006.

PFI proposal – children and young people with disabilities

One of the priorities of the City Council, to make a reality of Every Child Matters through the Leeds Children and Young People's Plan, is to develop specialist accommodation for young people with a learning disability: a number of whom are currently placed outside of Leeds. There is a need to develop resources that can enable young people to remain within Leeds and near their families, rather than be placed in what can be high cost out of area placements, where the chances of a return to Leeds are minimal.

The first proposal is to develop two units, one a completely new resource for young people who are 14+ and who have an Autistic Spectrum Disorder and challenging behaviour. There is currently no suitable accommodation in Leeds. The plan entails the development of two four-bedded bungalows. The intention is to develop these units on the same site as a specialist PFI funded resource for adults with Autistic Spectrum Disorder. The proximity of the units to their counterparts in adult services would enable a smooth and seamless transition through to adult services for those children whose ability to cope with change is impaired.

The second proposal is to rebuild an existing, well-used specialist share care/respite facility that also provides a transitional service to adulthood for other children and young people with a learning disability. This facility is currently housed in 2-storey accommodation that requires considerable refurbishment. The proposal is to redevelop this facility utilising existing Local Authority land adjacent to it.

Both of these proposals have been submitted as a bid to the Government for PFI credits of £5 million. The outcome of the bid will be known by mid-December. This bid complements the Independent Living PFI Project – a £60 million project for adults with learning disabilities and mental health needs which is at the ITT (invitation to tender) stage of procurement.

The Education of Looked After Children

Overall trends in this year's GCSE and A-level examination results are not yet available for looked after children, but we are delighted to report that six looked-after young people are beginning their university courses this term. Compared with other authorities, this is an encouraging number.

Regular monitoring of the provision of education for looked after children and young people is a key aspect of the joint work of the Education and Social Services departments. In addition to the ongoing work of the Education Protects Team, additional senior management capacity has been assigned to look in detail at issues associated with:

- provision of part-time education
- the challenges of providing education for looked after young people with behavioural, social and emotional difficulties
- the interface between education and social services when planning children's education, admissions and placement

Reviewing Children placed out of authority for care reasons

Leeds is a low user of out of authority placements. The Social Services department is undertaking a rigorous review of children currently placed outside Leeds, to explore whether it is possible to develop an in-authority alternative. There is a range of reasons for reviewing these placements:

- Children who live at a distance away from Leeds are not as accessible to locality services as is desirable
- The placements cost significant amounts of money (typically between £50,000 and £90,000 a year)
- As a number of these young people are in their older teenage years, transition to adult services, or education and employment, will be smoother if they live in Leeds.

As plans develop, professional staff will work closely with Education Leeds staff to ensure synchronous planning for education.

A new partnership with Leeds Metropolitan University

A '*running stream*' Professor of Social Work has been appointed in partnership with Leeds Social Services (Children and Families) and Leeds Metropolitan University. The focus of this post is to play a full role in practice development and academia in the enhancement of education, research and scholarship with regard to Social Care with children and their families in Leeds. The post holder will implement this in a number of ways:

- by working closely with colleagues in the professional sector within Leeds Social Services
- by working closely with the Children's Workforce Development Council, to promote the development of better services for children and their families generally but particularly within Leeds
- by conducting and publishing high quality research which will involve securing research grants, which will attract both new capital and ensure delivery of models of best practice within the authority.

This post is believed to be the first of its kind in the country.

2.14 Learning and Leisure

A curriculum-targeting programme, known as the Treasury of Learning has been developed and is now available in all schools for the first time.

The first two in a proposed series of site-specific learning packs have been produced, to assist with visits to Kirkstall Abbey and Temple Newsam House. A third, to cover the Art Gallery, is in preparation.

Specific children and family programmes have been put under way at the Abbey House Museum, for example a regular Wednesday Club for under 5s, family holiday sessions, play schemes and child minder support sessions, and older children's activities.

The MAX card (free admission to museums etc for children in care plus carer) continues to be popular.

Through the Parent Support Scheme, the Libraries Service specifically supports parents with advice and support through information and books. Assistance can take the form of a wide range of services including:

- Health advice: books and information
- IT courses – both 'taster sessions' and family history
- Bookstart – work with new parents on the importance of sharing books with young children
- Weekly story times and rhyme times for early years

- 'Count me in' numeracy bags loaned to nurseries and child minders
- 'Play and learn' – a programme of eight themed family sessions designed to support parents introducing books, reading and early number skills to pre-school children
- 'Quick reads' for lower literacy levels.

Over 7,000 children across Leeds joined in this year's Summer Reading Challenge. The aim is to maintain and raise reading levels amongst children and prevent slippage for the new academic year.

2.15 Education Leeds

Education Leeds's strategic plan is now based clearly on the five outcomes, and it has embarked on a radical programme of change, both to its front-line services for schools and pupils, and its school improvement work. It has adopted a new school improvement policy based on school partnerships; there is targeted work at all key stages through national strategies; and there are targeted programmes in schools for under-achieving groups, to improve enjoyment and achievement of young people.

There is also an ambitious programme of change at operational level to key front-line inclusion and support services. A few brief examples are:

- A new policy and procedure has been put in place to track and support children missing education
- The education welfare service is refocusing roles and responsibilities in line with Every Child Matters from January 2007, with area-based work tying in closely with the Area Management Boards
- A new post has been appointed to the Education Welfare Service to strengthen and promote the anti-bullying strategy with schools, parents and pupils, and disseminate good practice
- Improvement work with the Pupil Referral Units has resulted in OfSTED grading them all as good, with outstanding features
- The No Child Left Behind initiative is increasing collaboration between schools in all five areas to minimise exclusions and improve support to keep all pupils in mainstream schools, through local decision-making and resource allocation
- The range and success of schools involved in the Healthy Schools programme had led to an application for Beacon Status for the service, with a decision expected in January 2007
- The Teenage Pregnancy service is being re-aligned to match the move to a single PCT
- Education Leeds is re-specifying a major part of the Drugs Intervention Service as part of the re-tendering process, for January 2007, and is leading on the preventive strand of the child obesity strategy
- Forty Parent Support Advisers are currently being appointed; these are new posts to work with schools and parents to improve attendance and achievement for targeted young people

The full range of developments of extended school services is reflected in a separate report on this agenda.

3 **Recommendations**

- 3.1 Members are requested to note progress on recommendations 4 and 5 in the action plan for implementing the Children Act.
- 3.2 Members are requested to note the developments in front line Children's Service.