



Letter from Ray Shostak and Tom Jeffery

2 August 2006

Dear colleague

Comprehensive Spending Review 2007

Call for evidence: DfES/HM Treasury Joint Policy Review on Children and Young People

In partnership with key stakeholders, a lot of progress has been made since 1997 that has transformed the life chances of children:

- the risk of a child living in poverty has declined, and 500,000 fewer children live in relative low income poverty than in 1998;
- educational attainment has increased at all key stages over this period;
- from 1998 to 2004 there has been an 11.1 per cent decline in the under 18 conception rate while the under 16 conception rate has fallen by 15.2 per cent. Both rates are now at the lowest levels for twenty years.

However, further progress can and must be made. In *Support for parents: the best start for children*¹, published at the 2005 Pre-Budget Report, HM Treasury and the Department for Education and Skills identified further steps to be taken to improve the outcomes for children and young people.

To take forward these conclusions and to inform the 2007 Comprehensive Spending Review, in Budget 2006 the Chancellor announced a policy review of children and young people. This Review will consider:

- how services for children and young people and their families can build on the three principles identified in *Support for parents, the best start for children* – rights and responsibilities, progressive universalism and prevention – to improve outcomes for children and young people;

We refer to this as the ‘prevention’ strand of the review. Under the umbrella of the children and young people review, three additional sub-reviews focus on:

- how services can provide greater support to families with disabled children to improve their life chances;
- what strategy should be adopted over the next ten years to deliver a step change in youth services and support for young people;

¹ www.hm-treasury.gov.uk/pre_budget_report/prebud_pbr05/assoc_docs/prebud_pbr05_adparents.cfm

- how services for families and children at risk of becoming locked in a cycle of low achievement, high harm and high cost can be reformed to deliver better outcomes.

Attached at Annex B to this letter are the terms of reference of each strand of the review. They contain key questions that the review aims to address, and through this letter we are seeking contributions that could improve our evidence base to respond to them.

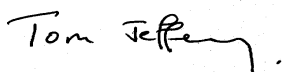
The list of questions is not exhaustive – respondents can provide information that they think may support the review in other ways. Evidence could include quantitative evaluations, qualitative case studies, analysis from survey data, or examples of promising practice. It would be helpful for respondents to state the source of evidence and comment on its strength and robustness.

We are aware that some individuals and organisations have already contributed to the review or similar work in Government. Some organisations have indicated to us they are providing a response on behalf of a number of stakeholder groups. We are grateful for these contributions and responses to this call for evidence do not need to duplicate responses you have already made or can cross-refer where appropriate.

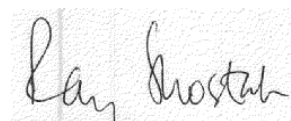
We would be grateful if submissions of evidence to inform the review can be sent to: cypreview@hm-treasury.gov.uk. For longer submissions, we would be grateful if they could be accompanied by a summary (up to two pages) bringing out the salient points and key supporting evidence. A suggested covering proforma is attached at annex A.

A copy of this letter and proforma is also available on the Treasury website² and on the Every Child Matters Website³. **Responses should be submitted by 15 September 2006.**

Many thanks and kind regards



**Tom Jeffery, Director General
Department for Education and Skills**



**Ray Shostak, Director
HM Treasury**

² www.hm-treasury.gov.uk/spending_review/spend_csr07/reviews/spend_csr07_reviewsindex.cfm

³ www.everychildmatters.gov.uk

Annex A – Covering Template for Responses

Please complete the attached cover sheet when sending evidence, indicating the set of questions to which a response is being provided and contact details of the person for any follow-up queries.

Contact details for respondent	
Name	
Job title	Clinical Director Children & Young People Consultant Community Paediatrician
Do you represent an organisation? (if so, name of organisation and type: e.g. voluntary, public body, private company).	Lewisham PCT
Postal address	Leegate House Burnt Ash Rd Lee SE12 8RG
Telephone number	
Email	

	Which area of the review are you responding to? (please mark X)
Prevention strand	
Review of disabled children	X
Strategy for youth services	
Review of high cost, high harm families	

Annex B2: Terms of reference for the Review of Disabled Children

Objective:

To improve outcomes and life chances of disabled children through the development of effective and accessible services for disabled children and their families.

The scope of the review will cover:

- services specifically for disabled children, including how specialist services for disabled children support access to universal services, specialist services provided in a universal setting and how universal services refer children to specialist services;
- childcare services, which are of particular importance in the early years for children's development and to support their parents;
- appropriate support for disabled children during the school years and in making the transition into adulthood;
- how expenditure by one service/department can avoid or reduce concurrent or later expenditure by another department.

The Government recognises that financial support and benefits have played an important role in reducing the risks of poverty and delivering economic wellbeing. This provides the foundation on which families, communities and government can work together to secure better outcomes for disabled children and their families. Although financial support and benefits will not be a focus, the review will consider the interrelationship between poverty and service delivery needs.

The review will consider the actions that can lead to better outcomes for those children already with a disability, including family support e.g. respite provision, rather than prevention and risk factors, which will be considered as part of the wider Children and Young People's Review.

The key questions the review will address include:

The changing profile of disabled children, for example, due to increases in complex disability and rise in Autistic Spectrum Disorders, profound and multiple learning disabilities and low birth-weight babies and the challenges this poses to services.

What progress has already been made in addressing the needs of disabled children and their families?

Significant change through ECM and the NSF for children, young people and Maternity services in bringing key agencies together into discussions on shared thinking, joint commissioning, integration of delivery of services

What are the barriers currently restricting access to services and therefore effective intervention?

Inter-agency cooperation has to become second nature, with a reduction in protection of any one budget, backed up by the longer term vision.

Massive organisational change, lack of security of financial planning beyond any single financial year make this very difficult.

Are services sufficiently co-ordinated at local level to allow families to access sufficient support to meet their needs?

In Lewisham, our new centre – Kaleidoscope, Lewisham Centre for Children and Young People will embark on a huge venture 6th November co-locating specialist/secondary services (ie going beyond the universal services of the Children’s Centres) – 250+ staff from Education, Social Care, CAMHS, community child health services and ISA and transition teams. We must watch this to see if it gives lessons on coordination and joint working

How does the system of support for disabled children and their families compare across the country and abroad? Are there lessons we can learn to improve outcomes?

Incredibly variable, unacceptably so. We need some benchmarking for eg recommended resourcing of therapies, mental health, community paediatrics etc, with due allowance for the extra pressures of eg inner cities, or the long distances to travel to services in rural areas.

What family support services i.e. key workers, short breaks, sibling support, behavioural management are currently available and how do these relate to other services?

All of these exist, but piecemeal, different in every area, not by design, but by accident of history. One of the best-researched models is that of key working.

What are the most cost effective interventions in delivering better outcomes?

Using what we have intelligently for the individual needs of children where necessary, ie the small number of really complex children, who need expert paediatric medical, psychiatric, speech and language and other therapy and teaching, plus respite care and social care support. We know what to do, but need to have key resources at critical times.

Are there interventions which, if made earlier, could reduce more costly interventions later? How can we identify the need to intervene earlier?

Greatest areas are in children with learning disability and/or autism with behavioural difficulties. With coordinated input early using a key worker framework, commissioning for individuals with complex needs, and putting effective mental health resources in, in combination with community children’s disability services and education, we can prevent the need for children going to expensive out of borough placements, secure units etc, and prevent at least some aspects of entrenched challenging behaviour.

What lessons can we learn from the legal frameworks in other countries that might inform the review?

In North Carolina, as a result of lobbying over many years by a partnership of parents and parent bodies, professionals and politicians, services for autism were put within a legal framework. The governance of services thus had some significant backbone and could transcend organisational boundaries reflecting age of client group (services are organised with the concept of continuity across age transitions –

**preschool/kindergarten to primary, primary to secondary, secondary to adulthood
etc)**