

Essex

Child Poverty

Strategy

2011 - 2014

(not including Southend and Thurrock)

1st December 2011

Lead: Lonica Vanclay, Head of Locality Commissioning (West Essex) (ECC)
Jane Bloom, Narrowing the Gap Provision and Project Development Officer (ECC)
Cathy Cunningham-Elliott, Advice Services Manager (Benefits) (ECC)

Chapters	Page
1. Vision	3
2. Defining Child Poverty and the drivers of child poverty	3
3. Our Approach	7
4. National context and policies	8
5. Local context	10
6. Links to other strategies	12
7. Conclusion of Needs Assessment; emerging themes	20
8. Aims and objectives	20
9. Key County wide actions	22
10. Measuring and monitoring progress	26
11. Equality Impact Assessment	26
12. Risk Assessment	27
13a Key Actions to reduce the impact of child poverty (Mid Essex)	28
13b Key Actions to reduce the impact of child poverty (South Essex)	29
13c Key Actions to reduce the impact of child poverty (North East Essex)	31
13d Key Actions to reduce the impact of child poverty (West Essex)	32
 Appendices	
1a Leading indicators for child poverty	33
1b Leading indicators for social mobility	34
2 Summary of learning from child poverty pilot project for separated and separating parents in Harlow Jan 2010 – Mar 2011)	35
3 Equality Impact Assessment	36
4 Holding position of the Employability and Skills Unit	42

1. Vision

The Essex Partnership vision is ***'To support Essex people to liberate their potential and enjoy the best quality of life in England'***. Essex is committed to improving the life chances of all and providing support for those who need it; wanting to break the cycles of poverty; remove barriers to work and reduce inequalities.

Reducing poverty and the impact of poverty and the recession on the lives of all children and young people and their families in Essex so as not to disadvantage them through social and economic circumstances is an important component of this overall vision. This is one of the eight key priorities of the Essex Children's Joint Commissioning Strategy October 2010.

2. Defining child poverty and the drivers of child poverty

The official definition of poverty is those families with an income less than 60% of the national median. In 2008 the national median income was £24,908. Sixty percent of this equates to an income of approximately £14,944 per annum. The recently published Government Child Poverty Strategy (April 2011): *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives* states 'Poverty is about more than income; it is about a lack of opportunity, aspiration and stability'.

Poverty occurs in all countries in the world and research indicates that there are a number of common drivers. There are additional drivers specific to countries and regions (e.g. combat and climate change).

The definition of children living in poverty is those who experience deprivation of the material, spiritual and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society. Thus the drivers for poverty have a direct link to drivers for child poverty. The most common drivers of poverty are listed below.

The most influential driver is **income inequality**:

- The quality of employment (in particular rural areas), where employment rates are high but jobs are often low-paid, seasonal, part-time and in low productivity sectors ⁽¹⁾
- Unemployment which may be caused by ill health, low educational attainment and lack of skills or may be the result of a redundancy. It affects cultural and social participation, housing, health, relationships and drug and alcohol problems
- The UK has the highest proportion of children whose parents do not work, compared to other European Countries ⁽²⁾
- Low out-of-work benefits mean that most of these children are poor ⁽²⁾
- The rate of worklessness in large families is higher than for parents in smaller families. This is largely due to a lack of affordable childcare ⁽³⁾
- Low income for some families leads to working poverty ⁽³⁾
- The current lack of available employment and the effects of recession mean available lower paid work is taken up by those with higher qualifications (particularly women) making it difficult for those without qualifications to secure employment.
- Low take up of tax credits affects income.

Statistics show that:

- More than half of all children (57%) in poverty live in homes where at least one of the adults work ⁽²⁾
- Families with children face twice the risk of working poverty than those without ⁽²⁾

- Many families are surviving on low pay in jobs where there is little chance of progressing. This means that low-paid workers tend to stay low-paid, which keeps them trapped in poverty ⁽³⁾

Lone parents are a particular factor given the direct effect this has on their children:

- Households headed by lone mothers with dependent children are the most vulnerable to persistent poverty ⁽¹⁾
- Some lone parents often feel isolated and lack confidence to look for employment ⁽¹⁾
- Some lone parents may also experience poor physical and mental health and be socially excluded ⁽³⁾

Statistics show that:

- When looking at children in lone parent households, 52% of children are living in poverty compared to 23% in two parent families. Much of this is due to high levels of worklessness and low out of work benefits ⁽³⁾

Inequality resulting from **low educational attainment** can not only affect children whilst they are of statutory school age but also later in life:

- It often results in a take-up of lower skilled employment with lower earnings which leads to poverty and social exclusion ⁽¹⁾
- It may affect a person's health, mental well-being, motivation and participation in all aspects of life ⁽¹⁾
- Educational attainment is affected by factors such as family circumstances, the quality of schooling and influence of peers ⁽²⁾

Inequality resulting from **discrimination and bias** can effect children reducing participation in social and educational activities. In particular it can effect their parents and therefore has a direct correlation with child poverty:

- Institutions, public bodies, private enterprises and voluntary organisations can sometimes conduct business in such a way that they may, unwittingly or otherwise, disadvantage particular groups of people. The barriers and limited opportunities that arise as a result can lead to poverty and disadvantage ⁽¹⁾
- It limits people's access to services and employment and prevents them taking part in decisions that affect their lives ⁽¹⁾
- People can be discriminated against due to their ethnicity, faith, age, disability, gender or sexual orientation, because of where they live, family circumstances, political affiliations, trade union work or unrelated criminal conviction ⁽¹⁾
- Individual prejudice or ill-formed opinion often affects the judgement of those controlling services, resources or employment. It can also occur when policies and practices unintentionally treat some less fairly than others ⁽²⁾

Inequality resulting from **Health** issues impacts on families:

- Problems from drugs and alcohol abuse; from mental health and other key health problems are 4% more pronounced amongst poorer people ⁽¹⁾ (CPA 2011)
- The distribution of poor health has an impact upon income inequality and can pass from generation to generation ⁽¹⁾
- Poor health is a factor leading to social exclusion, low income, unemployment, lack of social support and networks which can also lead to poverty and social exclusion ⁽²⁾

Inequality in housing

- People excluded from appropriate housing, including those who are homeless or staying in temporary accommodation, can be as a result of housing shortages, unemployment, relationship breakdown and closure of long stay hospitals. While these factors increase the risk of exclusion, homelessness also triggers additional risks to health and well-being ⁽²⁾
- There is often a shortage of affordable housing due to high rents in the private sector and a lack of investment in maintaining a good standard of social housing ⁽²⁾
- Children who live in poor housing are more likely to suffer from poor health, and to have disability or long term illness. Additionally, they are also more likely to dislike the area that they live in and to have run away from home ⁽²⁾
- Children living in poor housing often have poor educational attainment; they are more likely to have been excluded from school and to leave school with no GCSEs ⁽³⁾
- Poor housing is associated with crime and social exclusion ⁽²⁾

Transport

- Lack of affordable, reliable and safe transport can restrict access to work, education, services, shopping and socio-cultural activities ⁽¹⁾
- Those without access to a car have to rely on public transport which can be inconvenient, unreliable and costly ⁽¹⁾
- People living in rural areas without access to their own transport, are likely to experience greater difficulty in accessing key services and employment opportunities ⁽²⁾

The following are factors although not drivers:

Large families

- Within large families with three or more children, 43% of children are at risk of being in poverty, in comparison 26% of families with one or two children ⁽²⁾
- Large families can often struggle to meet the costs of school uniform and equipment ⁽³⁾
- Childcare tax credit increases significantly less after the second child

Young people living independently

- Young people aged over 16 who do not get family support are much more likely to be poor and as adults remain dependent on benefits or low paid work
- Young people receive less benefit and have a lower minimum wage than older adults
- Young people receive less income support, are ineligible for tax credits, and are restricted to a lower level of housing benefit
- Children leaving care are particularly vulnerable to poverty as young adults. At the age of 19, only 19% of care leavers are in further education compared to 38% of all young people ⁽³⁾

Disabilities

- Over a million children living in poverty are affected by disability. Having either an adult or a child with a disability in the family increases the chances of being in working poverty
- Within families with a disabled child and/or a disabled adult, there is a 44% risk of being in poverty, compared to 28% where no one in the family is disabled

- The cost of living is considerably more for a family with disabled children - it costs three times as much to bring up a disabled child than a non-disabled child and benefit increases have not met these extra costs ⁽³⁾

Black and minority ethnic groups

- Within Black or Black British households, 48% of children are living in poverty; this rises to 67% in Pakistani and Bangladeshi households compared with 27% of White children
- Worklessness is one of the key drivers for higher poverty rates for some ethnic minority groups
- Educational achievement is an important factor in poverty rates amongst ethnic minority groups. The achievement gap between white pupils and their Pakistani and African-Caribbean classmates has almost doubled since the late 1980s
- In work poverty rates are also higher - 54% of Pakistani and Bangladeshi children in working households are in poverty in comparison to 12% of White children ⁽³⁾

Offending

Offenders as a sub-group of the general population have higher rates of worklessness, lower literacy and attainment, higher incidence of mental health and domestic violence and greater substance misuse and the impact of this will be significant for their children. For children with a parent in prison there is additional impact experienced through the absence of the parent. All of these factors mean that the children of offenders are more likely to experience poverty than the general population.

(1) Research by The Scottish Government 'Achieving our potential – A framework to tackle poverty and income inequality in Scotland'

<http://www.scotland.gov.uk/Resource/Doc/246055/0069426.pdf>

(2) Research from Bedford Partnership Board 'Social Inclusion/ Anti-poverty Strategy Bedford Borough' Aug 2006

http://www.google.co.uk/search?hl=en&safe=active&q=drivers+in+poverty%2C+Bedford+Borough&btnG=Search&meta=&q=f&aqi=&aqi=&oq=&qs_rfai=

(3) Research from Barnardo's was taken from 'The reality of child poverty in the UK'

http://www.barnardos.org.uk/childpoverty/child_poverty_what_is_poverty/child_poverty_who_does_poverty_affect.htm

3. Our Approach

Essex is a large and diverse County with 12 districts with very different characteristics. There are five Local Children's Commissioning and Delivery Boards which facilitate integrated local planning, commissioning and delivery of services. It is for this reason that we have developed a locality approach to addressing child poverty.

Preventing child poverty and reducing its impact is everyone's business. Much is already being done to address child poverty and its causes at a district level through the Children's Partnerships and the Local Strategic Partnerships and across Essex by the Essex Children's Partnership and the Essex Partnership. Much is embedded within the day-to-day activities and strategies of individual organisations including, for example, Sustainable Community Strategies and the undertaking of the Childcare Sufficiency Assessment. Consequently, our approach to child poverty in this strategy is to highlight partnership activity and mainstreaming, seeking to ensure organisations and partnerships routinely consider how to reduce the impact of child poverty and specifically address it within everything they do.

Child poverty has many causes and effects; hence the approach is broad ranging. We have used the following themes as the framework for the child poverty needs assessment and this strategy. These themes build on the drivers highlighted in chapter 2.

(1) Employment and Skills	(2) Family and Life Chances
<p>Barriers to work: ill health and disability; low educational attainment; lack of skills and labour market experience; lack of affordable childcare and flexible working arrangements and in-work poverty; worklessness, those not in education employment or training (NEET); low wage/ insecure work.</p>	<p>There are significant barriers for those discriminated against (due to ethnicity, faith, age, disability, gender or sexual orientation) and for some disadvantaged children and young people to achieving positive health, educational and future employment outcomes. The gap between children from rich and poor backgrounds is detectable at an early age (22 months) and widens throughout the education system (e.g. children from the lowest-income homes are half as likely to get five good GCSEs and go on to higher education than those from high income homes). Substance misuse, health inequalities and domestic violence are also factors.</p>
(3) Financial Support	(4) Place and Delivery
<p>Income inequality resulting from unemployment; low take up of financial resources (e.g. Free School Meals), tax credits - potential for benefits to have a positive impact on child poverty to increase take up by vulnerable groups and improve work incentives for workless households.</p>	<p>Homelessness, temporary housing, shortage of affordable housing and affordable rents can also affect health and wellbeing; attendance at school/educational attainment can lead to crime and social exclusion; lack of affordable and safe transport can restrict access to employment opportunities, education, services, shopping and activities. Communities with the highest crime rate generally have a higher concentration of poor young families.</p>
<p>At Risk Groups</p> <p>This list is not exhaustive, but some of the most significantly at risk groups include; teenage parents, lone parents (households headed by lone mothers with dependent children are most vulnerable to persistent poverty. Lone parents often feel isolated, lack confidence to look for employment, experience poor physical and mental health and are socially excluded), families with three or more children, workless households, families with a disabled adult or disabled child, families with an adult with mental illness or misusing substances, black and minority ethnic communities, Children Looked After, asylum seekers.</p>	

Development of the strategy

The development process of this strategy has consisted of Local Children's Partnerships and Local Strategic Partnerships and their member organisations working together to audit and map existing activities to identify the specific characteristics of child poverty in their local area and identify gaps and consider any local actions needed to further reduce the impact of child poverty. This has been undertaken within an overall common framework developed by the child poverty lead officers within Essex County Council. A workshop was held to share actions, develop the framework and identify those actions best addressed together across districts and at a County-wide level. A network group was established from this workshop consisting of at least one child poverty champion from each district to support the continuing process of strategy development, to ensure co-operation in delivery, to ensure actions in the Strategy are implemented and progress is regularly reviewed.

4. National context and policies

It is widely acknowledged and demonstrated by research that children who live in poverty are less likely to achieve positive outcomes in terms of education, employment, housing and are also at greater risk of long term health problems. Successive governments have made public commitments to eradicate child poverty by 2020 to enable every child to enjoy their childhood and have the opportunity to reach their potential.

At the end of 2007, the Government created the Child Poverty Unit (CPU) to bring together key officials in the Department for Work and Pensions (DWP), the Department for Children, Schools and Families (DCSF) now the Department for Education (DfE) and HM Treasury. The work of the Unit focuses on taking forward the Government's strategy on child poverty. In 2010 this included developing a range of child poverty pilots to test and explore new approaches to tackling child poverty at a local level. (See Appendix 2 Summary of lessons from the Essex child poverty pilot separated and separating parents in Harlow or <http://www.essexpartnershipportal.org/live/partnership/79> for the end of project report).

The Child Poverty Act 2010 enshrined in legislation the stated commitment to eradicate child poverty by 2020 and establishes an accountability framework to drive progress. It complemented the Children Acts of 1989 and 2004, Local Government Act 2000 and the Children Leaving Care Act 2001 which all imposed a range of duties on local authorities to help achieve economic wellbeing and provide financial support and assistance for families in need and care leavers.

The Government has produced a range of policy and discussion documents on the extent, causes and impact of child poverty and ways of measuring and tackling it. These include:

- **Child Poverty Review, *Ending child poverty: Everybody's business*** - published alongside the 2008 Budget which considered: the causes and consequences of child poverty; the costs associated with childhood experiences of poverty for both individuals and society; the impact of Government action so far; and policy direction for the future.
- **Take up the challenge:** The role of local services in increasing take-up of benefits and tax credits to reduce child poverty - published by the Child Poverty Unit (CPU). The work of the Unit focused on taking forward the Government's strategy to eradicate child poverty for the long term.
- **Ending child poverty: *mapping the route to 2020*** - published alongside the 2010 Budget.

The Government recently commissioned two key reports:

1. The independent Review on Poverty and Life Chances by Frank Field: Key recommendations include that:

- Local and national Government should give greater prominence to the early years or "Foundation Years" (pregnancy to age 5) in their efforts to improve the life chances of disadvantaged children
- Local authorities should improve delivery of Foundation Years Services by opening up commissioning to different types of providers, encouraging co-location of services, improve sharing of data on disadvantaged children, and better use and collection of evidence about what works
- Local Authorities need to continue the early years efforts to minimise the gap between richer and poorer children, especially by improving parental engagement, and also by emphasising parenting in the curriculum
- New measures of Life Chances based on a child's early development should be adopted and used alongside financial poverty indicators to inform policies intended to narrow outcome gaps between richer and poorer families
- Measures of "service quality" should be developed to monitor access for disadvantaged families to high-quality services which are key to development, and a measure of severe poverty should be developed to make sure the most deprived children are captured in national statistics.

The independent review on Poverty and Life Chances by Frank Field full report: <http://www.frankfield.com/>

2. The Independent Review of Early Intervention by Graham Allen

This review considers what early intervention programmes can do to help ensure that babies, children, and young people can build a strong bedrock of social and emotional capabilities to fulfil their potential and break intergenerational transfers of underachievement.

It recognises that many of the costly and damaging social problems in society are created because children are not given the right type of support in their earliest years.

There are 33 recommendations which include: giving the foundation years from 0-5 (including pregnancy) at least the same status and recognition as primary or secondary stages and working with GP consortiums to evidenced-based early interventions to focus on for example, antenatal education/preparation for parenthood and social and emotional development for the under 3s.

The top three recommendations in the report:

- The 19 'top programmes' identified in the report should be supported and work undertaken with local areas to explore how they might be expanded to demonstrate commitment to Early Intervention. However, this list should not be regarded as exhaustive or complete
- The Early Intervention should build on the strength of its local base by establishing 15 local Early Intervention Places to spearhead its development
- The establishment of an independent Early Intervention Foundation to support local people, communities and agencies, with initial emphasis on the 15 Early Intervention Places.

The Independent Review of Early Intervention by Graham Allen full report: <http://www.dwp.gov.uk/docs/early-intervention-next-steps.pdf>

Following these reports the Government issued a **Child Poverty Strategy 'A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives'** in April 2011 which covers the period 2011-14. This strategy is about transforming lives not just maintaining families on marginally higher incomes. It highlights the need to tackle the

“fundamental root causes” of poverty: worklessness; debt and poor financial decision-making; weak families; educational failure; and poor health rather than just focusing on increasing income, steering away from an emphasis on redistributing income and towards a more “holistic” approach. It sits alongside ‘Opening Doors, Breaking Barriers: A Strategy for Social Mobility’. Both provide frameworks for ending child poverty by 2020. The Social Mobility Strategy aims to develop a society in which every individual is free to succeed; believing no one should be prevented from fulfilling their potential by the circumstances of their birth; what ought to count is how hard you work and the skills and talents you possess, not the school you went to or the jobs your parents did.

Child Poverty Strategy ‘A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families’ Lives’ 2011: <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208061>

Both Strategies refer to recommendations on child development made by Dame Clare Tickell in her commissioned review report “*The Early Years: Foundations for life, health and learning*” which also looks at how the Early Years Foundation Stage could be made less bureaucratic and more focused on young children’s “readiness for school”. . The review makes 46 recommendations in all.

Full report - Early Years: Foundations for life, health and Learning: <http://media.education.gov.uk/MediaFiles/B/1/5/B15EFF0D-A4DF-4294-93A1-1E1B88C13F68/Tickell%20review.pdf>

A new Social Mobility and Child Poverty Commission is being created to ensure that the issue of child poverty within the wider context of children’s life chances and inter-generational poverty is considered. The Commission’s role will be to monitor progress against the broad range of child poverty, life chances and social mobility indicators, toward the end goal of eradicating child poverty.

Social Mobility Strategy: <http://download.cabinetoffice.gov.uk/social-mobility/opening-doors-breaking-barriers.pdf>

A Joseph Rowntree Foundation report from October 2008 entitled “The Public Service Costs of Child Poverty” highlights the considerable costs of child and family poverty resulting from the public expenditure across different sectors/departments used in responding to the effects of child poverty through spend on services provided to families, “public good” services such as the criminal justice system and spend targeted on deprived neighbourhoods. It highlights that while there would be a considerable time-lag between reducing the impact of child poverty and reduced spend and that cultural and psychological factors play a part so it may not be possible to reduce all spend, that because the costs are so high that dealing with the factors impacting on child poverty and reducing child poverty with a view to reducing the spend is worthwhile.

5. Local context

In Essex, there are approximately 333,175 children aged 0 – 19 with some 51,000 (15.7%) living in income deprived households. In four of the 12 districts in Essex the percentage of children living in child poverty is higher than the regional average for the East of England. These are Harlow, Basildon, Tendring and Colchester.

The national measure of poverty is NI116. *not sure this remains?*

HM Revenue and Customs % of children in poverty

	Under 16 (31/08/07)	All children (31/08/07)	Under 16 (31/08/08)	All children (31/08/08)
England	22.4%	21.6%	21.6%	20.9%
East of	17.1%	16.4%	16.8%	16.1%

England				
Basildon	23.4%	22.1%	23.2%	22.1%
Braintree	14.0%	13.3%	14.4%	13.8%
Brentwood	11.4%	10.7%	10.4%	9.9%
Castle Point	15.1%	14.3%	16.1%	15.2%
Chelmsford	13.0%	12.3%	12.7%	11.9%
Colchester	17.3%	16.4%	17.5%	16.6%
Epping Forest	15.6%	14.9%	15.2%	14.5%
Harlow	22.9%	21.9%	22.5%	21.8%
Maldon	13.2%	12.5%	13.1%	12.5%
Rochford	10.6%	10.1%	10.6%	10.2%
Tendring	23.8%	22.9%	24.6%	23.5%
Uttlesford	7.7%	7.3%	7.6%	7.3%

Notes: (http://www.hmrc.gov.uk/stats/personal-tax-credits/child_poverty.htm)

Children in IS/JSA families: Number of children living in families in receipt of Income Support or Income-Based Jobseekers Allowance

Children in families receiving WTC and CTC, and income <60% median income: Number of children living in families in receipt of both Child Tax Credit and Working Tax Credit whose reported income is less than 60 per cent of median income

Children in families receiving CTC only, and income <60% median income: Number of children living in families receiving Child Tax Credit only whose reported income is less than 60 per cent of median income

Children in families in receipt of CTC (<60% median income) or IS/JSA: Number of children living in families in receipt of Child Tax Credit whose reported income is less than 60 per cent of the median income or in receipt of Income Support or Income-Based Jobseekers Allowance

% of Children in "Poverty": Number of children living in families in receipt of CTC whose reported income is less than 60 per cent of the median income or in receipt of IS or (Income-Based) JSA, divided by the total number of children in the area (determined by Child Benefit data)

Under 16: Children aged under 16

All Children: All dependent children under the age of 20

Comparison to DWP Child Poverty figures: These estimates show the aggregation of the small area estimates of the proportion of children in poverty to Government Office Region level. This allows users to see how an area's small area estimate of poverty compares with the Government Office Region it lies within.

However, for National Statistics data on child poverty at Government Office Region, please refer to the Department of Work and Pensions' Households Below Average Income publication which uses the relative child poverty measure as set out in the Child Poverty Act 2010. The small area estimates are not directly comparable with the national figures.

The publication can be found on the DWP website: <http://research.dwp.gov.uk/asd/hbai.asp>

6. Links to other strategies

Our approach is to ensure that reducing the impact of child poverty is embedded within all key activities and strategies across Essex. The table below shows the main Essex Partnership Strategies and how they will reduce the impact of child poverty. Member organisations will have their own internal strategies and plans that also address and impact on reducing the impact of child poverty. Essex County Council (ECC) has some internal strategies and policies which set out actions for ECC that impact on partner organisations and reduce the impact of child poverty (e.g. Essex SEN Policy 2010-12). These have been included and are indicated as ECC. The ECC 'Essex Diversity and Equalities Strategy 2010-13', underpins all ECC Strategies and policies that are relevant to reducing poverty and also sets out itself priorities relating to the Gypsy, Roma and Traveller community, disabled people and vulnerable young people, all of which link thematically to the Child Poverty Strategy. The blue shading highlights links within the strategies to the child poverty themes.

Strategy and Ownership	Summary of key approaches to child poverty	Employment and Skills	Family and Life Chances	Financial Support	Place and Delivery
<p>Community Wellbeing Strategy 2008</p> <p>Health and Wellbeing Board</p>	<p>There are 4 priorities within this strategy which will impact on child poverty:</p> <ul style="list-style-type: none"> • Help jobless people and disadvantaged groups (including those with disability) to enter workforce through skills training for employment by for example: promoting volunteering as a route back into employment; promoting information, advice and guidance services with early identification and support to those who may become disadvantaged; working with employers and community groups, responding to levels of demand and tailoring services to match their needs; undertaking with partners, a skills gap audit (or training needs analysis) of the workforce and develop plans to fill any identified gaps; in partnership with Job Centre Plus and others, provide both technical and practical support for jobless people to enter the workforce; consider the needs of older people within planning programmes and ensure these needs are met. • Provide greater access to universal services and information that will promote wellbeing for all members of the community by for example: exploring the concept of a universal 'one-stop shop' access to information and services, an interactive map developed and maintained in partnership; supporting the libraries 'information prescription scheme' across the county; providing a feedback mechanism to those who participated in consultations on the resulting outcomes; ensuring the needs of different groups in Essex have equal access to information and equal, easy and dignified access across Essex's buildings, places and spaces; tailoring low-level marketing to target specific areas of concern within localities as identified by the Joint Strategic Needs Assessment (JSNA); piloting the concept of community wellbeing centres in conjunction with the third sector. • Increasing the levels of neighbourly helpfulness by for example: initiating community hours where voluntarily a specific issue identified by local people is tackled by those living in the area with the aid of countywide and/or local organisations (Making my 				

<p>Essex Child and Adolescent Mental Health Service (CAMHS) Strategy 2011-14</p> <p>Strategic Children's Joint Commissioning Group</p>	<p>community work); investigating the potential of volunteer 'mavens' who can dispense particular kinds of information in their neighbourhoods to those who are most disadvantaged (giving those who are not in employment opportunities which could potentially help them to gain employment).</p> <ul style="list-style-type: none"> Ensuring public spaces are friendly, clean, attractive and useable by for example: ensuring safe public access to parks, playing fields and open spaces; reviewing the use of indoor community spaces and ensuring they are accessible and well utilised (opening up opportunities for those vulnerable families who could not access these facilities otherwise). <p>Multi-agency working in partnership to improve the mental health and wellbeing of children and young people leading to improving outcomes (e.g. educational, family disruption, disability and offending). Prioritisation for the needs of Children Looked After and other vulnerable groups (particularly linked to child poverty) ensuring they receive appropriate emotional and mental health support and interventions.</p> <p>Vision: 'Improve the health, education and social life chances of children and young people by ensuring the delivery of services that both meet our statutory duties whilst promoting independence and are based on robust needs analysis'.</p> <p>Key influences on the strategy: Good emotional and mental health is fundamental to the quality of life and productivity of individuals, families, communities and nations. Poor emotional well-being and mental health can lead to negative outcomes for children, including educational failure, family disruption, poverty, disability and offending. These frequently lead to poor outcomes in adulthood, such as lower employment levels, low earnings, relationship problems and criminal activity, and this affects the next generation.</p>			
<p>Essex Drug and Alcohol Partnership Strategy 2011-14</p> <p>Safer Essex Partnership</p>	<p>Key themes:</p> <ul style="list-style-type: none"> Reducing demand by: supporting the most vulnerable families to break intergenerational paths of dependency; supporting the good quality education and advice in order that young people and their parents are provided with credible information to actively resist substance misuse; encouraging individuals to take responsibility for their own health; supporting effective early intervention with young people and young adults; consistently enforcing effective criminal justice sanctions to deter drug use; supporting people to recover Restrict supply by: restricting the inappropriate supply of alcohol in Essex Build recovery in communities by: keeping children and vulnerable adults safe; enabling successful re-integration into the community; delivering services designed to realise significant savings across health, social care and criminal justice systems in Essex <p>Principal outcome: 'The reduction in the harm caused by substance use in the County of Essex'. Although there is no direct reference to reducing child poverty, outcome focus is around areas that could have impact on child poverty (e.g. supporting access to sustained employment and suitable accommodation for substance users).</p> <p>It is recognised that drug and alcohol dependence is strongly associated with worklessness and therefore poverty. ⁽¹⁾</p>			
<p>Children's Joint Commissioning Strategy</p> <p>(draft 20/03/11)</p> <p>Strategic Children's Joint Commissioning Group</p>	<p>The priorities within the Children's Joint Commissioning Strategy are designed to align with the corporate priorities of ECC, the strategic priorities of key agencies and those of the emerging GP Consortia. All priorities will have a positive impact on child poverty.</p> <p>Strengthening the services and processes that keep children and young people safe from neglect and abuse by: improving children's emotional health and wellbeing; ensuring effective support for parents and carers; improving the life chances of Children Looked After, young carers and all other children and families at risk of poor outcomes; improving the performance of children and young people most at risk of underachievement; improving the performance of schools which are below the floor targets; identifying schools and academies who will work with the Authority to raise standards at underachieving schools; providing children, young people and families with opportunities to contribute meaningfully and be involved in the development and delivery of services in their local communities.</p> <p>The strategy contains a section on child poverty and explains the correlation with child wellbeing, 'children in need' and attainment</p>			

<p>Essex Health and Wellbeing Strategy is being developed (in line with the white paper 'Healthy Lives, Healthy People')</p> <p>Health & Wellbeing Board</p>	<p>levels. It also highlights data such as the percentage of children living in low income deprived households and those families with dependent children who were accepted as being homeless last year.</p> <p>It is intended that the strategy will be a high level document which draws out common high level themes to try and reach a shared list of strategic goals that all stakeholders will sign up to. It will focus on improving health and independence, reducing inequalities, positive experience, safety, personalisation and choice, access and use of resources.</p> <p><i>It is envisaged that the aims and objectives within this strategy will have a positive influence on reducing child poverty.</i></p>			
<p>Essex Early Intervention and Prevention Strategy</p> <p>Strategic Children's Joint Commissioning Group</p>	<p>Key principles focus on early identification of risk and vulnerability, intervention and prevention of needs escalating (4 levels of need: Universal; Vulnerable; Complex and Acute) and a partnership, place-based approach - aligning resources to tackle shared priorities for commissioning.</p> <p>Early identification, targeting and matching packages of support to children, young people and their families most vulnerable to poor outcomes will impact on reducing child poverty. This will be achieved through partnership working e.g. through Multi-Agency Allocations Groups (MAAGs), Essex Access to Resources Panel (EARP) and Joint Agency Panel (JAP).</p> <p>This Strategy recognises that intervention in the early years is crucial for addressing poverty and that high quality early years experiences support improved outcomes for all children but especially the most disadvantaged. It sets out an approach that will ensure sufficiency of high quality, sustainable, inclusive early years and childcare settings (children's centres, childcare and access to a free entitlement for targeted 2 yr old places and universal 3 & 4 yr old places), and good transition into school. It includes integrated pathways from conception to 5 years and beyond that set out the key opportunities for ensuring that families are supported. It will support this with a robust workforce development strategy that promotes raised qualifications and integrated working. It will improve access to services for parents through the provision of the Family Information Service including brokerage for those that need additional support.</p> <p>Emotional Wellbeing and Mental Health and Parenting and Family Support have been identified as local priorities across Essex and this Strategy sets out the framework by which Local Children's Commissioning and Delivery Boards will take steps to improve outcomes in those areas locally and so impact on child poverty.</p>			
<p>Essex Local Transport Plan (ECC in partnership) (consultation closed 11/02/11; the strategy has not yet been published)</p> <p>Essex Partnership</p>	<p>There are five outcomes within the plan but the one linked to child poverty is 'Provide sustainable access and travel choice for Essex Residents to help create sustainable communities' – being able to get to work and access local services impacts on quality of life and reduces the likelihood of child poverty.</p>			

<p>Health Inequalities Strategy June 2009 (ECC in partnership)</p> <p>Health & Wellbeing Board</p>	<p>As child poverty is inextricably linked to health inequalities by working in partnership to address these issues both can be reduced through:</p> <ul style="list-style-type: none"> • Affecting lifestyle changes (smoking, obesity, teenage pregnancy, substance misuse) • Supporting vulnerable groups (including Children Looked After, the homeless, Gypsies, Roma and Travellers, children and people with mental health problems or disabilities, Black and Minority Ethnic groups) • Tackling the broader determinants of health (including worklessness, education skills and training, parenting and early years, transport and access, crime and safety) <p>Short term interventions include reducing: smoking, obesity, physical inactivity, teenage pregnancy, substance misuse and improving housing quality.</p> <p>Longer term interventions include early years support for children and families, improved social housing, improved educational attainment and skills development among disadvantaged population and access to public services in disadvantaged communities.</p> <p>People with disabilities are amongst the most socially excluded and vulnerable groups in society today. Very few have jobs, live in their own home or have any real choice over who cares for them.</p> <p>It is recognised that disabled adults are twice as likely to be in persistent poverty compared with non-disabled adults. (1)</p> <p>Actions within this strategy will help to eliminate homelessness for disabled adults and even though there is no explicit mention of this, this will impact on child poverty for those who have children.</p>		<p>Housing Strategy for People with Disabilities 2008-13 (ECC in partnership)</p> <p>Housing group (Health & Wellbeing board)</p>		
<p>Parenting Strategy 2010 (Linked to Family Learning and Parenting Support 2008-11 owned by Health and Wellbeing Board)</p> <p>Strategic Children's Joint Commissioning Group</p>	<p>Parental influences have a powerful effect upon children and young people's attitudes, achievements and life outcomes therefore providing this support can heavily influence reducing child poverty. It is based on the same 5 elements as Family Learning and Parenting Support 2008-11:</p> <ul style="list-style-type: none"> • Families at the Centre - Empowering parents and carers by ensuring access to the right information and advice (e.g. 'Parent know How', Family Information Service, Information Sessions for Parents, Effective Partnerships with parents) • Integrated front line delivery – encompassing multi-agency team working, lead professional role and cross sector/age specific services' understanding and co-operating to offer families at risk a more integrated approach • Integrated processes supported by training, holistic assessment, sharing information – The underpinning processes of training, quality standards, assessment and information sharing are crucial in ensuring practitioners have the skills and support structures to provide appropriate timely services to parents and carers that meet their needs • Integrated Strategy focusing on vulnerable families with joint commissioning – A needs assessment will be undertaken to identify what support is in place and what areas need to be developed to achieve the aims of the family learning and parenting strategy (e.g. skills and competencies to support their children and young people to engage in learning and develop life skills to become successful adults; knowledge and understanding of the key developmental stages of children and the difficulties young people face as they grow up; self confidence and resilience to challenge inappropriate behaviour but provide appropriate emotional and moral support in times of crisis) • Interagency governance driven by the 'Think Family' principle ensures partnership engagement and collaborative working. It is recognised that effective parenting is critical to enabling children to flourish and work around enhancing relationship and parenting support to strengthen family relationships and the home environment must take place. Children who grow up in strong, stable families 				

<p>Essex Rural Strategy '2020 vision for Rural Essex'</p> <p>Essex Rural Partnership</p>	<p>with quality relationships in the home stand the best chance of a positive future. ⁽¹⁾</p> <p>Two of the six key issues include:</p> <ul style="list-style-type: none"> • People living in rural areas should have affordable and readily available access to essential services, transport and infrastructure – it will support initiatives to help young people access education, employment and training such as 'wheels to work'; will support projects that increase availability and accessibility of transport, particularly initiatives that will create opportunities for young people; will support measures to make information regarding services more accessible to people in rural areas • Sufficient affordable housing to meet the immediate needs of those with local links, and to create lasting benefits for families, businesses and communities – will engage with the Rural Housing Enabler project to raise awareness of the socio-economic benefits of affordable housing to rural communities; landowners, should be encouraged to review availability of land for affordable housing <p>The Strategy states: Deprivation can be found side-by-side with affluence in many communities which makes it hard to detect in statistical studies of deprivation; the index of deprivation shows much of rural Essex within the most deprived 10% category with regard to access to services and housing.</p> <p><i>Actions related to child poverty - Essex Rural Partnership (ERP) will: support initiatives to help young people access education, employment and training such as 'wheels to work'; support projects that increase availability and accessibility of transport, particularly initiatives that will create opportunities for young people; act as conduit to share information about training and skills opportunities; and support community lead plans to provide a community based view of local needs and circumstances, especially with regard to affordable housing and employment.</i></p>	
<p>Essex SEN Policy 2010-12</p> <p><i>(updates the SEN strategy 2008 - 2012)</i></p> <p><i>The Essex SEN Commissioning Strategy is currently being developed and is due to go to consultation in 2011</i></p> <p>Strategic Children's Joint Commissioning Group</p>	<p>Key groups identified as being 'in need' under the Children Act 1989 are; those with special educational needs under the Education Act 1996; disabled children; those with mental health difficulties; and others whose needs may not have been formally identified but who may, nonetheless, be at risk of poor outcomes. <i>Although this policy does not specifically refer to child poverty its aims will help to reduce it and improve life chances for this at risk group.</i></p> <p>Vision: 'We will work together to ensure all children have opportunities to succeed in learning and to maximize their life chances, goals and aspirations':</p> <p>The vision is for children and young people with SEN/disabilities to have:</p> <ul style="list-style-type: none"> • A positive family life leading to as independent an adult life in the community as possible • A broad, balanced and relevant range of learning opportunities by early intervention to ensure that children who have difficulties with learning receive the help that they need as soon as possible • Improved life chances; social and leisure pursuits in the community, access to, and use of, community facilities by removing barriers to learning through embedding inclusive practice in every school and early years setting • Family, friends and key people in the community to support their independence and participation by raising expectations and achievement through developing teachers' skills and strategies for meeting the needs of children with SEN and additional needs. • Swift and easy access to resources and support services, enabling early intervention and education as close to their own homes and communities as possible by delivering improvements in partnership so that parents can be confident that their child receives the education he/she needs. <p>The policy states that: many pupils post 16 stay on at their school or access a local college to pursue a particular career path; a child of compulsory school age for whom the Local Authority maintains a statement of special educational needs may be entitled to free home to school transport in accordance with the general policy for the provision of transport to children of compulsory school age; Families in</p>	

<p>Essex Strategy for Young Carers 2009/2011 (ECC in partnership)</p> <p>Strategic Children's Joint Commissioning Group</p>	<p>focus and special needs and Parents (SNAP) are voluntary organisations who work in partnership with the local authority to support parents of children with special educational needs.</p> <p>Some groups of children are at particular high risk of poor attainment and developmental outcomes, which can then feed through to poorer outcomes during and after transition into adulthood. This may be due to the barriers faced by children or by their parents (for example, those children with special educational needs, educational attainment is unacceptably low. ⁽¹⁾)</p> <p>In line with the Children and Young People's Plan key aims are to:</p> <ul style="list-style-type: none"> • Provide all young carers with opportunities to fulfil and enjoy childhood by for example providing them with local leisure passes for free swimming and leisure activities; raising awareness to young carers of local support available and addressing mental health needs of young carers • Ensure all young carers and families feel safe where they live, play, go to school or work by for example ensuring professionals are able to identify young carers and work preventatively and provide information on support if young carers are experiencing being bullied • Ensure schools and colleagues enable young carers to aspire, learn, achieve highly and to their full potential by for example providing opportunities for young carers to experience leisure facilities and youth work activities and ensure school staff are aware of the needs of young carers • Allow young carers greater choice and control over the services they are offered by involving them in the development and evaluation of services and in the design and delivery of services • Seek to reduce the impact of poverty and economic downturn on the lives of young carers and families and seek to improve their life chances by providing advice and support in Year 9 on options and on further education opportunities also in transition to adulthood. <p>It is recognised that those children who are young carers for a member of their family are more likely to have poor educational outcomes. ⁽¹⁾</p>	
<p>Essex Supporting People 5 year Strategy 2005-10</p> <p><i>Currently being updated and is out for consultation</i></p> <p><i>"Helping to rebuild lives and promote independence – Essex Supporting People Strategy 2010-2012" however the vision within the 5 year strategy remains highly relevant</i></p>	<p>Four of the six themes which relate to child poverty include:</p> <ul style="list-style-type: none"> • Homelessness & vulnerable people with chaotic life styles require continuous improvement on existing services by: reviewing opportunities for using triggers for referral to support ex offenders (e.g. ABCs/ASBOs; 1st Rent arrears; Neighbour complaints, application process for Housing waiting list), developing key worker networks between agencies; model service planning to existing schemes that respond to multiple needs (e.g. mental health with drugs/alcohol related issues); sharing best practice, road shows; map use of current services by ex-offenders; by identifying needs for improved communication with people leaving mental health services and opportunities for referral • Vulnerable young people - support development of joined up services for teenage parents by reviewing with Health community-based support for teenage parents • People with long term care/support need – develop joint commissioning (learning difficulties and mental health services), develop a continuous improvement plan of domestic abuse services; develop a regional domestic abuse strategy; and agree an action plan for joined up commissioning • Other client groups – Improve support and access to services for people escaping domestic abuse, black and minority ethnic groups (BME), people with HIV/AIDS and Travellers <p>The strategy states: The Homelessness Act 2002 required that all Housing Authorities develop and publish a strategy detailing how homelessness would be tackled locally. It is recognised that disabled adults were twice as likely to be in persistent poverty compared</p>	

<p>Health and Wellbeing Board</p>	<p>with non-disabled adults. ⁽¹⁾</p>		
<p>Sustainable Community Strategy – The Essex Strategy 2008-2018 <i>Strategic Children's Joint Commissioning group</i></p>	<p>The strategy is an agenda for change rather than a delivery document. The delivery is articulated through the agreements with localities and other county-wide plans. There are seven outcome themes ('wicked issues'): reducing health inequalities, safeguarding children and the vulnerable; raising educational attainment; improving community safety; strengthening communities; promoting sustainable economic growth; and mitigating climate change.</p> <p><i>Reducing poverty is recognised as an outcome in safeguarding children and the vulnerable, however, all the outcomes recorded under reducing health inequalities and raising educational attainment and skills would impact on reducing poverty.</i></p>		
<p>Teenage Pregnancy Strategy 2001-11 being updated Health & Wellbeing Board</p>	<p>It is recognised that this strategy was written 10 years ago and is currently being updated. However, key issues within the current strategy relating to reducing child poverty are:</p> <ul style="list-style-type: none"> • Working to reduce health and social inequalities alongside reducing the teenage conception rates • Targeting the vulnerable groups <p>It is recognised that children born to teenage mothers are 64% more likely to live in poverty than children both to mother in their twenties, and are themselves more likely to become teenage parents. ⁽¹⁾</p>		
<p>The Greater Essex Integrated County Strategy <i>(previously Local Economic Framework)</i> Local Economic Partnership</p>	<p>Agreement from all 15 county, unitary and district authorities of Greater Essex to effectively provide economic growth in Greater Essex County Council. Key issues include:</p> <ul style="list-style-type: none"> • Improving transport • Neighbourhood redevelopment in areas of need • Increasing skills • Increasing number of young people economically inactive • Affordable housing • Access to broadband in rural areas <p>All of the above are aimed at improving local opportunities (e.g. accessing services, work, training and affordable housing) for those living in the identified communities (Southend, Thurrock, Basildon, Harlow, Chelmsford and Colchester).</p> <p><i>Basildon, Harlow and Colchester are 3 of the 4 most deprived areas in Essex so this work within these areas would impact on reducing child poverty.</i></p>		
<p>Employability & Skills Strategy Essex Partnership</p>	<p>The vision that underpins this strategy is the intention to equip young people and adults with World class skills that enable them to fulfil their potential, meet the needs of employers and help to create sustainable economy in Essex.</p> <p>Core aims are:</p> <ol style="list-style-type: none"> 1) to reduce youth unemployment – focusing on generic and technical skills needed for sustainable future employment 2) to improve the skills of the local workforce – as means to increase employment levels and improve individual/ household incomes 3) to support important growth sectors for economic growth – offering new opportunities for local people <p>Key strands of activity are -</p> <ul style="list-style-type: none"> • Understanding the job market and forecasting skills needs in Essex to support its economic growth & job creation over the coming years • Significantly increase opportunities for young people, particularly apprenticeship and work based learning and growth sectors • Facilitate a 3 year Essex Apprenticeship Industry Programme, with places targeted at disadvantaged young people 		

	<ul style="list-style-type: none"> • Working with Job Centre Plus to support the establishment of sector based training programmes for unemployed people • Deliver a work experience programme for vulnerable and disadvantaged young people • Seek external funding to create new opportunities for young people and adults, particularly in areas of limited employment opportunities and high youth unemployment • Work with schools to raise awareness of growth industries and encourage more young people to take subjects that will underpin these careers – with a particular focus on STEM • Work with training providers to ensure that provision reflects the requirements of the job market to better place people for employment <p>Although work is undertaken across the county, many programmes are targeted at deprived areas with high NEET numbers, such as Basildon, Tendring and Harlow</p>				
--	---	--	--	--	--

(1) *Child Poverty Strategy A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives' 2011*

7. Conclusion of Needs Assessment; emerging themes

A child poverty needs assessment was undertaken at district level during summer 2010 to map and audit activities, identify gaps and highlight key priorities for action. This needs assessment is available as a separate document and gives a deeper understanding of the characteristics of families with children living in poverty in Essex; where they are situated; the key drivers of child poverty in Essex and the links with local service provision; relevant local service provision and available resources and makes clear the needs and gaps and areas for further action as part of reducing the impact of child poverty in Essex. It will be regularly reviewed and updated as part of the Joint Strategic Needs Assessment suite of activities.

Areas of need were identified across the four building blocks: Employment and Skills; Family and Life Chances; Financial Support and Place and Delivery and these formed the framework for identifying the key objectives of the approach to reducing the impact of child poverty in Essex (*See chapter 8 of this strategy*).

The "At Risk" groups are prioritised and focused on within all objectives.

In addition, a number of themes related to the need to develop improved processes and ways of working across the County that impact on all the building blocks were identified through the audit and the workshop discussions. These are summarised below.

- Partnership working
- Ensuring all Essex-wide strategies and plans articulate explicitly the need to address child poverty as a major outcome (e.g. Health Inequalities/Economic Strategy)
- Ensure reduction of child poverty is considered in Equality Impact Assessments (EIAs) building in a challenge and support function for them
- Involving parents, children and young people to gain their views and work together to provide what they want and need
- Information and data sharing across agencies and using an Essex website to inform local activity and service delivery and to co-ordinate and share ideas
- Provide statistical and analytical expertise at a County-wide level to support local identification of need and the best responses to it
- Aligning resources and delivering joint training across services and organisations
- Increasing the focus and targeting resources on the early years
- Identifying ways of ensuring sustainable delivery and funding for proven cost effective interventions.

See chapter 9 Planned Actions for details of how these themes will be addressed.

8. Aims and Objectives

Building on the needs assessment, the following have been identified as the key aims and objectives for this Essex child poverty strategy. (*See Chapter 11 of the Needs Assessment*)

8.1 Employment and Skills

- a) To increase the number of apprenticeship opportunities available to young people and adults

- b) Work with partners to stimulate opportunities to help unemployed or economically inactive parents into employment and to up skill those who are in employment, but are poorly skilled and in low wage jobs
- c) To work with local employers and industry bodies to identify and create opportunities in the local economy and to influence the delivery of more accessible and 'job market' driven training to support people into these jobs
- d) To break down barriers to the take up of employment opportunities (e.g: affordable child care available)
- e) To link families with multiple needs to ESF provision to enable them to benefit from targeted support back into work and align this with other local opportunities
- f) To narrow the gap in educational attainment between children and young people in poverty and all children and young people to give all children and young people the same opportunity to gain necessary qualification to gain future employment
- g) To enable people to make informed choices about education, employment and training opportunities, based on industry intelligence and targeting practical support to vulnerable and disadvantaged people in our county

8.2 Family and Life Chances

- a) To identify and provide improved and appropriate coordinated family support and parenting programmes across all agencies, targeting and reaching out to the disadvantaged including vulnerable and low income families, those where there is adult mental illness, substance misuse, domestic abuse and crime
- b) To target interventions in the early years so that good foundations are set
- c) To ensure that children from poor families can access holiday, out of school and leisure activities
- d) Reduce the birth-rate of teenage parents and provide advice and support to teenage parents
- e) To develop and ensure provision of opportunities for family learning.

8.3 Financial support

- a) To support parents on low income to maximise income and increase the take up of benefits, Tax Credits, Free School Meals and similar financial support
- b) To up-skill key workers and staff so that they can provide financial advice to adults and young people.
- c) To ensuring that working and workless families are aware of their entitlements and benefit from what is available to them
- d) To support people to better understand Universal Credit to help work pay (In-work, better off calculations). Breaking down uncertainties and nervousness about moving off benefits
- e) To working with District Councils to offer greater support to housing benefit claimants to navigate the system and provide more sustainability

8.4 Place and delivery

- a) To increase the provision of social and affordable housing
- b) To work in partnership and share local knowledge and information to co-ordinate activities to reduce child poverty

- c) To support the development of housing strategies that reduce the likelihood of care leavers and other vulnerable young people and families being or becoming homeless and ensure they are in place and are implemented
- d) To explore ways of promoting community cohesion and ensure this is developed with strong involvement from the police
- e) To ensure that transport strategies support access to activities, services, education, employment and training for those who are isolated.

8.5 Targeted action for specific at risk groups

- a) To ensure that vulnerable and disadvantaged groups such as children in care; care leavers; teenage parents; Gypsy, Roma and Traveller communities and other disadvantaged communities receive interventions and access provision available through Jobcentre Plus, DWP Work Programme and other adult funding provision
- b) To increase the provision of adult language (ESOL) education courses that are affordable and accessible
- c) To ensure that the needs of children and young people affected by domestic abuse are fully recognised and responded to through service commissioning and delivery and that children in refuges access local services as appropriate
- d) To ensure that learning about healthy relationships and domestic abuse is embedded within school lessons/workshops and is delivered consistently across Essex
- e) To ensure training and development for staff in appropriate skills to support vulnerable children and families is delivered across the county
- f) To support children and young people with learning difficulties and their families to access local services.

9. Key County-wide Actions

In order to achieve the above objectives, actions have been identified at both locality and county-wide level. These are in addition to national requirements and actions which will also be implemented across Essex by individual organisations including, for example, expanding the Family Nurse Partnership programme. The table below shows the overall key actions identified that are common and will be addressed across the County. Additional specific local actions are set out in section 13 and are included within the action plans of the Local Children's Partnerships and the Local Strategic Partnerships and their Sustainable Community Strategies. It is recognised that the most effective way to prevent child poverty is to embed it in everything we do; in all our strategic and local planning. The majority of these actions are already underway.

Actions	
EMPLOYMENT AND	<p>We will increase the number of apprenticeship opportunities available to young people and adults in Essex</p> <ul style="list-style-type: none"> • Delivering the Essex Apprenticeship Scheme which incentivises employers to: <ul style="list-style-type: none"> ○ take on new apprentices in growth sectors such as engineering, construction, logistics, social care, energy, IT ○ provide new apprenticeship opportunities in areas with high number of young people NEET, such as Tendring, Basildon, Colchester and Braintree ○ provide new apprenticeship places for disadvantaged young people • Encourage the increase of more pre-apprenticeships opportunities, particularly focusing on vulnerable and disadvantaged groups

We will work with partners to help stimulate opportunities to help unemployed or economically inactive parents back to employment and up skill those who are in employment but are in low skill/wage jobs, by:

- Working with Job Centre Plus and training providers to ensure that Sector Based Work Academies (SBWA) for JSA claimants are established in the geographical and sector areas that will better place people to get jobs on completion
- Working with the ESF Families with Multiple Needs provider to ensure people who could benefit from targeted support back into work are referred to the programme and with Work Programme providers to link their support with other opportunities in the locality
- Identifying local business people who can give time to act as mentors and co-ordinating this activity
- Encouraging, recruiting and training local people as volunteers as a route into employment
- Providing access to information about childcare and help with the cost of childcare through the Family Information Service.
- Improving access to affordable holiday and out of school care for working families

We will work with local employers and industry bodies to identify and create employment opportunities in the local economy and influence the delivery of more accessible and 'job market' driven training by:

- Working in partnership with major businesses, representative bodies such as the Federation of Small Businesses and training providers to develop new initiatives to increase the skills of employees and encouraging local job creation in growing sectors, such as energy, renewables, social care
- Using our industry intelligence to influence training providers in Essex to provide more training opportunities targeted at supporting people into work and to benefit those in work
- Establishing an employability and skills legacy to the 2012 Olympics, through training and volunteering opportunities
- Working with partners to establish skills based facilities that deliver high quality training opportunities for people in particular disciplines
- Developing a range of local flexible apprenticeships and incentivising employers to create these positions

We will break down barriers to the take up of employment opportunities by:

- Ensuring that people, where needed, can access support to develop functional skills such literacy, numeracy and employability to get them into work and/or to enable them to further their skills
- Identifying gaps in what can be mainstream funded and working with partners such as JCP to provide funding to fill these i.e. where vacancies exist, funding commercial licences & certificates required for those particular jobs
- Working with training providers to encourage them to provide more localised training opportunities and utilising public funding to overcome transport issues where possible
- Seeking further funding to support our work experience programme for vulnerable and disadvantaged young people across the county
- Regularly undertake the Essex Childcare Sufficiency Assessment, acting on the conclusions to ensure adequate appropriate child care is available in each locality and publicising local provision

We will narrow the gap in educational attainment by:

- Ensuring there is a programme of regular and relevant affordable courses of adult and young people and family learning that are delivered flexibly (e.g. on-line) and locally through Children's Centres, Schools, Extended Services activity and community venues

We will enable people to make informed choices about education, employment and training opportunities targeting practical support to vulnerable and disadvantaged people in our county by:

- Ensuring greater engagement of local industry with young people in our secondary schools and colleges i.e. the delivery of our STEM programme that delivers a range of learning and development opportunities linked to and provided by businesses in the locality
- Ensuring that young people in our school system are aware of the future job opportunities that they could benefit from and provide access to information about careers and exposure to industry from an early age.
- Aligning resources to reach out to and provide intensive support and opportunities to young people who need this advice and support and providing this support through existing facilities
- Providing an advice and guidance service, through our NEET intervention Team, to young people who are

<p>NEET to highlight and broker employment and training opportunities for them</p> <ul style="list-style-type: none"> • Developing appropriate careers advice based on local industry intelligence using online tools, media advertising campaigns, good role models and case studies • When a child is placed in a programme of education or training it should be considered whether that programme is accessible for that particular child in terms of transportation to and from the venue. Advice is available from Education Transport and Awards on the best course of action for transport <p><i>(Please see further information about activities by the 'Employability & Skills Unit' on page 40)</i></p>
<p>We will help unemployed parents back to employment by:</p> <ul style="list-style-type: none"> • Identifying and developing more local flexible employment opportunities (e.g. full and part time posts at all grades) and ensuring parents who are unemployed are better supported to obtain them • Encouraging, recruiting and training local people as volunteers as a route into employment • Identifying people in local employment who can give time to act as mentors and co-ordinating this activity across employees • Providing access to information about childcare and help with the cost of childcare through the Family Information Service. • Improving access to affordable holiday and out of school care for working families
<p>We will ensure that there is sufficient affordable child care available by:</p> <ul style="list-style-type: none"> • Regularly undertaking the Essex Childcare Sufficiency Assessment, acting on the conclusions to ensure adequate appropriate child care is available in each locality and publicising local provision
<p>We will identify and provide improved co-ordinated family support and parenting programmes across agencies targeting and reaching out to the disadvantaged, including vulnerable and low income families, those where there is adult mental illness, substance misuse, domestic violence and crime by:</p> <ul style="list-style-type: none"> • Sharing data across agencies and identifying risk factors for families to provide better integration of services • Evaluating current projects to determine effectiveness and identifying and sharing effective interventions and 'scaling-up' accordingly (based on priorities and needs) • Aligning and maximising use of local resources across schools, Local Authority and other statutory organisations and the Voluntary Sector through Local Children's Commissioning and Delivery Boards and developing a one stop approach by sharing use of existing facilities to work together to improve outcomes for children • Continuing to run and developing the MAAG panels locally – Multi Agency Allocation Groups – to ensure agencies identify and allocate resource and/or professional time for the appropriate interventions to meet the needs of individual families. • Developing EssexFamily pilot projects in five areas of Essex to develop innovative and cost effective ways of working effectively to support families with complex needs • Improve joint working across adults and children's services to ensure the needs of families with an adult with mental illness or who misuses substances are addressed in an integrated way • Continuing support for approaches such as MARAC and services that work with those who have experienced and are at high risk of domestic violence and their families • Improving co-ordination across children's centres and schools to ensure that support for children and families experiencing domestic abuse and parental mental illness and substance misuse is consistent across Essex • Review and revise the Strategy for supporting children with special educational needs • Ensuring commissioning strategies target vulnerable families • Continuing to deliver, evaluate and improve outreach approaches within services, targeting those families in need or who do not engage
<p>We will ensure that children from poor families can access holiday and leisure activities by:</p> <ul style="list-style-type: none"> • Supporting schools/Local Delivery Groups to identify and develop a support package with Every Child an Opportunity and Narrow the Gap resources provided, enabling those children from economically challenged families to participate in out of school activities • Implementing the Aiming High strategy • Making available information about out of school and holiday provision readily accessible via the Families Information Service.
<p>We will target more resources at the early years by:</p>

	<ul style="list-style-type: none"> • Ensuring the early years commissioning programme requires that provision is targeted at the needs of low income and disadvantaged and vulnerable families including developing "payment by results" • Completing the conception to 5 years integrated pathway and highlighting the opportunities for health visitors and others to identify and target vulnerable families • Increasing access (in line with government expectations) to 2 year old funding targeting the most disadvantaged children and helping them to access high quality childcare • Increasing the take up of 3 & 4 year old funded places by the most disadvantaged children in high quality provision • Continuing to focus resources on raising the quality of early years and childcare provision, including a key focus on 0-3s and communication and language development • Improving the sustainability of quality childcare through early years grant funding, business management consultancy and business management training to build capacity
	<p>We will reduce the birth-rate to teenage parents and provide advice and support to teenage parents by:</p> <ul style="list-style-type: none"> • Ensuring sexual health and relationships advice is embedded in the school curriculum and parents and youth workers are supported to discuss this with children and young people • Ensuring young people can easily access contraception • Ensuring that children's centres specifically target and respond to the parenting support needs of teenage parents, providing comprehensive coordinated packages of support • Encouraging children's centres and schools/colleges to work together and support teenage parents to continue their learning and development and secure employment
	<p>We will develop and ensure provision of opportunities for family learning by:</p> <ul style="list-style-type: none"> • Encouraging collaboration between Adult and Community Learning and children's centres and schools to develop learning opportunities that specifically target disadvantaged and low income families and address topics that reflect their needs and preferences • Developing summer schools and intensive tuition to skill and support families; consulting with parents, children and young people to include their views on what they want and need
FINANCIAL SUPPORT	<p>We will support parents on low income to maximise income and increase the take up of benefits, tax credits, Free School Meals and similar financial support by:</p> <ul style="list-style-type: none"> • Developing existing and new and different ways to inform young people and parents about financial matters e.g Citizens' Advice Bureau and similar providers deliver advice in local facilities such as children's centres and the Family Information Service and developing online financial information packages and road show approaches • Promoting the take-up of Free School Meals • Promoting the take-up of Healthy Start and vitamins for families with young children especially through children's centres
	<p>We will up-skill key workers and staff so that they can provide financial advice to adults and young people by:</p> <ul style="list-style-type: none"> • Developing knowledge and training for key staff working with families and young people (especially 16-19 year olds) on the importance of financial matters and housing (e.g. income, benefits and take up of Free School Meals) • Developing basic e-learning packages on finance for the universal children's workforce
PLACE AND DELIVERY	<p>We will work in partnership and share local knowledge and information to co-ordinate activities to reduce child poverty by:</p> <ul style="list-style-type: none"> • Developing the Essex Partnership website to provide information on local activities and delivery so facilitating and enabling co-ordinated sharing of ideas • Ensuring the Joint Strategic Needs Assessment and County data collection and intelligence is analysed and maintained and expertise is developed to reflect child poverty in order to enable the targeting of vulnerable families • Ensuring all Essex wide strategies and plans articulate the need to address child poverty as a major outcome (e.g. Health Inequalities and Economic Strategies)

	<p>We will increase the provision of social and affordable housing by:</p> <ul style="list-style-type: none"> • Supporting the provision of more affordable decent housing • Working 'smarter' with social and private landlords to support families and raise awareness of the charges of loan sharks and promoting awareness and uptake of appropriate credit facilities • Utilising planning permissions to ensure support facilities are developed within housing developments and consideration is given to promoting accessibility and usage of public transport
	<p>We will support the development of housing strategies that reduce the likelihood of care leavers and other vulnerable young people and families being or becoming homeless and ensure they are in place and are implemented by:</p> <ul style="list-style-type: none"> • Implementing the protocol to support and provide housing and advice and support for homeless 16 and 17 year olds • Developing effective joint working between the ECC Homelessness Response Team and District Council Housing services
	<p>We will ensure that transport strategies support access to activities, services, education, employment and training for those who are isolated by:</p> <ul style="list-style-type: none"> • Ensuring analysis of public and other transport facilities in relation to where people need to go (e.g. using volunteers and also current transport assistance schemes/ car-sharing/ parish schemes/ scooter schemes/ bicycle schemes) • Investigating joining up transport and services by planning activities around times of buses and setting up local transport clubs/car pooling and sharing schemes • Encouraging organisations to deliver services in local areas (e.g. children's centres/hubs) and use mobile services such as the mobile library bus in effective and coordinated ways. • Ensuring issues of disadvantage and poverty are considered within the current consultation on routes to consider for 'hail and ride' in the Essex County Council Local Transport Plan

Vulnerable and disadvantaged groups will be targeted and specific attention will be given to their particular needs in all of these actions. In addition all Equality Impact Assessments undertaken for all policies and activities will consider the impact of child poverty. Developing appropriate skills to identify and support poor and vulnerable children and families will be part of workforce development and training for staff across the county.

In addition we will continue to support the Essex Council for Racial Equality and will initiate some specific discussions to identify any additional key actions needed to ensure that the black and minority ethnic community within Essex (which is likely to have grown from the 10% that it was in 2007) is sufficiently targeted and appropriately supported to ensure they are not further marginalised.

10. Measuring and monitoring progress

It is envisaged that localities will embed and integrate reducing child poverty in to their day to day activities and outcomes will be measured and monitored locally within the Local Strategic Partnerships (LSPs) and Local Children's Commissioning and Delivery Boards (LCCDBs)

11. Equality Impact Assessment

An Equality Impact Assessment (EIA) has been undertaken (*See appendix 3*) to help identify direct or indirect discrimination, institutional discrimination or any gaps in service provision. It will inform decision making at both a local and County level to ensure that priorities reflect the needs of everyone living in our communities.

12. Risk Assessment

Risk	Impact	Likelihood	Score (link)	Consequences	Action Required to treat/mitigate the risk
Staff at all levels do not address the child poverty agenda in their day to day working.	3 major ¹	3 likely	9 HIGH	Key objectives not met within the time frame.	<ul style="list-style-type: none"> Ensure buy-in into the CP strategy ("Ensure if action points are embedded in everything we do, all strategic/local planning") at all levels Communication strategy.
There is insufficient willingness and time given by partners to work together and overcome the barriers to address the impact of child poverty.	2 moderate ²	3 possible	6 HIGH	Missed opportunities for joined-up working.	<ul style="list-style-type: none"> Ensure buy-in into the CP strategy Communication strategy Demonstrate benefits for own agenda.
Implementing the Strategy and monitoring progress is compromised by the sheer number and complexity of required joint working arrangements (data sharing, joined-up working, aligning strategies and commissioning).	2 Moderate	3 possible	4 Medium	Missed opportunities for joined-up working; impact of strategy cannot be (fully) evidenced.	<ul style="list-style-type: none"> SMART target setting and develop a clear monitoring approach Appropriate resourcing and planning of effective approach to monitoring.
The commitment and focus moves away from the child poverty agenda at both national and local level.	2 moderate	1 unlikely	2 Low	Reduced funding and priority for child poverty, impacting on partnership working and resource availability.	Promote awareness of and commitment to bene addressing the impact of child poverty for key overarching objectives and performance measures Annual meeting of poverty champions.
External factors e.g. the economic downturn and inflation and national policies lead to an increase in child poverty.	3 major	3 likely	9 HIGH	Child poverty and child poverty impact increase despite the partnership's best efforts.	Ensure focus on mitigating the impact of child poverty is maintained and partners work closely together Feed into regional and national debate.

¹ major risk = "Significant disruption of core activities Key targets missed, some services compromised. Management action required to overcome medium-term difficulties"
² Moderate risk = "Significant short-term disruption of non-core activities Standing Orders occasionally not complied with, or services do not fully meet needs. Service action will be required".

13 Key Actions to reduce the impact of child poverty

Each Local Children's Commissioning and Delivery Board has developed a high level outline of key actions that they will facilitate as a partnership to address specific local characteristics. The details of how these will be implemented are included within their local plans.

13 a Key Actions to reduce the impact of child poverty (Mid Essex)

1. Employment and Skills Actions
<ul style="list-style-type: none">a) Provide good appropriate mentoring and support to familiesb) Engage the Chamber of Commerce in reducing the gap between employers' needs and appropriate training offeredc) Encourage schools to play a more active role with the business community so there is a better match between what is needed and what's on offerd) Continue to support the Marine apprenticeship scheme and provide 10 apprenticeships in the Maldon areae) Work with Chelmsford College to ensure that the development of the new skills campus of Chelmsford College delivers the training needed for both employers and residentsf) Through 3rd sector organisations such as Salvation Army and YMCA, delivering paid work experience to disadvantaged young peopleg) Support the continuation of the Chelmsford YouthBuild project to up skill young offenders in construction tradesh) Work with the Blackwater Vocational Partnership to continue to develop more vocational training opportunities in the Maldon & Witham areas
2. Family and Life Chances Actions
<ul style="list-style-type: none">a) Improve coordination between agencies to ensure that families don't fall through the gapb) Produce and publicise clear simple information to enable families and children access to services they are entitled to
3. Financial Support Actions
<ul style="list-style-type: none">a) Identify resource to enable RIACP to continueb) Support LDGs to utilise the pupil premium to address child poverty
4. Place and Delivery Actions
<ul style="list-style-type: none">a) Review the location, brigading and accessibility of services of all key partners and promote ways to offer services (e.g. outreach) from each others premises (considering physical access)

13b Key Actions to reduce the impact of child poverty (South East and South West Essex)

1. Employment and Skills Actions

- a) Establish the Canvey skills campus to deliver 200+ new training opportunities for 14+ yr olds from 2012
- b) Skills specific initiatives (e.g. greater breadth of job market driven training, exploration of new facilities such as University Technical Colleges)
- c) Through 3rd sector organisations such as Groundwork and Hamelin Trust, delivering paid work experience to disadvantaged young people
- d) Deliver a comprehensive STEM programme in Basildon schools to encourage children to take these subjects and aspire to high value jobs in such industries
- e) Improved links with Job Centre Plus to deliver co-ordinated training and recruitment programmes for unemployed parents
- f) Greater opportunities for apprenticeships/Internships/Work placements
- g) Parental education for basic and functional skills

2. Family and Life Chances Actions

- a) Reintroduce the two year development checks as a way of benchmarking and put more resource into speech and language support
- b) Provide parental advice on child stimulus
- c) Introduce a local provision of exam re-sits via an intensive summer school for intensive coaching before re-sits and consider how to raise exam pass rates first time to reduce the need for exam re-sits
- d) Activity to raise awareness of the issues relating to child poverty
- e) Swift and easy access to equitable services
- f) Programmes targeted to reduce health inequalities
- g) Improved assessment and referral processes
- h) Workforce development
- i) Monitoring performance of delivery
- j) Commissioning outcomes against priorities of parenting and emotional well-being with the aim of reducing child poverty
- k) Raise aspirations of children and adults and encourage parents to value education
- l) Schools commissioned activity to narrow the gap
- m) Improved collaboration to deliver against parenting and emotional well-being outcomes
- n) Child care support and awareness (Increase take-up of formal child care at an earlier age as well as the direct positive impact on child development of good quality childcare, this will help promote the importance of attendance, the transition into school and the identification of any additional support needed)
- o) Continue to understand local risk factors for child poverty and use to develop pragmatic actions

p) Involve and harness the skills of the voluntary sector better in order to address needs of key groups of vulnerable people (e.g. Young Carers, Children Looked After etc)

3. Financial Support Actions

- a) Improving financial acumen amongst parents and young people through Money Advice Service
- b) Closer working with housing and benefits services to improve support and entitlement for parents
- c) Reducing barriers to employment through flexible working practices within organizations
- d) Through the Local Strategic Partnerships in Rochford and Castle Point, implement a local 'Total Place' pilot project to seek the development of a more robust and outcome focused approach to collaborative working, to meet the future financial challenges all partners face and to ensure that quality and levels of service delivery are maintained as a minimum outcome. Develop more efficient methods of identification, referral and assessment of those families and individuals recognised as 'frequent service users' who also fall into the category of those individuals or families living in poverty/areas of deprivation

4. Place and Delivery Actions

Essex Family work to improve outcomes for families through systemic system change
Environmental developments that reduce cost of energy consumption
Continued partnership engagement and development through the Thames Gateway
Commitment to develop responsive and flexible services through statutory and commissioned provision

13c Key Actions to reduce the impact of child poverty (North East Essex)

1. Employment and Skills Actions

- a) Establishment of localised training opportunities that serve local business need i.e. Colchester Institute's Energy Skills Centre in Harwich (January 2012)
- b) Encourage job creation in Tendring through emerging new sectors such as offshore wind and ensure that training is in place to prepare local people
- c) Successful delivery of Youth East provision through Colchester Institute, aimed at engaging NEETs in training and work experience
- d) Deliver a comprehensive STEM programme with the Harwich School to encourage children to take these subjects and aspire to high value jobs in such industries, particularly the offshore wind sector
- e) Improve links with JobCentre Plus to deliver co-ordinated training and recruitment programmes for unemployed parents
- f) Through 3rd sector organisations such as Tendring Re-Use and Inclusion Ventures, delivering paid work experience to disadvantaged young people

2. Family and Life Chances Actions

- a) Adopt a more holistic family approach and identify more quickly children who need support
- b) Develop greater insight into local risk factors for child poverty and use and address data on indicators of poverty one by one in turn, at a local level to develop a localised and more pragmatic set of actions
- c) Involve and harness the skills of the voluntary sector better in order to address needs of vulnerable people (e.g. Young Carers, Children Looked After etc)

3. Financial Support Actions

Offer more advice and support for 16-19 year olds in financial hardship to access funds, especially those estranged

4. Place and Delivery Actions

Undertake a community development approach specifically targeting 2 areas with the highest child poverty in Colchester and Tendring
'Develop more housing and more support for over 17year olds

13d Key Actions to reduce the impact of child poverty (West Essex)

A number of actions that impact on child poverty are included within the overall West Essex Children's Partnership commissioning and collaborative action plan. Specific additional actions are as follows.

1. Employment and Skills Actions
<ul style="list-style-type: none">a) Successful delivery of Youth East provision through Harlow College, aimed at engaging NEETs in training and work experienceb) Creating new opportunities for young people through the Essex apprenticeship scheme in engineering in particular, but also through general expense of apprenticeship opportunities in the areac) Exploring the skills and employment links with the Harlow Enterprise Zoned) Through 3rd sector organisations such as Zinc Arts and Family Mosaic, delivering paid work experience to disadvantaged young people
2. Family and Life Chances Actions
<ul style="list-style-type: none">a) Strengthen the focus on child poverty in West Essex Partnership Board activities and strengthen links between WECCDB and West Essex Partnership Board. (Consider that WECCDB to be chaired by WEPB chair or WECCDB Chair to join the WEPB)b) Increase access to support through coordinating a virtual multi-agency approach/team focusing in geographical patches of disadvantage commencing this initially in Staple Tye area of Harlow as part of the EssexFamily Community Based budget pilot.c) Develop the role of district Children's Partnerships in service coordination and strengthen the involvement of ECC and other service delivery organisations in themd) Strengthen and coordinate the response to disadvantaged/poor young people dropping out of school and activitiese) Develop a sustainability plan for Café Youth in Harlow to support a range of services and develop volunteer opportunitiesf) Increase the Harlow Youth Positive Activities Partnership to include a wider range of partners in order to maximise opportunities to plan and deliver services that contribute towards addressing child-poverty issuesg) Use the learning from the Harlow child poverty project (for separated and separating parents, preventing them from going into poverty) to roll out the lessons learned recognising the value of support provided by family, friends and others in the community in supporting families
3. Financial Support Actions
<ul style="list-style-type: none">a) Work with Citizens' Advice Bureau workers across West Essex to facilitate them to take a more mobile approach rather than being based in their own buildings (e.g. Library bus, drop in centres, children's centres)
4. Place and Delivery Actions
<ul style="list-style-type: none">a) Develop Zed bikes in rural areas across West so young people can get to colleges or jobsb) Develop and promote "pubs as hubs" in rural areas

Appendix 1a Leading indicators for Child Poverty

The Department for Work and Pensions and Department for Education child poverty strategy: 'A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives' issued by HM Government April 2011 sets out the following as possible indicators. We will look to include selected measures as part of monitoring progress on the Strategy within the overall outcomes and data framework used across the Essex Partnership:

	Indicator	Description	Source
Family resources	Relative Low Income	Proportion of children living in households where income is less than 60% of median household income for the financial year (2020 target less than 10%)	Family Resources Survey
	Absolute Low Income	Proportion of children living in households where income is less than 60% of median household income in 2010-11 adjusted for prices (2020 target less than 5%). Until data for 2010/11 becomes available this is measured against incomes in 1989/99	Family Resources Survey
	Combined Low Income and Material Deprivation	Proportion of children who experience material deprivation and live in households where income is less than 70% of median household income for the financial year (2020 target less than 5%)	Family Resources Survey
	Persistent Poverty	Proportion of children living in households where income is less than 60% of median household income for the financial year in at least 3 out of the previous 4 years	Understanding Society (to be finalised once data becomes available)
	Severe poverty	Proportion of children who experience material deprivation and live in households where income is less than 50% of median household income for the financial year	Family Resources Survey
Family Circumstances	Children in workless households	Proportion of children living in workless households	Household Labour Force Survey
	In-work poverty	Proportion of children growing up in families where at least one person works but are still in relative poverty	Family Resources Survey
	Transition from childhood to labour market	Proportion of 18-24 year olds: (1) participating in part-time or full-time education or training; and (2) not in full-time education or training who are not in employment	Labour Force Survey
Children's life chances	Low birth weight	Low birth weight (gap between social classes 104 and social classes 5-8)*	Child Birth Statistics, Office for National Statistics
	Child development	We will develop an indicator looking at gaps in school readiness for children aged up to 5 between children from different social backgrounds following consideration of the Tickell review	To be confirmed
	Family Structures	The proportion of children living in relative poverty in families by: (1) couples who are married/ in a civil partnership; (2) couples who are cohabiting; and (3) lone parents	Family Resources Survey

*Based on the National Statistics Social-economic Classification (1= Higher managerial and professional occupations, 2= Lower managerial and professional occupations, 3= Intermediate occupations, 4= Small employers and own account workers, 5= Lower supervisory and technical occupations, 6= Semi-routine occupations, 7= routine occupations, 8= Never worked and long-term unemployed)

Appendix 1b Leading indicators of social mobility

Life Stage	Indicator	measures
Foundation Years	Low birth weight	Low birth weight (most advantaged social economic groups, least advantaged socioeconomic groups and the gap between them)
	Child development	We will develop an indicator looking at gaps in school readiness for children aged up to five from different social backgrounds in light of the Tickell review
School years	School attainment	Percentage achieving Level 4 at Key Stage 2 (eligible for free school meals, not eligible for free school meals, and the gap between them)
		Percentage achieving new basics measure at GCSE (eligible for free school meals, not eligible for free school meals and the gap between them)
		Percentage achieving new 'basic' measure at GCSE (most deprived schools and least deprived schools, and the gap between them)
Transition years	Employment and participation in education of 18-24 year olds	Percentage of 18-24 year olds participating in (full or part time) education or training
		Percentage of 18-24 year olds not in full time education or training who are workless
	Further education	Percentage achieving a Level 3 qualification by age 19, broken down into percentage achieving 2+ A Levels and percentage achieving other A level equivalent qualification (eligible for free school meals at age 15, not eligible for free school meals at age 15 and the gap between them)
	Higher education	Percentage of pupils aged 15 to higher education at age 19 (free school meal at age 15, non-free school meal at age 15 and gap)
		Percentage of young people who go on to the 33% most selective higher, education institutions (gaps between students educated at state school and independent school)
Adulthood	Social mobility in adulthood	We are committed to developing new measures of progress in improving social mobility looking at access to the professions, progression in the labour market and the availability of 'second chances' to succeed in the labour market

Appendix 2 - Summary of Learning from Child Poverty Pilot Project for Separated and Separating parents in Harlow (Funded from Jan 2010 – March 2011)

Background: The Project aims were to prevent children of separated or separating parents falling in to poverty; to protect and promote the well-being of children in these families and to support and promote their educational achievement. The outcomes to be achieved were defined as:

- Provide a co-ordinated fast track advice and support service to parents
- Increase household income for the parent who has dependent children and the number of eligible benefits received/ make available access to free school meals (FSM) and reduce the amount of monthly outgoings on unsecured debt
- Prevent deterioration and improve the children's educational achievements/ attendance and behaviour in school
- Prevent deterioration and improve mental health and wellbeing of children and families
- Develop a Risk Stratification Tool to identify at risk families and develop outreach methods to help and support them
- Ensure continuation of co-ordination between partner agencies and continued effective response to families beyond the pilot project period

Safer Places and Harlow Welfare Rights Advice worked together in partnership to provide the service through the Family Support Co-ordination Service (FSCS). There were 3 levels of support provided:

Level 1: Referral, signposting, basic support, and information provision. *Generally limited up to 2 support services with up to 3 weeks support with no follow up action required;*

Level 2: Specific tailored signposting, referral support, assistance and advice with application forms direct support provision. *Generally up to 6 weeks and a post service two-month follow up communication plan;*

Level 3: Intensive support and assistance due to multiple complex needs, with unlimited support defined and managed through the detailed support plan *provided from 6 weeks up to 24 weeks with a detailed post service follow up communication plan.*

Additional support was provided by Child and Adolescent Mental Health (CAMHS); Family Intervention Programme (FIP); Alcohol and Drugs Advisory Service (ADAS), MIND, Young Concern and CALM for counselling and mental health support.

Project delivery lessons

- Early identification and speedy interventions enabled families to make a 'quick recovery' preventing them from going in to poverty
- By providing an intensive support service to clients with multiple issues resolution was achieved in a much shorter time period (e.g. in 6 weeks rather than taking several months)
- Families were able to make informed decisions as they have been given all the information in a one stop shop provision
- Many were not receiving their entitlement of benefits
- Families on low income who are not on benefits often find it difficult to access courses and childcare especially when there is no sliding scale for fees
- Many parents cannot afford childcare especially if they have more than one child
- Courses that enable learning to take place at home are expensive and often unaffordable
- Some parents are financially worse off by returning to work and it adds to their stress and anxiety
- Mental health is a barrier to clients finding employment as many feel depressed and unable to cope with work and a relationship breakdown
- It was extremely successful and productive having agencies working under the same roof; it has enabled speedy access to specialist advice allowing immediate answers to be given to families
- Good working partnerships between agencies and fast track referrals enable at risk families to gain access to advice and early interventions quickly, preventing further deterioration in their family circumstances.

See the final project report for more details on the Essex Portal website West Area information www.essexpartnershipportal.org/live/partnership/73

Appendix 3 Equality Impact Assessment



Title of service being assessed	Essex Child Poverty Strategy	
Directorate	School Children and Families	
Name and role of officer completing this assessment	Lonica Vanclay, Head of Locality Commissioning (West Essex), ECC Lead on Child Poverty	
Contact Telephone Number	07920 466967	
Date Assessment Completed	20/08/11	
1. What are the aims and objectives of this service, policy or function? (e.g. what is the likely impact and the relevance? - State whether this EIA relates to an existing, to a proposed change or new service, policy or function and include whether any changes are linked to an efficiency programme)		
The Essex Partnership vision is 'To support Essex people to liberate their potential and enjoy the best quality of life in England'. This EIA relates to a new Child Poverty Strategy that has been developed with local partners to identify local and county activities, gaps and actions required to reduce child poverty. It will support future commissioning.		
2a. Which strategic objective does this service support? Please state		2b. Is this service provided under a statutory or discretionary duty? Please state
Reducing the impact of poverty and the recession on the lives of children and young people and their families is one of the eight key priorities of the Essex Children's Joint Commissioning Strategy October 2010.		The Child Poverty Act 2010 sets out to eradicate child poverty 2020. The local authority has a statutory duty to publish a Child Poverty Strategy.
2c. Please state whether this EIA will:		
<ul style="list-style-type: none"> • support a business case development, • provide evidence for scrutiny decisions, • provide evidence to support policy, functions or service reviews and efficiency programmes 		
*Note all papers for presented for scrutiny and business case development require, as a minimum, a supporting Section One EIA form. (screening)		
This EIA will provide evidence to support this new Strategy.		
3. Describe which policies and/or guidelines control how you deliver the service and who is eligible to receive it?		
ECC is required to promote co-operation with its partners and others with a view to improving the physical, mental health and emotional well-being of children in its area. The local authority also has statutory duties in accordance with Section 2 of the Local Government Act 2000 to promote and improve the economic, social and environmental wellbeing of all or any persons resident or present in the authority's area.		
4. Now think about how you actually deliver the service, for example how do people find out about your service? How do they access or use it? Most teams have developed processes to allow them to deliver their service efficiently. Describe all processes here:		
Preventing child poverty and reducing its impact is everyone's business and much is already being done at a local district level through the local Children's Partnerships and the Local Strategic Partnerships as well as across Essex by the Essex Children's Partnership and the Essex Partnership to address this. A great deal is also embedded and integrated with the day to day activities of individual organisations. Consequently this approach to child poverty is a partnership one seeking to ensure organisations and partnerships routinely consider how to reduce the impact of child poverty and		

specifically address that **within** everything they do.

The strategy has been developed in consultation with partners and will be published on the Essex Partnership Portal website.

5. Could anything in the existing/ proposed policy, service or function mean that any group could be excluded or disadvantaged (albeit inadvertently)? To help you make this decision think about the governance and delivery of your service in respect of each of the equality protected characteristics (groups), list below brief notes outlining the negative impacts that the service may have on each group. Determine how detrimental these impacts are to accessing services and/or engaging with ECC. High, Medium or Low impact? E.g. High relevance may allude to Discriminatory actions such as inability to access service or undue difficulty in accessing services.

a. Race and Culture- Black, Asian and Minority ethnic groups including Gypsies, Roma and Travellers

These groups have been identified in the child poverty strategy as being at risk. Hence actions as part of the strategy propose that this group is targeted. With this focus, the impact is low; without it would be high.

b. Age- including older and younger people

Lack of adult qualifications inhibits people from securing employment. This has been identified in the child poverty strategy. Hence actions as part of the strategy propose that this group is targeted. With this focus, the impact is low without it would be high.

c. Sexual Orientation- Lesbian, Gay and Bisexual People

There is no indication that these groups are particularly at risk of child poverty.

d. Disabled people

Families with a disabled adult or disabled child or families with an adult with mental illness or misusing substances have been identified as being at risk of going in to poverty. Securing adequately paid employment can be difficult. Hence actions as part of the strategy propose that this group is targeted. With this focus, the impact is low, without it would be high.

e. Carers

Adults or children caring for other family members often find it difficult to take up education or employment themselves and are at risk of child poverty. Hence actions as part of the strategy propose that this group is targeted. With this focus the impact is low; without it would be high.

f. Gender- Men and Women

Women especially single female parents are at risk of child poverty. Hence actions as part of the strategy propose that this group is targeted. With this focus, the impact is low; without it would be high.

g. Gender reassignment – including transgendered people

This group has not been identified as being at particular risk in the child poverty strategy.

h. Pregnancy and maternity

Teenage parents have been identified as being at risk in the child poverty strategy document.

Hence actions as part of the strategy propose that this group is targeted. With this focus, the impact is low; without it would be high.

i. Marital Status and Civil Partnership

Separated and separating parents have been identified as being at risk of going in to poverty. Households headed by mothers with dependent children are most vulnerable to persistent poverty. Lone parents often feel isolated, lack confidence to look for employment, experience poor physical and mental health and are socially excluded.

Hence actions as part of the strategy propose that this group is targeted. With this focus, the impact is low; without it would be high.

j. Religion and Belief

While faith itself does not indicate a particular risk of child poverty, its link with ethnicity means Muslim families are at greater risk of experiencing child poverty.

k. Addressing Socio- economic and / or health inequalities

Both are strongly linked to child poverty. Hence actions as part of the strategy propose that this group is targeted. With this focus, the impact is low; without it would be high.

6. Your Service may already be meeting the needs of the equality strands in some areas. Please list, group by group the positive actions you have already taken to address possible inequality.

• **Race and Culture- Black, Asian and Minority ethnic groups including Gypsies, Roma and Travellers**

By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and child and young people the issue has been raised and will be addressed through local delivery of activities (e.g. We are developing affordable and accessible adult ESOL classes; enabling informed choices to be made about education, employment and training; exploring ways of promoting community cohesion with strong involvement from the police to ensure receive interventions and access provision through Jobcentre Plus, DWP Work Programme and other adult funding provision; continuing to support the Essex Council for Racial Equality and initiating some specific discussions to identify any additional key actions needed to ensure that the black and minority ethnic community within Essex is sufficiently targeted).

• **Age- including older and younger people**

By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and child and young people the issue has been raised and will be addressed through local delivery of activities (e.g. We are developing and ensuring provision of opportunities for family learning; continuing to focus resources on raising the quality of early years and childcare provision, including a key focus on 0-3s and communication and language development; increasing access (in line with government expectations) to 2 year old funding targeting the most disadvantaged children and helping them to access high quality childcare; increasing the take up of 3 & 4 year old funding places by the most disadvantaged children in high quality provision; reintroducing the two year development checks way of benchmarking and putting more resource into speech and language support; developing and ensuring provision opportunities for family learning; continuing to focus resources on raising the quality of early years and childcare provision, including a key focus on 0-3s and communication and language development).

• **Sexual Orientation- Lesbian, Gay and Bisexual People**

• **Disabled people**

By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and child and young people the issue has been raised and will be addressed through local delivery of activities (e.g. We are: enabling children and young people to make informed choices about education, employment and training opportunities; targeting practical support to care leavers, young people who have offended, young carers, young parents and young people with disabilities and supporting them to go into education, employment or training on leaving school; identifying and providing improved and appropriate coordinated family support and parenting programmes across all agencies, targeting and reaching out to the disadvantaged including vulnerable and low income families, those where there is a mental illness, substance misuse, domestic violence and crime; supporting the development of housing strategies that reduce the likelihood of care leavers and other vulnerable young people and families being or becoming homeless and ensuring they are in place and are implemented; ensuring that vulnerable and disadvantaged groups such as children in care, care leavers, teenage parents, Gypsy, Roma and Traveller communities and other disadvantaged communities receive interventions and access provision available through Jobcentre Plus, DWP Work Programme, and other adult funding provision; supporting children and young people with learning difficulties and their families to access local services).

• **Carers**

By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and child and young people the issue has been raised and will be addressed through local delivery of activities (e.g. We are: enabling children and young people to make informed choices about education, employment and training opportunities; targeting practical support to care leavers, young people who have offended, young carers, young parents and young people with disabilities and supporting them to go into education, employment or training on leaving school; supporting the development of housing strategies that reduce the likelihood of care leavers and other vulnerable young people and families being or becoming homeless and ensure they are in place and are implemented; ensuring that vulnerable and disadvantaged groups such as children in care, care leavers, teenage parents, Gypsy, Roma and Traveller communities and other disadvantaged communities receive interventions and access provision available through Jobcentre Plus, DWP Work Programme, and other adult funding provision).

<ul style="list-style-type: none"> • Gender- Men and Women By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and child and young people the issue has been raised and will be addressed through local delivery of activities.
<ul style="list-style-type: none"> • Gender reassignment - including transgendered people
<ul style="list-style-type: none"> • Pregnancy and maternity By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and child and young people the issue has been raised and will be addressed through local delivery of activities (e.g. We are: identifying and providing improved and appropriate coordinated family support and parenting programmes across all agencies, targeting and reaching out to the disadvantaged including vulnerable and low income families, those where there is adult mental illness, substance misuse, domestic violence and crime; targeting interventions in the early years that good foundations are set; targeting reducing the birth-rate of teenage parents and providing advice and support to teenage parents; continuing to focus resources on raising the quality of early years and childcare provision, including a key focus on 0-3s and communication and language development; completing the conception to 5 years integrated pathway and highlighting the opportunities for health visitors and others to identify and target vulnerable families; ensuring that children's centres specifically target and respond to the parenting support needs of teenage parents, providing comprehensive coordinated packages of support; encouraging children's centres and schools/colleges to work together and support teenage parents to continue their learning and development and secure employment).
<ul style="list-style-type: none"> • Marital Status and Civil Partnership By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and children and young people the issue has been raised and will be addressed through local delivery of activities (e.g. We are exploring ways of promoting community cohesion).
<p style="text-align: center;">Religion and Belief (e.g. We are: exploring ways of promoting community cohesion).</p>
<ul style="list-style-type: none"> • Addressing Socio- economic and / or health inequalities By identifying this group within the child poverty strategy and sharing findings with partners, parent groups and child and young people the issue has been raised and will be addressed through local delivery of activities (e.g. We are: continuing to focus resources on raising the quality of early years and childcare provision, including a key focus on 0-3s and communication and language development; reintroducing the two year development checks as a way of benchmarking and putting more resource into speech and language support; developing and ensuring provision of opportunities for family learning; continuing to focus resources on raising the quality of early years and childcare provision, including a key focus on 0-3s and communication and language development); targeting and reaching out to the disadvantaged including vulnerable and low income families, those where there is adult mental illness, substance misuse, domestic violence and crime; supporting the development of housing strategies that reduce the likelihood of care leavers and other vulnerable young people and families being or becoming homeless and ensuring they are in place and are implemented; targeting and reaching out to the disadvantaged including vulnerable and low income families those where there is adult mental illness, substance misuse, domestic violence and crime; supporting the development of housing strategies that reduce the likelihood of care leavers and other vulnerable young people and families being or becoming homeless and ensuring they are in place and are implemented).

Conclusion of section 1: The needs of the equality groups have been considered and prioritised throughout all aspects of this Child Poverty Strategy as they are often those most at risk of and with greatest rate of child poverty. The Strategy sets out a range of actions to address the impact of child poverty and indicates that these groups should be targeted and prioritised throughout. Hence the adverse equality impact of this Strategy is Low, as implementation of the Strategy should play a key part in reducing the impact of inequalities experienced by these groups. Collecting and regular analysis of data as indicated in the next section will enable us to assess that the actions are having the desired impact. A range of statutory and voluntary organisations and community/ voluntary groups have been involved in shaping this strategy and will be part of its implementation and ongoing review and revision through their involvement in Local Strategic Partners and Local Children's Partnerships and the County Partnerships.

DATA PLAN FOR MEDIUM/HIGH ADVERSE IMPACTS

What data do you want?	Where are you going to look or who are you going to ask?	What will you do with the data/answer?	Name of planner source (known)
Details of equality characteristics of children in poverty	Data on poverty from national and local sources	Review and revise strategic actions if data shows the impact and needs of specific groups are not sufficiently addressed	
Details of equality characteristics of access to services for children in poverty	Service monitoring data	Support organisations to review and revise delivery plans if data shows that specific groups are not sufficiently accessing services	

CONSULTATION PLAN FOR MEDIUM/HIGH ADVERSE IMPACTS

What do you want to know?	Who are you going to ask?	What question will you ask?	What will you do with the answer?	Name of planner source (known)

The Next Stage - Section 2.

We need to ensure that the consultation process is managed. Please submit Section 1 of the EIA with the consultation data plans completed. It is likely that some of the data will be available to you without the need for external consultants and /or other officers may have already sought the views of community groups. This will reduce the level of work that will be required by you to complete the final EIA stage. We also need to control our approaches to partners and community voluntary groups so that they are not inundated by Essex officers asking them for help and information. We will be able to co-ordinate these approaches.

The equalities team will be able to offer support and advice during the consultation process. Once the consultation stage is complete you will need to complete section 2 of the Equality Impact Assessment using your initial thoughts and the consultation information to develop an effective action plan for your service.

Completion date for consultation and data collection	Not required
Start date for Section two EIA- if necessary	Not applicable

Please submit this form to the equalities team: equalities@essex.gov.uk

Appendix 4 Child Poverty Strategy –

Additional information about activities by the ECC Employability & Skills Unit

Whilst the Employability & Skills Unit is undertaking a significant amount of work, the impact of our work on child poverty is largely indirect outside of the 16-18 year old age group. Initial activities to address child poverty specifically are as follows.

The work of ECC's employability & skills unit has three core aims:

- To reduce youth unemployment – focusing on generic and technical skills needed for sustained employment in the future.
- To improve the skills of the local workforce – as a means to increase employment levels and to improve individual/household incomes.
- To support sectors of the economy that will grow jobs – offering new opportunities for local people.

The first two aims have implications for tackling child poverty.

The main focus of Employability & Skills Unit interventions has been for 16-18 year olds - creating new jobs through apprenticeships. Some 1,390 young people have benefitted from the support of the Essex Apprenticeships Programme since September 2009. The next phase will open up over 600 opportunities to all age groups. We are seeking additional funding to increase these numbers.

Our current activity focuses on increasing the volume and variety of apprenticeships to meet the needs of the local economy.

We do this through:

- Engaging employers in skills development solutions
- Target supported programmes that create opportunities in key economic sectors - currently in STEM related industries and Health & Social Care
- Facilitating a new 3 year £1.8m Essex Apprenticeship Industry Programme that will support 475 much needed Apprenticeship opportunities for young people in Engineering, Engineering Construction and Energy related frameworks.
- Acting as an Apprenticeship Training Agency to unlock c. 140 apprenticeship opportunities for young people and adults in, and to raise the awareness and status of, the Social Care sector in Essex
- Support for initiatives that increase apprenticeship opportunities:
- Backing colleges and training providers in their efforts to grow their apprenticeship numbers significantly, particularly Chelmsford College, Harlow College, South Essex College and Colchester Institute which have ambitious growth targets.
- Using apprenticeship guidance written into the Project Eureka procurement framework to use ECC's purchasing power to influence an increase in apprenticeship numbers across its supply chain.
- Target key geographies across Essex that have high levels of youth unemployment and/or relatively limited employment opportunities, including Harwich and Clacton.
- Invest £350k in programmes to create 165 new Apprenticeship opportunities for disadvantaged young people across Essex, including support for 40 care leavers.
- Developing capacity and additional vocational emphasis in our (Further) education system – investing c. £7m in a new Canvey Skills Centre, supporting the development of University Technical Colleges and Studio Schools (e.g. Tendring),

and supporting local training providers to expand the number of apprenticeship/training opportunities available to Essex residents

- Developing an industry/schools programme to inspire pupils to consider careers in STEM industries, commencing with a £125k pilot programme over 2 years with schools in Basildon in collaboration with the Automotive Aerospace & Defence Group of employers, which will create opportunities within one of the largest concentrations of engineering and technology businesses in the South East.

Additional activity to address unemployment/NEET levels, particularly among 16-24 year olds, will include:

- Investing £150k to pilot a new work experience programme, working with social enterprises across Essex to engage with harder to reach / disadvantaged groups of young people and support them into work, apprenticeships or back into education.
- Influencing the £3.5m of ESF spend via Herfordshire Regional College's contracts with the YPLA (Kickstart Your Future/Pathways to Apprenticeships) to ensure that this is being spent effectively to reduce NEET levels in Essex, and holding it to account if it is not.
- Securing increased expenditure in Essex from existing and future contracts of national and regional training providers (e.g. Ixion) to support training for young people, to help unemployed adults into work and to increase the number of 19+ Apprenticeships.
- Influencing DWP provision and providers of the Work Programme and ESF Families with Multiple Problems to ensure that funding is being used successfully to get people and families back into work and indirectly to reduce child poverty. In addition to ensuring that where appropriate provision is aligned with training opportunities and the needs of the local economy. The two programmes are worth tens of millions of pounds to Essex.
- Develop a collaborative vocational training/work experience programme for unemployed adults that will help them to secure the emerging job opportunities in Energy supply chains/STEM related sectors and the Social Care sector to support ongoing skills development – working with Jobcentre Plus, industry and training providers.
- Work collaboratively with industry bodies and partners in the East Anglian & South East Local Enterprise Partnerships on funding bids (ESF, Interreg, Growth & Innovation Fund, Regional Growth Fund) to sponsor additional Apprenticeship numbers, deliver employment and skills programmes for the unemployed, support the creation of the training facility at Harwich, and sustain and expand our industry/schools programme.

The work is underpinned by robust *Industry Intelligence* - developed in collaboration with business and its representative bodies, sector skills councils, industry training boards, Jobcentre Plus, and a variety of other partners – to improve IAG, to develop new initiatives, and to address key economic challenges. It will:

- enable our residents to access the labour market
- inform and support schools and training providers across the county,
- help shape local careers advice and influence training provision
- help us to monitor how training providers are responding to the needs of the economy
- be used to develop new programmes and interventions that can help to make a difference to local people

- help us to influence statutory funding and the spend of Sector Skills Councils and Industry Training Boards so that an increased amount of their financial support for workforce development is spent in Essex
- help us to secure external funding in support of sectors of the economy that are growing jobs and to address youth unemployment and worklessness within families.