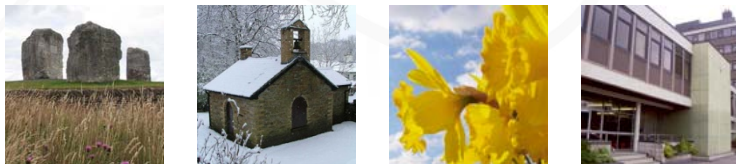


“The Challenge of Doing Things Differently”

designing a new tier 2 preventative service for children and young people

Alison Prowle / Kelly Butler –

Blaenau Gwent County Borough Council

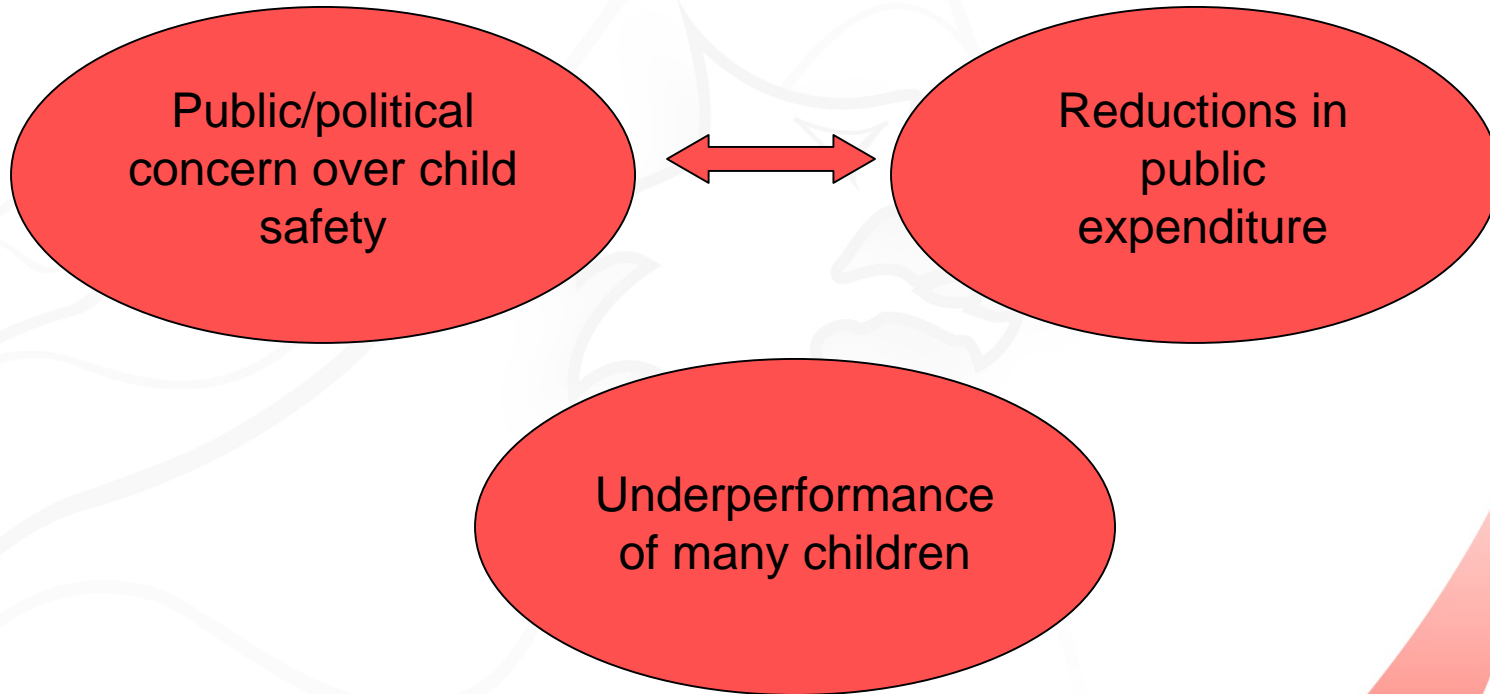


Main Themes



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Context



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Opportunities and Challenges

Opportunities

- New Partnership Arrangements
- ***Strong Leadership***
- ***High levels of “buy in”***
- ***Willingness to make bold decisions***
- Driver of CYP Plan

Challenges

- Partners often have competing priorities
- Political change at local level
- Resources are tight
- Cultural barriers

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Developing the CYP Plan

❖ Extensive needs assessment

- *Multi-agency involvement*
- *Desk-based research*
- *Practitioner workshops- statutory and voluntary organisations*
- *Involvement of children and young people*

❖ Prioritisation

❖ Strategy Development

❖ Implementation

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Need to enhance and develop tier 2 preventative services

Needs mapping

- Not enough targeted preventative services at tier 2
- Some preventative services geographically based
- Gaps in services for school aged children

Practitioners told us:

- Duplication between services
- plethora of early years services
- Gaps in provision –lack of flexibility
- Inadequate information sharing

Children, young people and families told us:

- Too many assessments
- Mixed messages from professionals
- Agencies don't seem to talk to each other
- services do not always meet their needs

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Why invest in enhanced preventative services?

- Costs of non prevention
- More seamless services
- Initial investment not huge
- Proven effectiveness
- Less stigma than higher tier interventions
- Forms part of a robust continuum of care

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Clear, effective and achievable vision

The Partnership agreed that it needed a high quality tier 2 preventative service that:

- offered borough wide coverage
- supported children and young people from birth to 16
- provided co-ordinated, responsive, flexible support to meet identified needs
- was solutions focused and built on inherent strengths of families
- Could offer a step-down from higher tier interventions.

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But...

There was no additional resourcing attached to the new plan! Change could only be affected by doing things differently, within existing resources!

Possible approaches:

- Reconfiguration of existing services
- Decommissioning to re-commission
- Seek external funding

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So...

The partnership made a number of brave decisions:

- decommission a number of projects (including a large Council-led education project) to free up resources to reinvest in priorities
- reconfigure existing Action for Children provision to provide a new service that met the identified needs

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What we did...

- Used freed up funding to develop and implement the Common Assessment Framework and Team around the Child
- Developed, in partnership with Action for Children a brand new borough-wide preventative service- Project 416.

Infrastructure for managing the change.

- CYP Partnership
- Core Aim 6 Strategy Group
- CAF Implementation Group
- Joint Agency Commissioning Group

Change management.

It was crucial that we worked closely with all stakeholders to achieve real “buy in” to the Partnership’s vision.

- Service providers
- Elected members
- Community First Partnerships
- Staff in all relevant services
- Existing and potential service users

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Working with staff...

- Celebrating and valuing previous contribution
- Extensive staff consultation
- Ensuring seamless transition to new services
- Involving staff in design of new service
- Investing in staff through training and development opportunities

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Working with Service Users...

- Ensuring suitable exit strategies from existing services
 - Individuals
 - families
 - projects
- Involving children, young people and families in design of new services
- Innovative ways of engaging with families

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Partnership working...

- To successfully implement the change, partnership working was crucial:
 - local development trusts
 - communities first partnerships
 - Voluntary organisations
 - Core services-teachers, health visitors, police, housing
- We did this by:
 - area based task and finish groups
 - awareness raising sessions
 - Multi-agency staff training for CAF

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Where are we now?

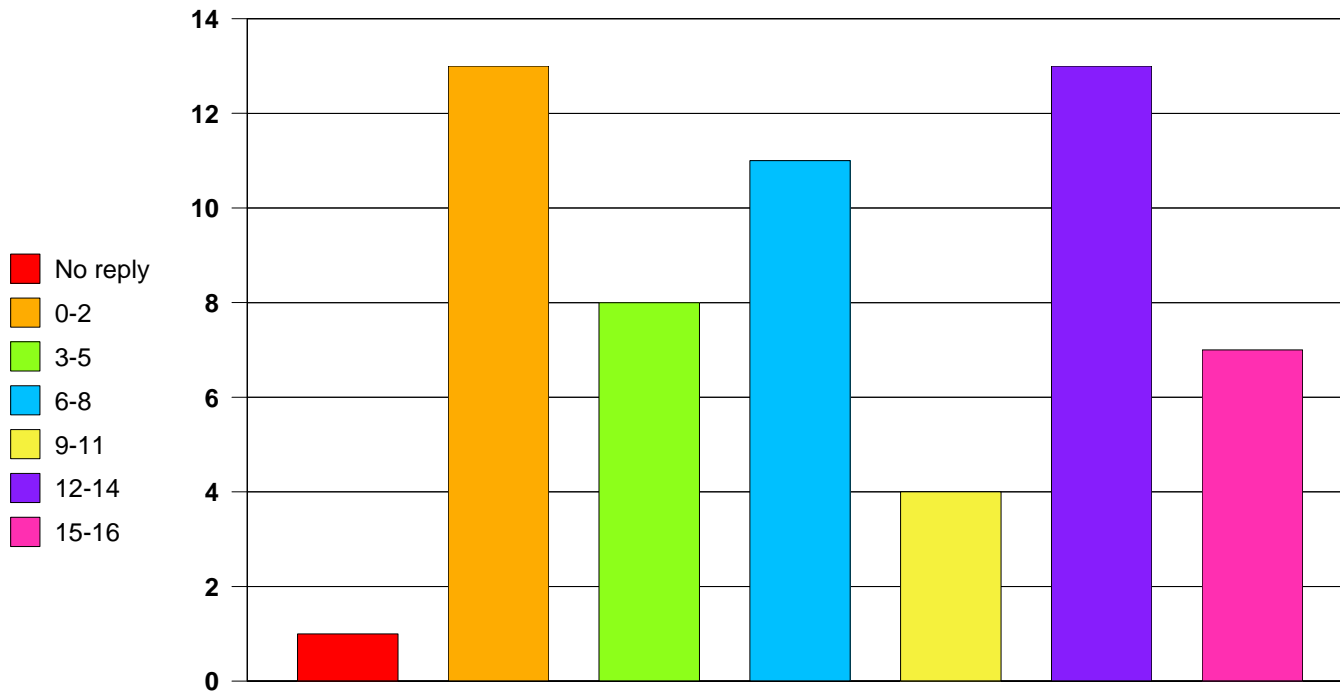
- CAF/TAC pilot launched February 2009 at high profile Integrated Working Conference
- Multi-agency panel established and met for the first time in March
- Action For Children Project 416 went live in April

Early Success

- More than 80 CAF's completed in first six months
 - Early preventative and step-down from higher tier interventions
 - Referral agencies- schools, health visitors, housing, police, voluntary organisations
 - key workers appointed from all relevant agencies
 - flexible and responsive packages of care
 - excellent linkages to universal and specialist services according to need
 - close working links to Intake and Assessment (SSD)
- Parents and children have reported that the keyworker role has improved the coordination of the support
- Practitioners report improved information sharing and joined up approach to services

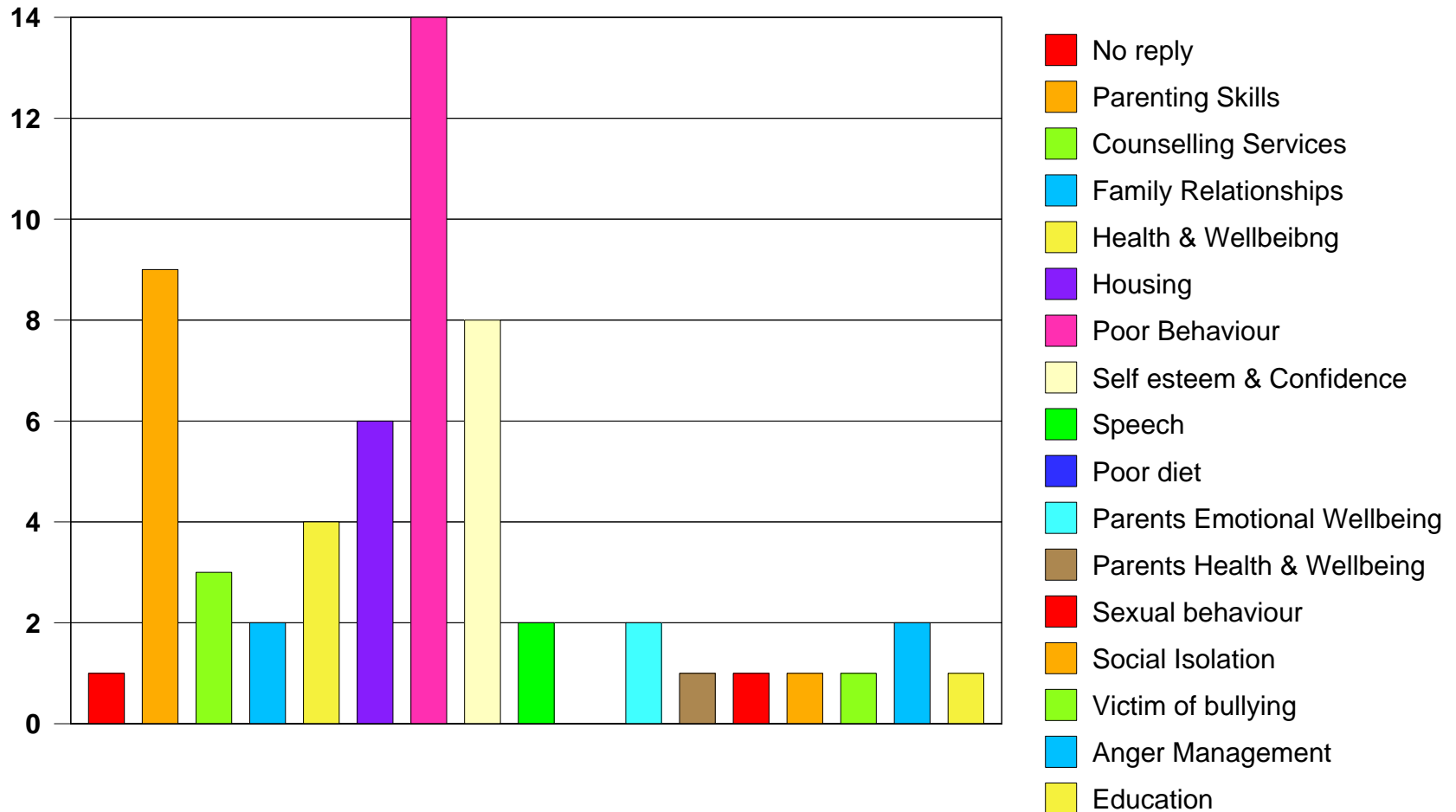
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Breakdown of CAFs Received by Age March - September 2009

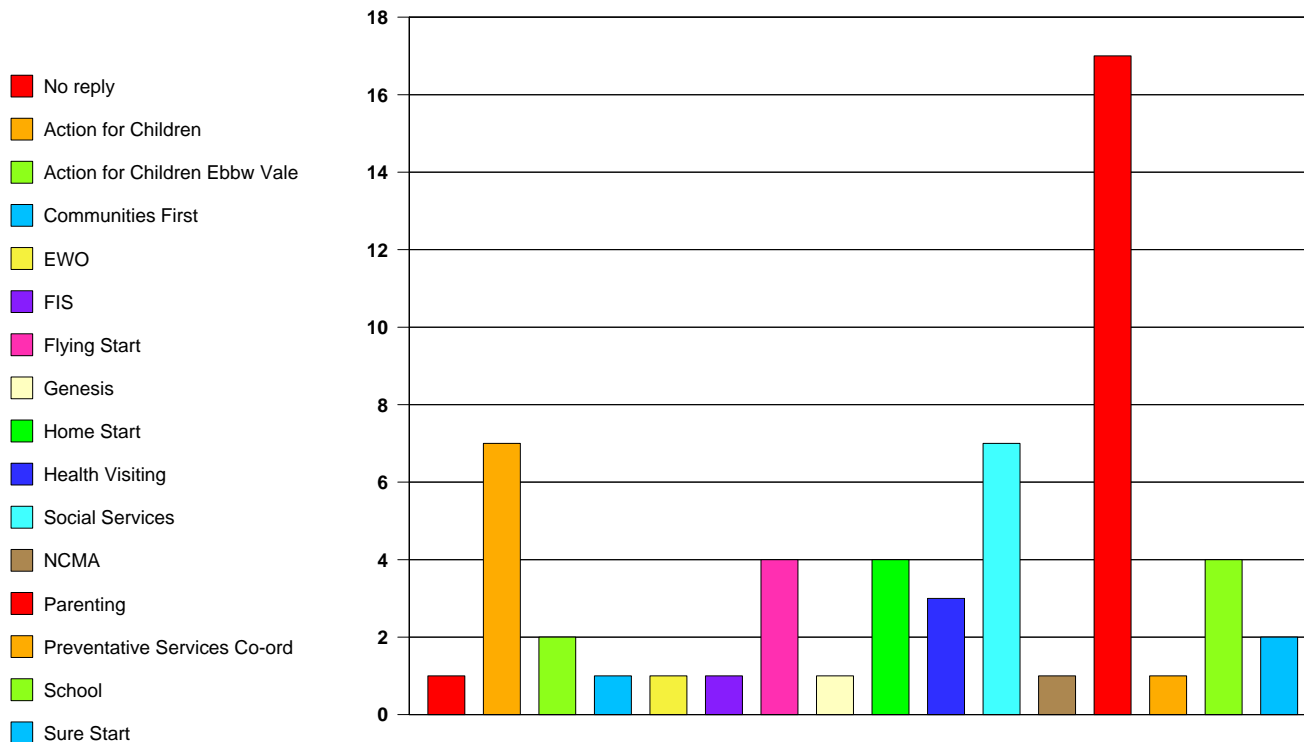


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Breakdown of Predominant Needs Presented March - September 2009



Breakdown of CAFs Received by Agency March – September 2009



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Case study: Jay” – 13 Year Old Boy

- CAF generated by a Head of Year in a local comprehensive school.
- The Head of Year believes that a Team Around the Child would be beneficial to support “Jay” and his family.
- Both Jay and his mother keen to receive the support

Needs and Strengths Identified

- Jay's" emotional problems are linked to previous domestic abuse
- "Jay" has been subject to bullying both inside and outside school. Within the school environment this is well controlled, outside school police have been involved.
- "Jay" has few friends and has largely withdrawn from social contact.
- "Jay" has dyslexia.
- "Jay" has good relationships with his mum and 4 brothers. One brother can be very aggressive.
- "Jay's" mother suffers from anxiety and depression. She has worked hard to develop new interests and friendships. She is currently taking an IT course.
- Family income is very limited.

"Jay's" Team Around the Child

TAC Member	Role
Keyworker: Action for Children	<ul style="list-style-type: none">•Co-ordinate support plan and act as main point of contact.•Assist with benefits check•Provide anger management input for sibling•Provide support to access local leisure opportunities
Head of Year	<ul style="list-style-type: none">•Prepare progress report and monitor "emotional" outbursts at school•Ensure all relevant teachers aware of TAC and using same strategies for support•Ensure appropriate support for dyslexia.
Oasis Worker	<ul style="list-style-type: none">•To deliver specific support linked to self esteem and confidence•Help develop coping strategies for "name calling"•Provide a confidential space that "Jay" can use when unable to cope
Educational Psychologist	<ul style="list-style-type: none">•Advise school regarding strategies for supporting Jay
Local Police Constable	<ul style="list-style-type: none">•Act as point of liaison for "Jay's" mother related to bullying incidents outside school•Develop proactive engagement with "Jay" and the boys responsible for the bullying

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Early outcomes:

- Parent and 'Jay' engaging with the programme
- School reports less emotional outbursts
- Peers aware of impact of bullying on 'Jay'
- Mum requesting similar support for younger child

Next steps and risks

- Ongoing training to up-skill workforce in all agencies
- Appointment of Preventative Services Co-ordinator
- Robust evaluation of outcomes for children and families.
- Continuous development and improvement of services
- Further development of effective multi-agency integrated services
- Risks
 - National context regarding CAF
 - Public finances
 - Individual agency pressures

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Any questions or comments?

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