

## SERVICE PLAN – INTEGRATED CHILDREN’S SERVICES 2014-15

### INTRODUCTION

As a Local Authority, Moray Council has a statutory duty to provide services to young people and their families who are in need across the Council area. The responsibility for overall delivery of this service in Moray lies with the Department of Education and Social Care which comprises the following sections;

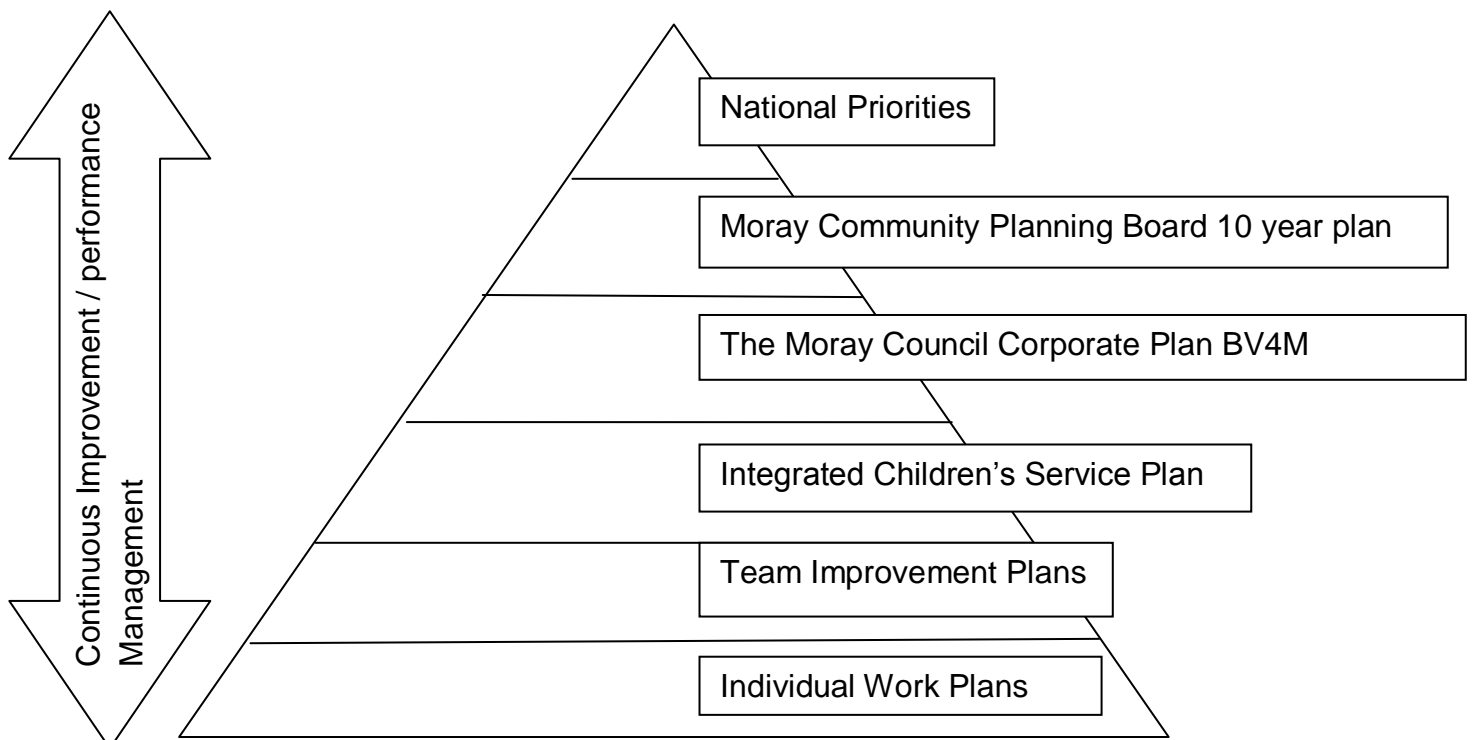
- Integrated Children’s Services
- Schools and Curriculum Development
- Lifelong Learning, Culture and Sport
- Community Care

The department is led by the Corporate Director (Education and Social Care), assisted by four Heads of Service, each leading one of the sections above.

This Service Plan for Integrated Children’s Services (ICS) will demonstrate:

- How the work of ICS Service Plan relates to the Council’s plans and national priorities;
- Our vision and aims;
- Our staffing, resources and services;
- Our priorities for development;
- The main risk factors for our service; and
- Our future.

The figure below demonstrates the connection with national priorities, through Moray Council plans to individual work plans, and how the continuous improvement and performance management frameworks inform the agendas.



## **Our Vision for Education and Social Care**

Ambitious to achieve excellence together.

## **Our Mission Statement**

Education and social care will be:

- Supporting and inclusive,
- Developing and inspiring,
- Improving and innovative.

## **Aims of Education and Social Care**

- Ensuring people's outcomes remain at the heart of what we do.
- Ensuring effective partnership working.
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them.
- Actively promoting early intervention.
- Delivering accessible, consistent, equitable and high quality services.
- Using our resources effectively and targeting our capacity appropriately and efficiently.
- Engaging and involving through effective communication with everyone we work with.
- Promoting equality.
- Sharing and using our information openly and fully.
- Creating a culture of self evaluation and continuous improvement.

## **Aims of Integrated Children's Services**

- Work in partnership with parents, children and families to secure the best outcomes for children and young people.
- Actively promote early engagement and early intervention.
- Make access to services more straightforward for the public to ensure advice and help is as clear and simple as possible
- Simplify service pathways to minimise the number of steps from initial contact through to delivery
- Streamline and reduce multiple agency and sector service activities to enhance the experience and usage of public services
- Maximising the added value of working in partnership across traditional professions and sectors.

## **STAFFING AND RESOURCES**

In addition to the Head of Integrated Children's Services the department has the following managers each with specific responsibility for their section:

- Corporate Parenting and Commissioning Manager – responsible for Commissioning and Placement Services.

- Children's Wellbeing Service Manager – responsible for early engagement, intake and assessment and outreach teams.
- Inclusion Manager – responsible for English as an Additional Language, Pinefield parc, Autism and Communication Disorders, Beechbrae and the Sensory Teams.
- Justice Services Manager – responsible for the Criminal Justice, Youth Justice and Out of Hours Social Work Teams.
- Principal Educational Psychologist – responsibility for Educational Psychology Team.
- Strategy Manager – responsible for policy and strategy development.
- Continuing Support Manager – responsible for longer term intervention through the Continuing Support Teams.

### **Budgets**

Corporate Parenting & Commissioning	£12,297,495
Children's Wellbeing	£2,826,731
Inclusion Service	£8,846,322
Justice Services	£355,225
Psychologists	£543,016
Continuing Support	£2,593,317
Total	<u><b>£27,462,106</b></u>

These budgets have been realigned following restructure.

### **SERVICES**

Children in Need	To provide advice, guidance and assistance to children, young people and their families without the need for any formal intervention. Services to children affected by disability are often provided in this way.
Child Protection	To assess the risk and needs of children who are at risk of significant harm in order that they are protected and their needs met.
Looked After Children	To safeguard and promote the welfare of children who

are subject to compulsory supervision through the Children's Hearing System, who are accommodated through court processes or who are accommodated on the basis of sec 25, Children (Scotland) Act 1995. Children may be at home or placed away from home.

Foster and Kinship Care	To provide placements for children who need to be cared for away from home and who can be looked after in a family setting (including relatives). Such placement arrangements are for children who are formally looked after. Placements may be short term or permanent.
Throughcare and Aftercare (TCAC)	To support young people as they prepare to leave care and enter their early years of adult life. Children affected by disability will have their transitional needs assessed and where assessment indicates there will be an ongoing role for services those children will have their needs met by adult services team/s rather than by TCAC.
Adoption	To provide placements and support to children who need to be placed permanently away from home and whose needs can best be met by having new legal parents. The service also assess and support prospective and approved adopters.
Young Carers	To support children and young carers who look after someone in their family and whose responsibilities are those that would normally be expected of an adult.
Youth Justice	To supervise and support young people who are in trouble with the law in order that their offending behaviour is addressed and their needs met.
Criminal Justice	To supervise and support offenders to manage the risk they may pose to the public and assist them to effectively re-integrate into the community.
Beechbrae Learning Centre	To provide education and support for primary school aged children affected by social, emotional and/or behavioural difficulties where a mainstream school placement is in danger of breaking down. This support is needs led and provided in Beechbrae Education Centre.
Outreach Team	To provide education and support for children of all ages affected by social, emotional and/or behavioural difficulties where a mainstream school placement is in danger of breaking down. This support is needs led

and targeted within the child's school.

#### Pinefield PARC

To provide education and support for secondary school aged children affected by social, emotional and/or behavioural difficulties where a mainstream school placement is in danger of breaking down. This support is needs led and provided in Pinefield Pupil Assessment and Resource Centre.

#### Autism Development Service

Provides support for young people with Autism Spectrum Disorder (ASD), their parents and schools. This is delivered via a wholly outreach service where the Autism Development Teacher and Children's Services Worker Autism work with young people and staff in their local school environment.

#### Gypsy and Traveller Teacher

To provide support for young people who have a Traveller background/cultural heritage, their parents and schools. This is delivered via a wholly outreach service where the Gypsy and Traveller Teacher works with young people and staff in their local school environment.

#### EAL (English as an Additional Language)

Provides support for young people who have English Language challenges. Staff engage with children, parents and schools to enhance communication at all levels while encouraging development of home language. This is delivered via a wholly outreach service where the EAL teacher and bi-lingual translators work with young people and staff in their local school environment. To build bridges for those with interrupted learning /homework /social / class issues staff also provide a significant amount of home-school contact.

#### Sensory Education Service

Provides support for young people who have sensory challenges in visual or hearing areas. Staff work with children, parents and schools to enhance communication, improve access and remove barriers at all levels while encouraging development, where appropriate, of specialist strategies such as signing skills. This is delivered via a wholly outreach service where the teachers, communication assistants and auxiliaries work with young people and staff in their local school environment. Staff also provide a significant amount of home-school contact.

#### Support for Learning

The authority provides support for children requiring additional support which can arise as a consequence of the child being affected by social, emotional and/or behavioural difficulties, learning difficulties, primary

care needs, bereavement or being looked after by the local authority. This figure varies from year to year dependent upon identified pupil needs. This support allows children to integrate according to their needs into mainstream school and to engage with the school curriculum.

#### Early Years Support – Language Support

This is a peripatetic service which provides additional support for children with pronounced Additional Support Needs and enables them to gain access to a full curriculum in their local school, nursery or playgroup. The service provides support, (including direct teaching) for pre-school children who have pronounced language and communication difficulties (including Autistic Spectrum Disorders). The service also has a role in formal and informal assessment of children (early Identification) of children who may have pronounced language and communication difficulties. The service supports and advises parents, supports transition to school, supports staff and collaborates with other professionals.

#### Educational Psychology Services

The statutory role of Educational Psychology is outlined in the Education (Scotland) Act 1980. Each locality / school in Moray has a designated Educational Psychologist (EP). The primary role of the Educational Psychology Service (EPS) is to provide advice and support to schools, parents and colleagues as to appropriate methods for identifying meeting the additional support needs of children and young people. The provision of this support is delivered largely via consultation – through the use of Collaborative Meetings (meetings between school staff, parents and the Educational Psychologist), and attendance at LIAP meetings and other reviews. The EPS also offers additional assessment where needed, and psychologists can also offer direct interventions to support young people.

**Integrated Children's Services – Service Plan update 1<sup>st</sup> April 2014**

The priorities for service development in 2013/14 were:

- Restructuring the service as agreed by The Moray Council on 30<sup>th</sup> January 2013 and the embedding of the new structure across Moray.
- Developing early engagement and early intervention services to meet the needs of children, young people and families.
- Further developing early years services through the Early Years Collaborative.
- Fully contributing to the Integrated Children's Services Plan developed through the Children and Young People's Partnership and Community Planning Board.

The primary focus during the first half of 2013/14 was the restructure of the service as agreed by Full Council on 30<sup>th</sup> January 2013.

As set out at that meeting, three new teams have been created:

- Children's Wellbeing (Engagement) team
- Children's Wellbeing (Intake and Assessment) team
- Continuing Support Service

which sit alongside the existing teams:

- Inclusion Service
- Educational Psychology Service
- Corporate Parenting and Commissioning
- Justice Services

to form Integrated Children's Services.

The new structure took effect from 1<sup>st</sup> October 2013 as planned, followed by a three month transition phase from October to December, during which time cases were transferred and colleagues moved offices as the new teams embedded. As with all major restructures it will take 12 – 18 months for the new teams to fully form, however progress to date has been very positive given the pressures upon all staff.

The focus of the Children's Wellbeing (Engagement) team is to progress another of the service plan priorities – the development of early engagement and early intervention services to meet the needs of children, young people and families. This includes increasing both the range and utility of support that is freely available and the capacity to provide the support, identify risk and vulnerability and so determine

as early as possible, those who may need targeted support or intervention and help them to engage with it.

The Early Years Strategy Group is overseeing the work of the Early Years Collaborative, which although still in its infancy, is already beginning to make a difference to services and is being recognised by practitioners as making a positive contribution to the development of early years services. The first year of Early Years Change Fund funding received from the Scottish Government, has been invested in multi-agency training delivered by the Centre for Excellence for Looked After children in Scotland (CELCIS) and Robert Gordon University. This training has been well attended by colleagues across all agencies and has been well received. There are also plans to roll out a parenting programme which engages with parents and communities following a successful pilot in the Lossiemouth area. Other areas of work include a focus on early communication, developmental milestones, maternal and infant nutrition, maternal substance misuse and Performance Indicators in Primary Schools (PIP) scores (in areas of deprivation and comparing to academic achievement and positive destinations).

A very successful seminar was held in February entitled 'Invest Early Transform Moray'. This seminar was focused upon early intervention and early years, and brought professionals from across Moray together in order to promote the Early Years Collaborative methodology to a wider audience. The seminar had inputs from:

- Sir Lewis Ritchie, Director of Public Health, Executive Lead for Children and Young People, NHS Grampian,
- Mr Charlie Applestein, President, Applestein Resources, USA,
- Dr Paul Sheils, University of Glasgow;
- Ms Judith Ainsley, Head of Early Years Quality Improvement Team, Scottish Government;
- Mrs Jill Ferbrache, Improvement Advisor, Early Years Collaborative, Scottish Government.

Both Moray Children and Young People's Services Plan 2013 – 16 (<http://www.moray.gov.uk/downloads/file59912.pdf>) and Moray's Autism Strategy ([http://www.moray.gov.uk/moray\\_standard/page\\_88701.html](http://www.moray.gov.uk/moray_standard/page_88701.html)) were launched in January 2014. Both of these documents clearly lay out the Community Planning Board's ambitions for children, young people, families and people living with autism.

Viewpoint, an interactive web based tool that will enable the service to gather the views of children and families from individual service users to larger surveys, has

been developed and training has been delivered. The system will be in operation from 1<sup>st</sup> April 2014 and will provide us with valuable information in respect of how children and young people engage with, and benefit from, our services.

The focus for the second half of 2013/14 has been on embedding the new structure, and enabling staff to settle into new teams and ways of working.

In October 2013 we were successful in our bid to gain funding for the development of a Public Social Partnership (PSP) which involves public and third sector bodies co-designing services or interventions to deliver agreed social outcomes. This approach encourages effective partnership working across sectors, places the third sector at the heart of service design and delivery, and explicitly emphasises outcomes rather than activity. Through the Early Years Strategy Group, Moray secured funding to progress the development of a 'virtual family centre' which will focus on the following agreed outcomes:

- Greater and more effective engagement with 'hard to reach' families.
- Supporting families who are 'just coping' to minimise risk of crises.
- Supporting vulnerable families to make effective/appropriate use of mainstream and community facilities.
- More responsive and flexible services, working together to meet the needs of families.

Those involved include: NHS Grampian, Moray Alcohol & Drug Partnership, Moray Community Health & Social Care Partnership, Active Schools, Moray Community Support Unit, Quarriers, Children 1<sup>st</sup>, Moray Library Service, Moray Sports Development Officer, tSi Moray, VIP Childcare.

In addition we have continued to refocus services upon early intervention through the continuing development of the Children's Wellbeing Service teams. Especially in relation to the services delivered by the Children's Wellbeing (Engagement) Team where the focus is upon increasing the range and utility of support that is freely available to children, young people and parents, on an individual, formal or informal group work basis.

## **PRIORITIES FOR DEVELOPMENT**

The priorities for service development in 2014/15 are:

- Fully embedding the new structure for Integrated Children's Services across Moray.
- Embedding a culture of self evaluation and continuous improvement across ICS
- Further developing early engagement and early intervention services to meet the needs of children, young people and families.
- Further developing early years services through the Early Years Collaborative.
- Fully contributing to the Integrated Children's Services Plan developed through the Children and Young People's Partnership and Community Planning Board.

Our detailed Strategic Improvement Plan 2014-15 can be found at Appendix 1.

## **RISK**

The risk register for Integrated Children's Services identifies the following risks:

- The outcome of the integrated children's services inspection will be sub-optimal.
- The improved inspection outcome for risk assessment will not be maintained.
- Early Years Change Fund (including Collaborative 'stretch aims') expectations will not be realised.
- The integrated service for children with additional needs will not realise its potential.
- The new Community Planning arrangements (including the ICSP) will not be effective.
- Budget cutting in integrated children's services will adversely affect outcomes.

There are clear links between the risks and priorities; as a result, action plans for 2014/15 will be focused on the key priorities as outlined in "Priorities for Development". Whilst the service is going through the restructuring it will be vital to ensure that service delivery is maintained, and that new legislation and national initiatives are understood and implemented across the service. This will require close monitoring to ensure risks are identified and controlled.

## **CUSTOMER ENGAGEMENT**

The service is committed to improving engagement with children and families at all levels, from direct service provision to reviewing services. The service has progressed the implementation and use of 'Viewpoint', an interactive web based tool that will enable the service to gather the views of children and families from individual service users to larger surveys.

## **PERFORMANCE INDICATORS / STANDARDS AND DELIVERY**

The service has agreed a suite of performance indicators that will tell us about our effectiveness in key areas of work and comply with statutory requirements for reporting.

Performance Reports are currently presented on a quarterly basis to Children and Young People's Services Committee.

The service will continue to work very closely with the Continuous Improvement Team to identify and conduct appropriate thematic reviews. In addition support is being given by the Continuous Improvement Team to help the newly formed teams to embed a culture of self evaluation and continuous improvement. Each team within ICS has a named contact within the Continuous Improvement Team to support and assist them with the development of Team Improvement Plans.

## **THE FUTURE**

The future focus for the service will be on continuing to develop and deliver high quality, efficient services for children, young people and families who need them in Moray. There will continue to be an emphasis on preventative work and a move towards early engagement and intervention in order to achieve this. A key area of development for the future is to support the development of community groups and community based resources in order to support children, young people and families. There will also be a focus on closer working arrangements with colleagues from other agencies in order to progress the early intervention, early years agenda. We will seek to continue and strengthen these links as local resources become increasingly limited.

**MORAY INTEGRATED CHILDREN'S SERVICES – STRATEGIC IMPROVEMENT PLAN 2014-15**

<b>Aims of Integrated Children's Services</b> <ul style="list-style-type: none"> <li>• Work in partnership with parents, children and families to secure the best outcomes for children and young people.</li> <li>• Actively promote early engagement and early intervention.</li> <li>• Make access to services more straightforward for the public to ensure advice and help is as clear and simple as possible</li> <li>• Simplify service pathways to minimise the number of steps from initial contact through to delivery</li> <li>• Streamline and reduce multiple agency and sector service activities to enhance the experience and usage of public services</li> <li>• Maximising the added value of working in partnership across traditional professions and sectors.</li> </ul>					
<b>Improvement Priority (and why ie SWIA, Care Inspectorate)</b>	<b>Outcomes (what will change and be better for children and young people)</b>	<b>Main Actions</b>	<b>Led By</b>	<b>Time-scales</b>	<b>Evaluation of Impact</b>
<b>1 Fully embedding the new structure for Integrated Children's Services across Moray.</b>  ICS 3.1, 7.1, 9.4	<ul style="list-style-type: none"> <li>• Staff across services have a shared commitment to improving outcomes for children, young people and families</li> <li>• Staff are meaningfully involved in the ongoing development of the Children's Integrated Services</li> <li>• Staff are effectively deployed and work well together to achieve our priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding new teams through team meetings and development opportunities</li> <li>• Communicating new structure to wider workforce</li> <li>• Clear communication of vision, aims and ambitions across the workforce.</li> <li>• ICS Management Team development day</li> </ul>	SM	April 14 – Mar 15	<ul style="list-style-type: none"> <li>• Visit all teams twice throughout 14/15 to review progress.</li> <li>• Survey all stakeholders.</li> <li>• Increase service user feedback and involvement in service delivery.</li> </ul>

	<ul style="list-style-type: none"> <li>• The strategy for integrating and improving services is fully understood and accepted by staff</li> <li>• Promoted staff support staff to embrace new ways of working to improve the lives of children, young people and families</li> </ul>				
<b>2 Embedding a culture of self evaluation and continuous improvement across ICS</b>	<ul style="list-style-type: none"> <li>• Staff across services have a shared commitment to improving outcomes for children, young people and families</li> <li>• Teams will fully understand where they need to improve and why.</li> </ul>	<ul style="list-style-type: none"> <li>• All teams to have improvement plans</li> <li>• All teams have a named contact within the Continuous Improvement Team</li> <li>• The Continuous Improvement Team will conduct regular reviews in ICS.</li> <li>• Benchmarking to be established for outcome data and performance indicators.</li> <li>• Teams are able to demonstrate appropriate use of benchmarking data and performance management information.</li> </ul>	PW	April 14 – March 15	<ul style="list-style-type: none"> <li>• Quality of Team improvement Plan</li> <li>• Team meetings have SECI on agenda as a standing item</li> <li>• Teams will produce 6 monthly interim reports on progress of the team improvement plans.</li> <li>• As part of the annual review of the team improvement plan a Standards and Quality report will be produced.</li> <li>• CIT review reports will inform team improvement plans where appropriate.</li> </ul>

<p><b>3 Further developing early engagement and early intervention services to meet the needs of children, young people and families.</b></p> <p>ICS 2.1, 2.2, 5.1, 5.2,</p>	<ul style="list-style-type: none"> <li>• Children and young people will get the best start in life and are safe, healthy, achieving, nurtured, active, respected, responsible and included</li> <li>• Families resilience will increase and they will be more capable of meeting their own needs</li> <li>• Children, young people and families will be able to access help and support at an early stage</li> <li>• Staff will deliver an effective initial response to children, young people and families through quality assessments and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Review and development of approaches to risk assessment, integrated assessment, chronologies and action plans.</li> <li>• The Engagement Team will review other developments in other local authorities eg Dundee Early Intervention Team</li> <li>• Communication methods with children, young people and families will be developed and enhanced.</li> </ul>	SS	April 14-March 15	<ul style="list-style-type: none"> <li>• Carry out self evaluation exercise in relation to assessments in Nov 2014.</li> <li>• Clear protocols developed for the teams.</li> <li>• Public information will be improved.</li> <li>• Feedback from children, young people and families will inform future service development.</li> </ul>
<p><b>4 Further developing early years services through the Early Years Collaborative.</b></p> <p>ICS 1.1, 2.1, 2.2</p>	<ul style="list-style-type: none"> <li>• Outcome gaps will be improved through effective prevention and early intervention</li> <li>• Children and young people receive all the necessary support they need to optimise their well being at every stage</li> <li>• Children get the best start in life and enjoy positive, rewarding experiences growing up</li> <li>• Families benefit from very effective support which helps them to promote the well being of very young children from pre</li> </ul>	<ul style="list-style-type: none"> <li>• Workstreams will become effective</li> <li>• Each workstream will identify 3 – 4 small tests of change.</li> <li>• 4 development days per year to be delivered</li> <li>• Communication strategy to be agreed</li> </ul>	TG	April 14-March 15	<ul style="list-style-type: none"> <li>• Workstreams will have clear driver diagrams and associated run charts in accordance with EYC methodology.</li> <li>• Analysis of effective of tests of change will be undertaken.</li> <li>• Survey wider workforce to establish</li> </ul>

	birth <ul style="list-style-type: none"> <li>• Advice, guidance and support are well matched to need to ensure families are prepared for all developmental stages and parental skills are increasing</li> </ul>				engagement, knowledge and understanding of EYC
<b>5 Fully contributing to the Integrated Children's Services Plan developed through the Children and Young People's Partnership and Community Planning Board</b>  ICS 6.3, 9.2	<ul style="list-style-type: none"> <li>• Community Planning partners have a shared vision to achieve the best possible outcomes for children, young people and families</li> <li>• There is a clear direction and strategy for Integrated Children's Services</li> <li>• All relevant partners are involved and share accountability and responsibility for future direction</li> <li>• Priorities are successful in supporting, delivering and sustaining measurable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• CPP will take an active and informed role in the development of future services.</li> <li>• Regular reports are made available to Community Planning partners and Moray Council Committees.</li> <li>• Each group associated with the ICSP has a clear delivery plan, which is regularly updated.</li> </ul>	SM	April 14-March 15	<ul style="list-style-type: none"> <li>• Minutes of meetings will demonstrate that delivery plans are clearly designed to improve services and meet the needs of children and young people.</li> </ul>