

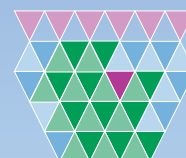
Integrated Children's Services

Item: 13

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Service Plan

2015-2018



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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;

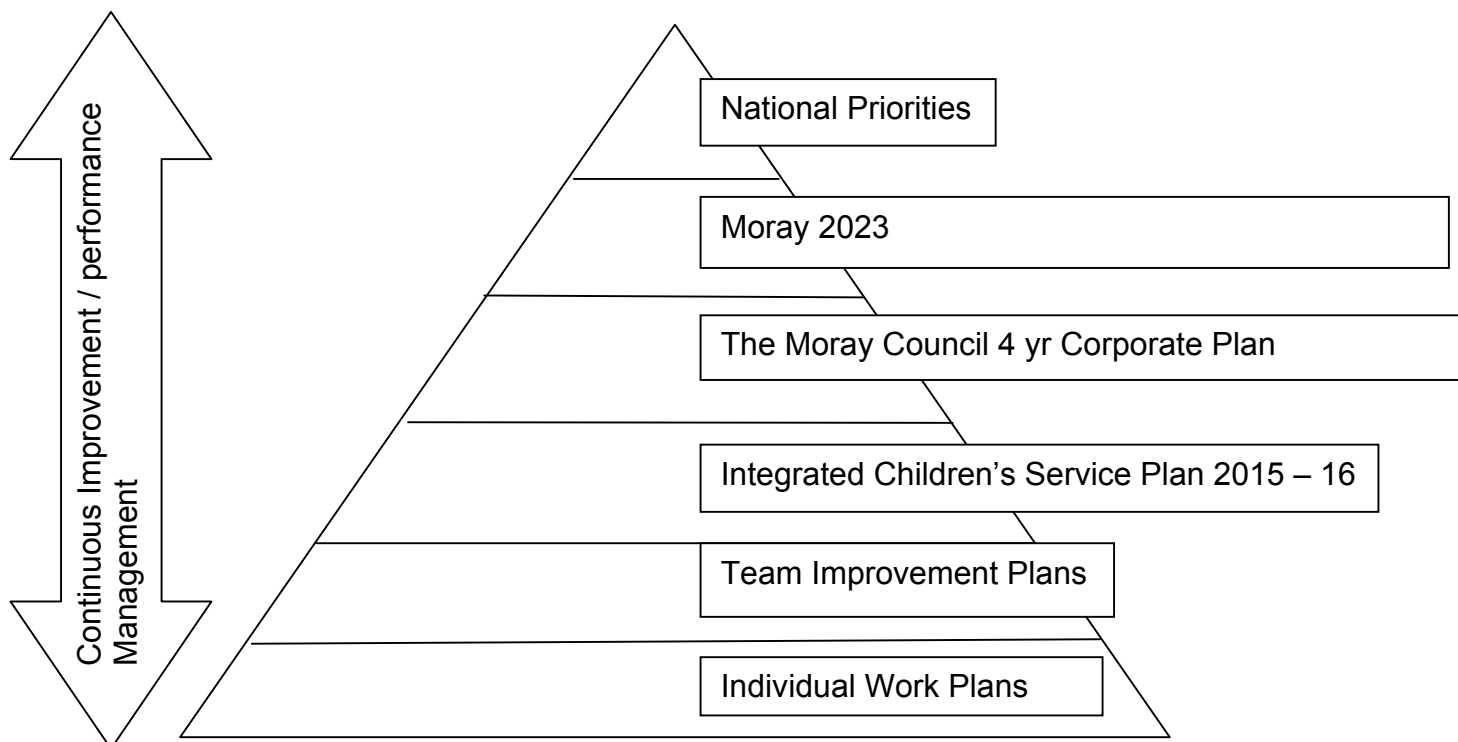
- Integrated Children's Services
- Schools and Curriculum Development
- Lifelong Learning, Culture and Sport
- Community Care

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 Improvement 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.

Section 1

INTEGRATED CHILDREN'S SERVICES – SERVICE PLAN UPDATE 1ST APRIL 2015

The priorities for service development in 2014/15 were:

- 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.

Throughout 2014/15 the service continued to embed the newly created structure. A review of the structure has been completed and the findings will inform this plan and the priorities for 2015/16. The recommendations of the review can be found at **Appendix 1**.

As noted in the 2014/15 SIP with all major restructures it will take 12 – 18 months for the new teams to fully form, however progress to date continues albeit there are some changes to make in order for the service to deliver a more effective and efficient service for children, young people and families.

The focus of the Children's Wellbeing (Engagement) team has been on progressing 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. Parent Early Education Partnership (PEEP) and Step by Step are two examples of programmes that have been developed to provide parents with advice guidance and support. The further development of Locality Management Groups have empowered localities to consider the priorities outlined in Moray 2023 and through a process of community profiling identify specific locality priorities which support the overall targets outlined in Moray 2023.

A key focus of the Children's Wellbeing (Intake and Assessment) Team has been on ensuring that children, young people, parents and professionals who require targeted social work support can do so in a non-bureaucratic and timely fashion. A key development in this area is the Triage system; a single point of contact/telephone number staffed by an intake team who signpost callers to the most appropriate aspect of the service.

Placement Services

Prior to restructuring the fostering and adoption functions were distinct from Throughcare/Aftercare (TCAC), Kinship and the Supported Lodging Scheme. The experience of this for young people could be fractured with referral needing to be made from one service provision to another. This was disjointed and inappropriate for those young people who become looked after and accommodated, as with any child planning for progression from childhood into adulthood should be seamless. By creating a Placement Services Team, with all these functions under one manager the intention is that young people will experience a continuum of care.

The experience of the young people is reviewed on an individual basis by use of the recent implementation of viewpoint. The experience of the population of looked after children in Moray has yet to be audited and will require monitoring over time, again use of Viewpoint will be vital in analysis of feedback.

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 went live in 2014 and will provide us with valuable information in respect of how children and young people engage with, and benefit from, our services.

While within placement services we seek the experience of young people to be a continuum of care where applicable, for Care Inspection purposes 3 of the services provided directly by The Moray Council are inspected as individual services.

The inspection of Moray Council's Supported Lodgings Project was completed in October 2014, with a further two inspections of Moray Council's Fostering Service and Moray Council's Adoption Service by the Care Inspectorate completed on 21 November 2014. All resulted in evaluations of very good (rating of 5) for quality of care and support, quality of staffing and for quality of management and leadership.

The Moray Fostering and Adoption Panel Annual Review 2014 highlights the numbers of children and carers who have been considered by Panel over the past 7 years. Initial indications are that one of the intended outcomes of the restructure – to reduce drift and delay in care planning – has been achieved, however numbers do fluctuate over the years so it may be too early to conclude this absolutely.

Along with the three inspection reports this report demonstrates the amount of positive work being undertaken within Integrated Children's Services to support those children and young people who are in need of care away from home.

As noted there is considerable positive work progressing which evidences reduced delay in care planning for Moray's looked after children and young people. The audit of care and planning for individual children and looked after children as a group is undertaken within Moray's Permanence Monitoring and Development Group. The evidence to date reflected and recorded within the Moray Fostering and Adoption Panel Annual Review 2014 is indicating reduced delay and drift in care planning and in achieving permanent future care. However as part of the process of preventing

drift in care planning for children and young people, Moray's Permanence Monitoring and Development Group undertook specific audit of the circumstances of three children, selected because delay in achieving permanence was evident. The outcome of the audit has indicated that transfer of cases between teams is an area for further analysis and improvement.

Residential Care

Provision of residential care for Looked After Children (LAC) in Moray is provided by Action for Children and by Scottish Autism. Prior to the contracts coming to an end procurement activity, consistent with The Moray Council financial regulations, will commence in line with the method detailed within the ICS Commissioning Framework.

Following approvals by Children and Young Peoples Services Committee; Policy and Resources Committee and Full Council during 2014, progress has been made in building our own residential provision which will offer care to children and young people from August 2015. Moray has not operated its own residential provision since 1998 and so this is an exciting period in the history of residential care in Moray.

A number of residential care placements, some with and a number without education provision as part of the placement, continue to be made outwith Moray. Placements are necessary given either resources within Moray being at capacity or the specific care needs of the child/ young person being placed.

Foster Care services supplied by independent providers are consistent with the placements being made with residential providers (as described above).

Corporate Parenting

The issues that impact on Looked After Children have become more in focus given the Children and Young People (Scotland) Act 2014. As a consequence of the Act and the increase in people and organisations that are now "corporate parents", Moray Council was instrumental in creating the Corporate Parenting Board which is directly mandated by the Community Planning Board and Children and Young Peoples Partnership. The first Corporate Parenting Board meeting is scheduled for May 2015 at which the Corporate Parenting Action plan will be tabled, the first action plan entirely concerned with the issues relevant for Looked After Children which has been written jointly by those who are Corporate Parents within the new legislation.

Additional Support Needs

It was identified in June 2014 that additional funding and further development was required in respect of the Additional Support Needs (ASN) Service:

- Additional Support Needs Funding - the model for allocating funding to schools was revised to strengthen the criteria for Exceptional Need and clarify the criteria for Additional Need. A strategy group of ASN teachers developed this and it was used to allocate funding for 2015-16.

- An Education Support Officer (Additional Support Needs) was appointed to work alongside the Inclusion Manager to support schools to better meet the needs of pupils with Additional Support Needs.
- The contract with Scottish Autism for the provision of specialist education for pupils on the autism spectrum or with complex communication needs, based at Elgin Academy, ended March 2015. This provision is now run and managed as a partnership between Moray Council and Elgin Academy.

A review of Moray Social, Emotional and Behavioural Needs (SEBN) provision has started and will continue 2015 /16 and 2016/17 with the aim of joining the current three teams (Beechbrae Learning Centre, Pinefield Parc, Outreach Team) into one team to more effectively meet the needs of pupils with SEBN. Consultation with stakeholders will take place and inform Change Management Plans.

The model used to allocate ASN funding to schools is under review with the aim of developing a process which is able to allocate to schools where the pupil need is. This will be the fourth year of developments and further work is required to create a process which is fair and equitable to all pupils. Local expertise will be used along with information from other authorities.

Early Years

The Early Years Strategy Group is overseeing the work of the Early Years Collaborative, which is continuing to make a difference to services and is being recognised by practitioners as making a positive contribution to the development of early year's services. The second year of Early Years Change Fund funding received from the Scottish Government, has been invested in PEEP, 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). The Strategy Group is also working in partnership with the Scottish Book Trust, developing Bookbug sessions throughout Moray and, through the Assertive Outreach project Bookbug sessions in the home.

A very successful seminar was held in February 2015 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:

- Marion Burns, Education Scotland
- John Carnochan, Founding Co-director of Scotland's Violence Reduction Unit
- Dr Jonathon Sher, Wave Trust

The targets in Moray 2023 were revised in order to fully reflect the aims of the Early Years Collaborative as described on page 12.

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 1st, Moray Library Service, Moray Sports Development Officer, tSi Moray, VIP Childcare.

Section 2 – Service Information and Priorities for 2015/16

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 Placement Services Team and commissioning activity (internal and external to Moray including national contracted placements and providers).
- 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, strategy development and the Partnership Hub.
- Continuing Support Manager – responsible for longer term intervention through the Continuing Support Teams and the lead for Self Directed Support.

Budgets (2015/16)

Inclusion Service	9,461,514
Psychologists	553,017
Corporate Parenting & Commissioning	12,286,390
Justice Services	360,718
Continuing Support	2,538,522
Children's Wellbeing	2,849,484
Partnership Hub	292,615
Total	<u>28,342,260</u>

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 promote, support and safeguard the needs of all children, including the most vulnerable 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 and wellbeing 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 friends and family). 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. A key component of the Outreach Team role is to develop the skills 'capacity' of the education staff directly supporting a child by offering alternative approaches and modelling good practice.
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.
Looked after Children Teacher	To provide educational support for young people who are looked after by the local authority. The role includes reviewing the young person's educational provision and providing advice, guidance and training to staff, parents and carers.
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.
Additional 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.

PRIORITIES 2015 – 16

Moray 2023 Targets:

- To ensure that women experience positive pregnancies which result in the birth of more healthy babies by a reduction of 15% in the rates of stillbirths and infant mortality.
- To ensure that 85% of Moray children have reached all of the expected developmental milestones at the time of their 27- 30 month child health review.
- To ensure that 90% of Moray children have reached all of the expected developmental milestones at the time they start primary school.
- To ensure that 90% of Moray children have reached all of the expected developmental milestones and learning outcomes by the end of primary 4.
- A reduction in the number of Looked After Children.
- A reduction in the number of children aged 0-7 yrs that are referred to the Children's Reporter in relation to care and protection issues.
- To increase the number of school leavers achieving a level 4 in Literacy and Numeracy.
- To sustain the number of schools recording good or better for learners experiences.
- To increase the number of schools recording good or better for curriculum.

Moray Council 4 year Corporate Plan

- The Moray GIRFEC strategic group has re-established its priorities to align with the five National priorities for GIRFEC which are
 - i. a named person for every child and young person in the universal services.
 - ii. protocols and governance for lead professional.
 - iii. information sharing and sharing of concerns and risks.
 - iv. a single planning process to develop a single plan for all children and young people requiring additional support.
 - v. ensuring the use of the national practice model.
- The Early Years Strategy Group will continue to ensure our early years provision is in line with national policy emanating from the Early Years Collaborative.
- The Moray Council is fully supportive of the need for and importance of early intervention and clear prevention planning in pursuing the five key strategic objectives as outlined in Moray 2023: A Plan for the Future. Early intervention and prevention are vitally important in making a difference to our communities across Moray. The Community Planning Partnership Prevention Plan will seek to bring together some of the key plans, strategies and projects which currently exist within the Moray area and will have a central role in ensuring our plans and our work make a difference.

PRIORITIES FOR DEVELOPMENT

The priorities for service development in 2015 - 16 are to continue to improve and embed the structure for Integrated Children's Services across Moray and fully contribute to the Integrated Children's Services Plan developed through the Children and Young People's Partnership and Community Planning Board.

In order to do this the service will:

- Develop the use of the 'Measuring Outcomes in Moray' tool across the service to help evidence improving outcomes for children and young people.
- Make better use of Viewpoint to enable the service to gather the views of service users to inform future planning and provision of services.
- Contribute fully to the CPP Prevention Plan through the Early Years Strategy.
- Review the current provision in relation to early intervention, assessment and engagement.
- Develop Self Directed Support to enable families to inform and have greater involvement in the future planning, design and delivery of services.
- Make better use of performance information and locality intelligence to target intervention fairly and consistently across Moray.
- Continue to develop the workforce to ensure that they have the skills and knowledge to deliver improved outcomes for Moray's children and young people.
- Improve communication across the service and with all partners and stake holders.

The details of how we will do this can be seen in the plan at **Appendix 2**.

Section 3 - Supporting Plans

The following plans will support the service in achieving the Priorities for Development as outlined above:

Team Plans:

Children's Wellbeing Service
Continuing Support Service
Placement Services
Educational Psychology Service
Additional Support Needs Service
Criminal Justice Service
Partnership Hub

Departmental Plans:

Social Work Training Plan

<http://www.moray.gov.uk/minutes/data/CP20140625/Item%206-Annual%20Social%20Work%20Training%20Plan.pdf>

Partnership Plans

The department contributes to a number of partnership plans:

Moray Children and Young People's Services Plan 2013-16

<http://www.moray.gov.uk/downloads/file59912.pdf>

Getting it Right for Every Child in Moray

http://www.moray.gov.uk/moray_standard/page_56873.html

Moray Child Protection Committee Improvement Plan

<http://www.moray.gov.uk/downloads/file94964.pdf>

Moray Early Years Strategy – due to be published in October 2015

Moray Corporate Parenting Action Plan

<http://www.moray.gov.uk/minutes/data/CP20141119/Item%208-Appendices.pdf>

Moray Alcohol & Drug Partnership

<http://www.madp.info/wp-content/uploads/2012/04/130924-Delivery-Plan-2012-15-Final-Version.pdf>

Moray Domestic Abuse Partnership – strategy currently out for consultation.

Community Planning Partnership Prevention Plan - currently out for consultation.

Commissioning

The Department has developed a framework for Commissioning –

<http://www.moray.gov.uk/minutes/data/CP20140625/Item%205-Appendix.pdf>

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.
- The Self Directed Support expectations will not be realised.

There are clear links between the risks and priorities; as a result, action plans for 2015/16 will be focused on the key priorities as outlined in "Priorities for Development". 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.

In addition the departmental Business Continuity Plans have been reviewed and updated throughout 2014/15.

Appendix 1 – ICS interim review

This interim review was commissioned by the Head of Integrated Children's Services following a restructure of the Children & Families Social Work Service. Although this restructure impacted across Education & Social Care, and had implications for partners, the focus of the review was upon the newly formed elements of the service:

- Continuing Support Team
- Intake and Assessment Team
- Engagement Team

In considering the scope of this interim review, it was decided to concentrate on two key questions:

1. To what extent have we implemented what we agreed on?
2. How well is what we have implemented working?

The interim review was carried out by Jenifer O'Hagan, Continuous Improvement Officer, and took 6 months to complete. In total 28 1:1 interviews and 10 focus groups were undertaken (61 people interviewed in total), 1 written account of views was also put forward. Approximately 70% of those interviewed were from those teams directly affected by the restructure.

The key learning points for the Service following this review are:

- A restructure of this complexity should have been managed through dedicated officer capacity – not as an 'add on' to the day job.
- Communication, both in clarity and frequency, is key – within the service and with partners. It is also the responsibility of all involved.
- Workload management is key to moving the service on and relieving stress for the workforce.
- A restructure will expose pre-existing cultures, practices, systems and processes, which did not always work in favour of promoting best practice and best outcomes for our children and families.

Appendix 2 – Service priorities action plan

Service Improvement Plan Priority	What will we do to get there in 2015/16?	Who will do it?	What will the outcome be?
Develop the use of the 'Measuring Outcomes in Moray' tool across the service to help evidence improving outcomes for children and young people.	<ul style="list-style-type: none"> ➤ Introduce tool to all SW teams. ➤ Discuss any potential training needs arising from the use of tool. ➤ Agree plan for rolling out across all teams 	Partnership Officer (GIRFEC) Service Managers	<ul style="list-style-type: none"> ➤ Evidence of improving outcomes for children. ➤ Where outcomes are not improving early identification and adjustments to Child's Plans.
Make better use of Viewpoint to enable the service to gather the views of service users to inform future planning and provision of services.	<ul style="list-style-type: none"> ➤ Continue to work with teams to ensure maximum uptake of Viewpoint ➤ Explore further uses for Viewpoint across the wider children's population 	Continuous Improvement Officer Service Managers	<ul style="list-style-type: none"> ➤ Accurate recording of children's views ➤ Improved consultation with service users ➤ Future service planning and development will be improved.
Contribute fully to the CPP Prevention Plan through the Early Years Strategy.	<ul style="list-style-type: none"> ➤ Develop and agree the EY Strategy ➤ Agree measurements for the EY targets in Moray 2023 ➤ Continue to support the development of the EY Collaborative methodology. 	Head of Integrated Children's Services with support from EY partners	<ul style="list-style-type: none"> ➤ Improved outcomes for children through the focus upon the early years ➤ Confidence in our ability to deliver the targets in Moray 2023 ➤ Improved partnership working in order to deliver these targets
Review the current provision in relation to early intervention, assessment and engagement.	<ul style="list-style-type: none"> ➤ Use the findings of the ICS interim review to inform future plans. ➤ Review in light of SMT decisions. 	Head of Integrated Children's Services Children's Wellbeing Service Manager	<ul style="list-style-type: none"> ➤ Improved access to services and support for families ➤ Clarity of team role and functions.

Develop Self Directed Support	<ul style="list-style-type: none"> ➤ Clarity of governance arrangements ➤ Clear expectations in relation to lead roles within teams re SDS ➤ Partnership meetings with existing providers and other interested parties ➤ Stakeholder meetings with families 	Continuing Support Services Manager Continuous Improvement Officer Social Work Training Team Manager	<ul style="list-style-type: none"> ➤ Improved access to services and support for families ➤ Clarity across workforce and partners of principles and best practice re SDS ➤ Improved relationships with partners regarding SDS commissioning process ➤ Greater choice for families around available supports ➤ Greater engagement of families in the design and delivery of services
Make better use of performance information and locality intelligence to target intervention fairly and consistently across Moray.	<ul style="list-style-type: none"> ➤ Agree a Performance Framework for the service ➤ Each team to have an agreed set of PI's ➤ Develop locality management groups 	Head of Integrated Children's Services Service Managers Research Information Officers	<ul style="list-style-type: none"> ➤ Confidence in service quality and performance ➤ Confidence to deliver agreed targets in Moray 2023 ➤ Ability to target resources to areas of need.
Continue to develop the workforce to ensure that they have the skills and knowledge to deliver improved outcomes for Moray's children and young people.	<ul style="list-style-type: none"> ➤ Improved supervision and audit processes ➤ Regular ERDP ➤ Introduce workload management processes ➤ Each team to identify areas for team development 	Head of Integrated Children's Services Service Managers Social Work Training Team Manager	<ul style="list-style-type: none"> ➤ Workforce feel supported ➤ Improved emotional well-being and reduced stress levels for workforce ➤ Highly skilled, well informed practitioners will support and improve outcomes for children, young people and families.

<p>Improve communication across the service and with all partners and stake holders.</p>	<ul style="list-style-type: none"> ➤ Clarity of governance arrangements. ➤ Clarity of meeting structure within ICS. ➤ Clear expectations in relation to communication for all staff. ➤ Regular updates to be circulated in a variety of ways. 	<p>Head of Integrated Children's Services Service Managers</p>	<ul style="list-style-type: none"> ➤ All staff will be informed of service developments and feel connected to the vision of the service. ➤ Partners will understand the structure, role and function of all aspects of the service.
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