

Children & Young People's Services Select Committee, 20 June 2018 – Item 7

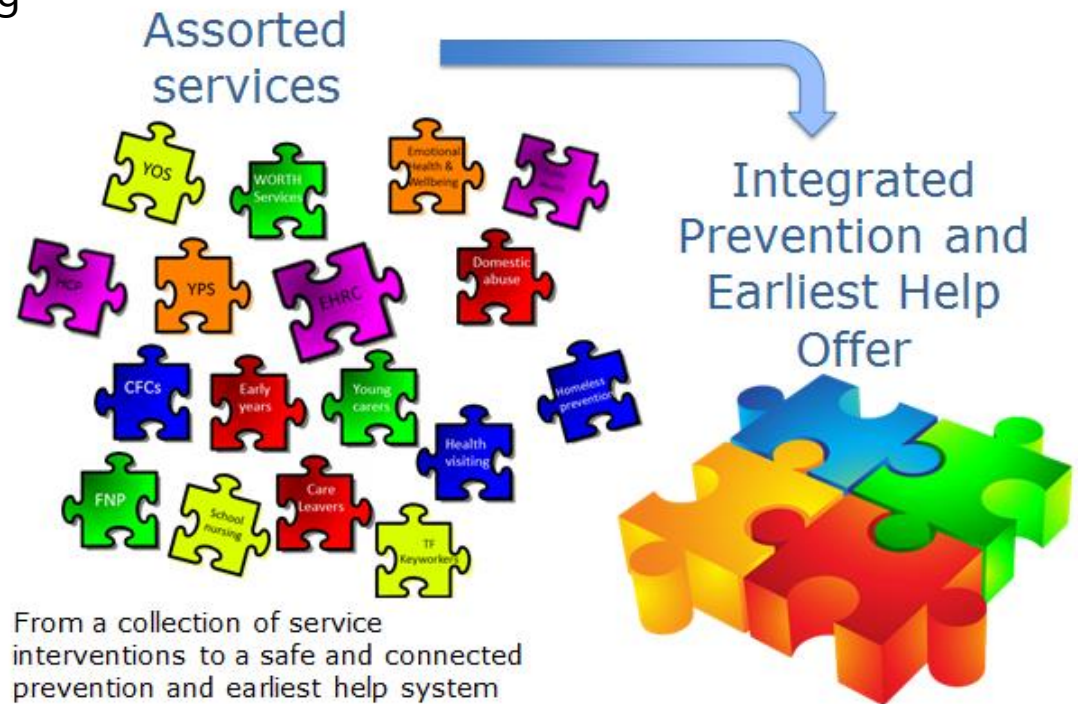
IPEH First Year Review, 2017/18

Hayley Connor

Head of Integrated Prevention and Earliest Help

Services brought together

- Youth Offending Service
- Worth Services
- Emotional Health and Wellbeing
- Public Health
- Healthy Child Programme
- Young People's Service
- Early Help Resource Centre
- Domestic Abuse
- Children and Family Centre's
- Early Years
- Young Carers
- Health Visiting
- Homeless Prevention
- Family Nurse Partnership
- School Nursing
- Care Leavers Service
- Think Family Keyworkers



One Vision & Two Ambitions

To create a safe, connected and affordable system of prevention, and early help that:

- makes sense to children, young people and families
- builds on what works well and makes a bigger impact than 'the best of what we have done before'
- Everyone understands – 'it's my job'

Two Ambitions

"It is our job to make sure every child reaches their potential"

"We will be there for every child and young person to give them the confidence they need to reach the goals they want to achieve"



3. Three Objectives

1. Prevention

For the majority, family life will meet children's needs, with local 'universal' services & community networks

2. Earliest intervention

Identifying and taking action to respond to problems before they are more difficult to reverse

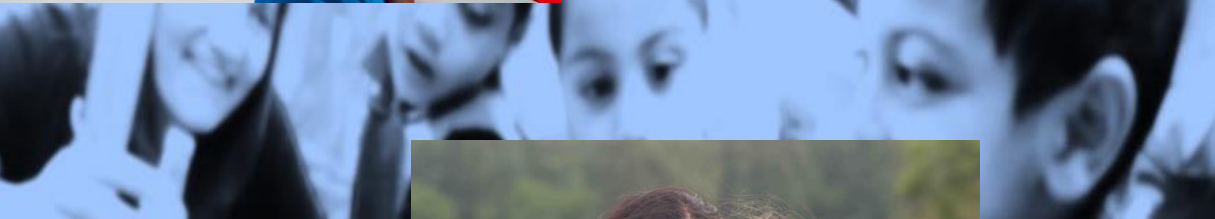
3. Targeted and Specialist Services

To respond, prevent & reduce so that demand on higher cost services, such as Children's Social Care, is reduced



~~IMPOSSIBLE~~

A wide range of support
divided into four areas –
unique challenges and
opportunities



Four areas of focus

1. A Flying Start: 0 to 5 years

Ensuring the best start in life - an offer based on sound research:



- 1001 Critical Days & young parent Pathways;
- Healthy Child Programme (with health & development checks); Family Nurse Partnership (FNP); Sufficient early education and childcare & Free Entitlement; Children and Family Centres, Early Years PEP's & The Children's Learning and Wellbeing Audit (CLaWBA); Improving EYFS attainment & closing the attainment gap/ensuring children in schools are ready and able to learn

Four areas of focus

2. In School, Ready to Learn

Working closely with schools for the best outcomes:



- Termly conversations between IPEH and schools;
- Think Family (TFI) in IPEH Hubs. Family Support and Intervention; Early Years Consultation and expertise; Early support for vulnerable learners; Working together to increase the percentage of children assessed at a good level of development at the end of Reception; Improving school attendance;
- School nursing and health; Inclusion (SEND) Support; Supervised Contact

Four areas of focus

3. YourSpace Youth

**A wide range of services
to young people:**



Young Carers; Duke of Edinburgh; Youth interventions; FindItOut; Care Leavers Service & Non Accompanied Asylum Seekers; Homeless Project; Children in Care Council and Care Leavers Forum; Youth Emotional Support - YES; Health & Youth Justice Workers; (Purple Bus; Snack Wagon; Rock Challenge; Young Crawley; Outset; Non Recourse to Public Funds Service; Youth Offending Service; National Citizenship Scheme

Four areas of focus

4. Skills for Life

Towards effective adulthood:



- Parenting courses e.g. Triple P/Solihull;
- The Worth (Domestic abuse); Debt and Homelessness support; Family Assist – Online IA&G; PAUSE – supporting parents' recovery after children are removed; Better Change Programme; Back to work and Money Management Outreach; Beacon Status Work - Including 'Penta', 'Drive' & 'One-front Door' projects

Five ways to Wellbeing

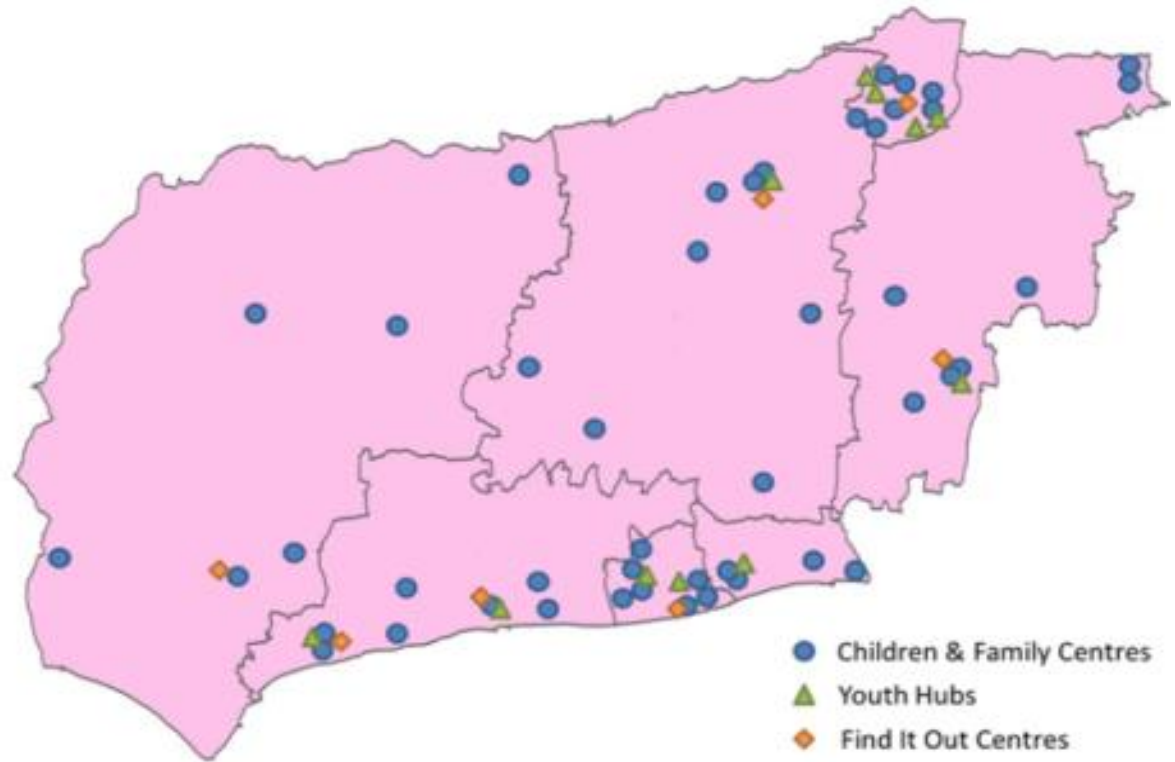


Five ways to **wellbeing**



Six local Hubs

One in each district and borough area providing integrated local services within the community, including co-located Health professionals.



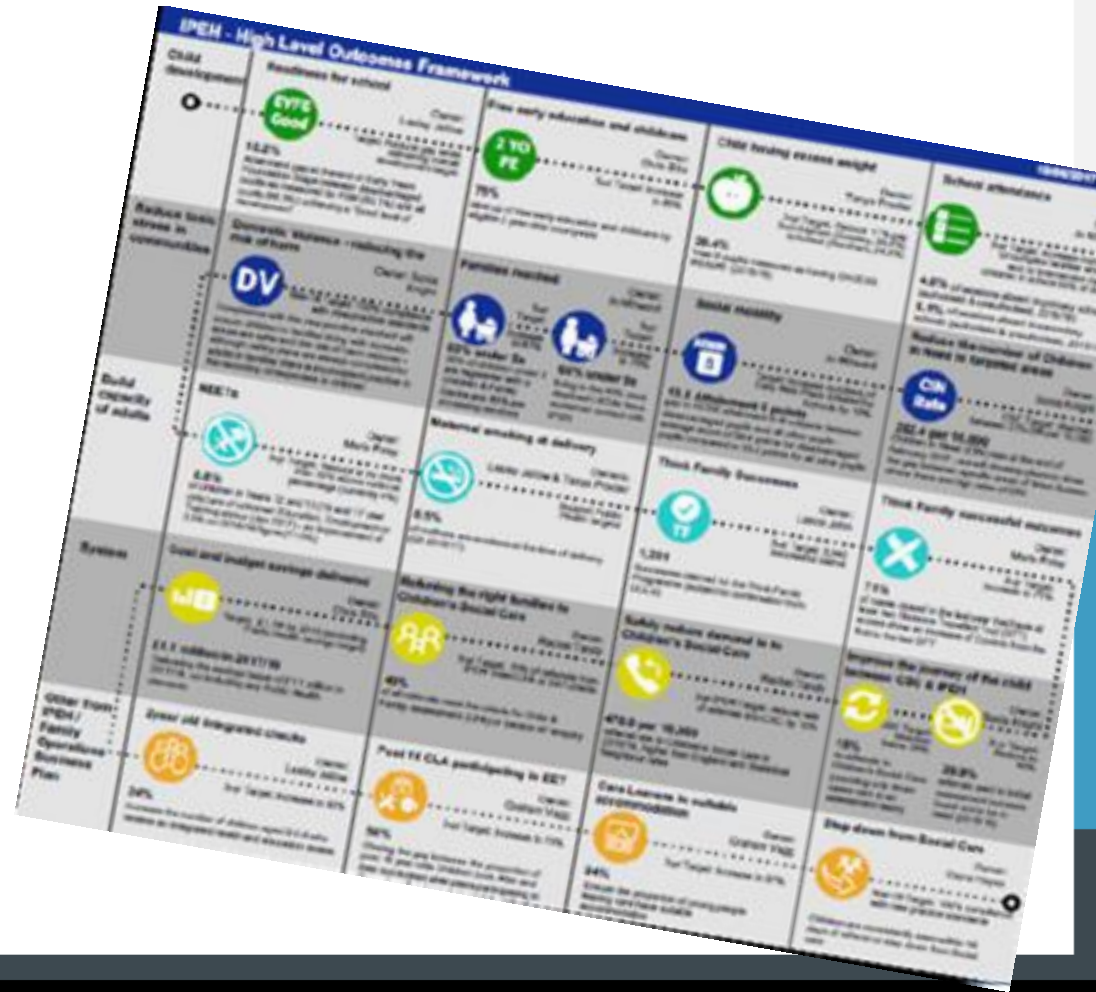
7. The way we behave and work



From a recent survey the vast majority of IPEH staff (87%) feel strongly that they are having an impact and making a positive difference to the lives of families and young people. This is an increase (of 4%) compared with last year, reflecting the early impact of integration.



9. The way we Perform



'Early Help is everyone's business'

- Assessments lead to actions within a clear plan;
- Strengths-based, with families involved in planning;
- Withdrawal, once sustainable change evidenced;
- Lead practitioner to coordinate colleagues and record outcomes;
- Tough conversations may be necessary among practitioners to secure the best outcomes for families;
- Never doing nothing;
- Work reflects and understands families' needs;
- Identifying children and families who risk poor outcomes, and being proactive about this;
- Being very approachable for families;
- Early Help part of the 'day job';
- Safe sharing of information between partners

Powerful Conversations – Sound Outcomes

- “The termly conversation helped us accelerate the process (to support a child and family)”
- Head Teacher: “The Family Support Worker persuaded me and my deputy to use Holistix rather than just the SENCO. This has revolutionised the way that we work in school, because everyone is having the same conversation and it is not reliant on one already busy person telling another busy person about what is happening”
- “The process held our hand and gave us the courage to know that what we were saying was the right thing to say”