

DEPARTMENT FOR EDUCATION & CHILDREN

Our Vision ...is to be an innovative and integrated department that supports all children and young people and encourages lifelong learning

INTEGRATING SERVICES

Progress Review

December 2009

**Vernon Morgan
Director of Education & Children's Services**



Strategic Development Division

Contact: David Astins, Strategic Development Manager

Tel. (01267) 246426 (internal 6426)

Document Status: Internal

If you require this information in large print,
Braille or on audiotape please contact the
Department for Education & Children
Julie Davies: Ext. 6432

1. Introduction

This document has been produced primarily as a stock take on progress to achieve better integration of services within the Department for Education & Children, and with other Departments and organisations. Specifically, the document will clarify actions to be taken over the next 18 months to further this aim.

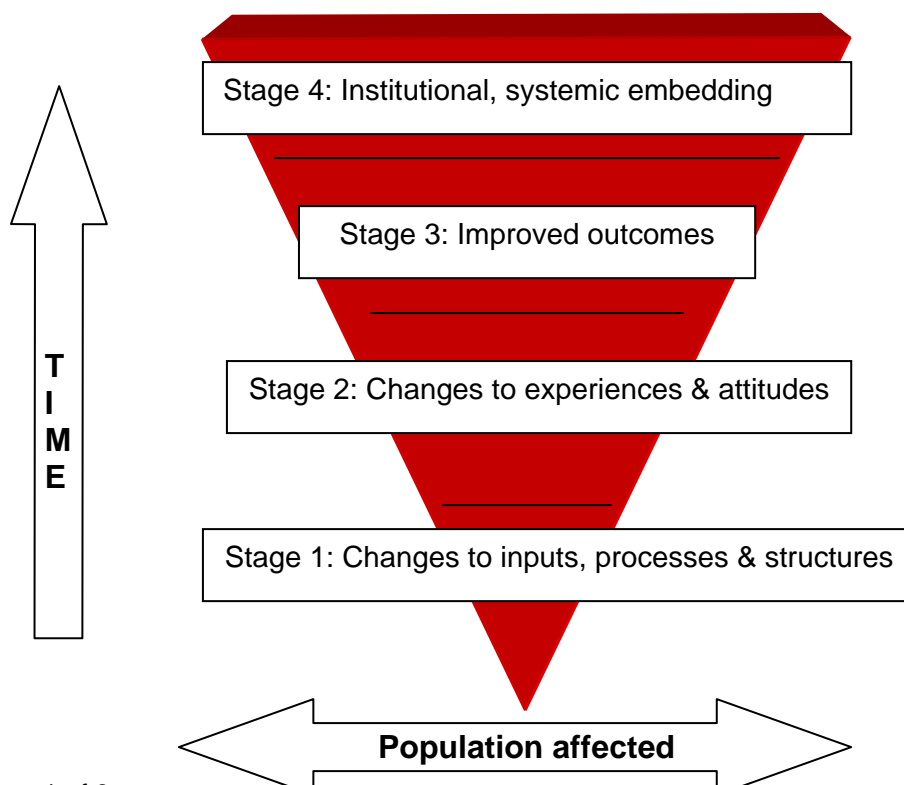
2. What exactly do we mean by integration?

In February 2009 we produced an overview for staff on integration (see http://intranet.ysgolccc.org.uk/eng/Services/Integrating_Services_-_A_Staff_Overview_Feb_2009_.pdf). In simple terms it is about organising our services so that they maximise the benefits to children, young people, parents and carers. This means developing our services so that they are better co-ordinated, avoid duplication, and meet identified need. It has meant some changes to organisational structures staff changes, but that is only one part of what we are trying to achieve.

3. What are we trying to achieve?

Our overall aim is to improve outcomes for children, young people and their families. We believe that services that are better integrated with one another, in whatever form that may take, will contribute to this aim. It will be a difficult, if not impossible task, to specifically attribute progress with integration with achieving this aim, but a process of continuous improvement will have a positive impact on staff and children, young people and families that we will be able to attribute a causal link to.

The diagram below (adapted from Morris and Golden, 2005) is a theoretical model that illustrates the four stages Carmarthenshire will use to measure progress and the impact of integration.



4. What progress have we made?

General

Some significant Departmental structural changes have been made in the past 3 years, most of which have been primarily to achieve better integration. These have included (where appropriate we have referred to the stages in the diagram on the previous page):

- Children's Services Division moving from the Social Care, Health & Housing Department to the Department for Education & Children;
- Youth Offending & Prevention Service moving from the Children's Services Division to the Improvement & Skills Division;
- Education Welfare, and Educational Psychology services now part of the Children's Services Division;
- A remodelled Governance & Inclusion Division incorporating Governor Support, Behaviour Management and Additional Learning Needs;
- Support for Schools Management Information Systems, including pupil data, moving to the Strategic Development Section (all Stages 1/2).

A staff guide (see Section 2) has been produced highlighting some key ways of working that have either been introduced and are well established, or are planned for the future. These include the Opening Doors Team, Strategic Schools Area Teams, Teams around Pupils, Parents & Schools (TaPPaS), and Team around the Child (TaC).

We have developed and implemented a remodelling of Youth Services to support the Community-focused Schools Strategy through: reviewing the existing structure; evaluating the effectiveness of workforce remodelling initiatives with regard to specific roles e.g. quality assurance, youth access and NEET (not in education, employment or training) co-ordination; monitoring the effectiveness of the newly established School-based Youth Worker role; exploring the closer alignment/integration of related service roles for targeted intervention (Stages 1/2). There is evidence of impact on outcomes through a reduction in NEETs (Stage 3).

TaPPaS

All actions in the TaPPaS Action Plan have been completed. Appropriate training and support systems are now in place for TaPPaS team members to function, and guidance on sharing data has been developed (Stages 1/2).

Community-focused Schools

A strategy has been published enabling 'families' of secondary and partner primary schools to provide a range of additional opportunities, services or information for families and communities which will support improved learning and well-being. Additional services relate to family learning programmes, out of hours child care provision and learning, playgroup facilities, adult learning, sporting activities and play opportunities. Multi-agency partners are part of the planning, development and

delivery of provision which effectively contributes to the seven core aims for children and young people (Stages 2/3/4).

Promoting Schools as 'Professional Learning Communities'

Publication of advice, guidance and exemplars of good practice promoting school networks and in particular the need to move from 'individual school autonomy to collective responsibility' by encouraging vertical school 'family' networks and horizontal 14-19 cluster provider partnerships to pool resources afforded by grants to improve outcomes for children and young people. This pooled financial support is complemented by the integrated human resource of TaPPaS (Stages 2/3/4)

Flying Start

We have created a multi- disciplinary team on a single site serving eight of our most deprived areas. Uniquely in Wales we have integrated Universal Health Visitor provision with our Flying Start specialist Health Visiting services, creating a 'one stop shop' for parents in these designated areas. This is a truly multi-disciplinary approach with, in addition to the health visiting element, social work, speech and language therapy, basic skills and Family Support Assistants working under a single operational manager. We have successfully implemented the childcare element of Flying Start with a range of voluntary sector suppliers and our own nurseries providing free childcare.

Integrated Children's Centres and Family Centres

We have opened our first Integrated Children's Centre on the site of a new school in one of the most deprived areas of the county, Llwynhendy. This is delivering an impressive range of services including Flying Start childcare, parenting sessions, open access play, health clinics and linking a range of key services to these communities. We will open two more centres attached to schools in 2010 (Felinfoel) and 2011 (Morfa), on school sites creating services targeted at our most deprived communities.

We continue to fund Plant Dewi to support 12 community Family Centres across the County. This unique model has created centres owned by the communities they serve.

Speech and Language Therapy

We have a service agreement with the Hywel Dda Health Board for provision of Speech and Language Therapy for Specialist Units and statemented pupils. Issues within the service are being addressed through discussions between the Additional Learning Needs Manager and the Speech & Language Therapy Manager. A consultation was launched by the Carmarthenshire Communication Support Service Implementation Group in September 2009, at an event for a range of stakeholders. The group meets on a regular basis and are dealing with the following:

- Address the needs of the growing numbers of children needing help;
- Clarify roles;
- Develop skills and knowledge for adults supporting children and young people;
- Make better use of available resources.

Transition Team

A key challenge in disability services is managing the transition to adulthood. Multiple stakeholders and different transition dates in education and social care makes this a problematic process of change in almost all local authorities. We have recently created a transition service for young people and adults aged 16-25. This will enable us to have continuity of worker and team during the most difficult period of transition where the financing of care packages are most complex. The creation of the team has pooled additional investment from services and brought together a number of existing posts, and is improving the experience for users. Central to this team is an educationalist who will assist in managing the key education transitions when young people are 16 and 19.

Behaviour Support

The service consists of a range of provision which services pupils and young people, including a Key Stage 3 Pupil Referral Unit, a Key Stage 1/2/3 Behaviour Support Centre, and the Behaviour Outreach Team. A review of the service is being undertaken to ensure that provision meets identified need and avoids duplication. Updates are being made to the Inclusion Strategy which includes the provision for Behaviour Support, in order that it is dovetailed into the Modernising Education Provision (MEP) Programme.

Educational Psychology

Through the creation of a strategic Senior Educational Psychologist (Disability) post and a specialist Senior Educational Psychologist (Vulnerable Children and Young People), the Educational Psychology Service consultation has been extended across the work of the Integrated Disability Team, including Respite Care, and to the Fostering Team providing consultation on placements and working with supervising social workers, foster carers and some Looked After Children with significant social, emotional, and behavioural difficulties.

Collaborative working with a range of professionals has been strengthened as a result of processes which have been implemented across the integrated Department. Planning for a 24 hour intervention package to meet the needs of children, young people and families' needs has become a key area of focus.

Schools-based Social Worker

We have created a senior Social Worker who is based in three of our secondary schools who have the most looked after children and have made the most referrals to Social Services. This Social Worker, attached to the Llanelli Assessment Team, has the role to link with long term social work teams and to complete initial and core assessments from children who attend these schools. This model of service delivery has been successful and we are extending the person's role as child protection co-ordinator for schools.

Leadership & Management development

A staff survey on leadership and management was undertaken in 2008 and revealed some very positive results. This led to the commissioning of a leadership and change management workshop, in January 2009, for 19 senior and middle managers (including a representative from the health service) which proved very successful. The focus for the workshop was better integrated working, aligned to our strategic vision.

5. What do we still need to do?

We have identified a number of specific actions that we need to take in the short to medium term, and these are embedded in Divisional Business Plans and linked to the implementation of the Children & Young People's Plan 2011-14. We believe that the following 5 areas will have the widest impact:

Team around Pupils, Parents & Schools (TaPPaS)

Regular update training and sharing of good practice will be undertaken on a regular basis (twice a year), with the next session being held in spring 2010.

Team around the Child (TaC)

We have identified that the development of TaC will need to take place in tandem with the development of a Common Assessment Framework (CAF). We believe that dedicated resources are needed to establish TaC and CAF and a plan needs to be established following the outcome of a review of Preventative Services (see below).

Preventative Services

A review of adolescent preventative services will be undertaken that seeks to clarify roles and responsibilities, reduce duplication, simplify referral pathways, and create capacity to drive forward TaC and CAF. This will be completed by December 2010.

Systemic Change (e.g. School Effectiveness Framework)

The aim of SEF, to be rolled out from September 2010, is to reform the education system in Wales through:

- improving learning outcomes
- focusing on improvements in the quality of teaching and leadership as key factors
- bringing together in synergy both school level and out of school interventions to achieve change
- tri-level working that brings together schools, local authorities and the Assembly Government working together to achieve these objectives.

It is recognised that there is a need for all services to develop integrated working that focuses on improved standards of attainment and well-being. A priority will be to develop system leaders in both schools and local authorities, to provide support for

system change. The focus of our work will be to develop consistency, in terms of use of data and the way we support and challenge, and develop capacity, in terms of continuing professional development/professional learning networks and quality assurance, system leadership and performance management.

Support & Challenge Framework

A new group has met and a paper listing the actions and outcomes is being written. This internal paper will be shared and a follow up meeting will be held in January 2010 to look at progress.