

APPENDIX 2a

A PROPOSED FRAMEWORK FOR INTEGRATING STOCKPORT FAMILY AND EDUCATION SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES

1. INTRODUCTION

- 1.1. Services for children and families in Stockport are on a transformation journey, challenged by the expected spend reductions year on year whilst managing an increase in numbers of service users requiring support from the portfolio of services. We know that in order to address significant financial challenges that we need to radically transform the way we do things and the way people access services providing the most effective and joined up experience for local people within the reduced budget envelope.
- 1.2. In response to these challenges, services have become leaner and more targeted, working closely in and with local communities, schools and other public service partners. Geographic localities have been determined and children's health, prevention and social care services have aligned themselves to support these local communities with a central focus on our education establishments as the anchor institutions. The team around the early years setting / school model has been established with colocated integrated teams supporting the four local communities with smaller borough-wide specialist services providing expertise to support complex needs.
- 1.3. The evolution of integrated working has involved Education Services, but so far has not moved to a fully integrated operating model with the inclusion of education specialists in the locality and borough-wide teams and the adoption of a single plan for children and families that is co-designed and co-delivered by the disciplines of education, health and social care. This plan outlines our collective commitment across Children's Services to work better together to close the gap in health, education and social inequalities.

2. BACKGROUND

- 2.1. In 2017, the transformation journey was informed by a fundamental review of all People's Directorate services in the form of a forensic analysis of service provision, outcomes and costs which has led to a set of savings proposals for 2018/19. It has been the intention of the senior leaders in Children's Services to move into a directorate-wide integration model to ensure we offer coherent support for those that have additional needs, this will be aligned with our 'All Age' ambitions. We want to avoid duplication of service provision, multiple professionals working with the same families and multiple and separate assessments and plans. We intend to use our digital investment to streamline processes, develop the offer to families and facilitate self-help as well as

describe the offer when families hit a crisis that may escalate without some additional support. The next phase of transformation would integrate Education Services with the existing integrated Stockport Family and ensure a keen focus on the journey of the child with particular emphasis on transition points. The outcome of the recent Special Educational Needs and Disability (SEND) inspection has also informed this strategy.

- 2.2. The ambition in Stockport is to deliver seamless support around struggling families. This offer will be enhanced by strengthening community, family and individual assets and resilience, focussing on the particular issues experienced by local communities. As this next phase of integrated working is designed and tested it will reduce duplication, stem the flow of demand on specialist high cost services, enhance the sharing of knowledge and skills across professional boundaries and improve outcomes for families.
- 2.3. This proposal builds on learning from a number of existing programmes of work, including:
- The critically acclaimed Stockport Family model of integrated service delivery which has been sponsored by Central Government to implement in other Local Authorities,
 - The on-going review, jointly commissioned with the Stockport Schools Forum, of Education services funded from the Dedicated Schools Grant,
 - Learning from our Place-Based working early adopters,
 - Learning from Greater Manchester Authorities (and beyond) in relation to both place based working models and Start Well services.

Stockport Family

- 2.4. Stockport Family was established in April 2016 bringing together teams that supported families' health, wellbeing and social support. The service is delivered by integrated, multi-agency and co-located teams comprising social workers, midwives, health visitors, school nurses, Start Well hubs and prevention focused Stockport Family Workers. In addition the teams have access to a range of specialist borough-wide services such as Drug and Alcohol services (Mosaic) and the Youth Offending Service which are 'called-in' when required and work to align support services with universal community based providers such as GP practices, schools and colleges.
- 2.5. All work with families is underpinned by strengths based practice, as families are supported to identify solutions and the focus on whole family working. Restorative practice is key to this approach, promoting behaviour which helps

to build and maintain healthy relationships, resolve difficulties and repair harm where there has been conflict.

Education Services

- 2.6. Education Improvement Services support schools to provide high quality universal education from Early Years to post 16 provision with a focus on removing barriers to achievement for vulnerable and at risk children and young people. Specialist education support services for those with additional needs extends the service offer from 0 – 25 years. Pupils that are identified as at risk of under-achievement receive targeted educational support, which can call in co-ordinated specialist educational support for the school.
- 2.7. The attainment and attendance of pupils from disadvantaged backgrounds continues to be low, exclusions continue to increase and the number of children with Special Educational Needs and Disabilities continues to grow. The funding dedicated to highly complex needs is overspending, as more children require expensive specialist support.
- 2.8. In recognition of the challenges faced by the education sector, a review of the services funded to support schools has been commissioned.

Place Based Working – Learning from our early adopters

- 2.9. Stockport established two place based early adopters in 2017, these were based in Brinnington and the Heatons. Through these early adopters and cross-cutting engagement with communities (eg on areas such as place shaping and community investment) learning about new approaches to reforming services has been based on real world experience, early-stage prototypes, is evidence based and informed by discussion and engagement with local people and the best available professional judgement. Ultimately the aim is to see whether this can transform the relationships between public services and the individuals, families, community groups, voluntary organisations, social enterprises and businesses that make up a local community. Also to provide a more person centred delivery model which reduces demand and increases individual and community resilience and capacity. This increase in capacity helps reduce levels of dependency, leading to more appropriate and reduced use of public services. This learning doesn't cease as we proceed into 2019, but moves into a new phase as we seek to expand learning to inform core service design. Reshaping our relationships with communities is fundamental to this and is supported through the changing shape and focus of our collective public sector workforce.

2.10. Building on the learning from both early adopters the focus is now on ensuring we have a clear understanding of the impact of a new model. This learning is essential to inform the development of this Integrated Stockport Family and Education Strategy.

Start Well

2.11. Getting it right in the Early Years means that every child grows up in an environment that nurtures their development, derives safety and security from their parents / care givers, accesses high quality early years services and has a belief in their goals and their ability to achieve them. It is the ambition of the Greater Manchester Combined Authorities (GMCA) ¹that all children in Greater Manchester (GM) are school ready. The proportion of children with a 'good level of development' at the end of reception will be at least the national average across all of GM by 2022.

2.12. In Autumn 2017 the Council's Cabinet agreed a proposal to redesign and restructure Children's Centres, Early Years and Childcare services and the SEND Portage teams to support greater integration in the Early. The redesign intended to remove duplication, improve access to services and be flexible to demand, targeting resources according need. This delivery model, known Start Well, is built on learning from the Brinnington Family Pilot (2016) which brought together early years services to ensure that children get the best possible start in life.

2.13. Start Well has a clear focus on School Readiness, supported by improved child and family health and parental aspirations and parenting skills. Work to enhance school readiness starts at pre-conception and continues through early infancy with internal and external influences. The premise of Start Well is to ensure children get the best start in life and reach their full potential by closing the gap in health, education and social inequalities through the provision of high quality services, both universal and targeted to build capacity, resilience and independence within families and local communities.

¹ <https://www.greatermanchester-ca.gov.uk/>

3.0 THE CHALLENGE – INCREASED DEMAND, COMPLEXITY AND RISK AND REDUCING FUNDS

3.1 Services for Children in Stockport are currently facing unprecedented demand pressures. These, alongside a reducing base budget are the key drivers to further integrate Stockport Family and Education to provide a holistic health, education and social care offer:

- Sustained increase in number and complexity of social care referrals
- Increase in number of children in care
- Increase in number and complexity of need of children and young people with SEND
- Increase in poor attendance for children known to social care and children and young people with SEND
- Increase in school exclusions
- Continued gap in life chances between those living in poverty and the rest of the Borough
- Demand on the system causing workforce pressures

4.0 A STRATEGY FOR STOCKPORT

4.1 The initial review has identified the need for a transformative approach to re-designing the model for Stockport Family and Education Services. Integrated health and social care services are currently a separate offer to educational support.

4.2 To support struggling families and stem escalation to high cost specialist services and for their children to achieve their full potential and become future citizens supporting their local community and economy, we need to create a more coherent offer that spans education, health and social care. The offer needs to be seamless, coordinated and informed by the experts from each discipline culminating in a single graduated plan focused on outcomes for a child or family.

4.3 Integrating these services will ensure that the offer to families is understood by integrated teams and will ensure co-working of cases instead of numbers of services working independently with children and families. This will provide a better experience for our families and puts children and family at the heart of all that is done.

4.4 The model will deliver on the vision:

- To build on the integrated, locality focused, strengths-based approach.
- To further integrate and align services across Education, Public Health and the transition to adulthood, with a particular focus on the alignment of education services with Stockport Family.
- Targeting resources to build personal and community resilience of those most in need, whilst maximising the potential of inclusive, universal provision

4.5 It will also deliver on the objectives that our children and young people:

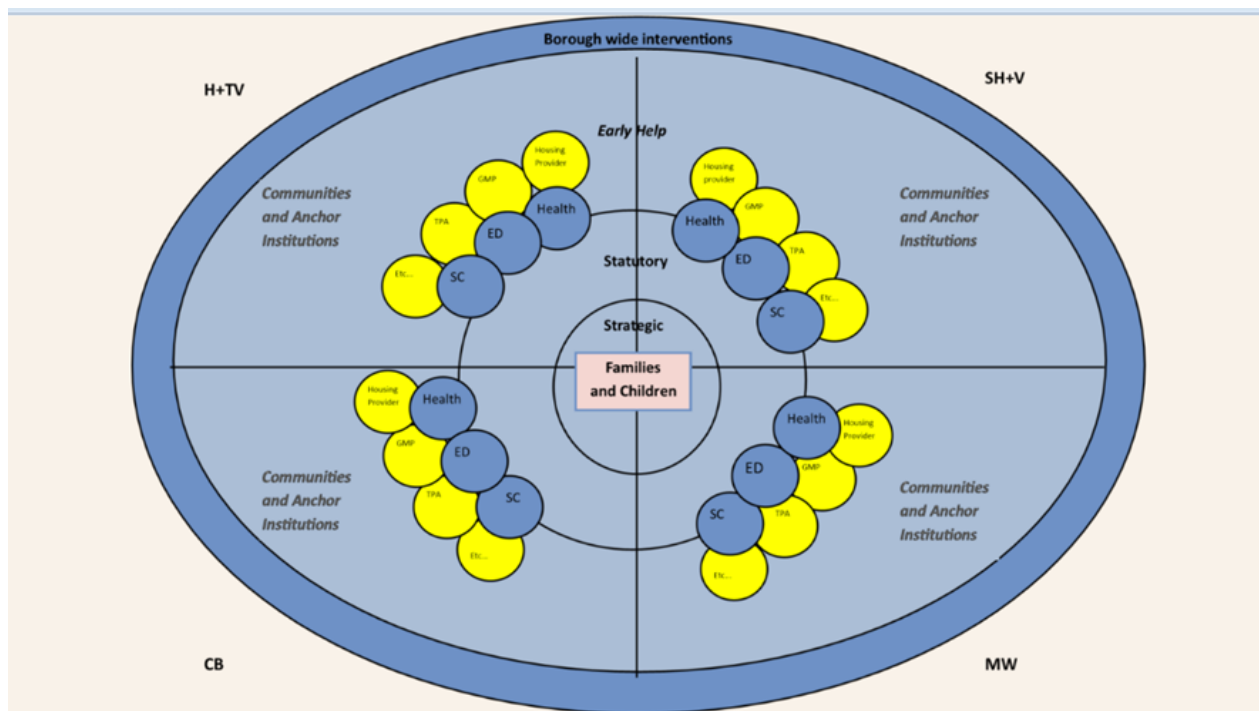
- Are given the best start in life by their parents and carers who are supported to optimise their child's development.
- Enjoy good health and receive effective services as needed in order to optimise independence and the best health outcomes.
- Attend school and college, and achieve the very best they can.
- Are well prepared for adulthood and engage in education, employment and training.
- Contribute to their community and rates of crime and antisocial behaviour reduce.
- Live safely and happily within their families, and there are fewer family breakdowns.

4.6 The model will deliver a single integrated team for each geographic locality, harnessing the required skills, knowledge and experience to deal with demand across the range of services and sectors. The offer to the community will include support from commissioned 'connectors' who will facilitate effective collaboration with all sectors. A critical factor in achieving the changes required will be the effectiveness of early identification and prevention to stop children and families' needs escalating in the first place. This will require joint service delivery with wider partners in the public, private and voluntary sector. See Fig 1 below.

4.7 Stockport already has an established model of the Team around the School, which places skilled and motivated early help practitioners alongside school nurses to work with children and families as social need arises.

4.8 **There is an opportunity to begin testing out the vision for a single integrated function for each locality as described above within the defined community and school cluster of Werneth. This will be a pilot to enhance the Team around model in Werneth and learning from this pilot will further inform the Stockport Family and Education strategy and ongoing service development.**

Fig 1:



There are 14 building blocks to set the foundation for the approach. These will inform professionals and provide the basis of our commissioning intentions:

1	Comprehensive and reliable needs data and analysis that identifies families and communities where we can predict adverse childhood experiences.
2	Participation of children and young people, parents and carers in the design, decision making and delivery of services.
3	Restorative approaches underpinned by strengths based practice to: <ul style="list-style-type: none"> • maximise support from wider family and friends, • Optimise support from local volunteers, voluntary/community groups - working closely with universal and early help services, and • make the most of digital access to information, advice and guidance.
4	Increasing the capacity and capability of targeted early help services – working closely with universal services.
5	Accessible universal and early help services – close to home and wherever possible in the home and targeted services supporting identified families and communities

6	Culturally competent services and practice able to meet the needs of an increasingly diverse community.
7	Integrated single-access points for expert information and guidance and access to services through multi-agency triage through a single front door.
8	Integrated pathways for assessment/diagnosis and support/treatment, including support during transition to adult services.
9	A single, integrated family plan.
10	A key worker as the single point of contact for the family.
11	Multi-disciplinary teams that work across organisational boundaries to deliver seamless support and care.
12	Investment in raising the status and expertise of frontline practitioners/clinicians.
13	Evidence-based practice and interventions and integrated outcomes-based commissioning that have clear quality standards and meaningful measures with robust quality assurance, performance and contract management
14	Openness and transparency in reporting performance, evaluation and decisions to re/ de-commission services.

4.9 The model will build on the learning from ‘All Age’ ambitions which are focused on whole system integration and improving outcomes for vulnerable and disadvantaged individuals, families and communities within a framework of excellent universal, early intervention and preventative services.

4.10 **It will be the lens through which public services are reviewed across a range of providers, including the Local Authority, Schools and Housing providers including Stockport Homes.**

4.11 Specific proposals will be developed to reduce costs in current services and to improve and better target joint-working. These will be subject to detailed consultation. Existing provision and contracts may be changed to deliver better value for money.

4.12 The drivers and enablers of this model will be

People – putting children and families at the heart of everything we do with a restorative approach to putting people’s needs first;

Integration of services – working across sectors to bring a local holistic offer that responds to the reality of people's lives, reducing siloed working and duplication of delivery;

Digital Transformation – utilising the digital offer to its fullest to support an improved customer experience and enhance advice and guidance offer;

Commissioning – shifting relationship from provider - changing the assumption that public services alone can solve problems; recast them as part of a local system (including people, families, communities, local organisations and institutions, the third sector and local businesses) that can influence outcomes, and build local ways of working . Initially the role will include shaping the market and building local capacity to respond to local needs, working with partners to enable this;

Collaboration and Co-design - working in line with council values to build collaboration and co-production for a richer public service offer.

5 NEXT STEPS

5.1 This draft model and strategy is the framework which will underpin conversations with stakeholders in scope of the proposal in education, family support, housing support and children and young people's health. This includes head teachers, governors, community leaders, public service, business and third sector.

5.2 A listening exercise will take place between January and March to:

- develop and shape the new integrated model
- test and validate assumptions made about the new model
- understand implications and/or concerns from implementing the model

5.3 We will bring partners into the conversation about working together to shape the strategy, agree the proposed principles and further develop the already established place-based approaches in Stockport through the integration of Stockport Family and Education. Schools Senior Leaders and Governors will be invited to inform this work.

5.4 Following the period of engagement, the new strategy will submitted to Cabinet in April 2019. The first phase of the new strategy and model for integrated Stockport Family and Education will be implemented from September 2019.