



An introduction to the Families and Children's Transformation (FACT) programme.



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## Presentation objectives

- Explore the reasons why we have a transformation programme
- Understand what the FACT programme is about and the outcomes we are looking to achieve
- Share the wide range of FACT projects and how they fit together
- Describe the programme approach, roles and expectations and governance arrangements
- Share how to get involved



## What is FACT?

- FACT stands for **Families and Children's Transformation**
- FACT is a **partnership** of agencies working together to achieve **whole-system change** – in order to significantly improve the chances of all our **children living safely, healthily and happily** in their own families and communities

## Why FACT? Why now?

### Children's Services (national picture):

- The Local Government Association (LGA):
  - £500m cut in Early Help government funding since 2013 and projected cuts of £183m by 2020 - a 40% overall reduction.
  - 75% of councils exceeded their children's social care budgets by a total of £605m in 2015/16.
  - unprecedented surge in demand with a 140% increase in child protection enquiries in the past 10 years.
- One in every five children in England referred to children's services before the age of five (UCLan).
- A referral is made to children's social care every 49 seconds.

## Why FACT? Why now?

### Wiltshire Council:

- Currently we spend almost £1 billion each year on more than 350 services.
- Government funding has reduced by £25 million.
- Facing £27 million of pressures (demand, inflation and national pay award).
- So need to find £52 million of savings and additional income.  
Proposed:

- £26 million from council tax and adult social care levy.
- £26 million from savings and additional income.



## Why FACT? Why now?

### NHS (national picture)

- Ageing population and with more long term health conditions
- Increasing demand on A&E; pressure on wards; cuts to community-based provision
- More expensive drugs; more costly care – spend per person has increased more than 2.5 times since 1997
- Institute for Fiscal Studies believes over the 10 years to 2020 the NHS budget across the UK will not have increased enough to keep pace with the ageing and growing population.

### Wiltshire NHS picture:

- By 2017/18 there is likely to be a £100 million annual funding gap in the Wiltshire, B&NES and Swindon area.

## Why FACT? Why now?

### Education

- Institute for Fiscal Studies: 'Schools have not experienced this level of reduction in spending power since the mid-1990s'
- National Audit Office forecast a £3 billion real-terms cut to school funding by 2020
- DfE figures show that 4,152 children with SEN/Disabilities went without a place last year, up from just 776 in 2010
- Continuing cost pressures: non-pay costs, growing school population, agreed pay increases, national living wage, increased NI and Pension contributions.



## Why FACT? Why now?

### Police

- Wiltshire Police has received £19 million less funding from central government in real terms since 2010 but has responded to more crimes and supported more members of the public year on year.
- Wiltshire received the fourth-lowest funding per resident in England and Wales last year.

Pressure felt across the whole system

Requires whole system thinking

## Why we need to work together differently

- Pressures on public funding will continue for the foreseeable future, creating an imperative for better performance within constrained funding envelopes
- The need to eradicate gap and duplication as it is both wasteful and dangerous
- A concern that there is insufficient progress on improving outcomes for vulnerable children and more should be done to accelerate this.
- Whilst generally Wiltshire is a good place for children to grow up the gap for our vulnerable children is of concern.

- Our children's emotional wellbeing is not as good as we would want – admission to hospital for self harm rates are poor.
- Too many of our children living in poverty don't do as well as their peers only 40% are assessed as school ready
- The gap in educational outcomes continues across the years
- Whilst the numbers of Looked after Children are relatively stable too many of our young people experience multiple admissions to care.
- We have professional concerns in relation to the threshold for Child Protection interventions – this is borne out in national studies

## One page profiles (“Infographics”)

- Designed to provoke and stimulate
  - Early Years
  - SEN and Disability
  - Vulnerable young people
  - Looked After Children and Care Leavers
  - Our workforce
  - Being outcomes-focused
- How well do we know really ourselves?
- Do we see the connections?
- How truly ambitious are we?
- Whose outcomes?

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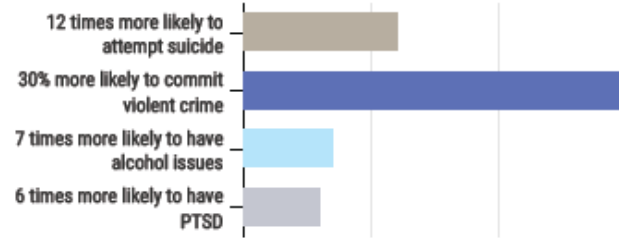


Infographics


90% of a child's critical brain development happens by age 5

A child's early years - what do we know?

Childhood **abuse or trauma** changes the brain from a learning brain to a survival brain, deeply affecting a child's development:



# Early Years in Wiltshire

 16,600 (44%) of 0-5s live in the top 5 community areas for crime

**1 in 3** children do not start school with a Good Level of Development - and they'll fall further behind

 **50% of referrals to our Serious Case Review Panel are for babies less than 1 year old**

**16% of 0-5s live in areas with the highest rate of MASH contacts related to domestic violence**

**13.4% of children aged 0-4 are living in deprivation**

Right now we have 716 under 5s with social services at risk of abuse or neglect. What will their adult life in Wiltshire look like?



Where does your agency come across our youngest children?  
 What are our aspirations for them?  
 How do we move from 'developing' to 'maturity' on the Troubled Families maturity matrix?  
 What are our **shared priorities** to make the biggest difference?



CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study - 1995-1997  
 Police Crime Statistics (offences between Feb 2015 and Jan 2016)  
 Children's Social Care - contacts by community area and type Apr-Dec 2015  
 Adults Surviving Child Abuse (ASCA): The cost of unresolved trauma and abuse (2015)  
 Local Authority Intelligence Tool (LAIT) 2014  
 Wiltshire Child Poverty Needs Assessment 2014 (including DWP child poverty figures 2011)  
 EYFS September 2017 school intake

One page profile example: Early Years

# What are we hoping to achieve?

## Five Driving Principles for FACT

- **Intervene earlier** – we will provide support early to prevent families' difficulties escalating and in doing so improve outcomes and reduce demand for higher tier services
- **We want families to be able to care for their children**; where children cannot continue to live in their immediate or wider family or community we will ensure they achieve permanence in a timely and effective way
- We will **reduce spend** by eradicating duplication, simplifying and integrating processes and improving multi-agency integrated working and collaboration
- We will **maximise time spent with families** and in doing so improve the child's experience of support and build resilience in communities
- We will ensure we are an **effective confident workforce** with a robust career profile operating a consistent model of practice within a learning organisation.

# How?



## Programme approach

- We will deliver the programme in a **co-production** framework engaging with families, children and young people, staff and partners
- We will ensure these **synergise** with other projects & development work
- The Programme will follow the principles of Systems Leadership. 'System leaders' have clear, **shared priorities** that are grounded in the **needs of their communities** and not in the interests of individuals or their organisations.
- The programme will define and **model the values and behaviours** we want to operate when working with children, families and with each other.
- The Programme will ***Obsess about Outcomes!***



## How?

### Being Obsessed with Outcomes!

- My family life is better
- My work life is more rewarding
- The quality of what I deliver/receive is better
- We all know we are spending our scarce resources well
- We can be more confident that we will be able to continue to offer crucial support to people in need

## How?

Partnership reporting and governance

Health & Wellbeing Board

FACT Board

Workstream Leads

Project Leads

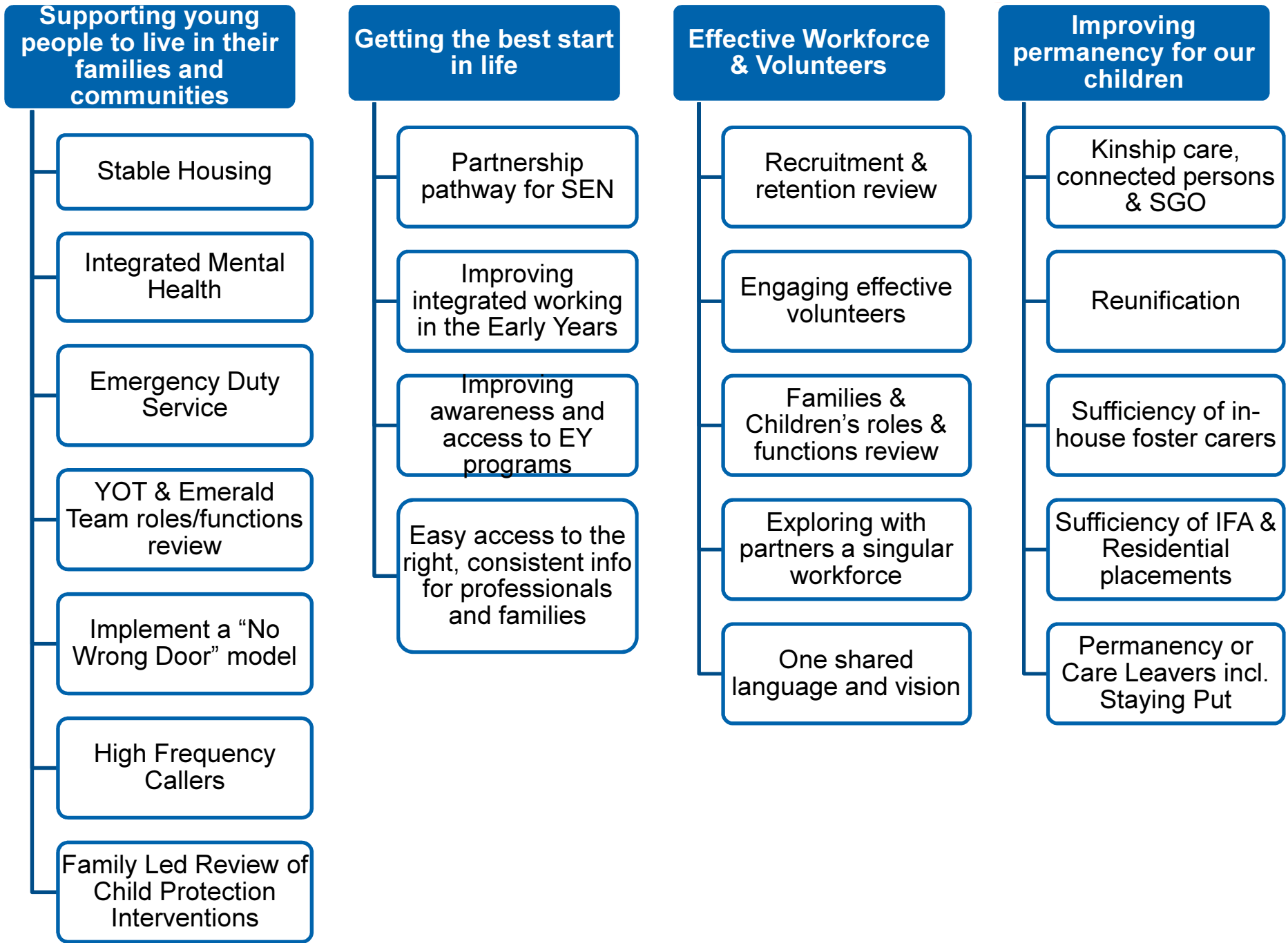
# How?

## Programme structure

### **8 Partnership Workstreams**

1. Getting the best start in life
2. Being ambitious for children with special educational needs and disabilities
3. Supporting young people to live in their families and communities
4. Improving permanency for Looked After children
5. A good education for all
6. Working in an outcomes-based way
7. An effective workforce and volunteers
8. An integrated Case Management System

<p><b>Case Management System (CMS)</b> Theresa Leavy</p>	<p><b>Working in an outcomes way</b> Tamsin Stone</p>	<p><b>A partnership approach to supporting young people live in their families and communities</b> Jen Salter</p>	<p><b>Improving permanency for our children</b> Susan Tanner</p>	<p><b>Getting the best start in life</b> Sally Johnson</p>	<p><b>Effective workforce and volunteers</b> Paula Marsh</p>	<p><b>A good education for all</b> Nick Breakwell</p>	<p><b>A partnership approach to being ambitious for children with SEND / disabilities</b> Martin Davis</p>	<p><b>Commissioning and Procurement sub-group</b></p>
<p>Single View and portals</p>	<p>Front door and local pathways, including partnership thresholds and singular referral, assessment and plan</p>	<p>Stable Housing Options Review</p>	<p>Kinship care, connected persons &amp; SGO arrangements</p>	<p>Partnership pathway for SEN early help</p>	<p>Recruitment and retention review</p>	<p>Traded Services</p>	<p>Transport review</p>	<p>Shared Commissioning roadmap <i>Informing and informed by FACT activity</i></p>
<p>LiquidLogic Children's System (LCS)</p>	<p>Partnership performance and outcomes framework</p>	<p>Integrated mental health services</p>	<p>Reunification</p>	<p>Improving integrated working in Early Years</p>	<p>Engaging Effective Volunteers</p>	<p>Social Emotional Mental Health Review</p>	<p>Flexible Workforce</p>	
<p>Early Help Module (EHM)</p>	<p>Emergency Duty Service (EDS) review</p>	<p>Sufficiency of Wiltshire Council foster carers</p>	<p>Improving Awareness and Access to Early Years programmes</p>	<p>Families and Children roles and functions review</p>	<p>Closing the gap in attainment at all key stages for vulnerable groups</p>	<p>Employment and training for all and exploring a whole life service (including for those with SEN, learning and/or mental health difficulties)</p>		
<p>Early Years Education System (EYES)</p>	<p>YOT and Emerald Team roles/functions review</p>	<p>Sufficiency of IFA and Residential care placements</p>	<p>Easy access to the right, consistent information for professionals and families</p>	<p>Exploring with partners a singular workforce</p>	<p>Delegation and assessment (Schools and EHCP)</p>			
	<p>Implement 'no wrong door' model and ASP roles/functions review</p>	<p>Permanency for care leavers incl. Staying Put</p>	<p>Local Area Coordination</p>	<p>One shared language and vision</p>	<p>Lead Worker role review</p>			
	<p>High Frequency Callers</p>	<p>Family Led Review of Child Protection (CP) Interventions</p>						



## Integrated Case Management System

- Early Help Module (EHM)
- Early Years Education System (EYES)
- LiquidLogic Children's System (LCS)
- Single View & Partners Portal

## Working in an outcomes way

- Front doors & local pathways – including thresholds and a singular assessment and plan
- Partnership 'Performance & Outcomes' framework

## A good education for all

- Social Emotional Mental Health Review
- Traded Services
- Closing the gap in attainment at all key stages for vulnerable groups
- Delegation and assessment (Schools and EHCPs)
- Lead Worker role review

## Being ambitious for children with SEN/D

- A flexible workforce
- Transport review
- Employment and training for all
- Exploring a whole life service (including those with SEN, learning difficulties and/or mental health difficulties)

## Some highlighted activity:

- Co-producing a shared Partnership Strategy with children, families and partners
- Investing in Systems Leadership
- Developing an Early Support Hub and local pathways
- IT-enabled partnership working via new Case Management System
- A good education for all – including SEMH Review and SEND Lead Worker role review





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**Thank you!**