

**Wiltshire Council**

**Health and Wellbeing Board**

**17 October 2018**

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**Subject: Families and Children's Transformation (FACT) Programme**

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**Executive Summary**

I. At its meeting in May 2018 the Board received its first update from the recently formed Families and Children's Transformation (FACT) Programme and requested a subsequent update on progress four months later. This report briefly evidences the considerable scale, ambition and progress of the programme and the significant commitment made by all partners to its delivery.

**Proposal(s)**

It is recommended that the Board:

- i) Notes the scale and ambition of the programme and its pledge to co-production with children and families
- ii) Notes the considerable commitment and mobilisation of resources across the partnership
- iii) Notes the progress of key priority projects (e.g. "No Wrong Door", Case Management System, Early Support Hub and more)
- iv) Notes that for newer projects research and scoping continues at pace to ensure time and resources are wisely spent

**Reason for Proposal**

I. To ensure appropriate governance and oversight

**Presenter name: Terence Herbert**

**Title: Corporate Director, Children & Education**

**Organisation: Wiltshire Council**

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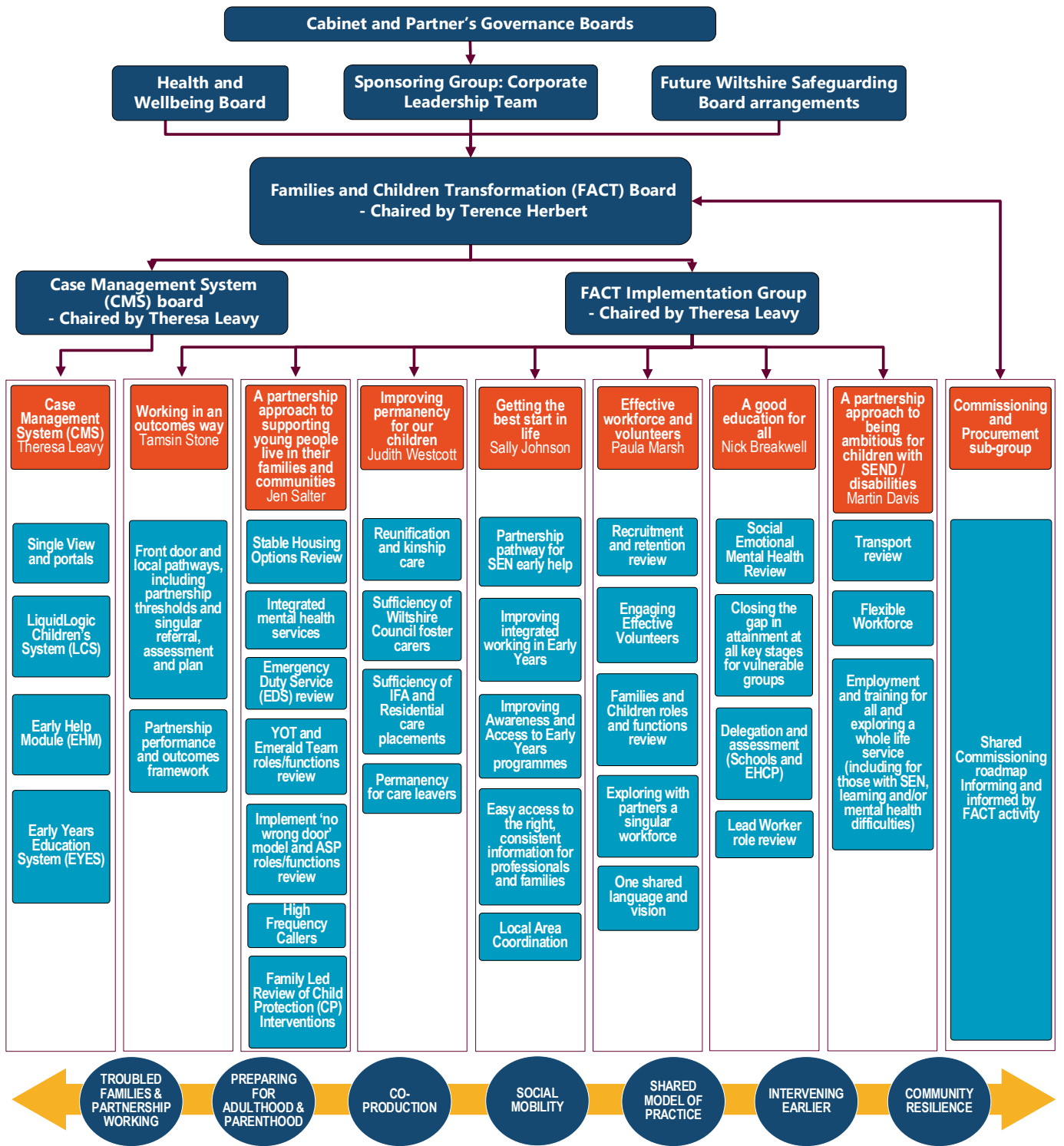
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#### **Purpose of Report**

1. To provide an update to the Board on the Families and Children's Transformation (FACT) programme.

#### **Background**

2. The Families and Children's Transformation ("FACT") programme was formed in January 2018 with our partners sharing a "relentless ambition to enhance social mobility, build resilience and deliver efficient and impactful services that improve outcomes for families and deliver savings to the partnership".
3. The programme consists of 8 workstreams and over 30 projects all designed to deliver the programme vision of "Ensuring all Wiltshire Families thrive".
4. The 8 workstreams are:
  - i) Getting the best start in life
  - ii) Improving permanency for our children
  - iii) A good education for all
  - iv) A partnership approach to being ambitious for children with Special Educational Needs and Disabilities
  - v) Building an effective workforce and volunteer base
  - vi) A partnership approach to supporting young people to live in their families and communities
  - vii) Working in an outcomes-based way
  - viii) Case Management Systems development (IT-enabled integrated working)
5. All workstreams are led by senior management who oversee a variety of projects within their workstreams. Projects are led by staff and partners with colleagues across our joint workforce having involvement in the FACT programme. Over 200 colleagues across the partnership are engaged on the programme
6. For reference, a chart depicting the workstreams (orange), projects (blue) and governance is provided.



## Main Considerations

7. A summary of key developments under each workstreams follows.
8. The **CMS (Case Management System)** brings together multiple IT systems across early years, education, early help, SEND and safeguarding into one system, so all information on our families, children and young people is shared in one place.
9. The new case management system will enable users to input, read and retrieve information relevant to the child and family they are working with, allowing an improvement in our partnership working through the faster exchange of information. It will also provide a holistic view of the child and their family to help with good decision making, enabling practitioners to see the impact of any service provision.
10. Furthermore, the new system will streamline IT and admin based activities, releasing staff time to spend with children and families
11. Consultation with partners started in June and will be complete by October to determine our partners appetite for IT-enabled integrated working through their shared use of the new system. Recommendations to the FACT Board will then be made and implementation begun.
12. The new system is being rolled out to Council staff and key partners (e.g. those co-located in the MASH) from November of this year with other partner agencies commencing access to the system from January 2019.
13. Two key projects under the **Working in an Outcomes Way** workstream are progressing well, namely the creation of an **Early Support Hub** to sit alongside the MASH and the development of a partnership **FACT Outcomes Framework** which will allow us to see whether we are truly making a difference for the children and families we work with.
14. On 31st July 2018, the FACT Programme Board signed off proposals for the creation of the Early Support Hub and an implementation plan is currently being developed.
15. 70-75% of Contacts to our front door do not require allocation to social care but do still require professional advice, consultation and careful brokering of appropriate early support. The Early Support Hub is designed to provide a more effective response to these requests. We know that when we invest time and expertise to advise and support professionals effectively, we see less demand back into our front door as there is a higher likelihood that the child and family's needs will be appropriately met (as evidenced by audits and analysis of MASH Consultation activity and outcomes).
16. Conversations are also underway with partners to ensure their 'front doors' adopt the same core operating principles so families and professionals are not bounced between them.



17. Ultimately this will generate greater windows of opportunity for intervening earlier through reciprocal referral pathways and warm call transfers and ensuring appropriate follow up.
18. Advice and guidance within the Early Support Hub will be governed by revised **Safeguarding Thresholds Guidance** that is currently out for consultation. This guidance will meet the Wiltshire Safeguarding Children’s Board statutory requirements and be owned by them but will also incorporate a partnership approach to how thresholds will be managed reflecting a common language.
19. A draft **FACT Outcomes Framework** is coming together based on the outcomes defined by each FACT project group, the “wicked issues” identified through interviews with executive leaders across the partnership and consultation with children and families over the summer. This activity will culminate in a major FACT Partnership Event on 28<sup>th</sup> September where strategic priorities and outcomes will be agreed. Early findings are suggesting top 9 priority outcomes of:
  - i) I am safe and free from violence
  - ii) I am as healthy as I can be and can bounce back when things get tough
  - iii) I have a stable, safe place to live
  - iv) I have what I need and know how to manage
  - v) I have the help I want, when I need it
  - vi) I feel able to share my story, I understand why I need help and I know what I've got to do
  - vii) I am accessing learning or employment and doing well
  - viii) I experience consistent and coordinated support by someone who champions me and helps me take control
  - ix) I'm gaining the skills and independence to prepare for my future

These and the secondary outcomes that contribute to delivering them are provided in draft in [appendix 1](#).

20. The partnership approach to **supporting young people to live in their families and communities** workstream is developing a number of projects to take a whole family approach, identifying causes of need and then using the support of relevant professionals and the voluntary sector to meet the needs of the family until stability is reached.

21. Within this workstream, the **High Frequency Callers** project is taking a multi-agency, multi-disciplinary, strategic approach to identify and enable improved prevention and interventions with young people and families who interact most frequently with most of the agencies that make up the 'Wiltshire system'.
22. The project group will collectively learn about the way these systems work with and for the people who most frequently contact us, resulting in a small scale, localised trial to test potential improvements to our multi-agency service delivery. The results of this trial will be reviewed for subsequent introduction into operational delivery.
23. The wraparound, multi-disciplinary approach also supports projects such as the "**No Wrong Door**" (proposal agreed at the FACT board on 29th March 2018) which is implementing a service delivery model to divert adolescents from being taken into care by providing multi-agency targeted support (including the provision of residential care if required).
24. Research from other local authorities who have implemented a similar model (including North Yorkshire who have received an Outstanding rating from OFSTED) demonstrate a reduction in the number of young people being taken into care and associated improvements in their overall outcomes including education and employment options and general health and wellbeing.
25. Ensuring that the right staff with the right skills are in place to support the model is a crucial piece of work that is underway across the council, police and health. Multi-professional working simplifies relationships with young people and families who appreciate a single channel of communication, even if there is subsequently support from specialists. There is good evidence that youth work and health professional approaches were valued by young people and families and can complement social work practice and deliver positive outcomes.
26. Improving outcomes for this group will reduce costs to the Local Authority and to a range of agencies (National Health Service and the police, etc) by building resilient families and young people that are less likely to engage in risky behaviour.
27. Through the successful implementation of the No Wrong Door project it is anticipated that the impact of the new service will:
  - i) Reduce adolescent entries into care
  - ii) Reduce out of county placements
  - iii) Reduce the use of 'unnecessary' residential placements
  - iv) Improve placement and accommodation stability
  - v) Improve engagement and achievements in education, employment and training (EET)
  - vi) Deliver good planning of transitions from care to independent living
  - vii) Develop resilience, self-esteem and wellbeing
  - viii) Improve access to support in a crisis for young people and carers

- ix) Create increasingly attractive and innovative job roles and fostering opportunities.
28. It is anticipated that the No Wrong Door service model will begin delivering services to young people and their families in the autumn pending approved Ofsted registration (which is being fast tracked).
  29. The **Improving Permanency** workstream is reviewing how to improve quality across our Children in Care services, ensuring that there is sufficient resource to deliver the council's longer-term fostering strategy, while maximising the value, impact and outcomes for those young people who are in an external care placement.
  30. The **reunification and kinship care** projects will look to deliver further improvements in how we are able to support families in crisis to remain involved in the care of their children where appropriate, therefore avoiding the need for children to move into a care placement. The projects also require a focus on ensuring stability for children and young people, developing early approaches that secure the best outcomes for children, and strengthening the transition process for young people into adulthood and independence.
  31. The projects in this workstream will require significant benchmarking activity and research with other local authorities to investigate and identify key actions that need to be taken in order to meet project objectives. This scoping work is currently underway and will lead to a number of proposals. It is recognised that progressing the work is likely to require a minimum degree of invest-to-save to create the sought after transformational goals.
  32. The **Getting the Best Start in Life** workstream brings together numerous colleagues from across the council and health landscape including Early Years and Maternity Services, to ensure that appropriate resources and services are in place to achieve the greatest impact on a child's future over the first 1001 days (conception to age two) and on to school age.
  33. The **integrated working in Early Years** project is working closely with colleagues from various services including children's centres, to ensure that families experience coordinated and seamless support, with a smoother transition for children and families between services from conception to reception years.
  34. This will be achieved by developing an integrated 0-2 years pathway, complete with an integrated assessment tool and multi-agency training. This includes reviewing job roles across Early Years services to eliminate duplication and look at how we maximise the use of resources that support families. A partnership conference is being held in November of this year to bring early years professionals together to take this work forward. The intended impact of this will ultimately lead to an increase in children reaching the end of their reception year with a good level of development (GLD).

35. The **Effective Workforce and Volunteers** workstream contains a variety of projects that are intended to develop robust, appropriately trained, confident teams across a number of organisations, who will work directly to support the best outcomes for families.
36. To this end, the **one shared language and vision** project has been established to bring a multi-agency, multi-disciplinary team of professionals together to explore a shared, relationship-based approach to direct work with children and families across the partnership workforce. The project aims to provide families with seamless support from services and this means families feel all of the people supporting them are pulling in the same direction, using the same language consistently and not using jargon.
37. A multi-agency workshop was held on 26 July to plan this work, focusing on gaining an insight into the work and approaches of other agencies, preventing confusion and misunderstanding between agencies and families and exploring a common vision for working with families.
38. A number of job role reviews will also be undertaken as part of this workstream, to ensure that duplication is eliminated by having a clear definition of roles and responsibilities for all staff, handoffs between staff within and between teams and between different agencies are reduced, and families are having their needs met by the most appropriate professionals.
39. The **Good Education for All** workstream is currently developing plans to ensure that all vulnerable children achieve their academic potential and has a particular focus on closing the gap for pupils from **vulnerable groups**. The workstream is taking a whole school/whole system approach to working in an inclusive and trauma-informed way. This will involve reviews of how to implement improved partnership working, resulting in a better understanding of how different agencies work together in a child-centred way.
40. Engagement sessions with schools and focus groups are being established during the Autumn term to help shape and develop the projects within this workstream.
41. The partnership approach to **being ambitious for children with SEND/disabilities** workstream is looking to support children and their families to maximise independence, have aspirations, achieve them and reduce future need for additional resources. Where a plan is required it is multi agency and supports all needs (education, health, care and adulthood) holistically.
42. A project group has been established to investigate the potential of a **whole life service**, offering seamless support to citizens through all stages of childhood and into adulthood. This work has required significant research and benchmarking activity from other local authorities, as well as gaining the views of hard-to-reach children, young people and families. Much of this feedback has now been received and discussions are



underway to consider the best way to deliver a whole life service to children, young people and adults.

43. Central to developing the programme is **co-production** to ensure that staff, partners, parents/carers and children and young people are embedded in developing services that meet needs and improve outcomes.
44. The programme is involved in engaging these groups in a number of ways which are helping to affirm and/or shift priorities across the programme:
  - i) Countywide questionnaire (ran until 7th September) to gain the views of children, young people and parents/carers.
  - ii) Engaging in various family fun days and events over the summer to gain views which have resulted in additional consultation and involvement opportunities.
  - iii) Engagement with partnership staff, young people and parents/carers to assist in the development of a Partnership Strategy replacing a number of key strategic activities and plans at an event at the end of September.
  - iv) A co-production assessment is being conducted in September/October to provide a baseline and understanding of how well we currently carry out co-production with children, families and colleagues across Wiltshire.
  - v) Discussions with executive leaders across the FACT Board to understand the “wicked issues” that, despite best efforts, stubbornly remain – and identify which will require systems leadership, creativity, boldness and innovation by the partnership to resolve.

### **Next Steps**

45. Further progress on the impact of the programme will be available in the next 6-12 months as the first projects reach and complete their delivery phase.

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**Organisation: Wiltshire Council**

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[Appendix 1](#)

**1. I am safe and free from violence**

- My parents/carers have the help they need - so they can take better care of me
- I feel safe, secure and happy in my home and community
- My family keeps me safe and free from harm
- I feel cared for

**2. I am as healthy as I can be and can bounce back when things get tough**

- I'm as physically healthy as I can be
- I'm as emotionally and mentally as healthy as I can be
- I have the help I need to be/stay as healthy as I can be
- I feel confident I can manage life's ups and downs

Contributory Outcomes

Primary Outcomes

**3. I have a stable, safe place to live**

- I feel confident going out where I live
- I have a choice of where and/or who I live with
- I have a stable, long-term place to live and put down roots
- I live with, and near, people who truly care for me
- In an emergency I'm quickly found somewhere to stay

**4. I have what I need and know how to manage**

- I have enough money to get by; I manage it well and I'm not in debt
- I have enough to eat
- I can travel and get to where I need to be
- I find it easy to find helpful information and know when to ask for help
- I live with and near people who truly care about me
- I have a strong, stable, positive relationship with my partner
- I have friends to hang out with

**5. I have the help I want, when I need it**

- I access a local school that supports my health, SEN, disability needs
- I achieve the same as my peers at school/college
- I have help at the earliest opportunity
- I had the right support (and it helped)
- I am challenged to make changes in my life

6. I feel able to share my story, I understand why I need help and I know what I've got to do

I can talk openly to the person helping me and they actively listen. I don't have to repeat myself, I feel understood

I understand what I'm good at and why I also need help

I know what I've got to do

7. I am accessing learning or employment and doing well

I have a stable job that I enjoy

I achieve the same as my peers at school/college

I'm ready for my first year of school

My health, SEN, disability needs are met so I am able to achieve my educational potential

8. I experience consistent and coordinated support by someone who champions me and helps me take control

The best person to help me takes the lead and stays as long as I need

I find that communication is always two-way, clear and helpful

The person helping me always knows what to do and how to work with me

The support I receive is well coordinated, with no duplication

I help shape what is happening and when

I know what I've got to do - and so do you

9. I'm gaining the skills and independence to prepare for my future

I access a local school that supports my SEN/Disability needs

I have the SEND support I need to access my local community

I'm accessing the support I need to be ready for adulthood

I can help others

I experience uninterrupted support as I become an adult

I have the same aspirations and life chances as my peers