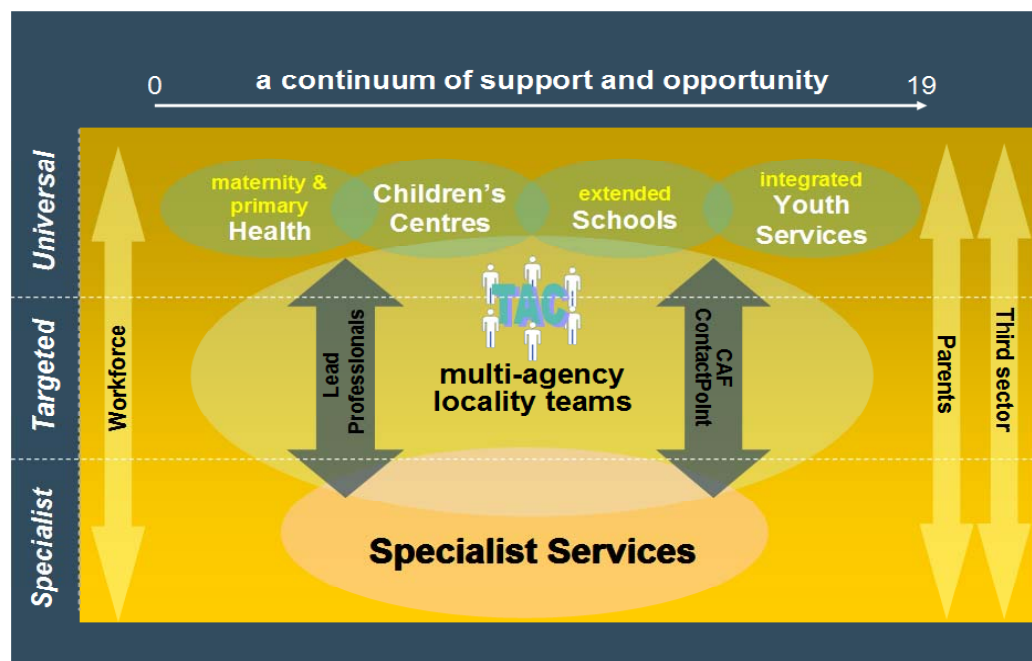


Integrated Working for Children, Young People & their Families

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Owner / Author	IWMT / Ben Lewing
Comment	-

1. Introduction

- 1.1 Integrated working in Solihull is about joining up universal, targeted and specialist services to better meet the needs of children, young people and their families and improve their outcomes and life chances.



department for
children, schools and families

- 1.2 There is much existing good practice in integrated working in Solihull and a partnership approach to supporting and safeguarding children and young people is well established. The next phase of development for the integrated working agenda in Solihull will 'fan and amplify' this good practice, and strengthen local area multi-agency leadership to ensure that no children and young people fall through gaps between services.
- 1.3 Integrated working is about culture and relationships. Our focus in Solihull will therefore be on enabling strong relationships and building a culture across the workforce for children and young people of shared responsibility for outcomes.
- 1.4 The Sustainable Community Strategy identifies four key values and these will guide the approach we take to delivering integrated working in Solihull.

These four values are:

An equal chance for all

- Solihull is a diverse place. We celebrate this diversity, and will build tolerance and respect for difference.
- We also strongly believe that everyone should have the chance to be the best they can be. We will strive to close gaps in outcomes for people in Solihull, and to provide routes out of poverty for the least well off in the Borough.

Nothing without the Community

- The Solihull Partnership is a community partnership with a community strategy. We can only succeed if the ideas and aspirations of the community drive our partnership. This means listening well, and actively involving members of the community in every aspect of the Partnership, including decision-making.

Sustainable change

- We believe in real change, for the long-term. We're not interested in talk that doesn't lead to action. The measure of success for our Partnership will be improved outcomes for people in Solihull that stand the test of time, and good value services.
- Sustainable change is change that is demanded and created by communities themselves. We will strive to support our communities and citizens to be independent and resilient, ambitious for a high quality of life.
- Sustainable development has to take account of climate change and our place as guardians of the planet for future generations.

Partnership with respect

- Working well together is the only way to achieve our vision. This means trusting each other and being open, fair and honest about what we can and can't do. It also means challenging and learning from each other, making informed decisions and being ready for change if it means better results.
- Local people tell us that they want welcoming services that connect and work well together. We believe that integrated working can provide improved services from the perspective of the customer, particularly at the neighbourhood level.

2. **IW-10**

2.1 Integrated working in Solihull has 10 key characteristics:

- 2.1.1 Listen first: Listening to children and young people to better understand how they experience life, and involving children, young people and their families in designing and choosing the right services to meet their needs.
- 2.1.2 Easy access: a range of attractive and relevant services for children, young people and families under a single roof or locally available, for example through children's centres, youth centres or extended services in schools.
- 2.1.3 Right information at the right time: staff and volunteers across all front line services equipped to provide information about services so that children, young people and their families can make informed choices.
- 2.1.4 Think local: bringing together local leaders, staff, volunteers and the community to better understand issues and needs at a local level, and developing solutions which will make a difference at a local level.
- 2.1.5 Early identification: Universal services such as schools, early years settings, youth provision and health services designed to identify and respond quickly to children and young people who are vulnerable as early as possible. New roles developed to provide early support for children, young people and families who are vulnerable.
- 2.1.6 Multi-disciplinary support teams: Teams of staff and volunteers with different skills which are created for a time limited period to give personalised support to individual children and young people who are vulnerable, or to support services, neighbourhoods or groups of children and young people that are facing challenging circumstances.
- 2.1.7 Shared ways of working: Common processes used by multi-disciplinary support teams to agree and co-ordinate the support required, for example the Common Assessment Framework and ContactPoint, or the Schools Causing Concern process.
- 2.1.8 Sharing resources: co-ordinating, aligning and pooling staff, skills and financial resources to get the best results for children, young people and their families.
- 2.1.9 Service integration: Multi-disciplinary teams reporting to a single manager where there is a clear case that structural integration will improve outcomes, for example teams supporting Looked After Children or disabled children.
- 2.1.10 Confident, competent and safe: Staff and volunteers recruited, trained and supported to work effectively with children, young people and their families. Retained professional knowledge, authority and support across multi-disciplinary teams.

3. How integrated services will work for children and young people

From: Building Brighter Futures: Next Steps for the Children's Workforce, DCSF 2008

		If I have a need	If I need more support	If I need more people to help		If I have been receiving support	
User Perspective	<p>Support my growing up and help me be prepared:</p> <p>I and my family/carers get support to help me to be healthy, safe and to achieve my potential. We get good advice and support about things that might be difficult and at times of change to help us make informed decisions.</p>	<p>Know me, listen and hear:</p> <p>Someone knows me and my family/carers and talks with us about how things are going. They know me as a whole person and talk about my strengths as well as any problems I might have.</p>	<p>Understand my needs and respond in time:</p> <p>Someone sees that I and my family/carers need particular support. They work with us to properly understand the need, to offer us information and advice so that we can decide what is best to do.</p>	<p>Plan with me:</p> <p>Someone I trust works with me and my family/carers to fully assess my need. They plan with us to work out an action plan for me and to decide who can help.</p>	<p>Build me a team:</p> <p>Someone brings together all the people I need to support me and my family/carers. They make sure that we can access this support and that we are getting it.</p>	<p>Make sure it happens:</p> <p>Someone makes sure that I and my family/carers have access to things we need.</p>	<p>Keep talking to me:</p> <p>Someone works with me and my family/carers to see whether the support has made a difference and whether we need further help.</p>
System Perspective	<p>Personalised Services</p> <p>Every child and their family has access to personalised (early) learning and childcare, family support and health services, geared to their level of development. Every young person will have access to learning and positive youth activities relevant to the individual.</p>	<p>Prevention</p> <p>Every child and family or young person has access to information, preventative advice and support appropriate to their needs to enable them to deal with transitions and unplanned events.</p>	<p>Early Identification and Responsiveness</p> <p>Every child and family, or young person, has someone who knows them, relates to them and knows how to identify and respond to a potential need and access wider services.</p>	<p>Holistic Assessment and Action Planning</p> <p>Where the child or young person, has a potential need that cannot be met within their universal setting, a trained practitioner will work with them and their family to assess their needs holistically, supported by the local multi-agency team where appropriate. Where additional needs are identified, the child and family, or young person, will be fully involved in the development of a personalised action plan.</p>	<p>Integrated Team</p> <p>Where a child or young person requires additional services from more than one practitioner, someone will select the practitioners who are best able to support their specific needs (from the multi-agency team and specialist services as appropriate) and form an integrated team.</p>	<p>Effective Working</p> <p>Where a child or young person needs support from an integrated team, it will be:</p> <ul style="list-style-type: none"> - accessible; - collaborative (working in partnership with the child and family or young person); - flexible (in offering services that meet their individual needs and make effective use of resources); - joined-up (working effectively as a team and sharing information appropriately); and - coordinated by a lead professional. 	<p>Review</p> <p>Where a child or young person has received additional support, the child and their family, or young person, will be involved in a regular review of progress. This will determine whether further services are needed and will agree the level of support. A child and family or young person will continue to be supported as long as they need additional services.</p>
Workforce	Universal Services	Providing preventative personalised services	Identifying needs early	Assessing those needs			
	Multi-Agency Teams			Providing information and advice	Forming the team around the child	Coordinating and delivering integrated services	
	Specialist Services					Reviewing progress	

4. Management and delivery of Integrated Working

4.1 The operational management of integrated working has two levels with the purpose of:

- Establishing and supporting borough-wide and local integrated working, ensuring a consistent process while taking account of local circumstances;
- Ensuring that issues and concerns which need to be resolved by more than one agency are captured and dealt with in a timely and effective way;
- Embedding common processes such as CAF and ContactPoint which support individual children and young people who are vulnerable;
- Ensuring multi-agency interventions to support settings (for example a school, youth centre or early years setting), neighbourhoods or groups of children and young people facing challenging circumstances;
- Applying the Solihull Partnership Common Commissioning Framework in the development of services for children, young people and their families.

4.2 Level 1: The Integrated Working Management Team

4.2.1 The Integrated Working Management Team (IWMT) oversees the operational management of integrated working and is responsible for ensuring the balance of consistency and local variation across the Borough.

4.2.2 IWMT formally brings together senior leads for children's health, universal and specialist education, social work, youth support and commissioning.

4.2.3 IWMT meets on a fortnightly basis, and brings together a wider set of stakeholders known as Wider IWMT on a quarterly basis.

4.3 Level 2: Local Area Leadership Teams

4.3.1 Three local area leadership teams are being created to bring together leaders at a local level to support the integrated working agenda and build strong partnerships. These leadership teams will in time take responsibility for leading the planning and delivery of integrated working for their area.

4.3.2 Each local area leadership team will be facilitated by an Integrated Working Development Officer and bring together as a minimum local leads for school improvement, children's health, social work, youth support, children's centres and extended services.

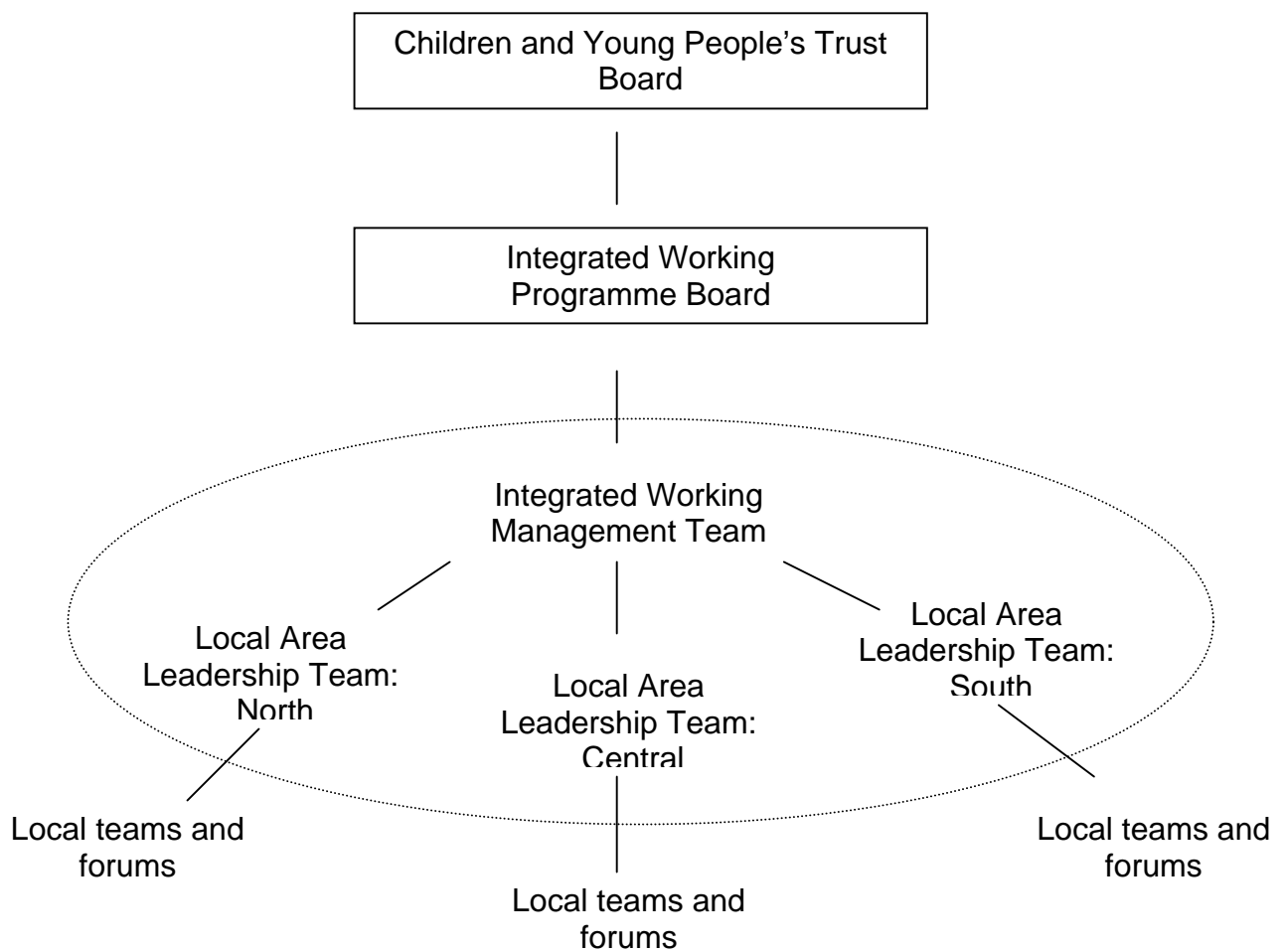
4.3.3 Each member of the local leadership team represents a wider set of stakeholders, and will need to ensure that arrangements are in place for listening to and feeding back to these stakeholders. This could be through organisational management arrangements (for example one children's centre strategic lead representing the children's centres which are in that area), or through local forums (for example SMBC local area forums for schools).

4.3.4 Local area leadership teams will meet on a monthly basis.

4.4 Tackling blockages to good integrated working

4.4.1 Local Area Leadership Teams will routinely monitor the effectiveness of integrated working at a local level, considering issues arising from CAFs and progress against the local area plan. Where issues cannot be resolved at a local level these will be escalated to be discussed at the following IWMT meeting. Feedback on what action is to be taken will be provided at the next Local Area Leadership Team meeting.

Appendix 1: Managing Integrated Working in Solihull



Appendix 2

Integrated Working Management Team

- Rachel McArthur, Head of Children's Health Services
- Jane Wilton, Sector Manager, Children's Social Work Services
- Fiona Phillips, Specialist Inclusion Support Service Manager
- Alan Michell, Head of the Integrated Youth Support Service
- Ben Lewing, Change for Children Programme Manager
- Gerry Blinston, Senior Manager for School Improvement

Wider IWMT

- IWMT
- Stuart McHale, Finance Manager, Education & Children's Services
- Teresa Scragg, Commissioning Manager, Education & Children's Services
- Liz Gillespie, Performance Lead, Education & Children's Services
- Project managers, Integrated Working Programme

Local Area Leadership Teams

North:

- Fiona Philips, Integrated Working Development Officer
- Kathy Slinn, Quality Division Locality Lead
- Marian Davis, Action for Children (Children's Centres Lead)
- Shelley Ward, Youth Support Service
- Kathy Harris, Social Work Services
- Hazel Douglas (Strategic Lead for CAMHS), Children's Health Services
- Katrina Gardiner, Senior Educational Psychologist
- Deb Wilson, Extended Services
- tbc, other local leaders (inc schools, voluntary sector)

Central:

- Jane Wilton, Integrated Working Development Officer (& Social Work Services Lead)
- Noreen Lomasney, Quality Division Locality Lead (Universal & Specialist Education Lead)
- Caroline Leahy / Cherrie Russell, Action for Children (Children's Centres Lead)
- Nicola Holmes, Youth Support Service
- Wendy Hall (Clinical Lead for School Nursing), Children's Health Services
- Mohammed Bham, Principal Educational Psychologist
- Christine Burton – Extended Services Patch Lead
- tbc, other local leaders (inc schools, voluntary sector)

South:

- Rachel McArthur, Integrated Working Development Officer (& Children's Health Lead)
- Cath Haslam, Quality Division Locality Lead
- Caroline Leahy / Ann Cartwright, Action for Children (Children's Centres Lead)
- Martin O'Connor, Youth Support Service
- Lisa Harris, Social Work Services
- Lorraine O'Sullivan, Assistant Manager, SISS (Specialist Education Lead)
- Jennifer Gibbins, Senior Educational Psychologist

- Ruth Shand, Extended Services
- tbc, other local leaders (inc schools, voluntary sector)