

The Highland Council
ADULT & CHILDREN'S SERVICES COMMITTEE
22 MAY 2013

Agenda Item	9.
Report No	ACS/48/13

For Highlands Children 4

**Joint Report by Director of Health and Social Care and
Director of Education, Culture & Sport**

Summary

This report provides an update on progress made in developing the integrated Children's Service plan

1. Background

- 1.1 *For Highlands Children - Volume 4* (FHC4) will be the Children's Service Plan for the Health & Social Care and Education, Culture & Sport Services, and will incorporate as far as possible, the contribution of children's services delivered by NHS Highland.
- 1.2 The plan will identify outcomes for children and their families and improvement priorities for the next five years.
- 1.3 The plan incorporates and builds upon outcomes identified within existing policy commitments of Highland Council, and on the Performance Management Framework developed as part of the partnership agreement which established Highland Council as the Lead Agency for delivering services to children
- 1.4 *For Highlands Children 4* maintains and develops the themes articulated within *For Highlands Children 3*.

2. The Planning and Operational Structure

- 2.1 *For Highlands Children 4* uses a service improvement model to determine outcomes, identify priorities and quality assure the plan
- 2.2 A leadership group has been established to overview the on-going work of the plan. This group has broad membership, including lead officers from Highland Council and NHS Highland, SCRA and Northern Constabulary. In addition there are staff representatives from NHS Highland and Highland Council, third sector partners and elected members, including the Children's Champion.
- 2.3 To support the improvement model, a number of improvement groups have been established to take ownership of the improvement agenda. These groups address:
 - Curriculum for Excellence
 - Early Years

- Child Protection
- LAC
- Youth Action
- Mental Health
- Additional Learning Needs and Disability
- Young Carers
- Play
- Transitions
- Public Health
- Supporting Parents
- Practice model

3. Self-Evaluation

- 3.1 The leadership group and improvement groups use a self-evaluative approach to identify how well we are performing in relation to the outcomes we seek for children, young people and their families. This approach considers three key questions: how are we doing?; how do we know?; and, what can we do differently or better to improve outcomes for children and young people? The process also describes how children and young people, their parents and carers and other stakeholders are consulted with.

4. The Improvement Framework

- 4.1 The achievement of better outcomes for Highlands's children, their families and the communities in which they live is the overarching objective for children's services.
- 4.2 The key outcomes detailed in *For Highlands Children 4* are focused on ensuring children are safe, healthy, achieving, nurtured, active, respected & responsible and included, by:
- Improving the wellbeing of children and young people.
 - Improving the wellbeing of families to support children and young people
 - Improving the ways in which communities participate and are empowered
 - Improving the help and support provided at an early stage
 - Improving the involvement and participation of children, young people, their families and stakeholders

5 Improvement Planning

- 5.1 Each improvement group is developing a workplan with a common format. The plans show all current improvement priorities, centred on the key outcomes.
- 5.2 The plans are dynamic and will be monitored and updated regularly. Each plan is formally evaluated on an annual basis. Improvement plans will be maintained on the *For Highlands Children Website*

5.3 The plan provides a framework for monitoring and scrutinising the outcomes and priorities. The framework articulates the mechanism agreed for evaluating and measuring outcomes, responsibilities and timescales.

6 The Draft Plan and consultation

6.1 A draft of the plan that outlines the outcomes and priorities will be available by the end of May. The draft is intended for consultation with a wide range of stakeholders to ensure it captures the aspirations for all of Highlands Children.

6.2 **Appendix 1** provides an overview of the developing draft plan, including the improvement framework and the overarching outcomes

6.3 Highland's Strategic Commissioning Group is holding a joint seminar on the *For Highlands Children 4* and the five year Plan for Adult Services. This will take place on Thursday 6 June, from 10am – 4pm. This seminar will enable members to be updated and contribute to the plans prior to publication. There will be an overview of both plans, and opportunities to be involved in detailed discussions about particular aspects of each.

7 Implications from this report

7.1 Resource, risk, legal, equalities and climate change implications require to be addressed within *For Highlands Children 4*.

Recommendation

Members are asked to consider and comment on this report, and note that there will be detailed discussion on the Children's Services Plan at the seminar on the 6th of June.

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Director of Education, Culture & Sport

Date: 13 May 2013

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Appendix 1

For Highlands Children 4

- ***Overview***
- ***Section 1***
- ***The improvement framework***
- ***Section 2***
- ***Key Outcomes***

FHC4 overview

The plan

For Highlands Children four is the Children's service Plan for Health & Social Care, Education, Culture & Sport and incorporates the work of children's services delivered by NHS Highland.

In addition to identifying outcomes for children and their families and improvement priorities for the next three years, the plan incorporates and builds upon outcomes identified within the Performance management framework developed as part of the partnership agreement which established Highland Council as the Lead agency for delivering services to children. In addition, FHC4 develops the themes articulated within For Highlands Children Three.

The planning and operational structure

FHC4 takes uses a service improvement model to determine outcomes, identify priorities and quality assure the plan.

A leadership group has been established to overview the on-going work of the plan. This group has broad membership including; lead officers from Highland Council and NHS Highland, SCRA and Northern Constabulary. In addition there are staff representatives from NHS Highland and Highland Council, third sector partners and elected members including the Children's Champion. The work of this group brings together the responsibilities previously shared across three FHC3 groups, namely, The Lead Officers group, the Quality Assurance Group and the Statistical Analysis Group.

To support the improvement model, a number of improvement groups have been established to take ownership of the improvement agenda. The groups are:

- Curriculum for Excellence
- Early Years
- Child Protection
- LAC
- Youth Action
- Mental Health
- Additional Learning Needs
- Young Carers

- Play
- Transitions
- Public Health
- Supporting Parents
- Practice model

The membership of these groups gives consideration to wider engagement with stakeholders including children and families.

In forming both groups a clear articulation of the work and relationship between them has been developed. This enables the strategic thinking to be determined by the leadership group and places an emphasis on improvement planning within the improvement groups. To facilitate this, the chairs of each improvement group are members of the leadership group.

Self-evaluation

The leadership group and improvement groups use a self-evaluative approach to identifying outcomes for children and young people, their families and the communities in which they live. This approach considers three key questions: How are we doing? How do we know? and what can we do differently / better to improve outcomes for children and young people? The process also describes how children and young people, their parents and carers and other stakeholders are consulted with.

Section 1

The improvement framework

The Vision

All Highlands Children have the best possible start in life; enjoy being young; and are supported to develop as confident, capable and resilient, to fully maximise their potential.

The themes

An improvement framework has been developed which details how services in Highland will be maintained, strengthened and developed to ensure that all of Highland's children are:

- *Safe*
- *Healthy*
- *Achieving*
- *Nurtured*
- *Active*
- *Respected and responsible*
- *Included*

Key Outcomes

The achievement of better outcomes for Highlands's children, their families and the communities in which they live is the overarching objective for children's services.

The outcomes detailed in FHC4 are centred on;

- Improving the wellbeing of children and young people.
- Improving the wellbeing of families to support children and young people
- Improving the ways in which communities participate and are empowered
- Improving the help and support provided at an early stage
- Improving the involvement and participation of children, young people, their families and stakeholders

Improvement Planning

Each improvement Group uses an Improvement plan which has a common format. The plans show all current improvement priorities centred on the Key outcomes. The plans are dynamic and monitored and updated regularly. Each plan is formally evaluated on an annual basis. Current Improvement plans for each Improvement group are maintained on the For Highlands Children Website

Performance management

The plan provides a performance framework for planning which uses a logic modelling approach. The framework articulates the mechanism agreed for evaluating and measuring outcomes, responsibilities and timescales.

Section 2

Key Outcomes

The achievement of better outcomes for Highlands's children, their families and the communities in which they live is the overarching objective for children's services.

The outcomes detailed in FHC4 are centred on;

- Improving the wellbeing of children and young people.
- Improving the wellbeing of families to support children and young people
- Improving the ways in which communities participate and are empowered
- Improving the help and support provided at an early stage
- Improving the involvement and participation of children, young people, their families and stakeholders

The outcomes

Improving the wellbeing of children and young people.

The outcomes in this section are designed to consider the ways in which children and young people get the best start in life and are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected and Responsible
- Included

The outcomes relate to the impact of services on the well-being of children and young people using the SHANARRI indicators. It focuses on their experiences and the extent to which their lives and life opportunities will be enhanced.

Safe

1. Children and young people receive the help and support they need to optimise their well-being at every stage.
2. Children and young people get the best start in life and enjoy positive, rewarding experiences growing up.
3. Children are protected from abuse, neglect or harm at home, at school and in the community.
4. Children are well-equipped with the knowledge and skills they need to keep themselves safe.

Healthy

5. Children and young people have the highest attainable standards of physical and mental health and they make well-informed choices about healthy and safe lifestyles

Achieving

6. Children and young people are equipped with the skills, confidence and self-esteem to progress successfully in their learning and development.

Nurtured

7. Children and young people thrive as a result of nurturing relationships and stable environments

Active

8. Children and young people are physically active and experience healthy growth and development.

Respected and Responsible

9. Children and young people know their rights and are confident in exercising these. In doing so we will ensure they are able to express their views and be involved meaningfully in decisions which affect them.
10. Children and young people take on appropriate levels of responsibility and benefit from appropriate guidance and supervision.

Included

11. Children and young people are valued contributors to the communities in which they live and learn and that they are supported well to develop the strengths and resilience needed to overcome any inequalities they experience.

Improving the wellbeing of families to support children and young people

This outcomes in this section are centred on the extent to which family well-being is strengthened through;

- resilience
- confident parenting
- early intervention

The outcomes in this section relate to the impact of services on family well-being. They consider the extent to which families are resilient and can meet their own needs. They focus on the confidence parents and carers have in their parenting. They are concerned with the impact of early intervention in strengthening families.

12. Families are valued as important contributors to ensuring positive outcomes for their children and young people.
13. Families work as equal partners alongside services to secure help and support tailored to meet their needs.
14. Families receive support, advice and guidance which is well-matched to their needs and available in ways which helps them to prepare for the various developmental stages and needs of their children or young people
15. Parental confidence and parenting skills are increasing.

Improving the ways in which communities participate and are empowered

The outcomes in this section are designed to increase the extent to which local communities experience improvements in quality of life through enhanced participation and empowerment, increased capacity and confidence in services

The outcomes are designed to improve the extent to which communities participate in the planning and delivery of local services for children, young people and families. They relate to how well the resources available within the community are put to best use and builds the capacity of all those involved. They have a focus on the extent to which there is public confidence in services for children, young people and families.

16. Children, young people and families are engaged in high levels of community participation in the design and delivery of local services.
17. Young people and families live and are viewed positively in increasingly safer communities where anti-social and harmful behaviour is reducing.
18. The needs of vulnerable children and young people are being met within their local schools and communities.
19. The public has increasing confidence that services are built around the needs of children, young people and families.

Improving the help and support provided at an early stage

The outcomes in this section are determined to improve the ways in which support is effectively provided by recognising children, young people and families who need additional help and support.

The outcomes focus on improving the ways in which everyone supporting children and young people recognise that something may be getting in the way of a child or young person's well-being. They consider how well information is shared and used to make decisions.

20. Children, young people and families' receive advice and guidance at an early stage to help them build on their own strengths and resilience.
21. Children and young people benefit from clear protocols and procedures which take account of best practice in information-sharing within and across services and the effective systems for recording observations and concerns about children and young people.

Improving the involvement and participation of children, young people, their families and stakeholders

The outcomes in this section are designed to improve the ways in which the views of children and those supporting them are sought and recorded and the ways in which they participate in key processes

The outcomes are designed to improve how well we elicit and represent the views and wishes of children, young people and families. They consider the extent to which children, young people and families are informed, included and enabled to participate meaningfully.

22. Children, young people and families are listened to carefully and improvement is determined by understanding their views, wishes, and expectations.
23. Children, young people and families are treated in a fair and inclusive manner respecting diversity and difference.
24. Children, young people and families are included meaningfully in processes and decisions about their lives and the help they need, unless this compromises their own safety or that of others.
25. Children, young people and families are enabled to tell us what they think about services
26. Engagement with children, young people, families and other stakeholders clearly shapes our policies and informs our plans.
27. Consultation with children, young people and families regarding our policies, plans and services are effective