



Government *of*
JERSEY

Right Help – Right Time

Early Help in Jersey

Amanda Kelly

30 September 2019



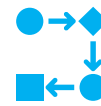
Gouvernement
d'**JÈRRI**

WHAT ISSUES DOES A NEW EARLY HELP DESIGN NEED TO ADDRESS?

Deliver a stronger more integrated early help service focussed on early intervention and prevention



Data sharing between agencies needs to be improved, be consistent, proportionate and timely. Aim to develop a 'single view' of need, enabling a more holistic approach to risk assessment, planning and support.



Remove complex referral routes and multiple assessments and duplication of effort. Replace with family focussed process that adds value to families and is outcome focussed not activity driven.



Record and monitor 'distance travelled' by families so we can evaluate impact of support provided. Have we 'shifted the needle'?



The role of lead professional needs to be simplified, shared between agencies and allocated quickly with prompt action following.

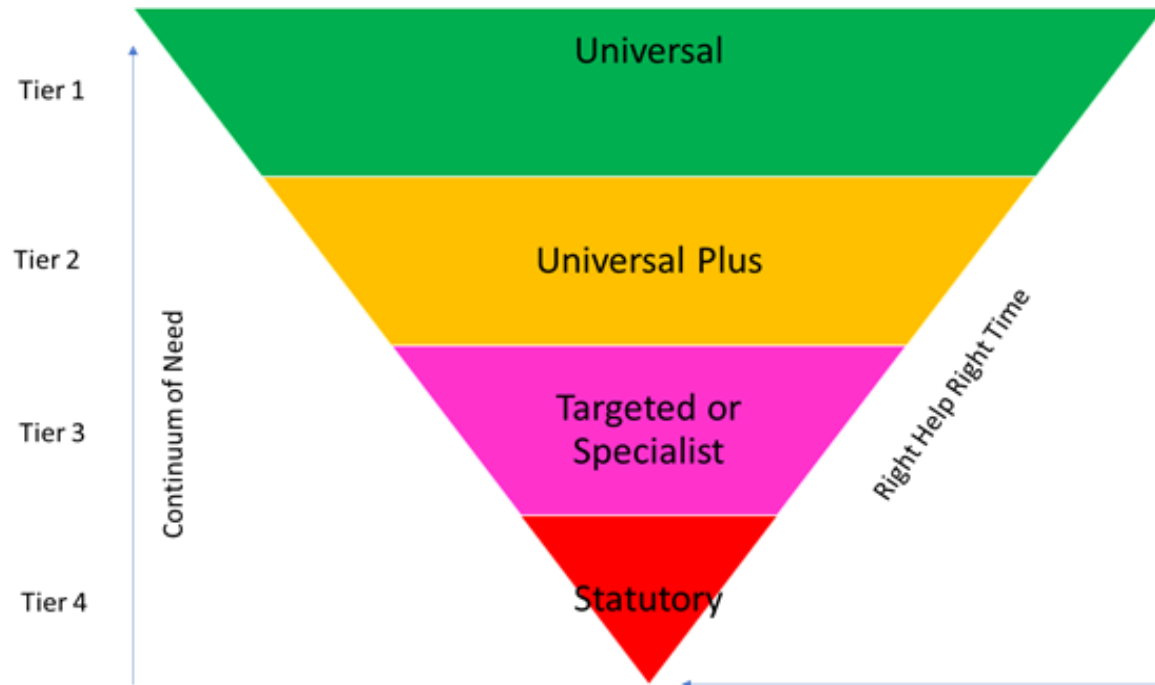


Need to improve our 'alert' system so that we pick up early signs of need or distress in families. Take a whole family approach and work on families strengths.

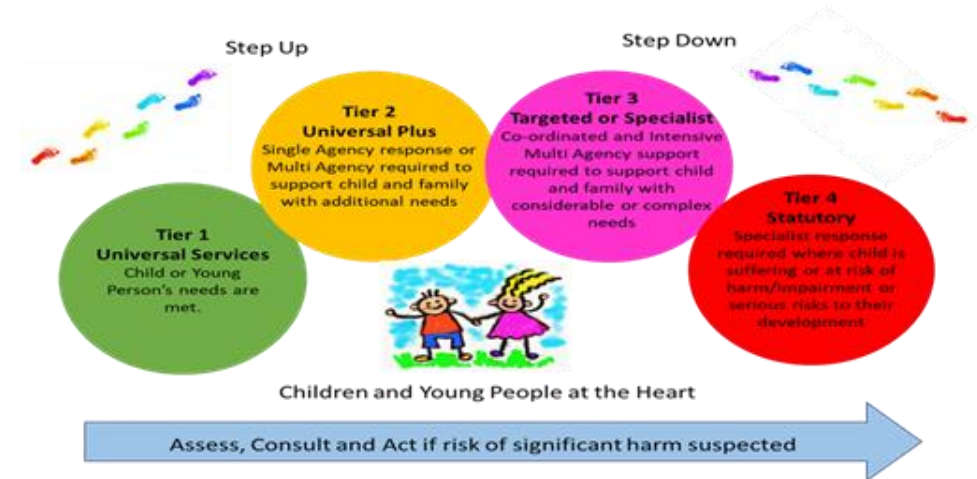


Better information to inform targeted commissioning of services focussed on preventing escalation of needs. Service provision at tier 2 and 3 is under-developed leaving some families without the right support to meet their needs.

HOW WILL THAT CHANGE WHERE OUR TIME AND RESOURCES ARE ALLOCATED?



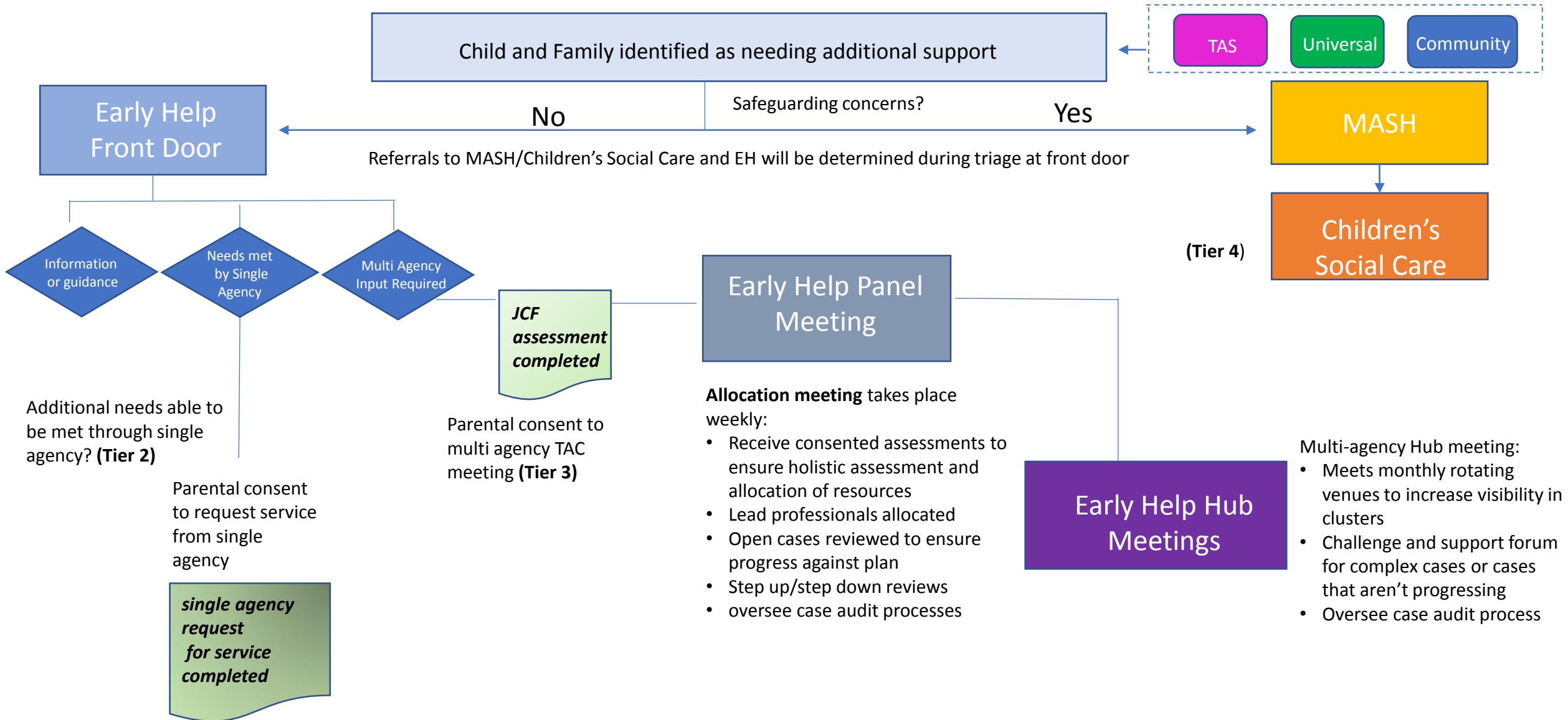
- If we get it right we will 'Invert the triangle'
- We will do this by focussing more on early intervention and prevention, thereby reducing pressure on statutory
- Early intervention is as much an approach or way of working as it is about specific services. It is about capturing issues early and preventing needs from escalating
- Families can move up and down the continuum of need and it is important that the step up/step down processes are clear and fluid



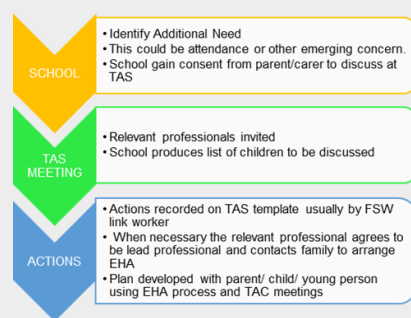
RIGHT HELP, RIGHT TIME – FEATURES OF THE PROPOSED DESIGN FOR EARLY HELP

- Early help services co-located and delivery model designed around a cluster model. Early Help in Jersey will be known as the Right Help:Right Time (RHRT) Service.
- Single RHRT front door.
- Any parent/ carer can contact the RHRT front door for advice or to discuss their needs or requests for support. This can be by telephone, email or web-based enquiry (online form) and also includes the opportunity for face to face contact with a suitable professional (possibly in La Motte Street).
- Any professional can contact the RHRT front door to discuss concerns and potential requests for support for children and families. They can also be supported to initiate an early help assessment by submitting an assessment form.
- The front door will act as a triage for contacts and ensure appropriate signposting to information and advice, single agency support or multi agency support.
- The Early Help Manager will liaise with MASH to ensure thresholds are correctly applied.
- Weekly RHRT meetings will be held to review any new cases and ensure they are appropriately allocated and the Lead Professional identified and confirmed. The meeting will also provide an opportunity to review established cases and monitor progress of Team Around the Child (TAC) plans. The meeting will also review and agree step up and step down decisions.
- Multi-disciplinary RHRT Hub meetings will be held monthly to review and problem solve complex and challenging cases, where progress is a concern or the TAC plans feel 'stuck'.
- Multi-disciplinary Team Around the School (TAS) meetings will happen at least termly in each school, with a focus on prevention and early intervention. These meetings will include a link social worker and family support worker. These meetings are an opportunity for schools and professionals to discuss and where appropriate agree actions where concerns have been raised. This might include opening an early help assessment via the RHRT front door or identifying concerns with existing cases that might require escalation.

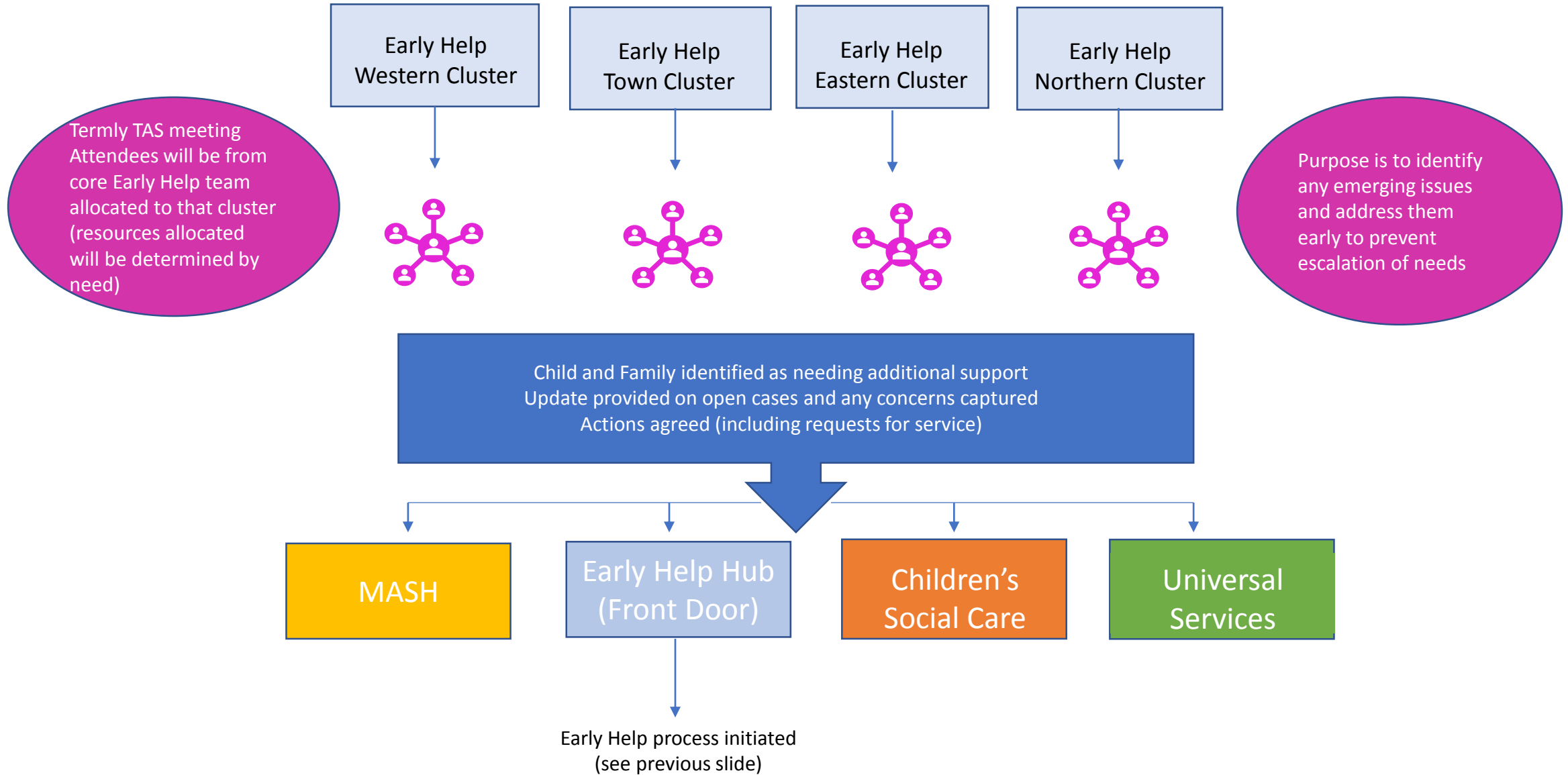
PROPOSED PROCESS FOR ACCESSING RHRT SERVICES



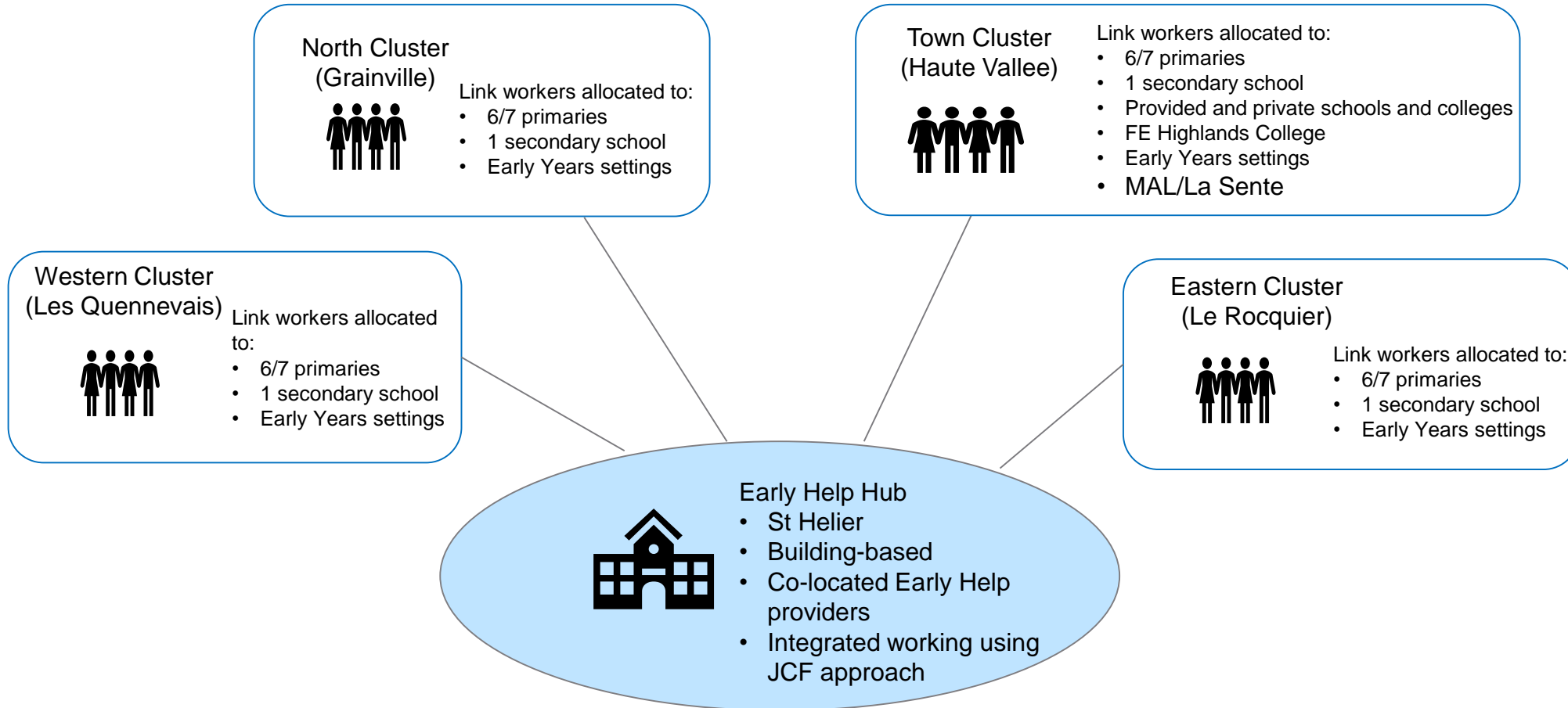
TEAM AROUND THE SCHOOL (TAS)

Team Around the School (TAS)	How is TAS different?	Who is it for?	How will we develop TAS?	What will we measure?
<p>Every TAS meeting is recognised by the following attributes:</p> <ul style="list-style-type: none"> The meeting starts with an introduction by all attendees (which will always include the link social worker, a school age family support worker link role and a school nurse and agreement on who will chair (likely to be the pastoral lead for secondary schools and the headteacher for primary schools), and who will complete the TAS template (likely to be the FSW link worker). Appropriate information sharing will take place during the meeting. Discussion of cases will use a restorative approach (strengths-based). The FSW link worker will use the TAS template to capture actions and ensure all inputs are processed onto MOSAIC (or equivalent) systems (where necessary). All meetings will start by reviewing updates to existing cases and then discuss new cases. All cases will be presented by someone who knows and has worked with the child/family. Each TAS meeting will have a key decision-maker who will synthesize discussion and advise on outcome (1. Watching brief, 2. Further research (decide who is the lead), 3. JCF assessment, 4. SWA, 5. Direct referral to a single agency) 	<p>Proactive not reactive. Key professionals come together regularly on an agreed basis to discuss early help for children and young people that have been identified by the school as requiring support. Parent consent (and where relevant young people's consent) is essential prior to this meeting.</p>	<p>Children and young people at risk, as identified by:</p> <ul style="list-style-type: none"> Poor school attendance Disclosures made Teachers' concerns Adverse Childhood Experiences Being at risk of criminal behaviour or mental health issue 	<ol style="list-style-type: none"> Cluster-based working Categorise school by level of need. The categorisation of need impacts the TAS resource allocation and frequency of meetings Assign link social workers to schools depending on need  <p>The flowchart illustrates the TAS process in three stages:</p> <ul style="list-style-type: none"> SCHOOL: <ul style="list-style-type: none"> Identify Additional Need This could be attendance or other emerging concern. School gain consent from parent/carer to discuss at TAS TAS MEETING: <ul style="list-style-type: none"> Relevant professionals invited School produces list of children to be discussed ACTIONS: <ul style="list-style-type: none"> Actions recorded on TAS template usually by FSW link worker When necessary the relevant professional agrees to be lead professional and contacts family to arrange EHA Plan developed with parent/ child/ young person using EHA process and TAC meetings 	<ul style="list-style-type: none"> Referrals into Children's Social Care Staff satisfaction with TAS team Impact on children, schools and £

TEAM AROUND THE SCHOOL PROCESS



EARLY HELP SERVICE – DESIGNED AROUND A CLUSTER MODEL



- FTEs from the core RHRT team would be allocated to clusters. For some disciplines this may mean that one FTE is spread across multiple clusters. This will ensure coverage without leading to duplication. The numbers of FTE allocated to each cluster will be dependent on need.
- Cluster based working will enable local intelligence to be developed to support better commissioning.
- TAS meetings likely to be designed around cluster groupings.