



West Cheshire
Children's Trust

West Cheshire Children's Trust

Joint Commissioning Framework

2017/19

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1. INTRODUCTION

“In West Cheshire we will work together to support families to keep children happy, healthy and safe.”

This framework is intended to provide support to those who work to improve services for children, young people, and their families across Cheshire West and Chester. It is relevant to commissioners, providers, service users, and others who need to understand the commissioning process.

This framework sets out the shared vision for Cheshire West and Chester’s Children’s Trust so that common principles can be incorporated into the commissioning process and a common language is used to help all partners understand the commissioning process. It also defines what is meant by commissioning and sets out the ‘ground rules’ and steps required to decide how best to deploy resources.

The framework must be read alongside the Altogether Better Operational Plan (2012-2018), the Council’s Commissioning and Procurement Strategy, Setting Out on the Way: NHS West Cheshire Clinical Commissioning Group’s Strategic Commissioning Plan 2012/17 and ‘Our Five-Year Strategy: Delivering The West Cheshire Way’ 2014/19, NHS Vale Royal Clinical Commissioning Groups Two Year Plan 2014-16 and Five Year Strategy 2012-2019, Public Health Commissioning Plan, West Cheshire Integrated Early Support Strategy, and Cheshire West and Cheshire’s Children’s and Young People’s Plan (CYPP) which, following detailed consultation with children and young people, sets out the vision and priorities for joint working to improve outcomes for children and young people in Cheshire West and Chester.

The framework sets out the context for the joint commissioning of children and young people’s services in Cheshire West and Chester. By commissioning we mean the approach that is used to agree local needs and to design and deliver services that will provide good outcomes for children and young people and meet the priorities set out in the CYPP.

As well as responding to locally identified needs and priorities, commissioning in Cheshire West and Chester is also largely shaped by national policy and guidance. Such guidance consistently identifies a number of key themes, which includes:

- ***a focus on outcomes;***
- ***prevention and early intervention;***
- ***collaborations, joint working and responsibility;***
- ***engagement of the wider community; and***
- ***an important role for the voluntary sector***

The objective of this framework is to make the best use of resources in the statutory, voluntary, and private sectors to ensure the best outcomes for children, young people and their families across Cheshire West and Chester. The framework takes an overarching view to adopting and embedding the process of commissioning within the context of Cheshire West and Chester’s Children’s Trust whilst the detail for implementation will sit within the specific commissioning action plans which will be developed for each priority.

2. BACKGROUND

The latest population estimates inform us that there are 335,700 people living in Cheshire West and Chester, breaking down this population by age shows that there are:

- 41,500 Children and young people between the ages of 0-10
- 25,100 Young people between the ages of 11-17
- 198,800 Young people and adults between the ages of 18-64
- 70,300 Adults who are 65+

There are cohorts of vulnerable children and young people where particular attention is needed. For example during June 2017:

- The number of Children in Care (CiC) is 483, of these:
 - 102 were aged 0-4
 - 119 were aged 5-10
 - 172 were aged 11-15
 - 90 were aged 16+
- There are 304 placements within the borough
- There are 179 placements out of borough
- The number of children on a Child Protection Plan (CP) is 263
- The number of Children with Disabilities is 248,
- The number of young people Not in Education, Employment or Training (NEET) is 246 out of a cohort of 6,929

Early Years Foundation Stage

2016	Good Level of Development %	Communication and Language %
Cheshire West and Chester	71	85
England	69	82
FSM gap	24	14
SEN gap	68	78

SEN gap (pupils with a Statement compared to those with No SEN Provision)

Key Stage 2

2016	Reading/Writing/Maths % reaching expected standard
Cheshire West and Chester	53
England	53
FSM gap	25
SEN gap	56

Key Stage 4

2016	Attainment 8 score %
Cheshire West and Chester	51.3
England	48.5
FSM gap	17.1
SEN gap	37.8

These demographics highlight the importance of understanding the changing needs of our population and the requirement for some specialist, targeted services as well as a good early support offer.

Public Health

A fully integrated public health function in local government at both strategic and delivery levels offers exciting opportunities to make every contact count for health and wellbeing.

With the Director of Public Health located within the local authority it is well placed to improve and protect the health of local residents by reducing health inequalities to help people to Start Well, Live Well, and Age Well.

A range of Research and Intelligence activities ensure interventions and services reflect the priorities and needs of our residents and identifies gaps in service delivery by examining data from partner organisations and the community.

NHS England is responsible for commissioning primary care and dental health services across the local authority areas. Under the Section 7a agreement, the public health services commissioned by the NHSE Area Team include:

- Vaccinations and immunisations (including new-born vaccinations, seasonal flu and the HPV vaccine)
- Screening programmes including the 6-8 week check and the new-born screening programmes)
- Child Health Information Systems (CHIS)

The Healthy Child Programme for 0-5 year olds is delivered through the Health Visiting and Family Nurse Partnership programmes, and commissioning responsibility for this transferred from NHS England to Local Authorities on 1 October 2015. There are currently two providers covering the Cheshire West and Chester Area: Cheshire and Wirral Partnership NHS Trust and East Cheshire NHS Trust. The 5-19yrs Healthy Child Programme (known locally as the Health and Wellbeing Service) is commissioned by the Local Authority and the provider is Cheshire and Wirral Partnership NHS Trust (CWP). CWP are responsible for delivering the Vaccinations and Immunisations schedule as outlined above on behalf of NHS England and this is delivered through the 5-19yrs Healthy Child Programme.

On 1st January 2018 the Local Authority will embark on an exciting and innovative new venture to create a fully integrated 0-19yrs 'Starting Well Service'. This will encompass: 0-5yrs Healthy Child Programme; Family Nurse Partnership; 5-19yrs Healthy Child Programme; Children's Centre services (to be commissioned for the first time); oral health promotion; speech and language development; and Bookstart. The Immunisations and Vaccinations schedule will continue to be commissioned by NHSE but will be delivered within this contract. Cheshire and Wirral Partnership NHS Trust will be the sole Provider of this Service.

Clinical Commissioning Groups

Cheshire West and Chester has two Clinical Commissioning Groups (CCG), NHS West Cheshire CCG and NHS Vale Royal CCG. Both organisations have responsibility for commissioning local child and adolescent mental healthcare (CAMHS), physical healthcare and maternity services from local hospitals, community trusts and the voluntary sector for the population of the borough. CCGs also commission urgent and emergency care. At a sub-regional level, the CCGs may work together with other CCGs and local authorities to increase the effectiveness of the commissioning of public health and health services for priority groups over a larger geographical area, such as Children in Care and disabled children.

Each CCG has a two year commissioning plan designed to assist in the delivery of its vision and five year strategy, which in turns meets the requirements of the NHS Outcomes Framework through the delivery of a number of key health outcomes.

As part of this focus, the development of Health and Wellbeing Boards and the borough wide Health and Well Being Strategy have therefore impacted upon the establishment of joint priorities and commitments for action.

Whilst Children's Trusts are no longer a statutory consideration, local commitment from all stakeholders has ensured the continued existence and operation of a Children's Trust Executive to oversee and direct an integrated way of working to improve the outcomes of children, young people and their families.

3. NATIONAL GUIDANCE

A range of legislation is in place and it is clear that the Government expects the local authority role for children's services to be primarily focused on vulnerable children, young people and their families, with an emphasis on early help.

A whole scale review into how local authorities and other agencies work together to safeguard children and young people was led by Professor Eileen Munro. This review of how well child protection services are working nationally highlighted the importance of the duty to co-operate by partners and working together to ensure sufficient provision of local early help services.

A Child Protection Inspection framework has been developed, based on the principles of Munro's Review. This will involve Ofsted inspectors talking directly to children and their families, shadowing social workers and observing multi-agency working. During the unannounced inspection, Ofsted will work with frontline social workers and managers to view case files and scrutinise the support provided for a child. A more all-encompassing focus will also see Inspectors evaluating Early Help systems and support for children, young people and families, before problems escalate, become critical and lead to more formal child protection processes.

Educational reforms have led to greater school autonomy, with the creation of Academy and Free Schools and a drive for a new qualification, the English Baccalaureate to define standards for young people. Working with schools, colleges and employers, local authorities are now responsible for promoting participation in education, employment or training for all 16 and 17 year olds. Reforms to the system of support for children with special educational needs (SEN) – Since 2014 SEN statements and separate learning difficulty assessments for older children have been replaced with a single birth to 25 assessment process and an education, health and care plan. Parents with such plans have the right to a personal budget for their child's support. Councils and health services jointly plan and commission the services that children, young people and families with SEN or disabilities need.

The Children and Families Act 2014, is a far reaching piece of child welfare legislation that will ensure:

- Greater protection to vulnerable children,
- A new system to help children with special educational needs and disabilities,
- Better support for children whose parents are separating

The Act underpins wider reforms for adoption, looked after children, special educational needs and family justice. The main provisions within the Act include:

- Adoption and Virtual School Head (VSH)
- Family Justice System
- Special Educational Needs (SEN)
- Childcare
- Office of the Children's Commissioner (OCC)

- Shared Parental Leave and Flexible Working

The Government supports the need for agencies to work together to provide help efficiently and effectively but have removed the requirement for local authorities to set up a Children's Trust Board. Many areas including Cheshire West and Chester Council have continued these boards to ensure partners commit to working together to jointly plan and commission services effectively.

Guidance published by DCSF in April 2008 stated that:

"A Children's Trust is, in part, a commissioning partnership, commissioning from self-determining providers. Joint planning and commissioning is a key means by which the Children's Trust partners come together to make a reality of the duty to co-operate and drive cultural change. Commissioning is much more than contracting and procurement. Changes to the legislation mean that schools will become duty to co-operate partners later in 2009."

Since such an approach was adopted by Cheshire West and Chester, a number of pieces of legislation and guidance have been introduced which underpin and inform both this commissioning framework and the wider work of the Trust:

- Statutory guidance on co-operation arrangements, including the Children's Trust Board and the Children and Young People's Plan (2010)
- The Apprenticeships, Skills, Children and Learning Act (2009)
- Children Act (2004)
- United Nations Convention on the Rights of the Child (UNCRC)
- Health and Social Care Act (2012)
- Education Act (2011)
- The Munro Review of Child Protection: A Final Report, A Child Centred System DFE (2011)
- Fair Society, Healthy Lives: The Marmot Review (2010)
- Early Intervention: The Next Steps :An Independent Report to Her Majesty's Government Graham Allen MP HM Government (2011)
- Children and Families Act 2014

On a **strategic level** the Trust wants to ensure that its approach to commissioning secures the outcomes set out in the Children and Young People's Plan.

On an **operational level** the Trust wants to ensure that partners are using a common framework for commissioning services which maximizes outcomes for children and young people.

On a **locality basis** the Trust wants to make sure that where possible and where appropriate it commissions services to meet local needs and priorities.

The Trust recognises that commissioning takes place on a number of levels – strategic, operational and individual, and on a county-wide, area and district basis and that there are a number of different frameworks that try to capture the nature of commissioning. All tend to describe a cyclical process of activities reflecting four key stages:

- Understand - population needs assessment and resource identification
- Plan - aligning resources to meet needs; filling gaps between needs and services
- Do - developing or purchasing services
- Review - monitoring performance and evaluating outcomes.

This is summarised succinctly in the following diagram



The generic cycle of 'understand, plan, do, review', correlates with the processes of needs assessment and strategic planning, shaping and managing the market, and improving performance, monitoring and evaluating (with each stage informed by the previous one). The commissioning cycle for all strategic partners therefore encompasses:

- A strategic needs assessment – engaging with children and families, understanding their needs and taking a sophisticated approach to the use of data

- Planning and service design – identifying what services need to be put in place to promote preventative solutions, and how to develop holistic services which can address the totality of each child’s needs
- Deciding on how to deliver and with whom– identifying which organisations are well placed to deliver services and contracting, or putting service level agreements in place so that all parties are clear about deliverables
- Reviewing and challenging the fitness for purpose of services and providers and monitoring their impact on outcomes

These are mapped in HM Government’s Joint Planning and Commissioning framework which is illustrated below.



In order to be very clear from the outset the Trust has defined above what commissioning is, however it also needs to define the following components of the commissioning process in order to avoid confusion.

Joint commissioning – is the process whereby partners who have responsibility for specifying, securing and monitoring services work together to make joint decisions about the needs of their population, and how they should be met – this can sometimes mean sub regional commissioning

Procurement – is the process of provider sourcing and selection.

Contracting - refers to the establishment, negotiation and agreement of the contract documentation on which the service is to be supplied.

Tendering – is the process of informing suppliers that specified services are to be bid for.

Decommissioning is the process of planning and managing a reduction in service activity or terminating a contract in line with commissioning objectives.

4. CHESHIRE WEST and CHESTER'S APPROACH TO COMMISSIONING

'Commissioning is the process for deciding how to use the total resource available for children, young people, parents and carers in order to improve outcomes in the most efficient, effective, equitable and sustainable way.'

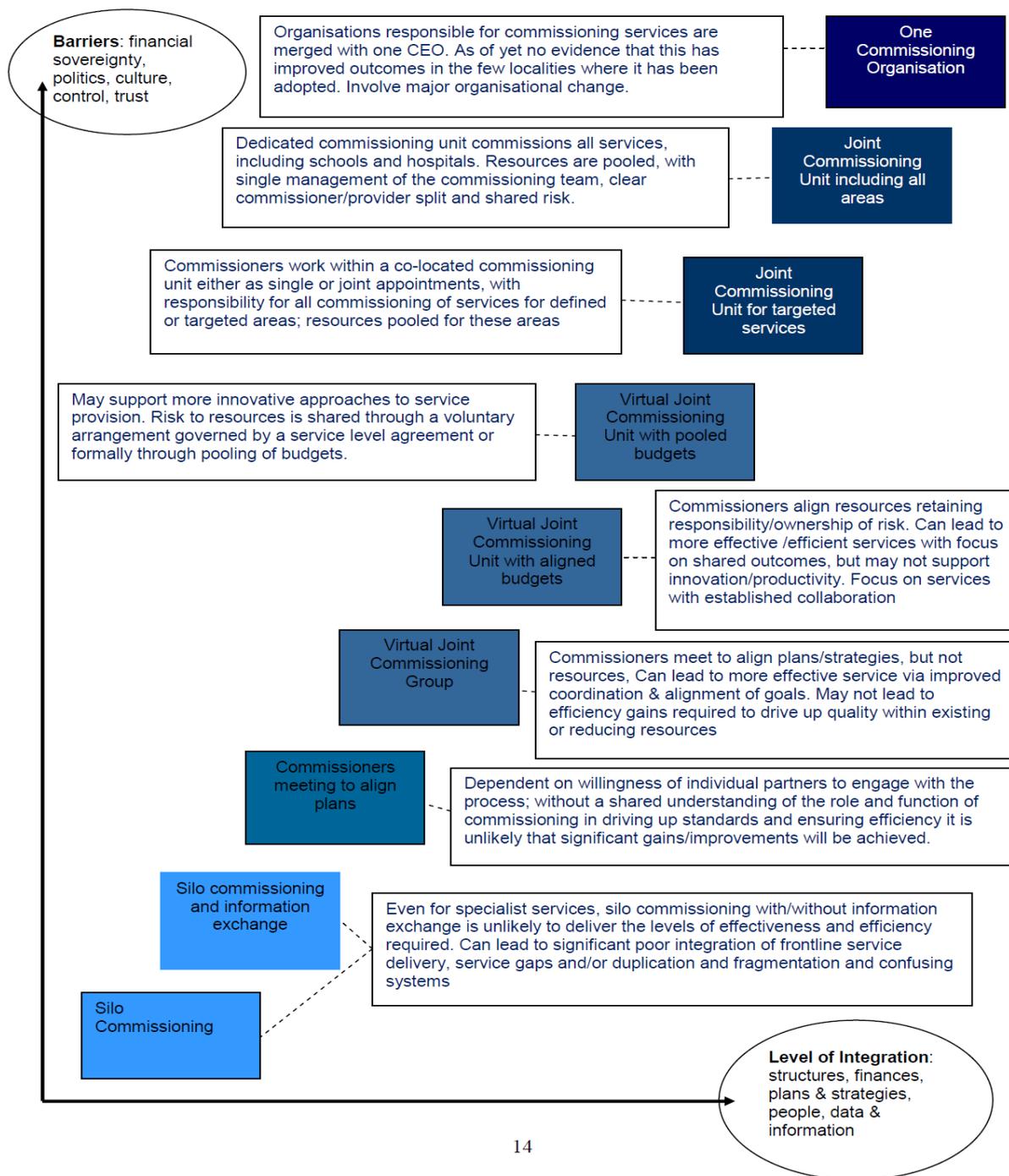
Achieving Better Outcomes: Commissioning in Children's Services Commissioning Support Programme, 2009.

Commissioning in Cheshire West and Chester is about assessing need, prioritising resources, reviewing and developing services to improve outcomes for children and young people and their families.

With the establishment of CCGs and the integration of the Public Health function into the local authorities, Cheshire West and Chester continues to further develop its joint commissioning arrangements across the borough.

Cheshire West and Chester partners continue to work closely together to integrate the support on which children and their families rely across education, health and social care. This requires services to work together with the family to agree a straightforward, single plan that reflects the family's ambitions for their child from early years to adulthood.

The below diagram highlights the various levels of integrated commissioning in order that organisations can understand where they are now and where they aspire to be.



Current Position

As a Partnership we recognise that in order to jointly commission to meet individual need we don't necessarily have to become one commissioning organisation. Having an agreed Joint Strategic Commissioning Framework enables us to effectively commission services.

As a Children's Trust Executive we have been working together on a range of plans and strategies and whilst we have designed services together we have not been in a position to align resources. This will be the next stage of the process by developing detailed Action Plans to meet the identified priorities within the framework

Local Safeguarding Children's Board

The Local Safeguarding Children's Board (LSCB) have identified Early Intervention as a key approach, LSCB define Early Intervention as **"Intervening in a joined up way at the earliest possible stage to tackle problems emerging for children, young people and families, or with a population most at risk of developing problems. Early support is a process and may occur at any point in a child, young person or vulnerable adult's life."**

The Joint Commissioning Framework will ensure the requirements and priorities set out by the LSCB are met through multi-agency working and, where most effective, joint commissioning.

Principles

The aims of the Partnership are to ensure that each of the following principles of commissioning that has been agreed by all partners, including, Children's Trust partners, are put into place:

- We will ensure that positive outcomes for children and young people are at the heart of the strategic planning and commissioning process
- We will ensure that children, young people, families and carers actively participate in our decisions about commissioning services at all stages of the commissioning cycle
- We will consult all relevant organisations, in advance of commissioning new services or undertaking de-commissioning/reshaping services
- We will ensure that decisions are based on a robust needs assessment
- We will undertake effective market testing to identify and understand the contribution of all providers to delivering positive outcomes for children and young people
- We will direct resources to meet our priorities, particularly in areas of significant need, and especially in relation to vulnerable groups and gaps in provision
- We will ensure that tendering and procurement processes are transparent and fair
- We will promote sustainability with our providers to enable longer term planning
- We will use feedback from children, young people, families and partners to encourage innovation in the commissioning process and to achieve best practice

- We will monitor, evaluate and review our services rigorously and proportionately to ensure high quality outcomes and to reflect changes in demographic trends
- We will de-commission existing services where they do not deliver value for money or positive outcomes for children and young people and work together to avoid duplication. We will keep informed about the changing national direction over time for all agencies within Children's Trust and implement this against local need. We will consider opportunities for sub-regional commissioning where appropriate, and look to bid for national funding individually and in conjunction with other local authorities and partners
- We will ensure that Safeguarding is embedded throughout the commissioning framework from the utilisation of safeguarding expertise in the development of service specifications through to the contracting processes by having safeguarding standards in all our commissioned/contracted services.

Governance

Whilst Children's Trusts are no longer a statutory obligation, local commitment from all stakeholders has ensured the continued existence and operation of a local strategic partnership to oversee and direct an integrated way of working to improve the outcomes of children, young people and their families.

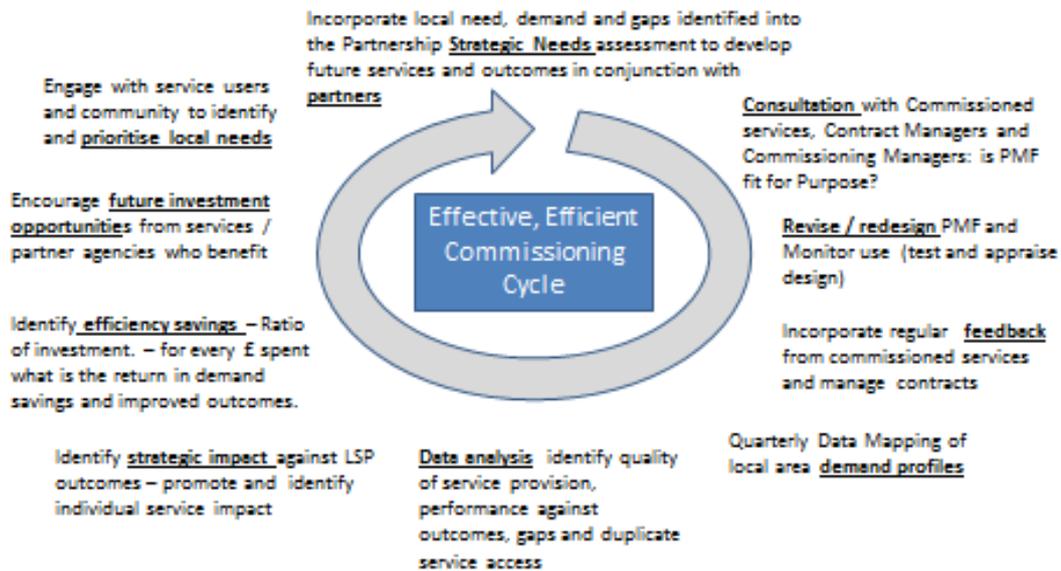
“A strong integrated governing board is the cornerstone of a Children's Trust. It should include representatives of all key partners at senior level, determined to drive whole-system change through clear leadership and effective action, and have appropriate arrangements in place to ensure the voices of children, young people, parents and front line workers are heard.”

Children's Trusts: Statutory guidance on inter-agency cooperation to improve well-being of children, young people and their families 2008

The Children and Young People's Plan will be used to inform all commissioning strategies and activities and outcomes sought are based on a clear understanding of local need. The Children's Trust Executive has responsibility for developing and agreeing the Children and Young People's Plan (CYPP). The Executive is responsible for setting the strategic direction and ensuring the Commissioning cycle is followed through. The Children's Trust provides a strategic framework within which partners may agree to commission services together with integrated, shared, pooled or aligned resources. The governance structure of the Trust can be seen in Appendix A.

Monitoring and Review

Cheshire West & Chester Commissioning Performance Management Framework (PMF) Cycle of Improvement



The Children's Trust Executive will receive a termly review of each of the commissioning priorities and is working towards the provision of a consistent performance monitoring framework.

Overall, commissioning priorities are those which are needed to improve outcomes for children and young people and are fully informed by the views of children, young people and their families. The focus of the Cheshire West and Chester commissioning framework is to ensure that commissioning is coherent and effective and can deliver cost effective services that promote good outcomes for children, young people and their families.

5. PRIORITY AREAS FOR JOINT COMMISSIONING IN 2017/20

Whilst the Trust commits and aspires to larger whole system approaches in the long term, this framework has identified a number of joint commissioning priorities

The priority areas are:

- **Emotional Health and Wellbeing** – To promote and improve the emotional health and wellbeing of children, young people and their families.
- **Children in Care and Care leavers** – To support our Children in Care and Care leavers to enable them to achieve their full potential
- **Special Educational Needs and Disabilities (SEND)** – The needs of children and young people with Special Education Needs and disabilities are met.
- **Prevention** – Intervening in a joined up way at the earliest possible stage to prevent problems escalating with children, young people and their families.
- **Early Years Closing the Gap** – To promote the development of children in Early Years so that the gap in outcomes between vulnerable children and their peers is closed.

Emotional Health and Wellbeing

The government Mental Health Strategy (DOH 2011); recognises the importance of early intervention to prevent serious mental health issues developing amongst children and young people. Future in Mind (March 2015) sets out Department of Health and NHS England's vision to promote, protect and improve our children and young people's mental health and wellbeing. The comprehensive CAMHS agenda has been well documented since the development of Every Child Matters (DFE 2004).

The Children's Trust recognises the importance of emotional and mental health and wellbeing and is working with the elected members to ensure improvements are achieved.

The main objective is to help improve the emotional and mental health of local children and young people. To achieve this aim, it is vital that the emotional health and wellbeing of children is made "everyone's business". Promoting resilience, prevention and early intervention is key.

We are working to provide better access to psychological therapy and improving the care of the most vulnerable – including looked after children, adopted children and those with learning difficulties. Improvements will also be made to the care of pregnant women and women who have just had a baby. There is known to be a strong link between a parent's mental health and that of their children.

To help us achieve these objectives, both Clinical Commissioning Groups and Cheshire West and Chester Council are committed to listening to the views of children, young people and their families.

The purpose of the commissioning priority is to jointly review the current children and young people's emotional health and well-being provision across the borough to improve access and outcomes for vulnerable children and young people.

We will;

- Develop and implement an Joint Strategic Needs Assessment (JSNA)
- Promote resilience, prevention and early intervention
- Improve access to effective support and remove the tiers system
- Ensure emotional health and wellbeing support is available and easily accessible to our most vulnerable children and young people
- Improve accountability and transparency and ensure all partners are working towards the same outcomes in an integrated way
- Develop the workforce and equip them with the skills to support children and young people with emotional health and wellbeing issues

To achieve these we will;

- Enhance workforce skills and knowledge including consultation and liaison teams helping staff working with those with highly complex needs, including mental health difficulties
- Develop provision through Mental Health transformation plans by improving access and removing the tier system, by adopting the THRIVE model (Future in Mind)
- Target vulnerable groups through specialist services to provide advice and consultation on concerns about Mental health
- Monitor access and referrals into CAMHS on a quarterly basis through the creation of a new dashboard
- Ensure all Health visitors are trained to implement Brazelton Newborn Behavioural Observations (NBO) and Neonatal Behavioural Assessment Scale (NBAS) ready for implementation January 2018
- Commission a drama group to tour around schools with a production about Mental Health
- Review access data and monitor the use of pathways developed to improve access to provision.
- iTHRIVE service user consultation workshops will be undertaken and on-going review of referrals and waiting times into CAMHS
- Develop a single point of access service through the Access sub-group
- Develop strategies for encouraging sign posting to alternative services
- Ensure that there is regular scheduled EHWB Partnership and Sub group meetings
- In 2017 the Teaching Schools will deliver 123 magic training with a commitment to offer the training to parents of their own schools and accept referrals from other schools for a minimum of 2 courses each year
- Evaluate 2 Early Bird + training course in Partnership with Hinderton School
- Map all services to understand what skills are currently available across the footprint
- Continually evaluate the Youth Connect 5 train the trainer programme
- Ensure an external evaluation of the YC5 programme by a Higher Education Institute

- Implement the workforce development plan for the Starting Well Service that encompasses emotional health and wellbeing.
- Commission a targeted Emotional health and Wellbeing service to support children and young people receiving support from IES that do not meet the CAMHS threshold. The Service will also facilitate capacity building amongst the IES and 0-19yrs workforce to achieve early identification, better support and prevention.
- Identify an 'Emotional Health and Wellbeing Champion' within the Starting Well Service to ensure EHWB, including perinatal mental health remains a key priority within the workforce / Service.

Children in Care and Care Leavers

It is widely recognised that looked after children have the poorest outcomes and are one of the most vulnerable cohorts within society today. Children who have been placed in care are at much higher risk of developing emotional and mental health problems than the average. The outcomes for children in care on a range of indicators are poor. The numbers of children in care represent a small proportion of the children in families with suboptimal care. Children in care are also widely recognised to have poorer educational outcomes and other health problems.

This priority will assist in informing future commissioning priorities as well as looking to confirm co-ordination between services. The priority will offer oversight into potential collaborative commissioning approaches involving other neighboring local authorities or by regional and sub-regional commissioning processes.

We will;

- Keep families supported to avoid Children going into Care
- Ensure all Children in care have equitable access to appropriate health interventions
- Improve young people's experience of adoption services
- Ensure the Emotional Health and Wellbeing needs of our Children in care are being met
- Raise the educational attainment of Children in Care and close the gap between them and their peers
- Ensure all care leavers are ready for Adulthood and employment

To achieve these we will;

- Scale-up the Edge of Care Team
- Commission a Targeted Family Support Service with a priority of 0 – 8's who are on the edge of care or new entrants into the care system
- Strengthen processes for escalating cases where Children are not having their health needs met in a timely and equitable way
- Work with Health colleagues to ensure Children placed out of borough are prioritized alongside those who already live there

- Strengthen engagement with children and young people to seek their views by working with focus groups
- Develop a feedback questionnaire as an online facility
- Develop a Children in care and care leavers data set
- Develop and embed a process whereby young people preparing to leave care are supported to access their own and their family medical history
- Ensure work undertaken by the Adoption Team is embedded in the new Regional Adoption Agency
- Monitor waiting times and evaluate outcomes for children and young people/carers who have used the service
- Obtain annual feedback from Social workers and Panel members about the effectiveness of Panels
- Provide targeted interventions through the Pupil Premium plus funding
- Ensure Care leavers have access to appropriate further education, training and support needed to meet their individual needs
- Establish a clear framework/scheme for care leavers to access apprenticeships.
- Ensure care leavers can secure appropriate accommodation
- Ensure care leavers receive the necessary independence preparation work and professional support, benefits and financial support they are entitled to

Special Educational Needs and Disabilities (SEND)

The Children and Families Act 2014 sets out expectations that impact greatly upon children and young people: these are welcome changes as they help to ensure the statutory process is more seamless and family focused. In practice this means always ensuring the voice of the child / young person is central to the planning that supports their education, care and health.

The Local Authority is responsible for publishing the Local Offer; this provides a comprehensive guide of all services covering health, local authority and the third sector for children and young people with SEND. It also includes important information for parents on personal budgets and a statement on joint commissioning arrangements locally.

We want all young people with special educational needs and disabilities to have access to a range of provision and support across the borough that will meet their educational needs and provide good opportunities for them to progress.

We believe that every child or young person should have their needs met, as far as possible, in their local community, in local early year's setting, schools and Further education Colleges.

We will;

- Improve the quality of provision for learners with SEND
- Ensure early identification of SEN and high quality intervention to meet those needs
- Further develop the effective transition between education phases including preparing for adult pathways

- Ensure engagement and co-production with children, young people, parents and carers

To achieve these we will;

- Embed the early years pathway on the Local Offer
- Further develop the Child Development Service
- Improve inclusion in mainstream schools
- Review disabled and young people's services within CW&C
- Further develop the SEND Joint Commissioning Strategy and implement actions
- Renew joint commissioning with Health of Speech and Language support
- Work with the specialist sector to strengthen lead role in developing SEND improvements
- Improve information management systems to inform impact of services and outcomes of children and young people
- Work across Education, Health and Social Care to support early identification of SEN so co-ordinated effective interventions are made
- Review and refresh decision making process for requests for Education, Health and Care (EHC) needs assessments and resource allocation
- Ensure Integrated Early Support (IES) staff support children with SEND through multi-agency working with a range of professionals and undertake holistic Team Around the Family (TAF) assessments with all families that have multiple and complex needs
- Further develop clear guidance around options and person centre planning from Year 9 reviews onwards
- Ensure clear information and guidance is available to parents and families to support transition from primary to secondary schools
- Ensure that as part of the targeted intervention the Early Years Workers liaise with settings and other professionals to establish the child's starting points. The learning summary and next steps are then shared with the relevant professionals to support future plans.
- Continue the programme to develop high quality post 16 provision for learners with SEND
- Renew and refresh the guidance on SEN support
- Further develop the Local Offer to include a review feedback mechanism to support the development and co-production of the Offer
- Further develop the implementation of personal budgets
- Enable parents to explore flexible alternative travel arrangements
- Review provision for disagreement resolution and mediation service and refresh information so that all stakeholders are clear on most appropriate routes to resolve disagreements
- Continue to seek regular improvement of services through regular consultation, feedback and engagement
- Ensure a co-ordinated and holistic approach to support traditionally marginalised families.

Prevention

Joining up at the earliest possible stage to tackle problems emerging for children, young people and families, or with a population most at risk of developing problems is a process and may occur at any point in a child, young person or vulnerable adult's life. An effective prevention and early intervention process can avoid escalation of problems that people face and can improve their life chances.

All Partners across West Cheshire are committed to supporting an effective Prevention strategy

We will;

- Ensure a clear understanding and application of the continuum of need is demonstrated by all practitioners across the Children's workforce
- Ensure all stakeholders embed the consistent and explicit use of the LSCB toolkit by their workforce as part of the assessment of need process with all families across the borough.
- Ensure all stakeholders promote and actively encourage the use of TAF assessments for families experiencing difficulties at Partnership plus on the continuum of need (pending agreement from LSCB to amend the continuum of need)
- Ensure all families with complex needs within partnership plus are referred to IES through iART
- Gain a clear understanding of needs and demands across the Borough
- Improve outcomes and life chances through further reforms to front line delivery to achieve a more holistic approach to the health and wellbeing of children and their families
- Reduce the amount of hospital admissions (0-5) due to unintentional injuries
- Ensure a consistent approach to prevention across the Children's workforce
- Support Parents to become resilient, confident and independent

To achieve this we will;

- Heavily promote the use of TAF assessments for families with 2 or more unmet needs
- The independent Safeguarding team will undertake an annual audit to analyse the application of the continuum of need and report to the Childrens Trust
- All agencies will ensure their workforce have a sound understanding of the continuum of need and test out this
- Ensure all agencies and commissioners commit to the consistent use of TAF Request that all agencies submit quarterly data about the use of the LSCB toolkit

- Continue to monitor the percentage of contacts and referrals into iART that are supported by one or more of the tool kits, to be reported on quarterly to the trust and LSCB
- Liaise with the LSCB to establish what mechanisms can be put in place to induct all new staff on the use of these assessment tools
- Ensure a commitment from all partners that any training on the toolkit use is embedded into organisations induction processes
- Request that all Commissioners include the toolkit training within their specifications
- Gain feedback from LSCB on use of referral tools following Section 11 Audits
- Retain the current level of TAF advisors across the borough
- Seek funding sources to increase TAF advisors in the short term
- Look at alternative solutions to T Volution so that there is improved access to eTAF for all non PSN users
- Pilot a multi-agency TAF audit process with partners for TAFs outside of IES
- Continue to deliver basic and advance TAF training
- The Trust and LSCB to explore how training will be funded after 2017/18
- Continue to strengthen a more integrated approach such as other agencies accessing Liquid Logic
- Support workforces to push forward multi-agency decision making
- Gain a clearer understanding of the reason for A&E admissions (0-5) and develop actions in response
- Undertake an audit of children's workforce training across the borough and agree a core training offer linked to early help and prevention
- Produce a parenting offer for the borough detailing the offers available from each partner agency
- Ensure commitment from each partner to adhere to the parenting offer
- Roll out a training and support programme to embed the parenting offer
- Create a fully integrated 0-19yrs service that will be known as the 'Starting Well Service', promoting the ethos of early identification of signals of risk and employing strategies for early action and prevention.
- Re-commission a targeted support service for vulnerable children and young people.

Closing the Gap (Early year)

We will;

- Ensure all children are able to achieve their goals and aspirations
- Ensure under performance in early years is eradicated
- Improve levels of school readiness
- Increase the access to 2 year old funded provision
- Improve take up to 3 and 4 year old funded places

- Ensure a greater engagement with TAF process across the Partnership
- Implement an integrated 2 – 2.5yr review across Cheshire West and Chester - bringing together the assessments of education and health
- Improve Oral health and reduce hospital admissions for teeth extractions
- Reduce hospital admissions 0-5 due to unintentional injuries
- Improve breastfeeding rates
- Improve smoking cessation rates for mums-to-be
- Direct resources effectively at locality level based on locality data
- Reduce health inequalities and improve access and service in deprived areas

To achieve this we will;

- Children who are developmentally behind are referred to the appropriate professional
- Ensure the Early Years closing the Gap work stream is targeted in its approach
- Ensure the Early Years team is working with early year providers to raise the profile of TAF
- Track the yearly cohort of CiC to increase percentage of children achieving a 'GLD' through Virtual School and EYFS team
- Ensure schools with onsite settings are receiving joint visits to support with tracking progress and accuracy of judgements and also to support transition and school readiness
- Ensure targeted early years providers and schools are receiving termly monitoring visits to ensure accurate assessment and tracking
- Ensure the Early Years team is targeting schools with EYFSP data lower than CW&C
- Ensure the Early Years team is targeting early years providers and schools that have been judged as requiring improvement or inadequate
- Ensure school readiness is better populated
- Increase rate of accurate assessments
- Ensure the School readiness leaflet links to the Early Years workers QA framework
- Continue with regular communication, information events training and support for the sector
- Continue to encourage providers to buy into the Finance and Business compliance (FBC) tool to ensure providers are using a robust model of business planning to enable sufficient supply of 2 yr old places
- Ensure there are Good and Outstanding places to respond to demand for childcare places
- Review, improve and vary approaches to encourage families to access their free entitlement
- Review the capacity of the childcare market in relation to the new 30 hr offer and monitor impact on current take up figures
- Continue to support early years providers with referrals

- Continue to monitor progress on the pilot areas for 2 year joined up check
- Ensure all providers and health are sharing assessments to inform next steps with children
- Ensure all settings know who their Health visitor is
- Complete a programme of workforce development on Oral health for Early years staff
- Include Happy Smiles toothbrush pack in service specification for 0-19 (Once pilot is complete)
- Build on the referrals to the Gateway Domestic abuse recovery programme and sustain this achievement
- Strategy group Eats Well be Active framework to take forward initiatives to improve breastfeeding rates
- Target support with the 'Babyclear' programme to help women develop Mental resilience and stick to quitting smoking
- Continue to develop and strengthen community, health and early education childcare partnerships
- Hold joint management meetings to challenge and secure engagement from families involved with CSC/MARAC
- A single integrated 0-19yrs Starting Well Service that facilitates an ethos of knowledge exchange and upskilling the workforce around early identification and prevention

6. ARRANGEMENTS FOR THE PARTICIPATION, ENGAGEMENT AND METHODOLOGY OF CONSULTATION OF SERVICE USERS, THEIR CARERS AND FAMILIES AND OTHER STAKEHOLDERS - giving children and young persons' views and perspectives weight in decision making!

“Children, young people and families working collaboratively with professionals, will mean policies, services and provision will be more relevant, more effective and more sustainable”.

Lansdown, G. (2011) Global: A Framework for Monitoring and Evaluating Children's Participation. A preparatory draft for piloting by Save the Children, together with UNICEF, Plan and World Vision.

Actively involving children and young people in service design, delivery and review is at the heart of this commissioning framework. Those children and young people who use services, and the families and carers that support them are best placed to provide informed opinion about how well services are performing, how effective they are and how they could be improved to better meet local need and changing landscape.

The views of the public are an important factor in deciding the overall themes and direction of any strategy. This framework prioritises the importance of meaningful service user engagement and it is the role of the commissioning body to ensure that commissioned services actively consult with and involve their service users on a day-to-day basis to improve and enhance service delivery. The Children's Trust Executive sees itself, through the Children and Young People's Plan, this framework and the actions of all partners, as providing clear leadership and a focus for all local activity.

However, this focus can only be achieved if the design, planning and implementation of services and facilities remain in touch with the people and communities that they represent and serve. This framework aims to create an environment in which everyone can get involved in making things happen.

The Trust wants to foster active participation by as many people and agencies as possible and ensure that all commissioning activity can seek to find ways to make itself more accountable to communities through events, panels, area forums and open and transparent decision making processes.

A number of steps define this approach to participation and engagement:

Customer focus - services and processes have to be designed around the needs of the people who actually use them. At the same time users need to have an appropriate role in specifying the services that are delivered.

Participation & engagement – partners will create specific and purposeful opportunities for people to give their views on what is needed and how it should be delivered. We will work together towards an embedded culture of participation where people are actively involved in decision-making, service specification and design and every stage of the process. We will work in partnership with the following to ensure true and wide engagement:

- Children in Care Council
- Cheshire West and Chester Young People's Senate, which includes the UK Youth Parliament Representatives for CWaC
- School Councils
- Youth Service members' committee e.g. Amplify (young people working with staff in the running of the club/project)
- Patient Participation Group
- School's Champions Group for Commissioning (representatives of children from all special schools' and a mainstream primary school)
- Parent/Carer Forum (parents participate in reforms around Special Educational Needs – co-producing new policy/recommendations on policy)

Communication - letting people know what is happening, how they can get involved and encouraging dialogue between partners and local communities is vital. Various media and methods will be used in appropriate and sensitive ways to build and maintain the communication effort.

Community empowerment is about members of a community feeling able to achieve their own goals, with some measure of control over the processes and strategies to attain these. It is a process whereby communities are encouraged to become increasingly self-reliant in improving their neighbourhoods and livelihoods. It is a cyclical, participatory process where local people co-operate in formal or informal groups to share their knowledge and experiences and to achieve common objectives. It is a process rather than a blueprint, and one that underpins this commissioning framework.

The importance of children and family voice has been recognised by the Children's Trust and the capturing, recording and responding to local need will be a central element of all commissioned activity through the regular collection of feedback and case studies.

This framework sets out a number of changes and a different approach to working; either together or through our own practice. The biggest change is ensuring the voice of the child is central to all that we do; this is an ongoing process with key questions that should always be checked in line with the commissioning cycle:

Understand:

- What are young people's / families' views, wishes, feelings on this?
- Is there anything they are not telling me, if so why not?
- What does good practice look like elsewhere?
- What have I learnt to date, how has this informed my practice?

Plan:

- Are meetings person-centred?
- Is what I am doing accessible to all?
- Future focused what do I need to think about?
- Who else needs to be involved?

Do:

- Sense check – are the views of children, young people and families still central to my activity?
- Have things changed, are children still involved in my work?
- Have I updated all stakeholders?

Review:

- What do children, young people and families think?
- How have I involved them in the evaluation process?
- What would I do differently next time?
- How can I share my learning and experiences with others?

In all areas of work stream this approach is paramount, policy can dictate what work we must undertake however a shift in individual practice is the biggest change required to ensure improved outcomes for all children, young people and families.

Partnership Governance for West Cheshire

