

Designing services for Children, Young People and Families in Peterborough & Cambridgeshire

Healthy Child Programme and services for children with Complex needs

- ❖ It has long been recognised that the services for Children, Young People and Families across Cambridgeshire and Peterborough could be improved by commissioners redesigning a truly integrated pathway
- ❖ Significant work has been undertaken to date across Cambridgeshire and Peterborough, some jointly and some locally
- ❖ As a result of this work, some improvements have been made already. The workshop aims to progress the design so that a truly integrated services can be commissioned

A desire by all partners to deliver better outcomes for children by:

- ❖ Developing a more **coherent** and **integrated** child and young persons health and well being service offer
- ❖ The need to develop a model of support based on **early identification** and **prevention** that builds **resilience** within families and communities
- ❖ Creating a model that **changes** fragmented and complex commissioning within public services
- ❖ Addressing increasing levels of complexity and demand that was resulting in waits for services
- ❖ Decreasing inefficiencies and stop area of duplication
- ❖ Responding to a reduction in public service spending that meant doing things differently rather than reducing services

- ❖ Complex picture not easily understood
- ❖ Need to develop trust and confidence in system and consistent quality provision
- ❖ Need voice of child and young person in Commissioning
- ❖ Jointly Commissioning a strength and needs to be built on
- ❖ Need seamless provision of services and transition across partners
- ❖ Need to have good relationships with parents
- ❖ Clearer and better communication required of what we are doing, what we have achieved and what we need to do
- ❖ Need to involve the right people at the right time

What did we learn from our workshops

Our workshops was very informative, and some of the key points were:

- ❖ Simplify processes
- ❖ Make each contact count - one assessment shared with all
- ❖ Routine sharing of data- opt out not in
- ❖ Joint working, planning and collaboration between different services, needs to be one service to reduce the overlap between the current different services
- ❖ Make good use of schools- give them consistent messages
- ❖ Make pathways, referral and escalation information clear, consistent and easy
- ❖ Don't 'park' universal services when extra help is in place

Integrating services for children

- ❖ Integration is not a new concept
- ❖ The government vision is that all support services for children and families will be integrated by 2020
- ❖ A lot of work has already happened

We commonly hear the word 'integration' but what do we actually mean.....

The Nuffield Trust defines integrated care in a number of ways

- ❖ Administrative (aligning back-office functions and financial systems)
- ❖ Systemic (coordinating and aligning policies, rules and regulatory frameworks)
- ❖ Organisational (coordinating structures, governance systems and relationships)
- ❖ Clinical (coordinating patient care through shared guidelines and protocols)
- ❖ Normative (developing shared values, culture and vision across organisations and professionals)

Evidence review on integrated models for Children and families

When we started this work Public Health was asked to identify evidence for integrated models for children and families.

- ❖ They considered a range of nationally available literature and anecdotal information, the outcome was not to define a model but collate information on what is going on nationally and also
- ❖ To identify information about current models that could be used

Key Findings

- ❖ There is wide variation in current models of integration of children's services, suggesting that there is no 'right' or 'wrong' way to integrate care and that models should be based on local need
- ❖ There is little published evidence in this area which provides robust evaluation of the impact of integrated care
- ❖ There is evidence that integrated care can improve 'services', particularly access, reduced waiting times and efficiency through collaboration
- ❖ Well-designed evaluation, which includes assessing outcomes for children and families, should be central to the introduction of any new integrated service
- ❖ Many different ways of integrating merging organisations to supporting organisations to form networks and alliances

Complex needs and Disabilities

SEND – Special Educational Needs and Disabilities

- ❖ Inclusive/Transparent/Fair
- ❖ Access to provision locally
- ❖ Holistic approach that looks at all the needs of the child
- ❖ Tell my story once and professionals listen
- ❖ Parents don't want to feel they have to fight “No Wrong Door”
- ❖ Co-ordinated and integrated role of EHCP plans
- ❖ Access to transparent and clear information to help navigate the system

How do we change how we work now to?

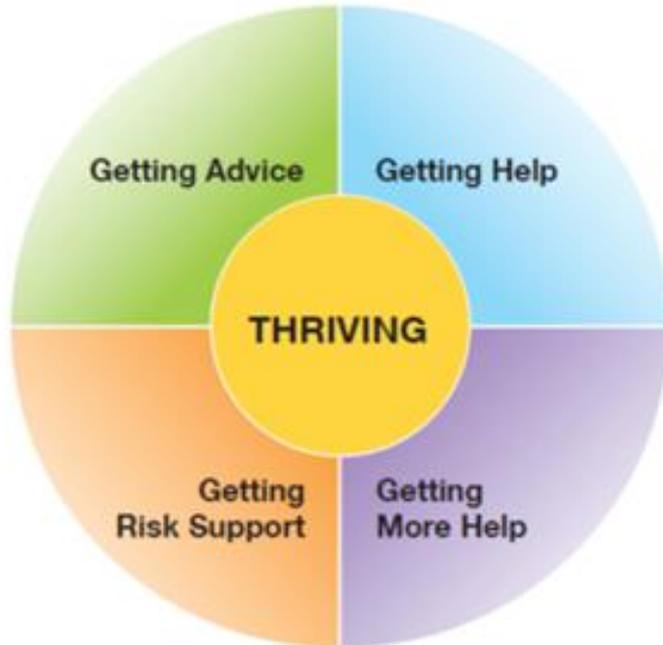
An approach where:

- ❖ **The** family and young person is at the centre of planning
- ❖ **The** family work together with professionals to produce a plan to ensure that all resources are used to improve outcomes
- ❖ **Professionals** are sharing key information with the parent and each other
- ❖ **Needs** are identified early and the right services are commissioned to include inclusive support that build resilience in the community

Each table has a simplified diagram of the thrive model

and

Two priority themes from the list below



Transition into Parenthood	Supporting strong attachment, helping parents develop and sustain a strong bond with their children	Encourage care that keeps children healthy and safe
Building Resilience	Promoting Social and Educational Inclusion and Involvement	Identify health, social and development issues early, so support can be provided in a timely manner
Emotional Wellbeing	School and Life ready (including parents role as first educators)	Promoting healthy Relationships
Supporting positive behaviour through good parenting	Reduce childhood obesity by promoting healthy eating and physical activity	Protect children from serious disease, through screening and immunisation

We are
Thriving

This is our aim for all children and families with support from Universal Services

Using the post its - for your 2- themes, write down what do we need to do when children, young people and families need help (within the four thrive quadrants)

We need
advice

We need
help

When we are getting
help, help us to live
as normal a life as
possible

We need
more
help

