

CYPS Improvement Plan May 2018 - DRAFT

Findings	Overall Lead	Action(s)	Lead	By When	RAG Status
1 1. Ensure that managers provide challenging, reflective and directive supervision and, with support from independent reviewing officers (IROs) and conference chairs, address the quality of practice and planning for all children effectively.	Mel Meggs	<p>a) Develop a performance framework to provide a clearer oversight of the challenge that IRO's and Conference Chairs offer to address the quality of practice of child protection and care planning for children. (Finding 1 and 4).</p> <p>b) Develop an effective overview of the reflective and direct supervision provided by managers which informs the learning and development of our current Team Manager cohort. This will be measured through the outcomes of audits, specifically with a qualitative overview around reflective supervision.</p> <p>c) Embed and align the Rotherham Family Approach as the new risk management model.</p>	<p>Rebecca Wall</p> <p>Rebecca Wall</p> <p>Mel Meggs</p>	<p>June 2018</p> <p>June 2018</p> <p>April 2020</p>	
2 2. Ensure that all assessments are: meaningful to children and their families; reflect the changing needs of children; and effectively evaluate cumulative risks and their impact.	Mel Meggs	<p>a) Refresh the Assessment Form to embed SoS methodology and implement for use in the service.</p> <p>b) Undertake further Cumulative Risk of Harm training to enable a better understanding across the workforce and bring a clear focus to the difference between provision of help and protection from harm. The impact of this training will be reviewed December 2018.</p> <p>c) Implement the use of regular case mapping exercises led by managers and advanced practitioners to ensure reflective review of assessments.</p> <p>d) Build in consistent Quality Assurance around the quality of assessments</p>	<p>Vicky Schofield/Susan Claydon</p> <p>Rebecca Wall</p> <p>Ian Walker/Vicky Schofield/Ailsa Barr</p> <p>Rebecca Wall</p>	<p>TBC</p> <p>December 2018</p> <p>July 2018</p> <p>December 2018</p>	
3 3. Ensure that all plans: are clear about how children's and young people's holistic needs are to be met; have clear timescales; can be understood by families; and are always well informed by risk assessment.	Mel Meggs	<p>a) Refresh the Plan Forms to be embed SoS methodology and implement for use in the service.</p> <p>b) Undertake focused audit work to measure improvement and provide feedback to practitioners. A review of the Quality and Assurance Framework will be undertaken in March 2019 to determine new areas of focus.</p> <p>c) Implement the use of regular case mapping exercises led by managers and advanced practitioners to ensure reflective review of plans</p> <p>d) Build in consistent Quality Assurance around the quality of plans</p>	<p>Vicky Schofield/Susan Claydon</p> <p>Rebecca Wall</p> <p>Ian Walker/Vicky Schofield/Ailsa Barr</p> <p>Rebecca Wall</p>	<p>TBC</p> <p>March 2019</p> <p>July 2018</p> <p>December 2018</p>	

4	4. Ensure that early permanence planning is timely and considers the full range of placement options for all children when they are unable to return to their birth families.	Mel Meggs	<p>a) Develop a performance framework to provide a clearer oversight of the challenge that IRO's and Conference Chairs offer to address the quality of practice of child protection and care planning for children.</p> <p>b) Ensure that Early Permanence planning is timely and considers the full range of placement options for all children when they are unable to return to their birth parents through the implementation of the Right Child Right Care (RCRC) programme</p> <p>c) Further develop the supported accommodation offer to increase the number and quality of placement opportunities for LAC, including placements to meet those children with more complex and challenging needs.</p> <p>d) Wherever possible and appropriate ensure children are placed in Borough or within a 20 mile radius, including SEN placements and Residential Care Placements which are currently sourced out of area.</p> <p>i) Increase foster care provision in borough, including specialist placements</p> <p>ii) Co-produce business cases for invest to save models for residential provision in borough or sub- regionally.</p> <p>iii) Bring children back into borough where safe and appropriate. Right Child Right Care programme being supported by commissioning</p> <p>iv) Development of sub regional specialist provision and increase partnership working with residential providers.</p>	<p>Rebecca Wall</p> <p>Ian Walker</p> <p>Jo Smith</p> <p>Anne-Marie Banks</p> <p>Jo Smith</p> <p>Jo Smith</p> <p>Jo Smith</p>	<p>June 2018</p> <p>April 2019</p> <p>December 2019</p> <p>April 2019</p>	
5	5. Improve the timeliness of the early help response to children, particularly those who have a disability.	Ailsa Barr	<p>a) Fortnightly performance management highlight reports to be completed by team manager focusing on identifying areas of good practice and addressing areas where work needs to improve. Fortnightly performance management meetings chaired by the service manager to ensure progress is being made.</p> <p>b) Team manager to attend signs of safety practice lead training and the ½ day workshops throughout the year. All team members to also attend practitioner sign of safety training, this will ensure that all staff are familiar with the methodology and have confidence to embed within their assessment work.</p> <p>c) Disability early help team manager and team to have clear links with the rest of the early help service to ensure consistency of practice standards and implementation of methodology.</p>	<p>Mary Jarrett</p> <p>Mary Jarrett</p> <p>Ellen Senior</p>	TBC	
6	6. Work with schools to reduce the number of fixed-term exclusions and persistent absentees from education among children looked after.	Dean Fenton	<p>Exclusions</p> <p>a) The VS responds rapidly to all exclusions, Plans are drawn up to stabilise the school place including, where necessary: facilitating access to therapeutic services, staff training, and requests for a Statutory Assessment.</p> <p>b) Continue to implement phase 2 of 'Attachment Friendly Schools' to ensure that additional schools are involved in the programme.</p> <p>c) Emotional Literacy Support Assistant (ELSA) programme to be funded through Pupil Premium Plus.</p> <p>d) Implement the Creative Monitoring scheme which is designed to re-engage disaffected children and young people who have been excluded, are not attending school, or not on roll.</p> <p>Absence and Attendance</p> <p>a) Undertake closer monitoring of attendance and exclusions which will include alerts to schools, social workers and carers.</p> <p>b) Attendance will continue to be a priority at termly PEP meetings.</p> <p>c) All CYP receiving <25 hours education are discussed at the Complex Cases Group</p> <p>d) Reports and analysis to be put in place to support the above.</p>	Peter McNamara and Paula Williams	Dec-18	

7	7. Ensure that children benefit from a timely good quality lifestory work and clearly written later life letters, to enable children to understand their experiences, life history and reason for separation from their birth families.	Mel Meggs	<p>a) Provide training to the LAC Team in respect of the completion of Lifestory work, to support them to clearly document the child's experiences, life history and reasons for separation</p> <p>b) Lifestory work to be quality assured by the Adoption Team Manager alongside Team Managers to check and continually improve the quality of the work</p> <p>c) Develop performance measures to monitor the number of care proceedings completed as set against the Lifestory booked and later life letters completed and distributed and a further measure at the point the case is closed. Court and Permanence Team Managers will be challenged on performance at the Monthly Performance Clinic</p>	Ilan Walker Ilan Walker Ilan Walker	Sep-18 Sep-18 Sep-18	
8	8. Ensure that birth parents of children who are adopted fully understand what support is available and are helped to access this.	Mel Meggs	Adoption Service to develop a guide which provides the details of the support which is available to them and the support available to help them access this. This will be distributed and made available to birth parents who's children are on the adoption pathway.	Ilan Walker	Jun-18	

RAG STATUS
Action behind target for completion within timescale
Action underway and within timescale
Action completed
Action planned but not started