**For Highlands Children 4 outcomes**

1. Children are protected from abuse, neglect or harm at home, at school and in the community.
2. Children are well-equipped with the knowledge and skills they need to keep themselves safe.
3. Young people and families live in increasingly safer communities where anti-social and harmful behaviour is reducing.
4. Children and young people experience healthy growth and development.
5. Children and young people make well-informed choices about healthy and safe lifestyles.
6. Children and young people are equipped with the skills, confidence and self-esteem to progress successfully in their learning and development.
7. Children and young people are supported to achieve their potential in all areas of development.ringen outcomesen
8. Children and young people thrive as a result of nurturing relationships and stable environments.
9. 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.
10. Children and young people are physically active.
11. Children and young people know their rights and are confident in exercising these. They are able to express their views and be involved meaningfully in decisions which affect them.
12. Families are valued as important contributors and work as equal partners to ensure positive outcomes for their children and young people.
13. Children, young people and their families are supported well to develop the strengths and resilience needed to overcome any inequalities they experience.
14. Improvement in service provision is determined by the participation of children, young people and families and by understanding their views, wishes, and expectations.

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| **Key:**  |
| On time |
| Significantly delayed |
| Not yet started |
| A little behind time |
| completed |

**For Highlands’ Children 4**

**Improvement Plan**

**ASN Improvement Group**

**DATE of Plan: 5.12.18**

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| **FHC4 Outcome 4: Children and young people experience healthy growth and development.** |
| **Improvement priority:** 1. **Ensuring better integrated working for children with complex health needs, especially those with exceptional health needs**
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| **Actions** | **Measures / Evaluation** | **Timescale** | **Lead** | **BRAG** |
| Discussion with NHS Colleagues on how to support children and young people with complex health needs – resourcing and training. | Process will be agreed and trialled with two children initially. | By July 2019 | **ASN Managers, Community Children’s Nurses** |  |
| Children with complex needs will have their needs met through the Child’s Plan | By July 2019 | **ASN Managers, Community Children’s Nurses** | **GREEN** |
| Range of CPD offered to support this area of work. | By July 2019 | **ASN Managers, Development Officer ASL** | **GREEN** |
| **Progress since last plan** |
| * Several training sessions have been offered on PDA, provided by NHS Highland and also by external providers. These have been well attended by both parents and professionals
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| **Improvement priority:** 1. **Ensuring training informs a basic minimum understanding and knowledge sharing to enhance evidenced based practice in Change, Loss and Bereavement across Highland**
 |
| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| Crocus embarking upon needs analysis of bereavement support/training through Highland Bereavement Network Crocus developing consultancy model | Outcomes will be shared with Improvement GroupFeedback progress at Improvement Group  | Dec 2019Dec 2019 | HL - CrocusHL - Crocus | **Green** |
| **Progress since last plan** |
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| **FHC4 Outcome 7: Children and young people are supported to achieve their potential in all areas of development.ringen outcomesen 4**  |
| **Improvement priority:** 1. **Reducing the number of children/young people with ASN, not in school or preschool full time.**
 |
| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| Monitor the attendance of those children/young people with ASN on part time timetables, through Area Managers and ASNOs. This monitoring to be rigorous and include part time timetables, with details of what steps have been put in place to meet needs of the pupil. From March 2014, data from the early years, from both nurseries and partner centres, will be included. (Rec 9 ASN Review) | 95% of children and young people aged 3-19 who are on part time timetables are noted as such on SEEMiS so they can be clearly identified. (Baseline established March 2016 = 30%, March 2017 = 48%, June 2018 = 46% ). | July 2018 | **HoASS** |  **RED** |
| **Progress since last plan*** HCF are developing both a Young People's (12-25yrs) and a Children's (8-12yrs) Advisory Group over the next 3-4 months. These groups will take forward outcomes from the HCF NIFTE report and the mixed experience regarding the attitude of staff in schools. They may develop training resources around relationships and the attitudes. Some young people may do training for trainers and deliver in-service training alongside other training around the PPR framework.
* PPR Framework and Guidance has been completed and published on line. Twitter responses have demonstrated the spread of interest in this document across the UK.
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| **Improvement priority:** 1. **Embed change, loss, bereavement in to the PSE/BGE curriculum**
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| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| Identify what schools are currently usingIdentify programmes available to schools nationallyAudit of school knowledge & understanding of CLBInform schools of evidence based practice, programmes and policies | Audit questionnaire developed and sent to schoolsGather information sourced from research/recognised online CLB sites/colleaguesSeasons for Growth Newsletter distributed, training dates for recognised programmes, distribution of policies | OngoingOngoingOngoing | **JT****HL- Crocus****IS/whole group** | **GREEN****GREEN** |
| Identify pilot schools (primary & secondary) to engage with CLB training and develop PSE resources | Audit of SEEMIS data for bereaved C&YP, YC, CEYP & marked as Family issuesEarly adopter schoolsSub-group for PSE Resource DevelopmentFocus groups of C&YP to trial resources | August 2018 | **TBC/JC/EC** |  **AMBER** |
| **Progress since last plan** |
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| **Improvement priority:** 1. **Support the development of a multi-agency response to grief, loss & bereavement**
 |
| Encourage agencies to access Suicide Training eg Safe Talk and ASISTIdentify and engage with an ASG who would be willing to become a ‘Suicide Aware ASG’ | Breakdown by Area & Service of those attending this trainingTraining delivered and pre & post evaluation with staff. | August 2018 | EC | **Amber** |
| Identify ASG, individuals within ASG & training appropriate to their need | December 2018 | EC | **Green** |
| Maintaining and building multi-agency links between Children’s & Adults services who support around CLB | Continuing to share/feedback around progress & developments at CLB Improvement Group | Ongoing | DB, HL, FR, All | **Green** |
| **Progress since last plan** |
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| **Improvement priority:** 1. **Improve support for our Looked After and Care Experienced Young People around change, loss & bereavement**
 |
| To continue to roll out Seasons for Growth Training for C&YP and Adults and set dates for 2018/19 | Breakdown by Area & Service of who is/has previously attended training | Ongoing | IS/JC | **Green** |
| Improve support for Looked After and Care Experienced Young People* Continue to engage and consult with Care Experienced Working Group up to the age of 26
* Continue to build links with CAMHS & PMHW Team Lead to support the project
* Work with Oakwood around how Unit staff provide support around CLB
* Engage with the Young People at Oakwood
* Engage with the Schools linked to Oakwood
* Build links with AMHS to identify support for young people transitioning to them.
* Run Adult Seasons for Growth group with Barnardos Care Experienced Working Group – look at embedding this in Barnardos service offer.
* Offer Barnardos staff CLB Awareness Raising Training
* Share good practice at Scottish Transitions Forum Event
* Continue to link with CYPIC around Project
 | Creation of driver diagram for projectConsultation feedback from working group and other eventsFeedback from staff & young people at OakwoodLocal and National Data to evidence needFeedback from JM re AMHSPre & Post Seasons Feedback from Working GroupPre & Post feedback from CLB TrainingSchool engaging with projectCEYP working group continue to engage | April 2018OngoingMay 2018May 2018April 2018August 2018August 2018September 2018Ongoing | JC & YPJC/JM/AMJC/JM/AMJCJMJCJCJCJC | **Red** |
| **Progress since last plan** |
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| **Improvement priority:** 1. **Ensuring children/young people with ASN have good quality child’s plans that support positive outcomes**
 |
| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| Provide guidance on Child’s Plans and an audit tool to support the development of good quality plans and self-evaluation. (Rec 26 ASN Review) | The annual audit of child’s plans will ensure they are of good quality – with 95% being scored at least 8/10 using the audit tool. (Average score for CPs for high level needs:7/10 January 2015, 6/10 January 2016, 7.8/10 February 2017,7.8/10 April 2018) | By April 2016 target not met – revised to April 2019 | **HoASS** | **AMBER** |
| **Progress since last plan*** Agreed formal process for reviewing child’s plans through the moderation process with ASN team.
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| **Improvement priority:** 1. **Implement a system for equitable allocation of resources to meet the identified needs of children and young people with ASN**
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| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| Moderate and check that levels of need identified by schools are accurate. Randomly sample schools (2 from each area) to check appropriate allocation of ‘level’ attributed to each pupil with ASN on the school roll to assess accuracy and error rate across the Council. | Reports from moderation exercise to check the accuracy of assessment of level of need in a random sample of schools, annually in December. (Target 90%)(Baseline December 2012 – 41% December 2013 – 68%. December 2014 – 71.2%. January 2016 - 74%. March 2017 – 83%, April 2018 – 87%). | Nov-Dec 2012 and annually thereafter. Will report March each year | **ASN Team** | **AMBER** |
| **Progress since last plan*** Schools and moderators for process in 2018/9 agreed.
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| **Improvement priority:** 1. **Working with others to ensure effective transitions for pupils with ASN at all levels and particularly in the school-post school phase**
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| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| Ensure opportunities for YP with ASN so that they can move into positive destinations on leaving schools. | More young people with complex needs will be appropriately supported into further and higher education . | Annual reporting | **Transitional Coordinator** | **GREEN** |
| An annual audit will show that more young people with complex needs will have adult services actively involved to support the transition from school to post school. | Baseline to be established June 18 | **Transitional Coordinator** | **GREEN** |
| **Progress since last plan*** Really successful Transitions Fayre in November, organised by the Transitions Coordinator and attended by a large number of stall holders, including reps from the ASN Imp Group. High number of pupils attended, along with teaching staff and other interested professionals and parents.
* Audit of qualifications offered in secondary schools has sparked a debate in some schools and has been shared with the head of e-sgoil in Highland, to take forward with those schools doing this well.
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| **Improvement priority:** 1. **Practice in supporting the children of Armed Forces families will be evidence based, demonstrating better outcomes for children and young people.**
 |
| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| Specific plan to be created for the work undertaken to support AFFs and shared with the MLG. | Activity and evaluations will demonstrate the effectiveness of the work undertaken. | By April 2018 | Dev Officer AFF | **BLUE** |
| Provide training to schools on the cycles of deployment, separation and re-integration back into family life and the effects on the family and children | 4 training sessions to be completed and evaluated | By July 2018 | Dev Officer AFF, RCET, PMHW | **BLUE** |
| Demonstrate that school is considered a supportive environment for children of AFF | Measure attendance, attainment and behaviour of forces families in school. | Annual  | Dev Officer AFF | **GREEN** |
| Evaluation of the PMHW interventions will demonstrate progress with those pupils involved.  | By July 2019 | PMHW | **GREEN** |
| Ensure children, including those with complex needs/communication difficulties, get the chance to give their views and develop an understanding of their rights in ways appropriate to their needs. | Adapt the My World of Wellbeing materials and deliver to a group of children with ASN. | By December 2018 | Dev Officer AFF |  |
| Gather accurate numbers of Regulars, Reservists and Veterans through SEEMIS by establish tabs on SEEMIS and alerting all HTs to use these, with guidance provided. | Number of Pupils being identified will rise as more schools use this tab. Baseline October 2014 – 301October 2015 – 480October 2016 – 581February 2017 – 596September 2017 - 811 | Quarterly reporting from December 2014  | HOS | **GREEN** |
| Enrolment Form – review to further encourage identification | Create a link to a leaflet that encourages identification.Hard copy to also be made available for distribution with hard copy enrolment form. | December 2018 | LK | **BLUE** |
| Emotional Cycles of Separation Train the Trainers  | Organise and deliver a training session to wider Care & Learning staff in preparation of being rolled out Highland Wide | April 2019 | LK RCET PMHW | **GREEN** |
| Newsletter | Produce and distribute 2nd issue (Winter) quarterly Newsletter encouraging C/YP voice & give example of schools good practice. | January 2019 | LK | **GREEN** |
| Develop & increase information on HC’s ASN Armed Forces website | Provide relevant and up to date information to support families and schools | February 2019 | LK | **GREEN** |
| Transition: Review and develop further ways to positively support C/YP at all stages of transition | Solution Focused Meeting | January 2019 | LK/PMHW | **GREEN** |
| **Progress since last plan*** Emotional Cycles of Deployment pilot delivered and reviewed, title of training changed to Emotional Cycles of Separation
* Emotional Cycles of Separation training highlighted in PPR Guidelines, MLG Newsletter, RCET Newsletter & at visits to schools
* Enrolment Form includes a link to a leaflet that encourages identification (also available in hard copy)
* Leaflet to encourage identification at Enrolment held on ASN Armed Forces Website
* Care & Learning staff identified in preparation of Train the Trainers day in Emotional Cycles of Separation in preparation of rolling out Highland wide
* Newsletter Winter edition produced (issue 2) ready for distribution encouraging views of C/YP
* Mapping exercise presented to MLG outlining links for collaborative work: transition identified for potential development work
* Solution Focused meeting organised Jan’19: Focus on transition
* Leaflets to support schools and encourage identification from Serving Reservist & Veteran families being personalised to reflect belonging in Highland
* Introduction letter to 3 & 7 SCOTS social media sites highlighting MLG, useful information and links
* Armed Forces Champion from Skills Development Scotland joins MLG
* Youth Participation Officer from RCET joins MLG
* Schools with higher numbers of AF children agreed to host MLG meetings, encouraging deeper school involvement and increased opportunities for C/YP’s to attend & gain their voices
* Pilots of My World of Wellbeing being run in a further 2 primary schools, 4 secondary S1 classes plus 1 small group and 1 one-one travelling community pilots. This programme actively promotes C/YP’s voices and furthers discussion around wellbeing and UNCRC.
* C/YP & staff represent at Armistice Parade and Remembrance Service
* Schools engage and undertake projects of commemorate poppy displays/cascades for Centenary of 1918 Armistice
* Presentation of MLG’s work and progress at “Informing Scotland, Veterans Gathering” for Highland Nov ‘18
* MLG representation at Transitions Fayre, Dingwall Academy to gain C/YP’s voice and highlight support in transition of children from AFF
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| **Improvement priority:** 1. **Create an Autism Strategy for Highland including both Children’s Services and Adult Services.**
 |
| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| **Effective data collection to inform service planning.**# Numbers of children diagnosed with ASD # Where children are within the process of diagnosis# Training Database for parents, pupils and staff training, Including the level of training received and the way this was received etc | Number of staff who have accessed training will match the schools which the pupils with ASD attend. | July 2018 | ASD Specialists at the PinesHOS | AMBER |
| **Progress since last plan** |
| * Information received re the number of staff who have attended ASD training
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| **FHC4 Outcome 14: Improvement in service provision is determined by the participation of children, young people and families and by understanding their views, wishes, and expectations.** |
| **Improvement priority:** 1. **Ensuring that parents, children and young people are consulted with and participate in the creation, review and delivery of services.**
 |
| **Actions** | **Measures / evaluation** | **Timescale** | **Lead** | **BRAG** |
| There will be evidence of regular consultation at all levels with children, young people with additional support needs and disabilities and their parents/carers, in respect of policy development, strategic planning, self-evaluation and review. This will be embedded in the process so that it is routine to consult with parents, children, young people in the creation, review and delivery of services. (Rec 5 ASN Review) | The child’s view will be included in all aspects of assessment and support within the child’s plan. Target = 100%, (Oct 2014 baseline = 54.3%, October 2015 = 75%, 2016 = 77%, 2017 = 80%) | By August 2015 (Target not met – revised target Dec 2018 | HoASS | AMBER |
| **Progress since last plan*** Session in November on the new service My Rights, My Views and changes in legislation, arranged by Chip+ and led by Iain Nisbet from Cairn Legal was very successful and well attended by parents and professionals.
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| **ASN Redesign Review: Recommendation**  **4** |
| **Staff training** |
| **Actions** | **Measures**  | **Timescale** | **Lead** | **Support** | **BRAG** |
| Agree requirement for Cert. Inc Practice through LNCT. | Staff training should lead to better skilled and more effective staff. | August 2017 revised to April 2018 | HoS | Workforce Planning / LNCT / Union Reps |  |
| Review and agree changes to the ERD process for PSAs within the PSA Handbook. | August 2017 revised to June 2019 | HoS | ASN Manager (North) and HOS | GREEN |
| **Progress since last review:** |