



Well-being Objective 1

Start Well - Help to give every child the best start in life and improve their early life experiences

The following are our commitments and end of year progress comments for this Well-being Objective during 2017/18.

Last Year's Commitments	✓ ✗	Progress Comment
A - Supporting families		
We will continue to develop the Flying Start programme, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners. <i>(Action ID 12477)</i>	✓	The expansion into Ammanford is now completed and the Flying Start programme is now available across 17 geographical areas across Carmarthenshire. Capital investment has enabled new Flying Start offices and a combined contact centre for families, as well as a new childcare centre at the newly opened Ysgol Pen Rhos school.
We will work towards delivering the enhanced childcare offer for working parents of three and four year olds in line with Government guidelines and financial / resource support, as well as increasing the number of welsh speaking childminders in targeted areas of the County. <i>(Action ID 12479)</i>	✗	Carmarthenshire was not chosen as one of the earlier implementer authorities. However, additional funding has now been agreed by Welsh Government to enable Carmarthenshire to start rolling out the enhanced childcare offer from January 2019 onwards . In preparation we have been part of the All Wales advisory group, and learning from early implementer authorities.
We will continue to provide attachment awareness training in schools to ensure they are able to meet the emotional needs of vulnerable children. <i>(Action ID 12481)</i>	✓	The Education and Wellbeing (Looked After Children) team have undertaken a thorough training programme and provided mentoring for staff. All schools with looked after children have received the training.
We will continue to transform children's social work practice by rolling out the Child and Family Unit (CFU) systemic model of working (within Pod's) and combine cohesively with Signs of Safety. <i>(Action ID 12482)</i>	✓	All four childcare teams have implemented the model (combined with Signs of Safety, along with Assessment Teams and Fostering. Disability service are also looking to implement a similar approach. A programme of training (by experts) has been delivered to staff and regular Pod leaders' forums take place.
We will plan and re-commission the Families First (FF) programme (0-25yrs) implementing changes in response to new Welsh Government Guidance, delivering early intervention support services for disadvantaged children, young people and families across the county. <i>(Action ID 12483)</i>	✓	Revised programme commencing 1 st April 2018. 13 projects with a focus on preventing Adverse Childhood Experiences (ACEs) as well as helping to mitigate the effects of ACEs on those who have already been exposed to them. Additional funding provided to target 'hard to reach' families, and work with schools.
We will actively participate in the regional review of child protection thresholds and multi-agency arrangement to audit child sexual exploitation (CSE) cases and implement the 'MACSE' (Multi-agency Child Sexual Exploitation) model. <i>(Action ID 12484)</i>	✓	This is high priority locally and regionally. Child sexual exploitation is included in basic safeguarding training for all staff. MACSE meetings continuing to develop. Carmarthenshire part of Barnardos pilot and developing regional action plan.

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We will continue to extend the Team Around the Family (TAF) approach across the county for 0-25 year olds, clarifying thresholds to help inform families and other agencies to ensure they are able to access the right help at the right time. We will develop a threshold document to support this practice. <i>(Action ID 12485)</i>	✓	We have continued to extend the Team Around the Family with referrals having increased to 18-20 per week. An eligibility / threshold document has been developed and systemic practice and evidence based interventions are in place to ensure families receive 'the right help at the right time'. There are continued close links between TAF and Flying Start.
We will review, in light of new guidance, the role of schools, councillors, and partners in view of their corporate parenting role. <i>(Action ID 12479)</i>	✓	We have reviewed the role of schools, councillors and partners, developed advice and guidance, and training implemented. The corporate parenting team are also contributing to a range of in-service training events for schools.
We will increase the % attendance of eligible 2-3 year olds at an allocated Flying Start free childcare placement to prepare for school readiness. <i>(9.1.8.1)</i> (2016/17 Result - 78.9% / 2017/18 Target - 80%)	✗	2017/18 Result 77%. This is a disappointing result but it was a stretching target. We would normally contact the families with poor childcare attendance and work with them to improve, but due to staff shortages (maternity, sickness and moving on to new positions) we have been unable to do this. Once staff are appointed we will again work with childcare providers and health visitors to encourage an increase on attendance rates across settings.
We will reduce the % of unauthorised absence of eligible 2-3 year olds at an allocated Flying Start free childcare placement to prepare for school readiness. <i>(9.1.8.8)</i> (2016/17 Result - 4.07% / 2017/18 Target - 4%)	✓	2017/18 Result - 3.6%. This below target and a good improvement. We will continue working with childcare providers and health visitors to maintain the attendance rates in the settings
We will increase the % of pupils achieving the expected outcome at the end of the Foundation Phase <i>(PAM/003)</i> (2016/17 Result – 85.9% / 2017/18 Target -86.5%)	✗	2017/18 Result - 85.6%. This is off target and has declined compared to the previous year's performance. The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Foundation Phase. It is useful to note that two key pieces of national work, namely National Categorisation and the revised Estyn Inspection Framework are now focusing in more detail upon 'individual pupil progress.' This does not exclude formative analyses of end of Key Stage performance but does potentially provide a broader context to this measure.
As part of the new Social Services and Well-Being Act, children are asked whether they are satisfied with the care and support they've received. <i>(PAM/027)</i> (2016/17 Result - 81.7% were satisfied with 1.2% saying they were not / 2017/18 Target – 82% or above)	✗	2017/18 Result - 80.7% were satisfied (2.4% saying they were not). A total of 438 questionnaires were sent to all relevant service users with only 88 returned despite attempts by workers to try and engage families. Statutory involvement is not always welcome by families hence their reluctance to complete questionnaires. Workshops and training have been held with social workers to improve the quality of assessments and ensure further family participation. The introduction of

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		family network meetings which are more interactive and enable families to participate in an open and honest manner and co-produce the plan of care and support.
<p>We aim to keep the percentage of looked after children who have experienced one or more changes of school during a period or periods of being looked after which were not due to transitional arrangements to a minimum. (SCC/32) (2016/17 result - 3.4%/2017/18 Target -5.0%)</p>	✓	<p>2017/18 Result – 4.0% (5 out of 124 children). Target of 5% realistic based on past performance and Wales result 12.7% (16/17). We have performed exceptionally well, however the % result will fluctuate depending on the number of compulsory school aged Looked After Children at the end of each period – lower the number the higher the % result. There has been a reduction in the number of compulsory school aged Looked After Children as at the end of 2017/18 (124) compared to 2016/17 (145), therefore the percentage is higher, but the number of children changing school remains the same (5). Efforts are made to maintain stability wherever possible by ensuring a child remains in the same school, however, this is not always in the best interest of a child e.g. distance to travel, child's academic needs not being met.</p>
<p>We aim to reduce the % of children in care who had to move 3 or more times (PAM/029) (2016/17 result - 11.2% / 2017/18 Target -10.7%)</p>	✓	<p>2017/18 result – 8.8% - this is better than our target. During the last two years we have seen a significant improvement in placement stability for our looked after children with the % of looked after children having experienced 3 or more placement moves reduced by 6% from 14.9% in March 2016 to 8.8% in March 2018.</p>
<p>We shall increase the percentage of child assessments completed in time (PAM/028) (2016/17 Result - 82.9%/2017/18 Target - 84%)</p>	✓	<p>2017/18 result - 89.7%. Exceeded target and improved compared to previous year. Staff to continue to complete assessments within 42 working days from date of referral whenever possible without compromising on the quality of the assessment. Regular monthly audits are carried out by Service Managers.</p>
<p>We shall ensure that supported children remain living within their family wherever possible (SCC/25) (2016/17 Result – 79.7% / 2017/18 Target -80.7%)</p>	✓	<p>2017/18 result - 81.5%. We are pleased to have exceeded our target. We have continued to see a reduction in numbers of children becoming Looked after. Our focus on preventative services maintaining children within their family whenever it is safe to do so.</p>

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We shall ensure that looked after children are returned home from care as quickly and safely as possible (SCC/26) (2016/17 Result - 24.6% /2017/18 Target -25.2%)	✗	2017/18 result – 22.7%. Despite being off target this is well above the 2016/17 Welsh average of 13.6%. We have seen a reduction in the number of looked after children which is positive but has influenced the end result. Due to the implementation of the Social Services and Wellbeing Act, some children who previously received short breaks are no longer classed as looked after children. The majority of these children were already living with family and receiving respite care on weekends. Several young people left care during the year due to reaching 18 years of age but were able to remain with their foster carers under the <i>When I Am Ready</i> arrangements. Some have been adopted and others chose to live independently. Permanency Panel monitors Looked After Children (LAC) and support is provided to ensure children are not LAC unnecessarily and are returned home as soon as it is safely possible for them to do so.
We shall aim to reduce the % of re-registrations of children on local authority Child Protection Registers (CPR) (SCC/27) (2016/17 Result - 10.4% /2017/18 Target - 9.4%)	✓	2017/18 result – 0.7%. (1 re-registration). A marked improvement compared to last year (10 re-registrations). Registrations and de-registrations are subject to multi-disciplinary case conferences carried out under the signs of safety model. Feedback from families and professionals remains positive. It is more interactive enabling families to participate in this process in an open and honest manner. It builds upon strengths and using the family network to reduce risk and develop good safety plans.
We shall reduce the average length of time for all children who were on the Child Protection Register during the year (SCC/28) (2016/17 Result - 275 days / 2017/18 Target - 273 days)	✓	2017/18 result – 213.1 days. Improvement on previous year and exceeded target. Child protection registrations are reviewed at multi agency case conferences using the signs of safety model. Length of time on the child protection register is dependent on the needs of each child. (*see above for further detail).
B – Special Educational Needs		
We will continue to delegate Additional Learning Needs (ALN) funding to schools and support them to map provision and meet all needs at a local level. We will consider future moves to develop a national needs-based school funding formula for ALN. (Action ID 12487)	✓	All schools now receive delegated ALN funding and Inclusion Officers support and challenge them to map provision, track progress and meet the needs of all at a local level. There is a Programme of work to develop School Management Systems (Teacher Centre in Primary and SIMS in Secondary) capacity to host individual schools' provision maps. After targeted work on reviewing the existing funding mechanism a new funding formula is nearing completion.
We will continue to support schools to develop their person centred planning approaches to identify need, deliver personalised additional	✓	Through ALNCO Fora, Head teacher meetings and direct training and coaching all schools have received support to develop their person centred

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learning provision and provide holistic integrated responses through multi-agency working. (Action ID 12488)		planning approaches to identify need early, deliver personalised ALP and provide holistic integrated responses through multi-agency working.
We will continue to develop Individual Development Plans to meet all needs at all stages. (Action ID 12489)	✓	Direct school support for developing 'One Page Profiles' to support teaching and learning for all pupils and Individual Development Plans (IDPs) for children with Additional Learning Needs is on-going. 'Champions Training' has successfully been undertaken with 45 Additional Learning Needs Coordinators. This has resulted in school based planning for transformation and improved process management using person centred planning methodology. 2 day PCP training for Teachers is delivered termly as is Teaching Assistants 1 day training. Family Liaison Officers meet with individual and groups of parents to share the development of ALN transformation within Carmarthenshire.
We will monitor, evaluate and celebrate achievements at key milestones of Additional Learning Needs (ALN) reform, especially the assessment and evaluation framework to provide schools with the confidence to innovate. (Action ID 12490)	✓	Innovation grant allowed us to second 4 Additional Learning Needs Coordinators (ALNCo's) to develop case studies of good practice and develop models of practice and provision. This work has now been completed and will be shared with Head Teachers and ALNCo's during the Summer term 2018. Innovation grant will not continue but will evolve into a transformation grant for the next 2 year. The Carmarthenshire provision mapping tool is currently being built within teacher centre with a view to roll out over 2018>19 school year. The Transformation grant has enabled us to second 2 ALNCo's to support schools with planning for transformation and delivery of PCP/Transformation training.
We will review workforce data in relation to a range of support services, e.g. Educational and Child Psychology, Sensory Impairment support and Advisory Teachers, to ensure support for low incidence high-complexity needs and high incidence low complexity needs. (Action ID 12491)	✓	Analysis and timetabling of the requirement to change statements to Individual Development Plans (IDPs) is ongoing. Levels of support staff to meet the needs of low incidence, high complexity need pupils under review depending on level of demand. Collaboration with WG ALN Transformation Manager will enable the LA to identify the readiness of the LA and its schools to meet the requirements in terms of the workforce for ALN Transformation.
We will increase the % of statutory psychological advice submitted within a 6 week time-scale. (4.1.2.1) (2016/17 Result - 83% / 2017/18 Target -85%)	x	2017/18 Result 81%. There has been a 15% increase in the number of Psychological Advice required in the year (from 65 to 74) and a slight decline in the percentage met within the timescale. The reasons vary from lack of key information, clients on holidays to IT software issues. These problems have been addressed where possible.

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<p>We will increase the % of final statements of special educational need issued within 26 weeks including exceptions (EDU/015a) (2016/17 Result – 43.9% /2017/18 Target - 45%)</p>	✗	<p>2017/18 Result 37%. This is off target and showing a decline on previous year. A number of cases were unable to be issued on time due to a range of complex and challenging circumstances. These included unavoidable delays in the receipt of key elements of evidence and advice caused by unforeseen capacity issues. We will continue to liaise and work collaboratively with our partner agencies on an individual case basis, seeking further solutions via ongoing multi-agency discussions and analyses of needs.</p>
<p>We will increase the percentage of final statements of special education need issued within 26 weeks excluding exceptions (EDU/015b) (2016/17 Result -71.4% /2017/18 Target - 90%)</p>	✗	<p>2017/18 Result 74.1%. This is off target but has improved slightly on previous year. This result relates to a small number of cases (7 out of 27) missing the target due to additional challenges in securing advice, additional requirements arising during the process (parental choice) and the unforeseen impact of capacity related issues. We will continue to work closely with parents and partner agencies to ensure ongoing collaboration and improvements in support of individual cases.</p>