Children's Scrutiny Panel

Dear Member,

You are invited to attend the meeting of the Children's Scrutiny Panel to be held as follows for the transaction of the business indicated.
Miranda Carruthers-Watt
Proper Officer

DATE: Wednesday, 14 February 2018

TIME: 2.00 pm

VENUE: Committee Room 4, Salford Civic Centre, Chorley Road, Swinton

In accordance with ‘The Openness of Local Government Bodies Regulations 2014,’ the press and public have the right to film, video, photograph or record this meeting.

AGENDA

1 Apologies for Absence

2 Minutes of the previous meeting (Pages 1 - 4)

Minutes of the meeting held on the 13th December 2017

3 Starting Life Well - Rebecca Bibby and Cathy Starbuck (Pages 5 - 24)

4 Joint Topic - Mental health and Wellbeing Issues - Cllrs Brocklehurst and Collinson

5 Any Other business

6 Date, time and business for next meeting

Wednesday 14th March 2018 at 1.30pm for members of the panel
2.00pm for officers – Business to be considered – School Data Report
– Cathy Starbuck

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Advisor

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CHILDREN'S SCRUTINY PANEL

Date of meeting
Wednesday 13th December 2017
Meeting commenced: 2.00pm
Meeting ended: 3.40pm

PRESENT: Councillor Adrian Brocklehurst in the Chair
Councillors: Jillian Collinson, Jane Hamilton, Karen Garrido, Michael Pevitt, Neil Reynolds and Peter Dobbs
Anna Shanley, Jacqui Morrissey, Keith Archer and Barbara Goldstone and Seamus Martin.

OFFICER(S): Sharon Hubber – Assistant Director - Specialist Services
Chris Mee – Strategic Finance Manager
Helen Oldland – Senior Democratic Services Officer

1 INTRODUCTIONS AND APOLOGIES FOR ABSENCE

Apologies for absence were submitted on behalf of Councillors Michelle Barnes, Ronnie Wilson and Mrs Judith Elderkin.

2 MINUTES OF THE MEETING HELD ON THE 8TH NOVEMBER 2017

MATTERS ARISING

SERVICE GROUP PRIORITIES – PUBLIC HEALTH AND WELLBEING

Members were informed that a discussion, in regard to water fluoridation for the North West area, had taken place at the recent meeting of the Health and Wellbeing Board and subsequently a report would be compiled and be presented in the New Year.

A short discussion ensued in respect of poor oral health and the actions that are undertaken within school settings to address the issue and support children and families.

SOCIAL WORK ACTION PLAN – SPOTLIGHT REVIEW

Councillor Brocklehurst explained that a further discussion would take place with Councillor Ferguson on the above document before it was presented to the Lead Member for Children’s and Young People’s Services. He requested agreement from the Panel that this document could then be shared with the Overview and Scrutiny Board for their information. This request was agreed to by the Panel.

RESOLVED; (1) THAT the Spotlight Review (Social Care Action Plan) could be shared with the Overview and Scrutiny Board as described above.
REVENUE BUDGET MONITORING

Chris Mee, Strategic Finance Manager presented the above report which provided detail on the current position and forecast year end position for the service group’s revenue budget and the dedicated schools grant budget. In addition, information was provided within the report with regard to the actions being undertaken to progress the agreed savings programme and the risk rating around these pressures.

It was noted that there is currently a forecast adverse variation of over £5m predicted with the main areas of pressure being identified as follows:-

- Family Placement services
- Child In Need
- SEN Transport
- Increasing demand in “needs led” areas such as families with no recourse to public funds, looked after children without support costs (unaccompanied asylum seekers and refugees) and child protection.

The Assistant Director, Specialist Services provided further detail as to the reasons behind the current pressures and the mitigating actions being undertaken to reduce spend, where it was appropriate. It was noted that work on reducing placements costs continued and was currently projected to be broadly on budget this financial year.

Panel were aware, due to the recent Spotlight review, of the proposals to reduce the number of agency social workers thus reducing the staffing overspend in this particular area.

Members were informed that following discussions with the Chief Finance Officer, it was going to be proposed that in order to reflect the current pressures identified within the report, a more realistic budget should be allocated during the 2018/19 financial year.

Members of the panel raised questions in regard to the social, emotional and mental health related needs as it was clarified that partnership work with the Clinical Commissioning Group (CCG) and the Primary Care Trust (PCT) enabled this support to be jointly commissioned and the proposals for a more targeted SEND transport approach were discussed.

Members expressed their concerns at the forecast year end overspend and, having acknowledged that the department had been placed under additional financial pressures, wished to add their support to the proposal to increase the base budget for Children’s Services for 2018/19.

The panel members thanked the Strategic Finance Manager for his attendance and report.

RESOLVED: THAT the Children’s Scrutiny Panel
(1) considered the current position and forecast year-end position for the service group’s revenue budget and Dedicated Schools Grant budget
(2) considered the progress being made towards achieving the agreed savings programme
(3) reviewed the current position regarding the service group’s 2017/18 capital programme
(4) added their support to the proposal to increase the base budget for Children’s Services for the next financial year.

4

SERVICE GROUP PRIORITIES FOR SPECIALIST SERVICES

Sharon Hubber, Assistant Director – Specialist Services provided the panel with further detail in regard to her areas of responsibility and the priorities within these for the coming months. The vision for all children and young people to achieve their potential remains paramount across the service as it was noted that the authority continues to be rated as ‘good’ since 2015. The service group were well aware of the challenges and continued to work hard to deal with the many complex issues, within the city, to deliver the best outcomes for our young people and their families.

The specialist services area includes:-

- The Bridge
- Early Intervention and Prevention
- Looked after Children
- Safeguarding
- Youth offending
- Youth Service

The Assistant Director described how the locality teams operated under the overarching 0-25 strategy in ensuring that families who need support get the help they require and how this early intervention links in to the social worker team. The important role undertaken by families who foster and adopt children was emphasised as the changes to this service area were highlighted. The work of the Local Authority Designated Officer (LADO) along with the Safeguarding Children’s Board was mentioned and it was also noted that, due to the support given by the Youth Offending Team, the number of first time entrants into the criminal justice system was falling. The service group needed to continually review the impact of their services in order to ensure that they remain focused on outcomes and, in the light of reducing budgets, the use of new delivery models and partnership working were being utilised to their best effect.

Panel members commented positively on the vision and ambition of the service group and highlighted the many initiatives that are available to parents and residents. The definitions for Looked After Children, Children In Need and Children on Child Protection Plans were provided to the panel by the Assistant Director.

Questions were raised by the Panel in regard to the use of established plans and exit strategies for families, the work of the Youth Offending Team and the continuing importance of early help and intervention, despite funding pressures. Sharon Hubber described how the service group were giving young people a voice and influence with the View Point App, the Youth Council, Fight For Change Council and the Youth Mayor.

Members and officers discussed the importance of giving young people the aspiration to achieve and questioned why not enough was being done to
demonstrate to them that anyone can be successful whatever their personal circumstances. The important role that the Ceremonial Mayor performed in connecting with young people and communities was also highlighted because in some educational settings the teaching of Citizenship, including the democratic process, was not being given priority.

RESOLVED: THAT the Assistant Director for Specialist Services be thanked for her detailed and informative presentation.

5  ANY OTHER BUSINESS

There was no any other business to be considered.

6  DATE, TIME AND BUSINESS FOR NEXT MEETING

Wednesday 14\textsuperscript{th} February 2018 at 1.30pm for panel members. Business to be considered – Starting Life Well.
REPORT OF THE STRATEGIC DIRECTOR FOR CHILDREN AND ADULTS

TO

TO THE LEAD MEMBER FOR CHILDREN’S AND YOUNG PEOPLE’S SERVICES,

ON

TITLE:
Starting Life Well Service: Early Years Update

RECOMMENDATIONS:
That Children’s Scrutiny consider the contents of this report

EXECUTIVE SUMMARY:
The purpose of this report is to provide detailed information on Early Years Services in Salford

The report will present information about the Starting Life Well Service that support all children in Salford becoming school ready.

BACKGROUND DOCUMENTS:

- The Local Authority (Duty to Secure Early Years Provision Free of Charge) Regulations 2012

- Supporting Families in the Foundation Years

- Early Education and Childcare, Statutory Guidance for Local Authorities (September 2013)

- More Great Childcare (January 2013)

- More Affordable Childcare (August 2013)

KEY DECISION: NO
DETAILS:

**Salford Early Years Offer in Family Hubs (formally known as Children’s Centres)**

Over the last 2 years we have been investing in workforce development across the 5 Children’s Centre Cluster, in order to move towards delivering a more targeted Children’s Centre offer to support the implementation of the Greater Manchester Early Years Strategy.

The Children’s Centre offer consists of:

- Child Development and School Readiness
- Child and Family and Life Chances
- Parenting Aspirations and Parenting Skills

This offer delivers 0-5 Early Help as part of the 0-25 Early Help Integrated Locality Model.

All Children’s Centre Workers have been identified with a lead area in parenting or communication and language to ensure staff are fully skilled and have confidence to deliver identified evidence based interventions.

Parenting leads are now trained in evidence Baby, Toddler and Preschool Incredible Years (IY) and are delivering parenting programmes as part of the Children’s Centre offer. Clinical supervision and reflective supervisions are all embedded within deliver as part of ongoing support for staff working with families with complex challenges.

Communication and language leads are now trained in the accredited course Elkan and have been trained to carry out WellComm assessments.

Communication leads use the universal ‘every child a talker ‘(ECAT) monitoring tool to identity any at risk children. If risk is identified then the Well Comm assessment tool is used to either identify referral to talking tots, outreach activities or a referral to SALT.

Children’s Centre Worker and Managers are now fully trained in the **Family Partnership Model (FPM)** approach. This approach supports better engagement and relationship building with families and supports staff to have a much more asset based conversation with families. Staff are able to use the approach to support families in indentifying their strengths and to problem solve their challenges. Resulting in a joint action plan developed in partnership with the family.
A robust outreach programme is now in place which supports learning in the home and the importance of parents as the main educators in early childhood development.

All Children’s Centre staff are now trained in ‘Five to Thrive’ Approach. This approach consists of five key messages- Respond, Cuddle, Relax, Play and Talk.

These key messages ensure we have an embedded consistent approach that is shared and role modelled to families within both Children’s Centre sessions and through outreach in the home environment.

The five key messages are the building blocks for a healthy brain and make up the foundation of how parents and carers can support their child to grow into a happy adult.

The in ‘Five to thrive’ approach is part of the Children’s Centre Outreach Model and focuses on educating the parent to influence the home learning environment.

By using this approach we have been able to develop home learning tracking that is completed with families. Our tracking has been designed and called ‘pregnancy days, baby days, toddler days and preschool days’ we have tried to cover all opportunities to give knowledge and have open and honest discussions with families. Practitioners track all families who consent and review 3 months later to see if any changes in home learning have taken place.

The outreach programme also supports early literacy development, through delivery of the Raising Early Achievement in Literacy project (REAL).

Engaging parents in their children's early literacy development has been shown to improve children's outcomes and help to narrow the gap between disadvantaged and other children.

Making it REAL (Raising Early Achievement in Literacy) is an award-winning programme that works with practitioners to support children’s early literacy and development.

The programme helps practitioners to build parents’ knowledge and confidence so that they can help their children with reading and writing and create an early home learning environment.

This programme fits perfectly with the aims of the Children’s Centres in Salford – to empower parents to in turn impact on outcomes for children. Children’s centre workers work with the parents of very young children (from 18 months) to understand how they can support and develop their children’s achievement in all areas of literacy including understanding that print carries meaning, book skills, oral language and early writing. They do this through 4 home visits and 2 events in the children’s centres and have seen the impact through the project already (shown in the graphs below). These home visits and events dovetail perfectly into the current programmes of outreach and Children’s Centre sessions already timetabled and therefore do not create large extra workloads.
The Graphs below show pre- and post REAL programme involvement with the four aspects of Literacy for 311 children (177 boys and 134 girls) in Salford Children’s centres in 2016/2017

Key
Pre REAL
Post REAL

Rhyme

Makes marks
Currently we are in our 14th month of carrying out an 18 month development check for all children using the assessment Ages and Stages Questionnaire Social and Emotional in the West Locality. We are in the process of evaluating the impact this pilot has had on both the child and parent/carer.

The assessment is identifying areas of need in communication and language and parenting much sooner, ensuring we can intervene much earlier using the appropriate interventions.

Early findings have identified children with communication and language delay, which as lead to an increase in appropriate referrals to the children’s centre talking tots sessions, behaviour management and parenting interventions.

Together with our key partner agencies involved in the pilot, Speech and Language Therapists and Health Visiting we are evaluating the sensitivity of the assessment in identifying need and also the professional judgement of the lead assessor which is a Children’s Centre Worker.
Childcare in Salford

Salford is in a very healthy position regarding the availability of quality childcare places. There is a wide choice of provision within a thriving private, voluntary, independent and maintained sector and Salford is one of a small number of local authorities where full time places are available in school nursery classes.

There are publicised mechanisms in place for parents, providers, and professionals to report unmet need through the Starting Life Well Service. At this moment in time all reports have been dealt with and solutions have been found for all cases.

The quality of childcare in Salford is good with over 85% of full daycare settings rated good or above by Ofsted, the childcare regulator. Salford is meeting the sufficiency duty for 2, 3 and 4 year olds. Salford’s childcare sector in the main is privately owned and consists of single settings, although there are a growing number of regional chains in the mix.

To facilitate and manage the childcare market the Starting Life Well service supports new entrants who may be looking to set up childcare provision such as Day Nursery, Crèche, Pre-school Playgroup or Out of School services.

The Starting Life Well service also supports individuals who wish to become registered Childminders on a self employed basis.

There has been steady growth in the number of new Day Nurseries opening in Salford across the years but in 2014-2016 there was significant growth in Salford with 14 new Day Nurseries entering the childcare sector with the creation of 1,002 new childcare places.

<table>
<thead>
<tr>
<th>Ward</th>
<th>Number of new Nurseries</th>
</tr>
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<tbody>
<tr>
<td>Boothstown and Ellenbrook</td>
<td>1</td>
</tr>
<tr>
<td>Broughton</td>
<td>1</td>
</tr>
<tr>
<td>Cadishead</td>
<td>1</td>
</tr>
<tr>
<td>Eccles</td>
<td>2</td>
</tr>
<tr>
<td>Kersal</td>
<td>1</td>
</tr>
<tr>
<td>Langworthy</td>
<td>1</td>
</tr>
<tr>
<td>Little Hulton</td>
<td>1</td>
</tr>
<tr>
<td>Ordsall (Salford Quays Media City)</td>
<td>3</td>
</tr>
<tr>
<td>Walkden South</td>
<td>1</td>
</tr>
</tbody>
</table>
Between January 2016 and September 2016 there were 65 enquiries regarding becoming self-employed as a Registered Childminder and the sector remains buoyant with over 204 childminders currently registered and operating across Salford.

2,207 children have accessed a two year old placement in the period 2017/18, resulting in a 73% uptake of 2 year old funding compared to the national uptake of 71%.

**School Readiness**

Good Level of Development (expected or better in all Prime areas plus Literacy and Numeracy) is the measure of School Readiness

Good Level of Development has increased in Salford year on year for the past 4 years.

Salford Good Level of Development is below National Good Level of Development but increasing at a faster rate than the national.

<table>
<thead>
<tr>
<th>Early Years Foundation Stage Profile</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salford Good Level of Development</td>
<td>54.2%</td>
<td>56.8%</td>
<td>61.4%</td>
<td>65.2%</td>
<td>67.5%</td>
</tr>
<tr>
<td>National Good Level of Development</td>
<td>51.7%</td>
<td>60.4%</td>
<td>66.3%</td>
<td>69.3%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Good Level of Development has increased in Salford year on year for the past 4 years.

Salford Good Level of Development is below National Good Level of Development but increasing at a faster rate than the national.
Girls continue to outperform boys nationally and in Salford but the gap between boys’ and girls’ attainment is narrowing in Salford (from 20.6% to 14.6%) and the percentage of boys in Salford achieving Good Level of Development has risen in 2017 by 4.8% which is a bigger rise than the overall rise in Good Level of Development.

The main area of learning that is preventing boys from attaining a Good Level of Development is Literacy, with writing particularly low.

The gap between the attainment of FSM children and non-FSM children in Salford is smaller than the national gap. We are making a difference in Salford for our most disadvantaged children.
The **lowest** proportion of children achieved at least the expected level in reading, writing and number aspects of learning, although all these percentages increased from 2016 (reading by 0.4%, writing by 2.3% and Number by 1.2%).

The **highest** achievement in Salford was in Health and Self-care, Technology and Making Relationships.

### CLL, Physical, PSED

<table>
<thead>
<tr>
<th>CLL</th>
<th>Physical</th>
<th>PSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Understanding</td>
<td>Speaking</td>
</tr>
<tr>
<td>82.8</td>
<td>82.2</td>
<td>82.1</td>
</tr>
<tr>
<td>Moving and Handling</td>
<td>Health and Selfcare</td>
<td>Self-confidence and self-awareness</td>
</tr>
<tr>
<td>86.9</td>
<td>89.9</td>
<td>86.8</td>
</tr>
<tr>
<td>Health and Selfcare</td>
<td>Managing feelings and behaviour</td>
<td>Making Relationships</td>
</tr>
<tr>
<td>85.7</td>
<td>88.2</td>
<td></td>
</tr>
</tbody>
</table>

### Literacy, Maths, UW, EAD

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Maths</th>
<th>UW</th>
<th>EAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Writing</td>
<td>Number</td>
<td>Shape, space and measures</td>
</tr>
<tr>
<td>74.1</td>
<td>70.8</td>
<td>77.5</td>
<td>80.1</td>
</tr>
</tbody>
</table>

**Actions taken to address data issues**

- **Low Literacy** scores, particularly for boys:
  - Staring Life Well Service Training Programme - specifically designed to impact in this area:
    - Mark Making – Early Writing (runs 6 times a year)
    - Phase 1 phonics (runs 4 times a year)
    - Supporting Boys’ Learning (runs twice a year)
  - School Improvement Courses specifically designed to impact in this area:
    - The teaching of reading in EYFS
    - Developing Writing in EYFS/KS1
    - Meeting the Needs of all Learners in EYFS

- **Low Maths** scores:
  - Staring Life Well Service Training Programme - specifically designed to impact in this area:
- Supporting Mathematical Development with 2-4 year olds (runs 8 times a year)
  - School Improvement Courses specifically designed to impact in this area:
    - Maths in EYFS/KS1

- Focus on the importance of Early Communication and Language skills (this is a prime area and forms the foundations for success in the specific, more academic subjects of Maths and Literacy):
  - Universal ‘Talking Together’ course jointly run by Staring Life Well Service and Speech Therapists to the integrated workforce across Salford (School’s staff, Children’s Centre staff, Early Years staff in the private, voluntary and independent sector, Child-minders, health professionals such as Health visitors and Community Nursery Nurses). This runs 6 times a year.
  - Targeted ‘Listening and attention’ training for Early Years settings needing this support. This training is jointly delivered by the Staring Life Well Service and Educational Psychology and Early Years settings receive a support pack and follow up support visits.
  - Staring Life Well Service commission Communication Development Workers (CDWs), who are supervised by the Speech Therapists. This team work directly with Early Years settings to model good interactions; work directly with families with children who have language delay to support with home environment and jointly run ‘talking tots’ sessions in Children’s Centres with Children’s Centre Workers (CCWs). These sessions are for parents and children together with an aim to improve parent/child interactions and impact on home environment.

- Focus on Home Learning Environment to boost holistic school readiness:
  - Children’s Centre redesign of ‘Stay and Play’ sessions: bigger focus on parenting and positive ‘five to thrive’ messages. Children’s Centre Workers are more explicit in the messages they give to parents during the sessions and these are modelled during sessions and ideas are given to parents of how to implement these in the home.
  - Staring Life Well Service Training Programme for Early Years settings: ‘Supporting the Home Learning Environment’ – runs twice a year
  - Children’s Centre Workers deliver ‘Bookstart Corner’ and REAL (Raising Early Achievement in Literacy) sessions in the home with vulnerable families to boost home literacy

- Direct support for schools with low Good Level of Development from School Readiness Advisor. Individual school action planning with the Senior Leadership Team in each school to address areas of weakness in provision and teaching and learning, and follow on support to address the actions. All schools who have taken up this offer on past years have seen improvement in their scores.
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**Children's Centre Toddler /Pre school Pathway**

**Identification of need**

- Universal screening tool/s
  - Toddler/Pre school days Tracking and review.
  - Professional judgement in universal services. Identification from other professionals.
  - ECAT
  - Self referral / self reporting
  - Consider a Family assessment form
  - ASQ 3 & ASQ SE (social & emotional)

- Targeted screening / assessment tool/s
  - Well Comm
  - Family assessment form
  - (Referral to Children services via Secure upload)
  - Family Partnership Model Tools
  - Solihull Approach Tools

**Pathway to intervention**

- **Targeted Criteria**
  - Initial engagement and isolation
  - Family Assessment Form and process
  - 18 Month ASQ:SE (4B)
  - Ages and stages questionnaire - ASQ3 & SE (scoring within the white area - CC engagement)
  - Professional judgement / identification of need
  - ECAT
  - Toddler/Pre school days Tracking and review.

- **Intervention**
  - Family Partnership Approach
  - Children centre universal activities - stay and play together session - Five to Thrive
  - Children’s Centre outreach model - Five to Thrive
  - REAL Project
  - Bookstart
  - Top Tips for Communication
  - Support with Nursery/School places (paid/30yr funding/reception)
  - Incredible years - Toddler or Basic (Social and Emotional pathway)
  - Talking Tots
  - Well Comm activities (Communication and Language pathway)
  - First Steps session.
  - Home Safety Assessment
  - Incredible years - Toddler or basic IY (Social and Emotional pathway)
  - Referral to CDF
  - Referral to SALT

*Underpinned by skills and knowledge of workforce and communication/information sharing between workers. Support provided by the family partnership approach and enhanced by other pathways.*
Children's Centre Baby pathway

**Identification of need**

**Universal screening tool/s**
- Identification within Universal services
- Professional judgement professional in universal services.
- Baby days tracking and review
- Self referral / self reporting
- Consider a Family assessment form
- ASQ 3 & ASQ—social & emotional

**Targeted screening / assessment tool/s**
- Family assessment form
  (Referral to Children services via Secure upload)
- Family Partnership Tools
- Solihull Approach Tools

Underpinned by skills and knowledge of workforce and communication/information sharing between workers.
Support provided by the family partnership approach and enhanced by other pathways.

**Pathway to intervention**

**Targeted Criteria**
- Initial engagement and isolation
  - Family Assessment Form
  - Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) scoring within the white area to engage in CC services
  - Professional judgement / identification of need
  - Baby days tracking and review

- Family assessment form
  - Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) scoring within the Grey area—Triggers for development and support
  - Professional judgement / identification of need
  - Level three / four of Salford social care threshold (CAFAS) - CC services
  - Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) scoring on the black area—Triggers for development and support
  - Common assessment framework identifies higher level of need

**Intervention**
- Family Partnership Approach
- Baby moves / Baby massage
- Breastfeeding advice/First Foods
- Baby incredible years (Social and Emotional pathway)
- Children's Centre outreach model - Five to Thrive Approach
- Antenatal parent classes / Solihull Approach

Incredible years - Baby (Social and Emotional pathway)
- Targeted CCW outreach to support the needs identified
  - Five to Thrive Approach
- Consider and explore referral to special services—CDF
- Home safety Assessment
- First Steps session

Incredible years - Baby (Social and Emotional pathway)
- Targeted CCW outreach to support the needs identified— Five to Thrive Approach
Universal screening tool/s

- Booking form (question within booking to identify concerns or needs)
- Professional judgement professional in universal services.
- Self referral / self reporting
- Consider a Common assessment form
- ASQ 3

Targeted screening / assessment tool/s

- Common assessment Framework
  (Referral to Children services via Secure upload)
- ASQ 3—Social and emotion (TBC)

Targeted Criteria

- Common Assessment Framework
- Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) Score of ????

Intervention

- Antenatal parent classes
- Baby moves
- Children centre universal activities (ie stay and play together etc)
- Children’s Centre outreach model
- Health Visiting team outreach model
- Incredible years—Baby
- Incredible years—Toddler
- Incredible years—Pre-school
- Incredible years—Baby
- Incredible years—Toddler
- Incredible years—Pre-school
- Specialist parent group (Autistic Spectrum Disorder / Attention Deficit Hyperactivity Disorder parenting groups)
- Child Adolescence Mental health Service

Special circumstances form (midwifery)
- Parental commitment to 14 week course
- Level three / four of Salford social care threshold (CAFAS)
- Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) Score of ????
- Common assessment framework identifies higher level of need
Parenting Pathway—AS IS

Universal screening tool/s
- Professional judgement professional in universal services.
- Self referral / self reporting
- Consider a Common assessment form

Targeted screening / assessment tool/s
- Common assessment Framework
  (Referral to Children services )
  Or
  CAFAS (children and families assessment)

Targeted Criteria
- No targeted criteria Universally accessible

Intervention
- Antenatal parent classes
- Baby moves
- Children centre universal activities (ie stay and play together etc)
- Children’s Centre outreach model
- Health Visiting / school nursing team outreach model
- Incredible years - Baby
- Incredible years—Toddler
- Incredible years - Pre-school
- Incredible years - Baby
- Incredible years—Toddler
- Incredible years - Pre-school
- Specialist parent group (Autistic Spectrum Disorder / Attention Deficit Hyperactivity Disorder parenting groups)
- Child Adolescence Mental health Service Family
- “behaviours nurse” ??
- Learning disabilities nursing services
Social, Emotional Pathway - AS IS

Universal screening tool/s
- Professional judgement professional in universal services.
- Self referral / self reporting
- Consider a Common assessment form

Targeted screening / assessment tool/s
- Common assessment Framework
  (Referral to Children services via Secure upload)

Targeted Criteria
- Common assessment framework
- GP / paediatrician referral
- Parental commitment to 14 week course
- Special circumstances form (midwifery)
  - Parental commitment to 14 week course
  - Level three / four of Salford social care threshold (CAFAS)
  - Common assessment framework identifies higher level of need
  - Seen by and referred from GP

Intervention
- Antenatal parent classes
- Baby moves
- Children centre universal activities (ie stay and play together etc)
- Children’s Centre outreach model
  - Health Visiting / school nursing team outreach model
  - Midwifery
- Incredible years - Baby
- Incredible years - Toddler
- Incredible years - Pre-school
- Community paediatrician
- Early intervention and prevention service
- Family nurse partnership
- Midwifery
- Incredible years - Baby
- Incredible years - Toddler
- Incredible years - Pre-school
- Specialist parent group (Autistic Spectrum Disorder / Attention Deficit Hyperactivity Disorder parenting groups)
- Child Adolescence Mental health Service Family / CHAMS for learning disabilities / CHAMS with life limiting conditions
- “behaviours nurse” ??
- Learning disabilities nursing services
- Specialist fostering
- Community paediatrician

SALT ?? Does it need to be on here ????
Do we do different child and adult pathways
**Targeted screening / assessment tool/s**

**Universal screening tool/s**
- Booking form (question within booking to identify concerns or needs)
- Professional judgement professional in universal services.
- Self referral / self reporting
- Consider a Common assessment form
- ASQ 3

**Common assessment Framework**
(Referral to Children services via Secure upload)

**Targeted Criteria**
- Common Assessment Framework
- Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) Score of ????
- Common assessment framework
  - GP / paediatrician referral
  - Parental commitment to 14 week course
  - Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) Score of ????
- Special circumstances form (midwifery)
  - Parental commitment to 14 week course
  - Level three / four of Salford social care threshold (CAFAS)
  - Ages and stages questionnaire (ASQ3) (including ASQ3 - Social and emotional) Score of ????
  - Common assessment framework identifies higher level of need

**Intervention**
- Antenatal parent classes
- Baby moves
- Children centre universal activities (ie stay and play together etc)
- Children’s Centre outreach model
- Health Visiting team outreach model
- Incredible years - Baby
- Incredible years—Toddler
- Incredible years - Pre-school
- Incredible years - Baby
- Incredible years—Toddler
- Incredible years - Pre-school
- Specialist parent group (Autistic Spectrum Disorder / Attention Deficit Hyperactivity Disorder parenting groups)
- Child Adolescence Mental health Service
Well Comm Process - Local

Criteria for interventions
- ASQ3: communication and language—white; ECAT at expected level; no parent concerns or concerns re HLE
- ASQ3: communication and language—low white/grey; and/or concerns re HLE or raised by parent; at stage 5 check or earlier if targeted high need family
- Communication and language risks shown on ECAT or raised at Stay and Play or by HV team for families who aren’t high need, before stage 5 development check:
  - CCW carries out Well Comm Assessment

Well Comm Additional Criteria for intervention
- Green score on Well Comm SLC Tool Kit
- Amber score on Well Comm SLC Tool Kit
- Red Score on Well Comm SLC Tool Kit

Intervention
- Universal language promoting advice;
- Five to thrive key messages;
- Universal Activity
- Talking Tots;
- Provide Well Comm activities (share with settings as appropriate);
- Communication with SALT team
  - SALT referral/intervention
  - 1:1 Parent Child Interaction intervention (Communication Development Worker)

Outcome Assessment
- Use WellComm tool 3 months post initial screen to assess where further interventions are Needed.
- If attended Talking Tots, Well Comm re-test to be carried out by CDW/CCW or original tester (e.g. CNN) at least 3 months post screen or after Talking Tots if this is later than 3 months.
- If given Well Comm activities to be carried out by the worker who provided these activities.

Underpinned by skills and knowledge of workforce and communication/information sharing between workers.
Support provided by Communication Development Worker and SLT Team.
Other EY pathways e.g. parenting to be accessed as appropriate.