

Show and Tell: A new operating model for a needs-led front door

Nottinghamshire Safeguarding
Children Partnership

25th APRIL 2024

Agenda

- 01 What we are here to do
- 02 What have we done so far
- 03 'Routes In' test
- 04 What's next

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**What we're here
to do**

The big problem

Children, young people and families who are referred to MASH often need support beyond safeguarding or social care.

Currently, these needs aren't always being met because the MASH is optimised to identify safeguarding and social care service needs.

If we can identify these needs and provide support earlier, we will prevent children, young people and families from further deterioration and from needing social care in the future.

Our approach

- Co-design with those that are in it
- Focussing on meeting the **needs** of people who use the service
- We are building a shared understanding
- We are working in the open
- Testing **something** and learning - doing not just talking

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**What have we
done so far**

What we have achieved

- We have created a vision
- We have created operating principles
- We have produced our best guess service map
- We have produced a visual roadmap
- Implemented an amended Mosaic form
- We are updating the Pathway to Provision
- We have completed 3 tests – MDT, recording & Routes In

‘Routes In test’

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What did we test?

- A group of professional referrers being asked to refer via telephone rather than the online form or email, speaking to a MASH Social Worker rather than a MASH Officer

Our hypotheses

1. Improve the referrer's experience by speaking with a Social Worker who can provide advice, describe available support and quickly decide on the most appropriate service
2. Enabling a supportive conversation about how best to meet the needs of the child and family, rather than just whether they 'meet threshold' for an assessment by social care
3. Reduce the time spent asking for missing information, clarifying points or recording unnecessarily
4. Shift our mindset from thinking about the threshold for a social care assessment to thinking about how best to meet the needs of the child and family
5. Still ensure that 'immediate' referrals are quickly passed to the Assessment Team
6. Get the child the right support to meet their needs

Analysis

- Debrief meetings held throughout the test with staff
- Survey to referrers – 37 responses so far
- Debrief with schools involved in the test
- Debriefs with staff involved in the test
- Summary & analysis of test



What our data shows

During the 3-week testing period we received a total of **127 calls** which resulted in a total of **135 referrals** being made.

▶ Of which;

| Provision | Number of Referrals |
|-----------|---------------------|
| Education | 132 |
| Probation | 2 |
| CAMHS | 1 |

- ▶ On average we received **9** calls a day during the testing period
- ▶ Most referrals were received by **Newark and Sherwood** with **58 referrals** followed by **Mansfield** with **19** and **Ashfield** with **12**

Reflections & feedback

"We were able to discuss as professionals the best way forward to meet the needs of the children. For once I feel that school was involved in those discussions and treated as a professional"

"...much faster service, means we can feedback to students straight away"

"Process seemed to take longer, a lot of the information needed to be relayed which would have been easier via an online form"

"Felt confident talking about a situation which led to immediate action and a Social Worker coming to school that same day"

"Excellent communication with the Social Worker. Clear direction and outcome of referral and clear feedback about how school responded"

"...I was asked if things had been done by the school that hadn't been done, this gave me thoughts about what we can improve on for the next time"

"Communication is key and school are not always made aware of the outcome"

"...as a school we will often share what we think you need to know, the Social Worker prompted questions we would not have necessarily provided information about"

Feedback from test team

We are so much better at testing, but there are still some challenges:

- ▶ *“...forms on Mosaic and current work steps may not be asking the right questions to form a decision”*
- ▶ *“We are building working relationships that will make a real difference at the MASH going forwards”*
- ▶ *“I am pre-empting a challenge, how will we manage a high volume of calls using this process if it gets too busy”*
- ▶ *“A call I received today by a school could have been handled on the consultation line”*
- ▶ *“There was no work for the Early Help Officer on most days”*
- ▶ *“...quicker process to the Assessment Team because it removes the layers of triage/approval usually needed”*
- ▶ *“I wasn’t aware of the amount of work a MASHO needs to do when taking a referral”*

What we've learnt

We are so much better at testing, but there are still some challenges:

- ▶ Receiving an outcome of a referral was identified as a key area for improvement during the test process.
- ▶ The structure of the survey meant we did not get the data and balance of feedback hoped for, we will address this in future tests
- ▶ Test team feedback more about process rather than the quality of calls and outcomes. Suggestion to have a feedback survey for test teams
- ▶ Members of the test team need to participate for longer if possible
- ▶ The data we have is non-comparable so hard to tell the impact
- ▶ Improve the referrer experience by having ONE call and speaking to ONE person who can provide advice

Analysis

- ▶ Referrer feedback was really positive
- ▶ Feedback from test staff included positives and negatives
- ▶ Data analysis suggests Social workers answering calls did NOT have a significant impact on the outcome of the referral

- ▶ So, while some of our hypotheses were proven e.g. “Improve the referrer’s experience”, we can’t be sure that the test helped to better meet the needs of children

- ▶ But we know that testing has helped build relationships and knowledge in the front door

TAFSO Test

- Team Around the Family Support Officer
- A person who provides an outreach from the front door to community settings
- Helps with what to try next, tools to use to help understand the extent of concerns, having difficult conversations with family members and seeking involvement from the right services

TAFSO Role

EARLY HELP VS. SOCIAL CARE

55% of schools said parents don't currently understand the difference between early help and social care which causes confusion and an reluctance to participate.

RELATIONSHIP BUILDING

67% of schools stated relationships between EHU, schools and parents need improving. Hosting drop in sessions at schools might increase engagement and build relationships



What could it be used for?

UNDERSTANDING THE OFFER

33% of schools did not know what EHU offer. TAFSO would create a link between schools and other services and support schools.

RIGHT SUPPORT

44% of schools felt the right support at the right time is not reaching the right families. TAFSOs knowing what's available, to make next steps referral should reduce the struggle of high level support.

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**What we are
planning to do next**

Next steps

- Workshops for the Mosaic and Reporting workstream in May & June
- Use results to look at how we can update the service model
- Planning the 'Uber test'

Working in the open

- We will update and refresh the roadmap
- We will keep sharing weeknotes
- We will continue with our Show & Tells

Relationship and outcome driven

We can't solve this alone

Relationships are the foundations for solving this together

The NSCP core team aka Diamond

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| Name | Role |
|---------------------------|--|
| Merlin Tinker | Operations Manager - MASH |
| Sam Harris | Service Manager - NCSP |
| Jayne Hopkinson | Project Manager for the front door project |
| Christopher Neijs | Project Officer for the front door project |
| Carolann Cairns McFarlane | MASH Business support manager |
| Janet Smith | Children's Service Manager - MASH |
| Andrew Wells | Group Manager – Early help & Youth Justice |
| Katie Warner | Group Manager – MASH and Assessment Teams |
| Debbie Clarke-Colton | Service Manager for Early Help Unit |
| Rachel Miller | Service Director |
| Amanda Marsden | Team Manager - Adult MASH |
| Sandra Morrell | Designated Nurse for Safeguarding |
| Stuart Barson | Detective Inspector – MASH |
| Moira Loadman | Education adviser - MASH |
| Tamar Henry | Senior Probation Officer |

Our Diamond team



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