GMCA BOLTON MANCHESTER COCHDALE STOCKPORT TAMESIDE WIGAN

## **GM Children's Services, Innovation Proposal**

June 2016

### Rationale for Devolution

We are committed to achieving the best outcomes possible for children and young people in GM within available resources. With the speed of devolution in all parts of the GM work resulting in radical transformation in commissioning, delivery and governance, our work with children, young people and their families needs to be at the heart of our planning for people.

- Outcomes for children and young people are central to our aspirations for growth, employment and reduction in poverty in GM. This means we must provide the best universal services linked to the right early support but also continue to recognise the safeguarding needs of those who are most vulnerable. Our success will be in improved education outcomes, fewer children needing to be in care and increased proportions of young people in education employment and training post 18.
- There is significant financial pressure on the budgets for children's services. With a minimum £40 million projected deficit in the spending review period if nothing changes. We need to reduce the need for high cost services and maximise their effectiveness at a GM level
- Partnership working between local authority children's services and partner organisations is essential at every level of organisations and with increasing aspirations for integrated services, planning for these is needed at both GM and local level. Service needs for children must be woven into the GM framework of devolution.
- The existing sector led improvement programme can be improved to deliver consistent standards across GM. Cost, quality and impact across of the ten authorities which cannot simply be explained by demographics.
- The OFSTED regime and intervention system can at times hamper the capacity for innovation.
- Where an authority is in 'intervention' or at risk of falling into intervention via an 'inadequate' judgement the GM system should be equipped to intervene and increase standards and outcomes minimising the need for external intervention and delivering a self sustaining improvement arrangements.
- Ten authorities with collective accountability for children's services across gm should be stronger than ten working independently with the appropriate governance framework
- There is an opportunity via the GMCA system to create a self regulating arrangement. Due to the cites devolution act which provides for the conferral of statutory responsibilities to the GMCA in place of or concurrently with districts and other bodies.
- The governments wish to evidence effective alternative systems for delivering services for children provides opportunity not only to create a gm system for the future but to make a significant financial ask of government to investing in delivering more effective and more integrated future services.

## Transformation programme: key themes and proposals

#### Theme area **Key proposals** Systematic early intervention and prevention system focused on improving children's life outcomes: education, health, work. Led by joint locality leadership teams and supported by a joint outcomes framework, with a standard core offer across GM. Integrated Place and asset based, embedded in local 'anchor' organisations i.e. schools and primary care centres; and focused on whole family support. early help and Able to harness the best practices across the ten boroughs and rapidly scale them across GM – scaling existing innovation programme in Wigan health and Stockport, take scaling elements of best practice GM-wide. Will review acute and community paediatric and maternity services (including CAMHS, CWD provision) with Healthcare colleagues A transformed early years model, with schools having a greater 'Leadership' role. Education Schools forming physical community 'anchors' through which early help can be delivered and Early Formation of a GM education and employability board to work in partnership with the regional schools commissioner (RSC) on: pupil place planning; school improvement capacity and QA / analytics to ensure coherence and alignment to the devolved priority. vears GM employability challenge to drive work readiness, workforce reform and innovation in the 'skills pipeline' through schools. Local YOS redesigned to be part of the early help offer, with targeted support for CYP who are at-risk of offending or re-offending A safeguarding officer at Wetherby to provide an interface to localities whilst the GM solution is addressed Youth GM wide specialist Court team. offending Looked Agreeing a one-GM Looked After Children strategy, and developing a more balanced and self-sufficient market for placements within GM after Providing a consistent edge of care offer across GM building on best practice approaches. children Increase the focus on permanency for children entering the care system Developing a new, GM approach for complex safeguarding through a centralised, lead hub and operational spokes model, and linked to an Complex expansion of the existing innovation projects safeguarding Develop a bespoke QA framework for GM which takes an integrated approach. Create GM Quality Assurance role to oversee and assure the process; and use as a vehicle to facilitate sector-led improvement, intelligence-led QA and workforce development and a better understanding of population drivers, analytics and evidence-based interventions Quality assurance Develop a GM approach to multi-agency improvement planning and self-assessment Explore operating model to bring together LSCBs at GM level in light of Alan Wood's review of LSCBs

## Potential Delivery models across different spatial levels

	Early help and integrated health	Education and early years	Youth offending	Looked after children	Complex safeguarding	Quality Assurance and LSCBs
GM level	<ul> <li>One GM early help strategy</li> <li>Creation of 'GM Spine' to capture and disseminate best practice;</li> <li>GM level commissioning for select services e.g. maternity</li> </ul>	GM Employability Challenge Pupil place planning report Defining a model role for schools within Early Years Children's passport Schools and RSC engagement around employability Establishment of Education & Employability Board	<ul> <li>Consistent diversion/ prevention offer and triage arrangements</li> <li>One GM youth justice courts team to be established</li> <li>Redesigning YOS to be integrated into EH model as part of GM EH strategy</li> </ul>	GM looked after children strategy Develop a consistent edge of care offer that is established across GM and keeps children out of care GM to take control of GM placement market; with an increased focus on permanency	Development of one GM hub and spoke model for complex safeguarding     Implement GM-wide protocols for Female Genital Mutilation and Gangs and Violence	Creation of the GM Children Service's Chief Officer role to:  advocate for children's services;  be a vehicle for continuous improvement; and  Coordinate LSCBs across GM  Establishment of a GM Standards Board
Cluster level			Local secure estate     provision across clusters     of councils	Edge of care provision possibly delivered in clusters	<ul> <li>Continuation of Child Sexual Exploitation pilot and rollout to other LAs by cluster</li> <li>Cluster level spokes for GM model</li> </ul>	
LA level	<ul> <li>LA level delivery of place based models and public service hubs</li> <li>Individual LA level best practice used to inform GM strategy and best practice examples</li> </ul>	Schools becoming community anchors through which the early help model can be delivered	<ul> <li>Youth offending services to be delivered as part of early help models</li> <li>Free school application for young people in the criminal justice system</li> </ul>			LAs retain individual     LSCB responsibilities

## Quality Assurance and Standards: proposal overview

"An advocate for children and a vehicle for continuous system improvement"

#### Role

- Act as the locus for learning and system improvement
- Advocate for children
- Workforce development
- Listening to the voice of the child and frontline practitioners
- Evaluation of data collection and analysis
- Analysis of local, national and international best practice
- Cascading key learnings into the rest of the system
- Supporting DCSs to drive local improvement
- Promote continuous improvemen

#### **Functions**

- Consult with children and young people, their families, and frontline practitioners about their experiences
- Construct and implement a join workforce strategy
- Work with GM Connect to collect data from different parts of the system and analyse this
- Work with local authorities, nationa policy makers and researchers to understand emerging innovations and best practice
- Share knowledge with all stakeholders in the system to help those who are struggling, and support everyone to improve their offer to CYP

# Governance and accountability

- Works with the Standards Board to promote constant high quality standards for Children across GM
- Is responsible for providing politica updates to Lead Members
- Is accountability to the GMCA through the programme board
- Communicates directly with and advocates for children and young people and their families
- Accountability: Range of scenarios under consideration
- Works with GMCA and DCSs to agree priorities for children in GM

### Proposal for a GM Education and Employability Board – Role and Responsibilities

**Objective:** Driving growth, improving educational outcomes and supporting collaboration through a focus on employability and skills across the Greater Manchester education system.

#### Role

## - Drive growth through a focus on employability and skills across the Greater Manchester education system

- Build on GM Learning Partnership to inform and influence partners' statutoresponsibilities
- Brokerage of school-to-schoo improvement and support
- Identification and oversight of workstreams to improve the effectiveness of the GM education system
- Supporting GM values and vision through MAT sponsor engagemen

#### Responsibilities

- Extending the remit of the existing GM Learning Partnership
- Take responsibility for ensuring effective communication of key information to the wider education community
- Liaise with the other regional sub groups to share good practice
- Consolidating pupil place planning processes and school estate capital investment
- Collection and analysis of data to drive system improvement
- Workforce development
- Strategic coordination of bespoke GM elements to the curriculum

# Governance and accountability

- Working in partnership with the Regional Schools Commissioner (RSC) as they discharge their responsibilities to the Secretary of State
- Providing a vehicle for shared influence and wider engagement, and would not compromise existing statutory accountabilities
- To ensure appropriate engagement and effectiveness, it is proposed that the Board would operate with an Executive, a programme managed