

Supporting Families



Enhancing Futures

# Effective & SMART Plans

Practice Improvement Team Support Days



# The 5 Principles of SFEF

Supporting Families

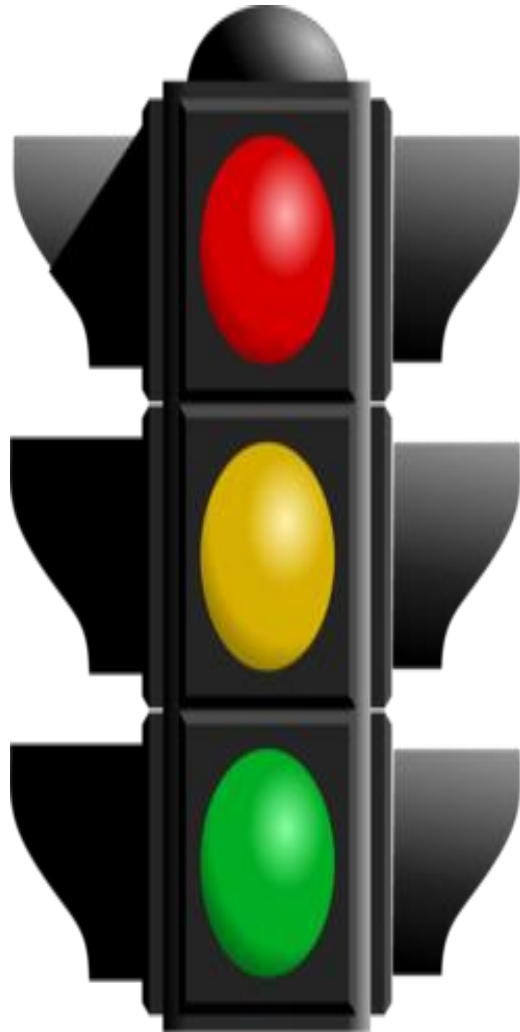


Enhancing Futures

1. Understand the world of the child(ren)
2. Understand the world of adults
3. Recognise family strengths as well as concerns
4. Engage families in the change process
5. Measure change through actions and interventions that lead to child focussed outcomes



# Making sense of the lived experience of the child



**EVIDENCE OF NEEDS NOT MET  
LIKELY TO CAUSE SIGNIFICANT**  
*This really needs to change*

**EVIDENCE HEALTH AND DEVELOPMENT  
MAY BE IMPAIRED WITHOUT PROVISION  
OF SERVICES**  
*Areas for development*

**EVIDENCE NEEDS ARE BEING MET**  
*This is good and effective parenting  
Family strengths that can be built upon*



# Activity

1. Please read the case study of Zoë and identify what you are worried about considering Red Amber Green.

NB: It can be helpful to put concerns under headings e.g. Health, Relationships, Education, Safety, Parenting

2. Now prioritise down to 5



Supporting Families



Enhancing Futures

# Identified Needs & Strengths



## 5 priority needs:

- CSE
- Substance misuse for Zoe
- Significant relationship with older female
- Frequenting with older males
- Dad's mental health and working pattern

## Strengths:

- Maternal grandmother is a protective factor
- Zoe's aspirations
- Zoe's relationship with pastoral worker in school



**S** SPECIFIC

**M** MEASURABLE

**A** ACHIEVABLE

**R** RELEVANT

**T** TIMELY

## SMART planning

**Specific** - Outcomes are clear—what is going to be achieved and the steps needed for this to happen

**Measurable** - How we know that the outcome has been met i.e. the child's lived experience has improved

**Achievable** - Identify steps that are realistic and achievable

**Relevant** - The child's needs must be the main focus of the plan

**Timely** - Realistic timescales according to parental ability, willingness to change and availability of services.

Putting A's before B's and C's

Specific timescales to be identified



Being clear  
about what  
information  
goes into each  
section of the  
plan

### **What is going well?**

- Identified areas where the child's needs are being met
- Strengths within the family that can be built upon

### **What are we worried about?**

- Identified areas of concern for the child and family at this moment in time
- Identified areas where the child's needs are not being met
- *NB. The impact of the concerns for the child will have been identified within analysis of the assessment*

### **What needs to change?**

- What does good look like for the child and family?
- What are the expected outcomes?

### **Who is going to do what and by when?**

- How are we going to achieve this i.e. what will be done to support the family to make changes by breaking things down into manageable tasks
- Who will support the family to make the changes?
- When will this be done by? NB: specific timescales to be identified



Planning for children should focus on how are we going to improve the child's lived experience

**Key points to remember include:**

**Is the plan child focused to improve their lived experience?**

**Under 'What needs to change'**

- Identify what the change should look like to know what you are working towards. For each concern identify what good would look like for the child e.g.

**Concern** -*Fred is living in an environment where there is domestic violence and substance misuse.*

**What needs to change?** - *Fred lives in an environment free from substances and DV and feels safe at home*

**NB: Avoid identifying action under this heading. You are identifying the outcome you are expecting to achieve for the child**

**Under 'Who will do what and by when'**

- Be clear which professional will support with/ undertake the action or task
- Be clear on time scales making them explicit e.g. Talking Teens parenting programme = 5 x 2.5 hr 1 to 1 sessions to start on ..... and end on ..... Or to be completed by .....







# Activity

- Formulate a plan incorporating the 5 priority needs
- Remember the 'what needs to change' section is where you identify the end goal of what it will be like for the child when the concerns have been overcome/removed
- Who will support each 'task' should be clear
- Time Scales must be explicit e.g. Talking Teens parenting programme 5 x 2.5 hr 1 to 1 sessions to start on ..... and end on ..... Or to be completed by .....
- Try to limit the number of actions at any one time to reduce the family feeling overwhelmed and to ensure the support/ services are offered at the appropriate time: A's before B's and C's

Supporting Families



Enhancing Futures

# When the plan is completed

- Make sure the plan is SMART
- Management oversight/ authorisation
- Go through the plan with the family to ensure they understand what is expected of them and how they will be supported to make changes
- Record the views of the parent(s) and child(ren) or an explanation if views have not been sought or provided
- A copy of the plan to be given to the family



# Key Points

## Supporting Families



Enhancing Futures

### Remember to be clear about:

- Understanding the impact of concern for the child through analysis in the assessment
- The outcomes that need to be achieved to improve the child's lived experience i.e. What good looks like for the child
- How the family will be supported to achieve outcomes and by whom and by when?
- Putting A's before B's and C's to ensure change can be made and maintained
- Limit the number of actions to ensure the right support is offered at the right time and reduce the risk of the family feeling overwhelmed
- Celebrate success; **GREENS** can be built upon
- SFEF information and resources available on WSCP website: <https://www.wirral safeguarding.co.uk/>
- You can also contact Lynne Elton, SFEF Practice Lead, for advice or support: [lynneelton@wirral.gov.uk](mailto:lynneelton@wirral.gov.uk)

