Supporting information for Effective and SMART plans training
Training notes for power point presentation

Slide 1

The **Effective and SMART plans** training is a short training session to support professionals to think about planning for children using the SFEF approach. SFEF informs how we plan for children in Wirral across the continuum of need from TAF to CIN, CP and CLA. Planning for children at any level of need should answer the question: How are we going to improve the child's lived experience?

You can work through the Effective and SMART plans training session on your own or we would recommend using it with your team during a Team Meeting. Those of you who have access to Microsoft Teams will be able to use the resource virtually during a team meeting. Discussing and sharing your ideas and thoughts together will help to consolidate the learning.

To support you with the training you will have access to:
• **The Effective and SMART plans training power point presentation with audio - please click on the audio icon on each slide to listen to information and guidance**
• **Supporting information sheet with training notes for each slide**
• **Zoe's case study which will inform the activities during the training**
• **A blank plan template for your use in the activity and an example plan for you to refer to**
• **7 minute Briefing for Effective and SMART plans**

During the training you will formulate a plan for Zoe; using the guidance within the power point presentation will support you to think about how you, as a professional and as a team, can embed the SFEF approach when planning for children to ensure plans are focused on how the professionals will support the family to be able to make and maintain changes to improve the child's lived experience.

Following the training if you require further support or have any questions please contact
Lynne Elton, SFEF Practice Lead, PI Team: lynneelton@wirral.gov.uk

Slide 2

The 5 principles of SFEF underpin how we work with and support children and families in Wirral. Applying the SFEF approach into our practice will ensure the child is always at the centre of the work we do with families. It supports us to identify the needs that are being met for the child as well as those that are not.

Key to embedding the SFEF approach is to ask; *'have I understood what the lived experience for the child and parent is like?'* **and** *'what is the impact of concerns for the child......so what?'*

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The traffic lights are used when identifying and prioritising concern and risk for children in Wirral; Wirral's Threshold of Need document can be found on the WSCP website:
https://www.wirralsafeguarding.co.uk/

The traffic light system is a visual aid that helps parents to see what the professionals are worried about and where their family has strengths. Evidence shows us that parents and carers respond well to the concept of the traffic lights as it is an easy visual representation of levels of concern. Also, when change has been made and maintained it is positive to see concerns reducing from Red to Amber to Green.

The RAG rating is also a visual aid for professionals to monitor if the plan is being effective i.e. are the risks reducing for the child? Are the care givers making changes to their parenting and are the changes being maintained and having a positive impact for the child?

If the child's lived experience is not improving, professionals need to review the plan and adjust accordingly being mindful of the parent/ carer's ability and willingness to make changes to improve their child's outcomes and lived experience.

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Activity: A. Read through the case study identifying strengths and what you are worried about; set them out under RED, AMBER and GREEN.

B. From your list of concerns prioritise down to 5

To help with this it can be useful to put concerns under headings i.e. Health, relationships, education, safety, parenting. Using headings can identify key areas of concern and help to prioritise what needs to be done first; A's before B's and C's. It also helps to identify the services that can support the family to make changes avoiding duplication.

Slide 5

Strengths: Maternal grandmother is a protective factor, Zoe has aspirations and she has a good relationship with the pastoral worker in school

What we are worried about includes:
   CSE
   Substance misuse for Zoe
   Education
   Bereavement
   Dad's substance/ alcohol misuse
   Relationship with half brother
   Relationship with older female
   Peer group
   Recent disturbance
   Dad's parenting/ availability due to work commitments
   Dad's mental health
   Zoe with older males

Slide 5 continued

The key 5 priorities for this training have been identified as being:
1.CSE. 2.Substance misuse. 3.Zoe's significant relationship with older female. 4.Frequenting with older males. 5. Dad's mental health and work pattern

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Slide 6

When developing a plan for a child we should ensure that it is **SMART** and has the child's needs as the main focus.

Specific – Ensure the outcomes you want to achieve for the child have been identified. Break down tasks and actions into manageable chunks. Be clear about what each action will achieve e.g. parent to attend Wirral Ways to Recovery will support with mum's alcohol consumption that will help her to be more able to prioritise the child's needs over her own.

Measurable – How will you know when the outcome has been met? One action or task should lead to the next. The child's lived experience improving will inform us when outcomes are being achieved and maintained.

Achievable – Identify steps that are manageable and achievable. They should be realistic e.g. is the programme you are referring the parent to available within the given timescale? Are we expecting too much of the parent/ carer at any one time i.e. number of appointments that need to be kept?

Relevant – Are the child's needs at the centre of the plan? Being clear about the purpose of the identified action or task – how will this benefit the child?

Timely – Realistic timescales for the ability and willingness of the parent/ carer. Identifying what needs to be achieved first before moving onto another priority – planning to put A's before B's and C's. Has enough time been given to achieve an outcome for the child or has too much time lapsed without any evidence of change?

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To ensure the SFEF approach is applied when developing the plan, as well as it being SMART, it is important to put the correct information into each section.

- Often we jump to 'Action Mode' and identify what will be done to support the family under the 'What needs to change' section meaning we miss out on identifying what the family need to work towards i.e. 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 to avoid duplication
- Timescales 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.
- Identifying some 'quick wins' within the plan can encourage the family's engagement.
- Celebrating success is key to building a working relationship with the family. Strengths – **Greens** – can be built upon.

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Being explicit about timescales is particularly important when a social worker has to take over a case so that it is clear where the plan is up to, what's already been achieved and what still needs to be done to improve the lived experience of the child.

Clear timescales are important to:
- Keep track with progress for the child
- Identify levels of compliance from the family and professionals with the plan
- Identify when a task has started/ been completed and measure the impact for the child whether it has been completed or not
- Measure/ monitor if change is being maintained

Slide 9

Activity:

Formulate a plan for Zoe incorporating the 5 priority needs identified earlier. Use the key points covered in the training to ensure the information is in the correct section of the plan.

For the 5 key priorities under the heading What are we worried about, identify what it is you want to achieve for each one in the What needs to change section. How this will be achieved will be put in the final section – How will we do this and who will do what, with specific timescales.

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You have been provided with an example plan for Zoe to compare with the one you have developed. It should be noted that planning in this way will be different for lots of professionals and when we do something differently it can feel uncomfortable and strange. This training is the starting point for formulating plans using the SFEF approach in this way.

When a plan has been formulated and following management authorisation go through the plan with the family – the plan is the Child's plan and it is important that everyone is clear about the concerns as well as the expectations of the family and professionals to make changes to improve the child's lived experience.

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Top Tips:
- Always bring everything back to the child – so what?
- Be clear about the outcomes you want to achieve for the child before moving onto action
- Identify what needs to come first – A's before B's and C's
- Use headings such as Education and Health to help prioritise what needs to be done first and which services can support with the changes
- Limit the number of actions to support the family to make changes and make it easier to monitor when outcomes have been achieved and maintained
- Success should be identified and celebrated with the family
  For SFEF resources and information please visit: https://www.wirralsafeguarding.co.uk/
  You can also contact Lynne Elton, SFEF Practice Lead for further advice/ support in developing plans: lynneelton@wirral.gov.uk