



Llywodraeth Cymru  
Welsh Government

## Families First Grant End of Year Report 2017-18

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<b>Date:</b>	17/05/18

Please complete this form and return to [familiesfirst@gov.wales](mailto:familiesfirst@gov.wales) by 18 June 2018.

### Part A – Delivery

Please provide a summary of progress in delivering the Programme this financial year. Please include the reasons for any significant overspend/underspend and any staffing issues experienced in the programme during the year. As a guide, we would expect this to be approximately 250 words for each element.

<b>JAFF/TAF</b>	<b>Funding</b> <b>Allocated: £ 597,022</b> <b>Actual: £ 589,189</b>
<b>JAFF</b>	<p>The JAFF referral is now used for all Families First projects and referrals are logged through IAA, creating one pathway using a 'single point of contact' approach. The new JAFF referral process went live on March 13th 2017 and training was rolled out across the borough. After six months of use, a consultation was completed by professionals and families, gathering their views on the new referral method. Following the consultation, some changes were made to the JAFF and an event was held where consultation on further amendments took place.</p> <p>The updated version of the JAFF has been used since 27th October 2017 and has been very well received. The updated JAFF referral form has been promoted throughout Education, Social Services, Health and the Third Sector.</p> <p>The JAFF form has improved referrals across the programme as a more in-depth assessment of the children, young people and families is carried out helping to better inform Families First projects of need. The proportionate assessment is based on the Social Services and Wellbeing (Wales) Act. The JAFF process has increased partnership working as it requires teams to communicate closely and share</p>

	<p>information.</p> <p>In addition, as the JAFF is a “working document” enabling families to only tell their story once. As the family are referred to different Families First projects, the JAFF follows them so that prior information on the family is shared and the family do not have to start the referral process from the beginning.</p>
<b>TAF</b>	<p>The TAF team, known locally as Supporting Family Change (SFC), has worked with 485 families in the period 2017-2018 of which 425 signed action plans. This equates to 1392 individuals worked with and 4009 support sessions. This year has been a continually busy year for the team as they have worked with similar numbers to last financial year.</p> <p>99% of families who had an action plan have shown improvement in terms of distance travelled; particularly in the domains of emotional wellbeing and family relationships. At 3 month post evaluation, 90% of families still felt that they were able to sustain the positive changes they had made when working with SFC. The support workers continue to work closely with organisations and agencies to meet the needs of the families as outlined in their action plans.</p> <p>The most common referring agencies this year have been Children's Services (including a number of step down cases), Primary Care Services and Self-Referrals. The IAA team are a single point of contact for families in Caerphilly and therefore, they have taken an increased number of phone calls for self-referrals.</p> <p>This year has also been a transitional year in respect of SFC as the team has expanded with an additional Support Worker post and also the creation of three new posts; Education Support Worker (0.5 FTE), Youth Respect Programme (YRP) Worker (0.5 FTE) and a Psychologist (0.4 FTE)</p> <p>The implementation of the Education Support Worker role within SFC has greatly supported the roll out of the JAFF, with a flowchart for schools that aims to aid their decision making when responding to children and young people's needs. The Education Support Worker has also been supporting schools to develop their understanding and completion of ISCAN referrals to ensure that referrals are accepted.</p> <p>During this year the Psychologist has been able to deliver support sessions, individual case consultations, team training in the areas of attachment, mindfulness, psychological formulation and systemic working. This work input has been invaluable in continuing to upskill the team members.</p> <p>SFC have continued to deliver the Non-Violent Resistance strategy which was delivered to 3 groups of parents and carers (approximately 30 parents). Feedback has been positive regarding this strategy and it has reduced the amount of verbal and physical aggression within their families. The YRP worker has also complemented this work by delivering this programme to young people who are demonstrating these behaviours.</p> <p>The team have also undertaken extensive attachment training and this has been successfully incorporated in the SFC parenting programme, which has allowed parents/carers to develop an understanding of how attachment and life experiences can impact on a child's development. In addition, two members of the team have undertaken Gro Brain training</p>

	<p>and it is hoped that workshops for parents can be developed to support their understanding of how best to respond to their babies and young children.</p> <p>As a point of progression, SFC are considering how they, and other projects within Families First, may form a multi-agency focus group, working to support children and young people with mental health and emotional wellbeing needs. The focus group would involve a multi agency collaborative referral panel aimed at strengthening integrated service delivery for children, young people and their families where there are identified mental health and emotional wellbeing needs.</p>
<b>Family Support</b>	<p>Working with a “whole-family approach” is at the centre of many of Caerphilly’s Families First projects. Support for families with multiple, complex needs has been offered through our TAF project which has engaged with all members of the family when planning and working towards outcomes.</p> <p>In addition, a number of projects work with the whole family, involving parents, children and young people, including:</p> <ul style="list-style-type: none"> <li>• Families Learning Together</li> <li>• Health Outreach</li> <li>• Wellbeing</li> <li>• Confident Parents, Stronger Families</li> <li>• Targeted Youth and Family Engagement</li> </ul> <p>Where other projects have worked with individuals within the family, consideration has been given to other family members. For example, where a young person has worked with the Youth Respect project, the parent/carer is able to receive support from a TAF Key Worker or YOS Family Support Worker,</p> <p>This year, we have developed our family support by offering Parent Advocacy, which is a new project this year. There has been a slow start with referrals to the project, but with increased promotion we are finding that more parents are taking up Parent Advocacy which has complimented our Children and Young People’s Advocacy and enabled all members of the family to receive advocacy support.</p>
<b>Young People</b>	<p>Support for young people has been largely offered through our Targeted Youth and Family Engagement project, which focuses on supporting young people who are not engaging well in services, building their confidence and enabling them to recognise their behaviours.</p> <p>However, there is a variety of support specifically for young people that is run in addition to this including:</p> <ul style="list-style-type: none"> <li>• Support for children and young people affected by Domestic Abuse</li> <li>• Support for young people showing early indications of abusive, aggressive or controlling behaviours</li> <li>• Support for Young Carers</li> <li>• Children and Young People’s Advocacy</li> <li>• Wellbeing support</li> </ul> <p>The support for young people has been well received and demand for support has been placed on projects, in particular Targeted Youth and Family Engagement. We are working towards implementing a more targeted support over a set number of weeks, to ensure that cases are closed in a timely manner and that more children and young people can</p>

	<p>access support quickly.</p> <p>In addition, staff have accessed various training and development sessions this year which have been fundamental to supporting families and young people in terms of understanding needs and the best way of helping families to address their issues. The training sessions have focused on issues such as eating disorders, suicide, cognitive behavioural therapy, personality disorders, autism and how to support families with difficult behaviours.</p>
<b>Disability</b>	<p>We have a number of disability focused projects, most of which are focused on assisting children with disabilities and emerging needs to be 'school ready'. This will give children the best chance at succeeding in school, at the same rate as their peers.</p> <p>Throughout the first year of the new programme, our four pre-school disability focused projects (Early Prevention, More than Play, Little Voices and Outreach SRB – discussed in greater detail below), have been meeting together to discuss children with disabilities and emerging needs who are being worked with across multiple agencies and who could, or are already benefitting from different interventions. This ensures that there isn't a duplication of services, messages to the family are consistent and all partners are aware of the needs and progress of the child.</p> <p>In addition, Confident with Cash now works with families who are open to TAF or who have a disability. The introduction of a Welfare Benefits advisor has been significant this year to support families affected by disability. £93,000 of benefits have been obtained for families who did not know they were entitled to financial support, or were unable to gain benefits without the support of a Welfare Benefits advisor.</p>

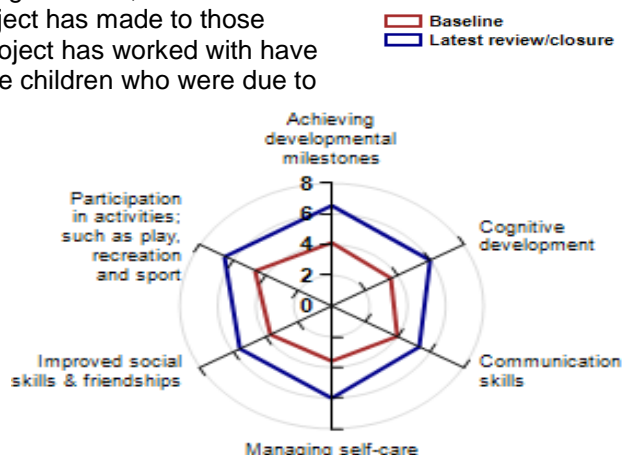
### **Part B – Strategic Commissioning**

**Please provide an outline of the progress made on implementing each of your strategic projects, including how your projects are meeting local need. As a guide, we would expect this to be no more than 250 words per project. Please refer to evidence and/or case studies where applicable.**

**Please also provide details of changes to projects and new projects started mid year if applicable (please add more boxes if required).**

<b>Project Number 1</b>	<b>Name: More Than Play</b>	<b>Funding Allocated: £ 98,920 Actual: £97,815</b>
<p>The More Than Play project works with pre-school children, 18 months-3 years with emerging developmental delays, disabilities and/or additional needs. The aim of the More Than Play project is to maximise the learning and development of children through play. This project delivers a bespoke package in the home with the child and family which is delivered in 6-8 week blocks, and children's progress is reviewed at the end of each block using the Early Support Developmental Journals.</p>		

The project has worked with 89 families during this time, and the diagram below evidences the impact the project has made to those children and their families. All children the project has worked with have made progress in key skill areas; 100% of the children who were due to begin their educational placement during this time have done so, with transitions supported by the project. Younger children are successfully attending their local playgroups with support where necessary from other Families First projects. Very good working relationships with other projects have been formed, and regular information sharing takes place to ensure tailored packages of support for children and their families, preparing them in readiness for school.



Feedback from families and professionals has been very positive, with 100% of families who responded to questionnaires reporting improved ability to support their child's learning and development needs, improved emotional wellbeing, improvement in family resilience and relationships and ability to contribute to changes in their lifestyle/behaviours.

#### Case Study:

F was referred by his health visitor with concerns regarding his speech and language, listening, social communication and attention skills, and displaying poor behaviour, scoring at an average of 12-15 months – he was 26 months at referral. F was very difficult to engage in purposeful play and showed no interest in playing with his peers. F paid no attention to unfamiliar people who visited the family, and showed no recognition or interest in extended family members. More Than Play became involved and offered weekly intervention at home; F received 2 blocks of intervention before he started school. The Family Support Practitioner (FSP) liaised with his speech and language therapist to ensure consistency, and referred to Little Voices as well as liaising and sharing information with the Community Paediatrician. The FSP engaged well with the family, and structured the activities to focus on F's highlighted needs. During More Than Play's intervention, F received a diagnosis of Autism. F made significant progress during the intervention and settled well in school, although does need some assistance in the classroom with visual clues. F's family is much more relaxed about F and his diagnosis; their extended family has also come to terms with the diagnosis and the whole family is supporting F well, meeting his needs and feeling more positive about the future.

<b>Project Number 2</b>	<b>Name: Early Prevention – Little Voices</b>	<b>Funding Allocated: £ 44,984 Actual: £ 47,428</b>
<p>Little Voices provides support for families with children aged 1-3 years old who have a need to develop their speech, language and communication skills. This service is jointly funded through Families First and Flying Start. The service provides early language development groups in the community via referral. These groups are run by the projects Early Language Facilitators. The group sessions involve engaging activities such as role play, messy play, singing and reading to ensure that there is a language rich environment for the child to grow and develop their skills. The group workers conduct Wellcomm assessments to assess the child's speech and language at the beginning and the end of the term and the child will either close to the service or progress onto another term of support depending on their progress throughout the term. The sessions heavily involve the parents and family members to ensure that they understand their child's needs and how they can best support and continue the child's development at home. Staff have undertaken several training sessions with a speech and language therapist to build on their knowledge and make sure they are fully able to support and advise parents. Some of the staff have also signed up to complete the Working with Parents Level 4 Qualification. The project's groups have been well attended, with many children being referred by their Health Visitors. The project are looking ahead to the next financial year and are incorporating new language strategies into their groups, for example the use of the 'First 100 words' framework.</p>		

**Case Study:**

Child A was referred into the Little Voices service by the Health Visitor, who identified a speech and language delay during her review. Child A attended a Little Voices group with Mum and took part in all the activities on offer. The staff worked with Mum to provide information and advice on how to encourage the development of Child A's speech both at group and at home. They carried out assessments on the child at the start and end of the intervention offered. Child A has progressed from a 3 to an 8 in his Wellcomm assessment and has showed much improvement in his speech from only saying a few unclear words at the beginning to now saying complete sentences. He has also grown in confidence and become a lot more social with other children at the group. His parents are very happy with his progress. Mum's comment "the service has been very effective with enthusiastic staff who liaise with the children very well, with very good varied activities".

<b>Project Number 3</b>	<b>Name: Early Prevention – CCBC Education Early Prevention</b>	<b>Funding Allocated: £93,130 Actual: £ 74,212</b>
<p>The Assisted and Supported Places project (Early Prevention) provides support for children with emerging developmental delays, additional learning needs and behavioural needs who would benefit from engaging in group provision by being placed in local nursery or childcare setting. This project is available to children who are one academic term away from beginning Rising Threes. The early intervention work undertaken within Assisted and Supported Places enables better targeting of additional support for children starting school identifying children who need support and at what level.</p> <p>The year started off slowly due to the criteria changing from the previous year thus becoming a lot more specific. This resulted in low referral numbers and therefore in Quarter 3 it was decided to expand the criteria to include children with speech and language difficulties and behavioural issues. Parents of children experiencing challenging behaviour needed to undertake, or already be accessing, parenting courses (either via Families First or Flying Start). This resulted in an increase in referrals and take up of placements.</p> <p>The project continues to review placements and make any recommendations for referrals onto other agencies where appropriate, extensions if targets not met in full and arrange sharing of information with Nursery Schools to help aid transition if appropriate. The Childcare Placement Officer has also been able to support several parents this year with referrals on to appropriate agencies within the Families First Programme and continues to work closely with other Families First projects where children may be accessing support from several projects.</p> <p><b>Case Study:</b> Child A was referred by Assessment Nursery. The project identified physical disability requiring additional support through Supported Places scheme. Child A had significant delay in all areas of development especially speech and language and physical skills. Child A met their targets in full. Their gross and fine motor skills were greatly improved resulting in the child no longer always having to use their walking frame. The child's social interaction was much improved. The total length of the placement was 17 weeks.</p>		

<b>Project Number 4</b>	<b>Name: Early Prevention – Outreach SRB</b>	<b>Funding Allocated: £133,317 Actual: £120,436</b>
<p>The Outreach Specialist Resource Base (SRB) Speech and Language Service is an early identification and intervention service for children with significant and specific speech and language difficulties. The service builds the capacity of nursery classes to manage children with significant and specific speech and language difficulties.</p> <p>Referrals for the Outreach SRB Service were made by school staff in the Autumn term for children in the second year of nursery. Referrals were made via a Caerphilly Joint Assessment Family Framework Tool (JAFF) form. Information on the JAFF referral process was disseminated to</p>		

schools through the county's school Educational Bulletin. 251 referrals for children within CCBC were received at the end of October 2017. The high volume of referrals received exceeded expectations. Two Prioritisation Panels identified 120 children to receive an assessment visit from a Specialist Speech and Language Teacher who initially assessed the children to identify those with the greatest needs. Following the initial assessments period, the Specialist Teachers compiled a Play Plan for each relevant child. Families First funded TAs were assigned to specific children and followed learning objectives on the Play Plans to effectively support children on the programme. A total of 1264 support sessions were provided by Families First funded TAs and 79 consultations were made by the Families First SLT.

During the summer term of 2018, the Specialist Teachers will re-assess the children and subsequently, through consultation with Aneurin Bevan University Health Board Community SLTs, will identify those with severe and/or specific speech and language needs who would benefit from a part-time Assessment Placement in one of Caerphilly's Speech Language and Communication Specialist Resource bases. Children would access a part-time assessment place in the September of their Reception year.

#### **Case Study:**

JC's nursery referred him to the Outreach service due to concerns regarding his language development. JC was accepted for an assessment by one of the Outreach SRB's Specialist Teachers and targets were set to develop his attention and listening, his understanding and use of language to a 3-word level and develop his vocabulary skills. JC has taken part in intervention sessions with one of the Outreach SRB Teaching Assistants (TA) He has made excellent progress throughout the sessions. His attention and listening abilities have improved greatly. JC initially demonstrated fleeting attention and became easily distracted, particularly by toys in the environment. He often required prompting to focus and engage. But now JC attends appropriately and participates fully throughout each session. JC has exceeded his target of three key word comprehension and is now following instructions at a four-word level accurately. Shape and colour coding symbols proved to be an effective strategy to prompt JC to consistently link three key words – Subject, verb, and object. He is now using three key words in his everyday talking without the visual aid of the colours and shapes. JC is due to be re-assessed by the Specialist Teacher in the Summer Term and it is anticipated that he will not require further action to support his speech, language and communication.

<b>Project Number 5</b>	<b>Name: Confident with Cash</b>	<b>Funding Allocated: £83,810 Actual: £83,810</b>
<p>Confident with Cash continues to support families with financial and debt management and benefits, however this year the criteria has changed to become focused on families affected by a disability or those open to Supporting Family Change (TAF Team). The project is a joint contract with Supporting People ensuring most families throughout Caerphilly have access to support around finances, debt and benefits. This year the project gained a Welfare Benefits Adviser to compliment the two Debt Advisers which has proven beneficial for families.</p> <p>There is a well established correlation between debt and mental health and the improvement in Distance Travelled indicates an improvement in wellbeing which is maintained, thus lending further evidence. During the year the project has dealt with £535,000 of debt and has worked closely with the Debt Relief Order (DRO) intermediaries and successfully completed 5 DROs writing off £64,000 of unmanageable debt with families. The project has a high success rate as they work intensely with families resulting in a low percentage of disengagement compared to other traditional debt advice projects.</p> <p>The new Welfare Benefits adviser has successfully gained £93,000 of benefits for Confident with Cash families despite not being in post for a full year.</p> <p>The project has regularly prevented evictions, imprisonment for non payment of TV licences, and helped clients with court forms.</p> <p><b>Case Study:</b> The family consists of Mum, Dad and their three children and it was identified Mum</p>		

has mental health issues and had issues with budgeting. There were rent arrears of £1600 identified and the landlord was prepared to go to court for eviction. There were also £289.71 gas arrears, £240.07 electricity arrears and £1500 water rates arrears. The couple were exceptionally worried and stressed, and whilst it wasn't an option they wanted, felt they would be better off financially if they separated and Mum claimed benefit as a single parent.

The project worked through budgeting and identified where clients could make savings and cut down on their non priority debt. A Customer Assistance fund Application was made for water arrears. Gas and electric arrears were negotiated at a new rate of £5 each per week which is affordable for the couple.

No formal arrangement was in place for repayment of rent arrears, so the project worker arranged for a Standing Order to be set up for weekly rent plus £10 to cover the arrears, at this point the couple were not aware of what a Standing Order was and this was worked through with the adviser.

Following work with the project the gas and electric arrears are now being covered, along with rent being paid by Standing Order, therefore court action for eviction was prevented. Children had been consistently late for school as Mum was taking Dad to work then taking children to school.

This issue was resolved as the children were enrolled in breakfast club, so they would be taken to school first before Dad going to work. Following the positive outcomes with the project Mum and Dad are able to stay together. Mum and Dad say they are feeling more confident about the future. Their landlord (United Welsh) also commented that had it not been for the involvement of the project there would have been court action.

Project Number 6	Name: Targeted Youth and Family Engagement	Funding Allocated: £516,948 Actual: £489,512
<p>The Targeted Youth &amp; Family Engagement (TYFE) Project supports young people and their families when they are experiencing a range of difficult circumstances which are having a negative effect on family life. The project works to provide support for coping with difficult and challenging situations, building confidence, self esteem and resilience, and improving well being and relationships through working together and trying new experiences that are sustainable post intervention. The project often engages with the hardest to reach families, working with young people and families facing challenges such as social isolation, anxiety, self-harm, challenging behaviour and difficulties with inappropriate boundaries.</p> <p>There are four elements to TYFE: Youth Engagement (for young people aged 8-25), Family Engagement (for families with children aged 8-25), Young Parents (aged 13-25), and Caerphilly Adventures (supporting youth and family sessions for group based outdoor activities).</p> <p>Youth Engagement has carried out many 1:1 and group sessions throughout the year, all of which have gone very well. The sessions have focused on engaging with young people on issues such as low self-confidence, low self-esteem, body image issues, sexuality, social skills and behavioural issues. The group has been able to engage in personal and social development sessions and issue based workshops in order to better deal with issues, whilst also building relationships and engaging with peers. The sessions are delivered in an environment where young people feel safe to discuss their feelings and open up about things they may not have shared before. Positive feedback has been received and the young people have reported that the sessions give them the opportunity to address their issues, have fun and be themselves and at times diverting their thoughts away from the difficulties that they are experiencing. Many involved have built their confidence and are now able to access other provisions within their communities with the support of a youth worker.</p> <p>Family Engagement sessions have gone from strength to strength over the past year working with families who find it difficult to work with other services. Some group sessions have been delivered with Caerphilly Adventures that enable families to work together in an outdoor environment that is often challenging for them as individuals and as a family unit. This enables families to experience physical exercise in the outdoors and crucially to learn new skills and face challenges that require team work and problem solving together. The feedback from the families has been very positive for these sessions with clear outcomes evident. One of the most popular series of sessions has been furniture upcycling, which involved working together to build low cost pieces of flat pack furniture then painting/decorating these. These sessions, whilst building family relationships and working on communication through positive time together, have enabled the families to learn skills</p>		



they can now use at home. There has also been an improvement with the families wellbeing and mental health as they have opportunity to socialise with other families in similar situations.

The Young Parents element has worked to engage young parents in group sessions and 1:1 sessions. The project runs 4 weekly community groups that cover the whole Borough with each group attended by 8-10 young parents. During these sessions new and expectant parents engage in a variety of issue based sessions that help support them with issues affecting them as young people, but also as young parents. This has included work around setting personal goals and problem solving, budgeting and debt, confidence and self-esteem, paediatric first aid, digital parenting and friendship groups, healthy relationships and domestic abuse, as well as a range of arts based activities and activities that engage them in their local communities.

In order to support young Dads the project delivers a couples group once a fortnight, where the whole family are engaged in sessions with young parents' Youth Workers and the Caerphilly Adventures Instructor. These sessions focus on activities for the family that strengthen family communication, improve mental health and wellbeing and provides learning and relationship building experiences that will enable them to better parent their children.

For this year Caerphilly Adventures has merged with TYFE which has provided great support to all TYFE elements.

Caerphilly Adventures has delivered a mixture of activities that are challenging but also realistic. Throughout the sessions the families have had opportunities to gain accreditations, with there being over 80 different achievers this year. Many of the families are experiencing very difficult issues at the time of working with the project and are able to use this opportunity as a break from the stress in their lives along with building relationships in the family unit. The project has also undertaken a lot of work with children and young people, supporting them during an educational transition.

*"I really enjoyed attending this project, I have been to some brilliant new places, doing things I thought I would never do (caving, climbing, kayaking, canoeing, beach adventures walks, waterfall walks, orienteering, gorge walking, bush craft, etc.). 72 year old Grandmother with an SGO."*

**Case Study (Youth Engagement):** Young person was referred in order for him to gain a sense of independence in a safe environment and have the opportunity to improve social skills as he was severely isolated. The young person had difficulty reading social situations and this made him vulnerable particularly in relation to social media. His parents had implemented boundaries, but the young person was opposed to them and resulted in very challenging behaviour in the family home and at school. The young person was also struggling to understand his own sexuality and identity and his parents were also struggling to support this.

Weekly Youth Engagement sessions have provided the young person with the opportunity to have time away from the family home, giving him an opportunity to become more independent. In turn developing his confidence, self-esteem, and social skills. The young person began to interact with other young people within the group in order to develop social skills and build positive relationships.

The young person's confidence improved and he now feels confident enough to attend other youth groups, such as a community LGBT group. The young person now feels more comfortable with his sexuality and self-expression. The young person has built positive relationships within the Young Engagement group, the LGBT group and school.

The relationship between the young person and Mum has improved, with the young person now feeling confident enough and comfortable enough to talk to his Mum about any issues. The young person is now accepting of the rules and boundaries put in place by his parents in order to protect him in his use of social media.

<b>Project Number 7</b>	<b>Name: Families Learning Together</b>	<b>Funding Allocated: £154,491 Actual: £146,144</b>
Families Learning Together is a project set up to support families to develop their literacy, numeracy and promote early language development. The project allows the whole family to gain in confidence and skills and enables parents to support their children at home and school. Families Learning Together provides fun and stimulating sessions for parents and carers with		

children aged 0-15 years. The project provides families with the opportunity to participate in either group or individual home sessions depending on their need. The project focuses on 3 key areas: literacy, numeracy, and early language development.

There are many benefits for the families who participate in the project. Children will have a greater chance of achieving at school, as their parents will do more at home to support their education and are more able to support their children with homework and day to day learning. This is achieved by developing the skills and confidence of parents, increasing their understanding and refreshing their skills to enhance learning in the home environment. This will often lead to adults wanting to progress for themselves as well as for their children and may lead to adults gaining skills to help them access work and volunteering opportunities. Benefits for children include: improvement in skills, a greater understanding of literacy and/ or numeracy and increased confidence. Feedback from schools has shown an improvement in the children's' understanding and concentration after attending, a more positive commitment of parents and carers in the school community and an increase in the amount of homework being completed.

This year, the project has successfully engaged with families in the Upper Rhymney feeder schools and delivered groups in the Foundation phase at Fochriw and Pontllytyn and in Key stage 2 at Bryn Awel and Abertysswg. In this area, schools find it very difficult to engage with parents and we were very pleased to have had 4 groups running successfully. We have worked with 22 adults and 24 children on numeracy in the Upper Rhymney area. The project has also successfully targeted parents from St James' Primary School in Lansbury Park in Caerphilly. The parents were awarded the prestigious title of Learning Group of the Year for Caerphilly CCBC at the Gwent 5 Counties Partnership Awards, in recognition for their hard work and commitment to improving their own skills and the skills of their children. The group of adults has had a numeracy focus and have worked hard this year to complete their files to gain a numeracy qualification.

#### **Case Study:**

The children were on the Child Protection register and the family needed support from a variety of sources. We were asked to provide home sessions to work with the youngest child who is in year 2 of primary school. She needed literacy support and the parents needed to gain ideas in how to support their children. School initially reported that the parents didn't complete any homework including spelling and reading practice. A tutor was appointed to the family. They worked closely with the social worker and the class teacher to build a scheme of work to benefit the family. The main focus was literacy support but it was evident that the family needed support with a number of soft outcomes. The tutor planned activities that focused on supporting the targets from the class teacher, the dietician and general social service goals. The family have bonded well as a unit and engaged well throughout the programme. Initially the parents lacked confidence and were reluctant to participate in sessions. With regular and consistent support they soon overcame their worries and are now working well with the tutor on a weekly basis. The youngest child has shown a significant improvement in skills with the class teacher reporting the improvement and confidence during a recent core meeting.

<b>Project Number 8</b>	<b>Name: Health Outreach</b>	<b>Funding Allocated: £161,778 Actual: £148,518</b>
<p>This year the Health Outreach Team has focussed on an Ante Natal pathway. Working in partnership with Midwifery in Aneurin Bevan University Health Board, the project provides a pathway for prospective parents in Caerphilly Borough which begins antenatally and continues through the baby's first year.</p> <p>All prospective parents, after receiving their 6 month anomaly scan, are invited to a Golden Ticket Event where they have an opportunity to meet a range of professionals with knowledge and information relating to the ante natal and post-natal period. 155 parents have attended the 6 events this year. At the Golden Ticket, attendees are invited to sign up for an Ante Natal Solihull Parenting group, 96 parents have completed the groups this year. A recent evaluation revealed that 99% of those who completed felt the sessions had prepared them for becoming a parent and increased their knowledge of their baby's needs and development.</p>		

All Mums under the care of Community Midwifery at Ysbyty Ystrad Fawr are contacted within 72 hours and weekly thereafter, for the first month after discharge from hospital by the Responsive Feeding Team. This is a service for both breastfeeding and bottle feeding mums. Mums are visited at home or given advice over the phone. This year the project have supported 108 mums, 73 breast feeders, 33 bottle feeding mums and 2 mums that were mixed feeding. Evaluation of the service indicates that 100% of Mothers who receive support from the project value the service and appreciate the holistic support offered. The project's work was presented at the Welsh Government Task and Finish Group for Infant Feeding this year as an example of best practice.

Mums joining the pathway at any of the first two stages are then offered Sensory groups. The group covers the 0-6 month period focussing on baby's brain development through sensory activities and offers the opportunity for parents to continue to receive support with childhood issues such as colic, sleep, feeding etc. 99% of parents report that attending the group makes them feel more confident to support their child's learning and development needs.

The final part of the pathway is the On the Move and onto Food group which focusses on weaning and encouraging movement in the 6-12 month age group. Mums are given 1<sup>st</sup> and 2<sup>nd</sup> stage weaning advice and babies are encouraged with Mums to move around stations containing food based messy play activities. Evaluation shows that 100% of parents feel the group helps them to make informed choices about their child's nutrition and make positive changes to family eating behaviours.

#### **Case Study:**

Mum struggling with attachment, positioning and soreness on verge of giving up breastfeeding, also pressure from family to put baby on bottle. Mum visited 2 hours after responsive feeding call. Advice given, discussed benefits of breastfeeding with the family and the importance of support. 14 weeks later Mum is still breastfeeding and attending Parc y Felin Breastfeeding Support Group. In an evaluation of the service a mother who has completed the pathway stated that "this fantastic service ... gives invaluable support over the first year of baby's life"

<b>Project Number 9</b>	<b>Name: Parent Forum</b>	<b>Funding Allocated: £80,300 Actual: £87,890</b>
<p>The Parent Network continues to grow, with new groups being set up across the borough as the established groups become self-running. This year 24 groups were set up, with an additional 7 running under their own direction. By using low cost community venues or no cost venues in schools and libraries, sustainability is now possible. In 3 areas, the parents were supported by the project and other partners to set up their own parent and toddler groups which they are running with minimal support from partners.</p> <p>Every member of the parent network staff team was once a volunteer for the network, living locally and understanding their own communities. By growing and shaping the staff, the project is better able to meet the needs of the communities they work in. Parents and Carers are now far more proactive within their own communities, getting involved with events and setting up their own groups and activities taking part in training and ensuring that they have a voice in the development of the services they need. 91% of the parents worked with this year have seen the benefit of becoming involved and helping to shape services.</p> <p>56 consultations have been completed this year using a range of approaches focus groups, workshops, discussions, paper and online at local, regional, and national level. Welsh Government attended a number of focus group sessions consulting on a range of issues from the removal of reasonable punishment to the development of the Social Services and Wellbeing (Wales) Act.</p> <p>Across the year, 215 individuals have been engaged in the project. 491 group sessions have been facilitated by both paid and volunteer staff, with a total of 31 active volunteers engaging with the project throughout the year. Welsh Government awarded Caerphilly a Children Zone pilot in Fochriw which builds on the successful model of delivery within that community. Parents from the forums in Rhymney and Fochriw are currently training as play workers to support their children</p>		

through the summer months to access play and the outdoors following a drop in facilitated play opportunities within the borough due to cuts in budgets and loss of funding.

During October Fochriw Forum went to London supported by Gerald Jones MP to visit Westminster. The trip followed on from one earlier this year to the Senydd which helped the parents to understand how important their voice and encouraged them to be more proactive within their own community. Overall a successful year for the network one which parents have shown positive improvement in their wellbeing, moving on to new opportunities and developing stronger community links.

#### **Case Study:**

SW is 26 and has 2 daughters aged 8 and 2. SW is originally from Manchester and moved to Caerphilly around 6 years ago. SW was in a violent relationship and started to move from place to place trying to hide from her eldest daughter's biological father to escape the violence. She has a lack of confidence due to locking herself away for nearly 4 years. One morning after dropping her daughter off she used her new found confidence to just drop in. SW said she loved the idea of the group and really wanted to be involved, she talked to some of the other mums who had taken part in family learning and encouraged them to join. SW has taken part in sign language, IT, and confidence building training. SW is currently taken part in the NYAS peer counselling course and would like to help others who have been through similar situations. SW has said "I don't know where I want to be in the future I'm taking one step at a time! I'm finding new things I enjoy and people I have met through the Parent Network." SW has joined the new Lansbury steering group. She is keen to help make changes. She has set a community Facebook page and posts everything that is going on her area. She attends sessions regularly and has shown to have a very powerful voice her community. SW is great at speaking to services at the group sessions and her advice is becoming extremely valuable to them, they have taken on-board her ideas and have started to implicate them in their practice.

<b>Project Number 10</b>	<b>Name: Children and Young People's Advocacy</b>	<b>Funding Allocated: £80,000 Actual: £71,628</b>
<p>The Children and Young People Advocacy Project offers an impartial and independent advocacy service to children and young people under the age of 25 years living within Caerphilly County Borough. This involves working with the child or young person and addressing any advocacy issues and bringing them to a resolution.</p> <p>The advocate listens to the child or young person's concerns and issues on a one to one basis. The advocate advises children and young people of their rights, provides information and ensures their understanding. The service seeks to work within a rights based approach to enable them to exercise choice and control and ensure that they are part of the decision making process.</p> <p>The role of the advocate includes supporting, empowering and representing the child or young person by promoting their views, wishes and feelings. Advocacy support includes enabling children and young people to: have a voice; be involved in decision making; make informed choices; have access to services; provides support with dispute resolution; ensures that children and young people feel listened to and respected; provides support with reading, writing and understanding letters and raising confidence so that the child or young person feels more able to deal with similar situations in the future.</p> <p>The types of issues that children and young people may encounter and need help from an advocate include: awareness of rights; complaints and legal advice; challenging behaviour; contact and residence; exclusion and attendance; education issues; bullying; family conflict. 100% of the issues presented were resolved throughout this year for the children and young people.</p> <p>The project has continued to promote the service to organisations throughout Caerphilly to ensure that all children and young people have access to advocacy should they need it.</p> <p><b>Case Study:</b> A referral was received from CAMHS. X's relationship with mother had completely</p>		

broken down, X had left home and was residing with a friend's family, struggling to attend school and complete GCSE exams, and was struggling financially. X was emotionally drained and had mental health issues. The Advocate visited X, provided one to one support and explored the issues. The Advocate gathered X's views, wishes and feelings. The Advocate applied for and X was awarded financial assistance (EMA) at Student Finance Wales. The Advocate liaised with X's mother and referred both Mum and X for mediation and supported X at mediation sessions which helped to improve their relationship. X now enjoys contact with Mother and siblings. Advocate referred X to Llamau and supported X by completing a housing application. CAMHS support had ceased and X felt further CAMHS support was necessary. The Advocate wrote to CAMHS explaining the situation and the need for ongoing support which was accepted, X is now accessing regular CAMHS appointments. X is much happier and more confident, X did well in GCSE's and is now attending a college course, has a regular income and relationship with Mother has improved. A housing application is being dealt with. X felt that everything had been improved.

<b>Project Number 11</b>	<b>Name: Parent Advocacy</b>	<b>Funding Allocated: £76,358 Actual: £69,648</b>
<p>The NYAS Parent Advocacy Service is a brand new project for Families First in Caerphilly from 1st of April 2017. The project delivers an impartial and independent advocacy service to parents or carers of children/young people under the age of 25 living within Caerphilly County Borough. The work undertaken by the Parent Advocate involves supporting, empowering and representing the parent/carers whilst addressing any advocacy issues with the aim of bringing them to a resolution. The first year of the project has had a large focus on promoting the project to partners across Caerphilly.</p> <p>The project has worked to resolve 100% of the issues presented by parents. Support required by parents range from helping to resolve housing difficulties, debt, accessing correct benefits, resolving contact issues, supporting parents at meetings with Education and Local Authority bodies, helping parents navigate and understand Social Services systems and processes.</p> <p>The project also fosters a partnership arrangement with Caerphilly Parent Network and has developed and delivered an accredited OCN Level 2 qualification to the 'Supporting a Voice' Parent Peer Advocate volunteers from the Parent Network. There are eight volunteers who offer low level support within their community groups and generate referrals to a professional Advocate.</p> <p><b>Case Study:</b> Referred by Supporting Family Change (TAF Team). Advocacy support to help parent voice concerns over their child's educational placement. An initial meeting was held with the parent to establish issues to be resolved. A meeting was then held with the school to find out what action they were taking in light of the parents concerns around the child's support needs. The parent was given information and supported in communicating with LEA. A referral was also made to SNAP to support the child's education. The parent feels more empowered as they now have more information to support the schools decision. The Advocate will continue to provide support at education meetings and when liaising with LEA to ensure the needs of the child are met and the parent is happy with the end result.</p>		

<b>Project Number 12</b>	<b>Name: Targeted Parenting Support (Confident Parents, Stronger Families)</b>	<b>Funding Allocated: £183,242 Actual: £180,040</b>
<p>This was the first year of a new Families First Targeted Parenting Support project being run by Barnardo's. Over the past year the service has introduced a more robust process, from referral to closure thus ensuring delivery is efficient and effective.</p> <p>The team have focused a great deal on creating more detailed support plans for families based on their strengths along with areas for improvement. Outcomes are then selected and a bespoke intervention is created in order to meet the desired outcomes which are regularly reviewed.</p>		

Quarter 1 and 2 proved to be a difficult time for the service due to it being the start of a new project. A number of factors contributed to this such as induction periods for practitioners, limited processes in place and a high volume of referrals being transferred to the service. In an effort to tackle this additional money was granted for two part-time practitioners that stayed with the service through Quarter 3 and 4. A more robust process from referral to closure was introduced which included the introduction of support plans, time limited interventions and specific targets. Practitioners participate in weekly allocation meetings to discuss their cases, what sessions they had planned and what closures were due which are valuable in ensuring that the team are clear of service expectations and contract requirements. They have also helped to motivate practitioners and have supported them in keeping focused and organised with their time. As a result of these changes the service exceeded targets and are confident with the new processes going forward.

Throughout the year it was highlighted that there was a need for an intervention that specifically addressed behavioural issues for 7-11 year olds particularly those with additional needs. A parenting programme (Time Out for Parents) was sourced which specifically focused on additional needs. All practitioners recently attended training and are now in the process of promoting this new and exciting programme to families and professionals. The team work on encouraging parents to attend groups through taster sessions and parents who previously did not want to attend groups are now reconsidering.

The project will continue to evaluate and measure the impact and difference that is made in the lives of all families, to become more responsive and to improve the outcomes for children, young people and families.

**Case Study:** Referral made by Supporting Family Change (TAF Team). Dad was suffering with depression and both parents lacked confidence with the children. Both parents had conflicting parenting styles, meaning a lack of consistency and routine for the children. Both parents attended group for Parent Nurture Programme to help manage the children's behaviour, improve their parenting and family relationships. A referral was made to Confident with Cash for financial support and a referral to Wellbeing to support Dad's emotional and mental health. Both parents successfully attended and completed the group programme, improving their parenting styles and implementing strategies to improve the children's behaviours. Family relationships improved following structure and boundaries making the home more enjoyable. Dad's wellbeing improved following the group setting.

Project Number 13	Name: Domestic Abuse	Funding Allocated: £133,048 Actual: £154,725
<p>The Domestic Abuse provision has three elements, family safety planning, children and young people support and group support for children, young people and parents.</p> <p>The Family Safety worker has continued to complete comprehensive risk assessments, risk management plans and safety work including access to target hardening equipment to ensure families remain safe within their home and free from abuse. The worker has continued to support families around accessing legal advice relating to safety measures and child contact, liaising with housing to support moves for safety reasons, and liaising with police, health, local services and the IDVA to ensure a holistic early approach to support the family.</p> <p>The children and young people team work with those who have experienced domestic abuse within their home. Children's experience of domestic abuse can vary greatly; they can experience both short and long term cognitive, behavioural and emotional effects. Each child will respond differently to trauma and some may be resilient and not exhibit any negative effects, while others will be profoundly affected by what they have experienced or witnessed.</p> <p>The specialist staff have engaged the children and young people using interactive tools tailored to their needs. This could be through play, discussion, workbooks and using their likes and hobbies. In addition the workers supported parents to meet the needs of their children, gain further understanding of the impact of abuse on their children, themselves and their relationships. Staff have provided a fully holistic support package that enables the family to move forward in their</p>		

lives, free from the fear of future abuse, promoting their resilience and minimising the impact of childhood trauma on their lives.

Groups have been provided for children and young people and for parents.

You and Me, Mum has continued to be a successful group throughout the year with onward referrals being made to multiple professionals in order to support the parents to their fullest. Kidz Club has run group work for 7-12 year olds to explore their experiences, access peer support and develop their understanding of healthy relationships through a range of fun activities suitable for their age and needs.

ADAPT programmes have been completed throughout the year consisting of targeted 6 week courses for 13-17 year olds to explore healthy relationships, grooming, CSE, sexual consent, sexting and staying safe. This group has made significant progress over the last year, with two schools requesting the programme in addition to the community based work.

Families First also funded Emphasis for the final quarter of the year and will continue to run this as a pilot for 2018/19 monitoring the impact the project has on children and young people at risk of becoming NEET and/or homeless.

**Case Study (Multi-agency):** Mum was working with the Family Safety Worker and a referral was made for the child (H). Mum described H as being depressed, anxious and angry. Mum also stated that she would like H to have an awareness of healthy relationships and good/bad role models. Work was carried out around worries, talking through worries and how to manage them. The CYP Worker recommended certain activities to be carried out at home including family group work and also the “worries monster”. Self-esteem work was carried out with H looking at positives and achievements. Creative work was carried out around this by H expressing the positives through drawings and memories. H has used a lot of feelings cards to help her recognise her emotions at different occasions. Work around domestic abuse was a large focus as H has disclosed previous incidents. The CYP Worker and H talked through safety, good/bad role models, different areas of domestic abuse and healthy relationships. Children’s rights have been carried out also emphasising the importance of safety and how H can keep herself safe and improve her wellbeing. With this H and the CYP Worker has looked at support networks and how she can manage her own emotions. H is a lot more confident and has fewer worries, she stated that there are still a small amount of worries however nowhere near as big as they were before. Mum asked her Family Safety Worker to be referred onto the Freedom Programme for more information and support. H is starting to make friends in school and is starting to socialise more within the classroom. Work was carried out with Mum around the effects of domestic abuse on children and talked through tools and techniques from the NVR programme of how to manage challenging behaviour. Mum is finding the tools very helpful and stated that the family home is a lot calmer and happier than before.

Project Number 14	Name: Wellbeing	Funding Allocated: £95,576 Actual: £100,124
<p>The Wellbeing project is a new service to Families First this year. As it is a new project, time has been taken to develop processes such as staffing, advertising and marketing, networking with agencies, developing the project structure, finding beneficial resources and training. Other services were keen to engage with the project and the project started with an influx of referrals.</p> <p>The team consists of 2.3 FTE workers that deliver one to one sessions in the home and facilitate groups. The project meets with individuals or families in their home for 4 pre-engagement sessions where they identify the family’s needs and create a plan to improve their wellbeing. The individual or family then progresses onto an 8-week one to one package in the home, or can attend a group in their local area with other individuals of a similar age. This year, the project has run groups for primary aged children, teens, and adults. These group sessions involve the individuals engaging with activities to enable them to talk about their wellbeing openly to others, as well as providing them with techniques to improve their outlook.</p> <p>The project has been eager to receive training for all staff which has enabled the project to meet the high demand of referrals that they receive due the nature of the service and reach more</p>		

families with various needs. The feedback from citizens and professionals has been valuable to the project's success and presence within the community. They have received excellent feedback, case studies and evaluations and citizens have made recommendations to others who may benefit from the service.

The team have worked extremely hard to establish the project and are always proactive in ways to develop. The project is looking forward to what they can offer in the near future as they feel there are lots of development opportunities available for the service and will welcome suggestions and support to enable this to happen as it has been proven that Wellbeing is needed due to the uptake of citizens who need the service and their outcomes.

#### **Case Study:**

L would not leave her home, spent many hours in bed, low motivation, very tearful. She felt that she did not communicate very well with her family, not needed within the home. Confidence and self-esteem was at an all-time low, felt that she was not worthy. L received 2 packages, these were both group sessions. 1<sup>st</sup> package L was very anxious, quiet but wanted to change, this was her motivation. L started to contribute to the sessions and took on board strategies and took small steps to going out and reducing her isolation. L was extremely proud of the small steps she achieved. At the start of the 2<sup>nd</sup> package she had made huge improvement. L has now increased the distance in which she will travel from the home. She now takes the children to school by herself which she never did before, will go out weekly with family, distanced herself from negative relationships, communicates better with her partner and now prioritises some time for herself whilst meeting the children's needs. L has also attended a few school events which she hasn't done before. The biggest change is L's confidence and her ability to share experiences and build friendships with others. L has also started driving lessons which is ongoing but this is positive step for her independence and a goal she has been striving to achieve. Comment from individual: "The group has helped me to understand I have the right to think about me now and again and not to feel guilty about, it also helped me to build up the courage to go out on my own with using the music method. Without [the project] I wouldn't be the person I am today, so thank you all so much."

<b>Project Number 15</b>	<b>Name: Young Carers</b>	<b>Funding Allocated: £9,460 Actual: £7,466</b>
<p>The Families First funded Young Carer's work is group work which compliments the Local Authority's 1:1 Young Carer's work. Groups are time limited to 6 weeks. The separation of 1:1 and group work had some difficulties initially due to the reduction in staffing in both funding streams, which impacted the number of young carers worked with. However, the process of transition between 1:1 and group work has become more streamlined and staff and professionals now have a better understanding of how this works. Staff develop session plans to encompass a range of issues and needs.</p> <p>The issue based group presented a challenge initially due to the ages and location of young people across a large borough. This meant that some groups had a wide age range of young carers, whilst other young carers were waiting for the right issue based group to start. Through discussions the decision was made to adopt a more general approach to groups with issue based break-out sessions. This has allowed the service to be more responsive to need and reduced the waiting time for young carers. These sessions have worked well and the young carers have responded positively to having a mix of issues in the group.</p> <p>All of the young carers that attend groups value the opportunity to have an 'escape' from their caring responsibilities for a couple of hours a week. We have been able to offer a supportive and empathic environment for them to relax, have fun and share any issues they may be struggling with. The sessions are structured to provide time for educative work, whilst allowing time for fun and some flexibility to be responsive to issues that the young carers may bring to group on a week by week basis.</p> <p>Young carers accessing groups have been able to benefit from the Local Authority funding also and attend trips with other families and young carers.</p>		



**Case Study:** Young person was referred by Supporting Family Change (TAF Team) due to being a carer for their parent with mental health issues. The young person attended 6 1:1 sessions through the Local Authority which were complimented by 5 group sessions. The young person improved their Distance Travelled around resilience, confidence, mental health and wellbeing, caring and understanding parental illness. The young person engaged well with 1:1 and group sessions. The young persons needed 1:1 sessions prior to group as she was anxious about meeting new people and attending a group session. The young person improved in confidence week by week and gradually began to engage with the other young people in group. She was able to share her experiences during group and found it helpful to be amongst young people with similar experiences.

Project Number 16	Name: Youth Respect	Funding Allocated: £28,519 Actual: £29,207
<p>Youth Respect provides a 10 week programme on a 1:1 basis to young people who are showing early indications of, or are already exhibiting abusive, aggressive and controlling behaviours in the family or intimate relationships. All young people open to the project must be open to either Supporting Family Change (TAF Team) and/or the Youth Offending Service.</p> <p>Referral rates have been pleasing and consistent for 2017/18; referrals have exceeded the set target but even more pleasing is the engagement rate for completion of the programme and positive feedback received. Only one young person who completed the programme has been re-referred back, which evidences sustained learning and maintenance of positive outcomes.</p> <p>Since the project commenced in November 2015, professional relationships with local schools and key partners for the success of this project have been established, which has been key in positively engaging young people in environments they are comfortable with (as the home environment for this type of work is often not appropriate).</p> <p>Feedback received from families has also highlighted the importance of adopting the 'whole family approach', as the YRP delivers intervention to the young person, but Mum/Dad/Nan/partners etc. are also provided with equitable support as the 'victims' via the YOS Family Support Worker.</p> <p>The positive reputation of YRP has grown significantly since its inception and the project frequently receives phone calls from other agencies asking if they can refer into the service as there is a clear need for the young person however they do not always meet the Families First criteria.</p> <p>In summary, YRP is a very well used resource and delivers results and positive outcomes.</p>		
<p><b>Case Study:</b> Upon receipt of referral, S was an open case to Youth Inclusion Support Panel YISP (prevention service linked to YOS) and was displaying abusive behaviours towards his Mum and Mum's partner. There were issues in school – internal exclusions for threatened aggressive behaviour towards teachers, including suggestion of a weapon. S was also causing problems in the local community and the family were generally at breaking point. S agreed to engage with the 10 week voluntary Youth Respect Programme (YRP) to address his aggressive behaviour. The sessions were held in the school environment and Mum and Mum's partner were supported via the YOS Family Support Worker.</p> <p>In the early stages, S displayed significant bravado and controlling behaviour against his Mother was evident. In addition to the controlling behaviour, S was also making threats to shoot/kill his Father, which posed the risk of turning into criminal behaviour.</p> <p>Intervention with S was always a difficult challenge and the pattern formed that he would complete the work; display an explosive reaction but then calm down fairly quickly when it was talked through. The turning point for S was talking through numerous situations and discussing alternatives as to how he could manage his emotions for a better outcome.</p> <p>In summary, this intervention resulted in extremely positive change for the young person, Mum and partner. It was a very complex case, and some issues remain for S and his family, but in relation to Distance Travelled the whole family have come a long way and a strong exit strategy</p>		

was implemented to ensure this change is maintained.

A key element to this successful outcome was not only the direct YRP work completed with S, but also the family intervention work with Mum and partner. Mum has also had to make changes to how she interacts and communicates with her son so by both parties being open to change, positive changes were achieved.

**Please provide a brief overview of the evaluation of the programme, including customer evaluation and cost saving achieved (see section 9 of the Families First programme guidance) where appropriate (500 words max).**

After Caerphilly's successful commissioning for 1<sup>st</sup> April 2017, the programme has undergone a transition year. New projects and contracts have been introduced to the programme, alongside organisations transitioning from old contracts to updated specifications. This has required a great deal of promotion across Caerphilly, to help establish the new Families First programme and new criteria. The programme has become more 'targeted' in its approach to ensure that families receive the right service at the right time. There have been a number of difficulties that naturally occur with new contracts including delays in recruitment, which in turn created a 'slow start' in the first quarter.

We implemented a new JAFF referral process in March 2017 in Caerphilly and therefore, this has been its first full year in use. This process has now become embedded into Caerphilly's referral pathway and IAA team, with increased knowledge amongst professionals on how to complete the referrals and when to refer for early intervention. This had lead to more appropriate referrals with a greater level of detail, in line with the proportionate assessment in the Social Services and Wellbeing (Wales) Act.

The programme has achieved fantastic outcomes for families across Caerphilly. 99% of families under TAF have shown an improvement in their distance travelled measures, and across the programme as a whole, 87% of families and 96% of individuals have reported an improvement in family resilience with 99% of families affected by disability reporting an improvement in family resilience.

In terms of feedback through National Performance Measures:

- 97% - children who have improved their speech, language and communication skills (*up from 93% last year*)
- 98% - participant parents with improved ability to support their child's learning and development needs (*up from 76% last year*)
- 87% - participants with improved emotional/mental wellbeing (*up from 79% last year*)
- 96% - families that report they feel they can contribute to changes to their lifestyle/behaviours (*up from 93% last year*)
- 94% - individuals that report improved family dynamics (*up from 91% last year*)

Of closed cases in 2017/18, 98% of families felt that the project was effective and 99% of families felt that they were listened too.

Feedback included:

- Have found [TAF] to be a great help. They have referred me to services that I would not know about. Was treated as an individual and not just another case, very efficient.
- I had been dealing with things for years and had felt there was a stigma around getting support. After [TAF], I am much more confident in asking for help.
- Without [the Wellbeing project] I wouldn't be the person I am today, so thank you all so much.
- The support I have received has been amazing, very helpful and I finally feel safe.
- I was very lost before support from [Domestic Abuse project] but I now feel that I will eventually be the person I was before all the abuse started.
- I was heading down a route of deep depression because of my debts, but Confident with Cash helped me loads and now I can go to sleep easy at night knowing I'm debt free.

- This fantastic service ... gives invaluable support over the first year of baby's life.
- The course has given me my confidence back. Our home is happier now, there is less shouting and we are happier people.

**Please provide up to 3 case studies to illustrate the success and positive impact of your programme (note – this information may be shared both internally and externally and each study should be 250 words max).**

We have included individual case studies within each of the project reports above.

**Please outline examples of good practice or lessons learned which could be shared with other local authorities (250 words max).**

Outlined below, Caerphilly has been working closely with the other Flexible Funding programmes and implementing joint contracts for a number of years.

An example of good practice would be the joint initiative with Flying Start which enables families living outside of Flying Start areas to access similar referred provision with the exception of the funded 2-3 year old childcare placement. We believe this could be replicated in other Local Authorities by utilising joint contracts with Flying Start.

Support for families in Caerphilly is largely achieved through a joint contract (Section 33 agreement) with ABHB. Community Nursery Nurses deliver baby massage, sensory groups, pre natal Solihull parenting programmes and weaning and dietary advice to families across Caerphilly. Our Responsive Feeding team also support breast and bottle feeding by providing new mothers with a home visiting service, 72 hours after birth. The Responsive Feeding team was chosen as ABHB's example of good practice in the Welsh Government *'Review of infant feeding in Maternity and Early Years settings in Wales'* and as a case study example to help inform the Welsh logic model for community-based breastfeeding interventions.

In addition to the above support, families in non-Flying Start areas can also be referred for speech and language support through 'Little Voices' Early Language Development groups (mirrored in Flying Start as 'Tiny Talkers'). Families with children who have emerging needs or disabilities can also be referred for a bespoke package of support in the home, prior to starting Rising Threes. Again, this support is offered through both the Flying Start and Families First Programmes.

**Please state your progress in aligning with the other Flexible Funding programmes? (250 words max)**

The four Tackling Poverty Programmes have been meeting on a monthly basis for a number of years as a "Programme Collaboration Group". The meetings have been used as an opportunity to discuss work being undertaken in each Programme, issues arising and areas of collaboration. Recently we have expanded the Programme Collaboration Group to include representatives for all 10 Funding Flexibilities Grants. Although we are not a Pathfinder authority, the group has allowed us the opportunity to better understand the remit of the other grants, what the funding is used for in Caerphilly and how the funding works alongside other grants or statutory services. This is enabling us to better prepare for the implementation of Funding Flexibilities and to begin to identify ways in which we can work together and where we foresee difficulties.

We also have a number of joint projects and initiatives across the Flexible Funding partners. These are discussed in greater detail in the relevant project sections above:

- **Health Outreach** – joint Section 33 agreement with Flying Start. This project allows all expectant parents in Caerphilly borough to access pre and postnatal support for their

newborn and family.

- **Confident with Cash** – joint contract with Supporting People. Families First will work with families who have a disability or are a TAF family and other referral criteria is mostly met by the Supporting People element, ensuring that most vulnerable families can receive support.
- **Domestic Abuse Floating Support and Emphasis** – joint contract with Supporting People. This ensures there is no duplication of work, compliments the services offered by Supporting People and also allows work to be undertaken with young people below the age of 16.
- **Parent Forum** – joint contract with Flying Start and Legacy funding. It is often used as an exit strategy from Programmes for families to receive community support after an intervention, or as an engagement pathway to refer families on to Programmes of support.
- **Parenting** – jointly commissioned with Flying Start. This allows us to ensure there is a clear pathway and no duplication between the parenting programme.
- **Little Voices** – jointly commissioned with Flying Start. Enables families living outside of Flying Start areas to received group based speech and language support.
- **Targeted Young and Family Engagement** – although not a joint contract, this works alongside the Youth Service funding received from 'Promoting Positive Engagement for Young People at Risk of Offending' grant.
- **Youth Respect** – The workers under this project are jointly funded by Families First and funding from the 'Promoting Positive Engagement for Young People at Risk of Offending' grant.

**General Comments, including any significant issues/challenges faced in-year and how you addressed these (250 words max).**

Caerphilly has now been working under the new Families First guidance for one financial year, after completing commissioning ready for 1<sup>st</sup> April 2017. The year has had some difficulties with new contracts beginning, recruitment taking place and programmes of work being established. Communication with organisations regarding contract management has been key during this time. Projects submit quarterly monitoring to the Families First Central Support Team and are met with to discuss the contract on a quarterly basis. However, where issues have been identified further meetings take place, including shadowing the service to better understand how the staff and organisation work. We feel that open communication with partners and the Families First Board has helped us to work through many of the initial issues with new contracts.

Demand for support remains ongoing, particularly for Parenting, Wellbeing and Targeting Youth and Family Engagement. We are working with projects who have waiting lists to prevent these escalating. We have upskilled staff to be able to offer more varied group support (so that more families can be worked with at a time) and have implemented a time-limited approach to support so that cases close quicker and families on the waiting list can be seen sooner.