

Trafford Children's Services Improvement Plan 2019

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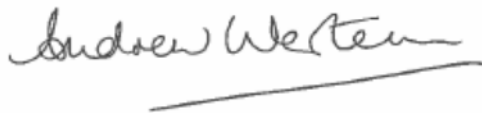
Trafford Children's Services Improvement Plan

August 2019

Our focus as a Council must always be on making life better for our most vulnerable children, a responsibility for which we lead but also share with public and voluntary sector partners in Trafford. The findings of the recent Ofsted inspection of Trafford's Children's Services do not reflect the quality of service our vulnerable children & families expect or deserve and ensuring our services are as good as they can be is at the top of our agenda. It is vital we put these services right.

This Improvement Plan sets out our journey to do just that. Delivering this plan will be the collective top priority for everyone with a responsibility for meeting the needs of our most vulnerable children and families; this includes elected members of all parties, council employees across every service, and partners working with children every day. We all have a part to play in achieving these improvements and this plan outlines our commitment and on-going support to make these changes happen. Our ambition is to secure a Good rating from Ofsted at the time of next inspection.

As difficult as it was to read the Ofsted findings, they gave us a very clear message about where we need to focus our attention and energy. We accept those findings and Trafford residents can be assured – we will address each of the issues identified and we will not stop until we have delivered the outstanding, first-rate services our children, young people and families deserve.



**Councillor Andrew Western,
leader of Trafford Council**



**Sara Todd, chief executive
of Trafford Council**



Why are we here?

Trafford Council and its partners are committed to ensuring that all our children have the best possible start in life. We are committed to working together to make sure that our children and young people are safe and able to reach their full potential.

Trafford Children's Services was the subject of an Inspection by Ofsted under the ILACS (Inspection of Local Authority Children's Services) Framework in March 2019. The inspectors found significant areas where Trafford needs to improve.

They judged that the experiences and progress of children who need help and protection requires improvement to be good and the experiences and progress



of children in care and care leavers also require improvement to be good. Significantly, they found that the impact of leaders on social work practice with children and families was inadequate and this led to an overall judgement of inadequate.

We fully accept Ofsted's findings and are committed to a programme of rapid and sustainable improvement. We will strive to have an accurate understanding of ourselves and to deliver a sustainable offer for children. We will put children, and the quality of their experience, at the centre of what we do. Our aim is to move quickly to a position where our services are good or better for Trafford's children.

The findings of the inspection do not reflect the quality of service we, or our residents, expect and deserve. It is vital we put these services right. The Improvement Plan for Children's Services will be the top priority for everyone with a responsibility for meeting the needs of our children and young people; this includes elected members of all parties, council employees across every service and partners working with children every day. We all have a part to play in achieving these improvements.

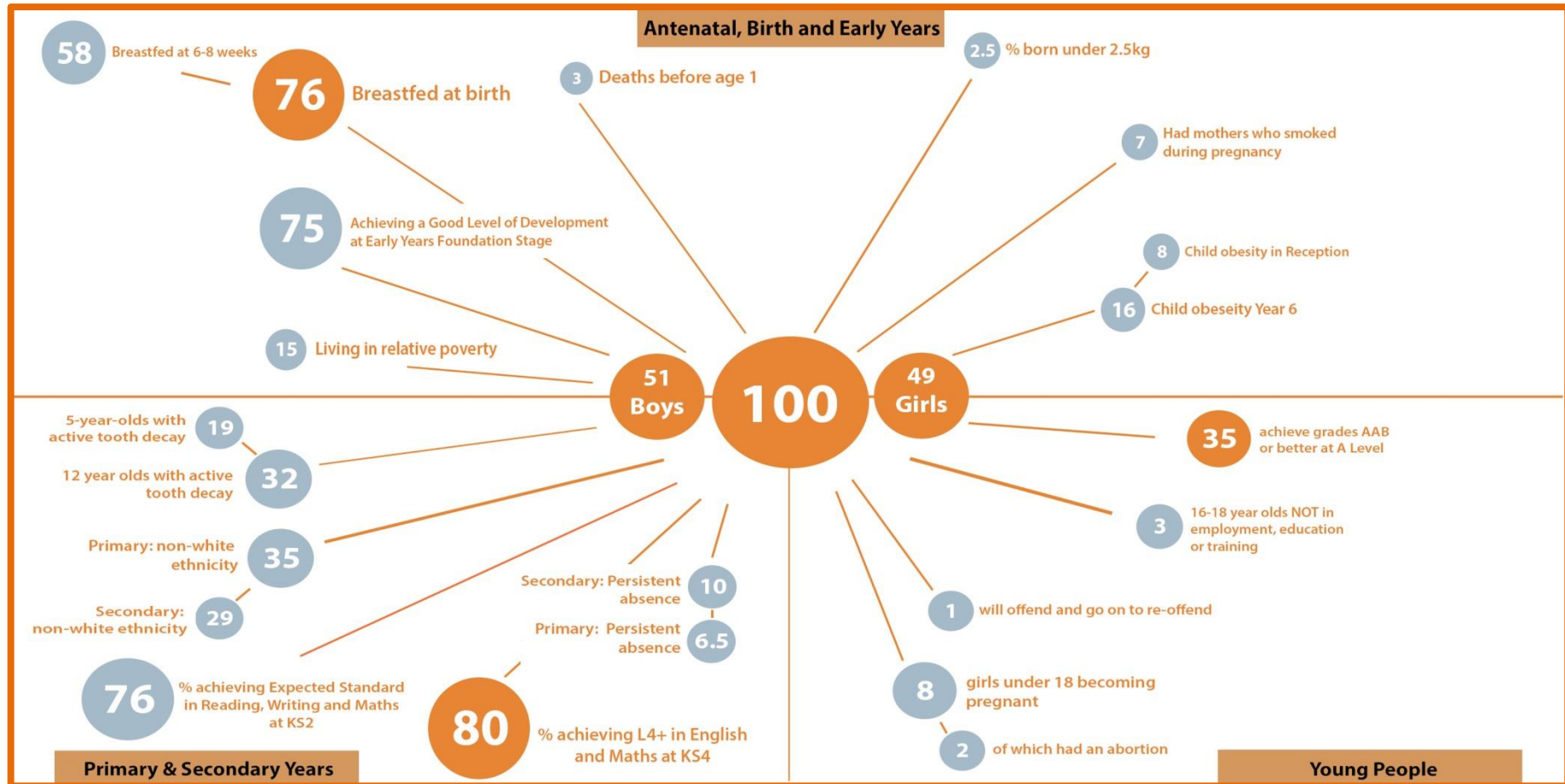
We will address the issues identified and we will not stop until we are delivering the services our children, young people and families deserve. This Improvement Plan provides a summary of the actions we will take.

Improving our services is not just about improving our Ofsted rating; it is about making sure children in Trafford benefit from the best services possible; making sure they are happy, safe and achieving their full potential.

Our ambition is that we will make significant progress and move to **GOOD** through a two year improvement programme.

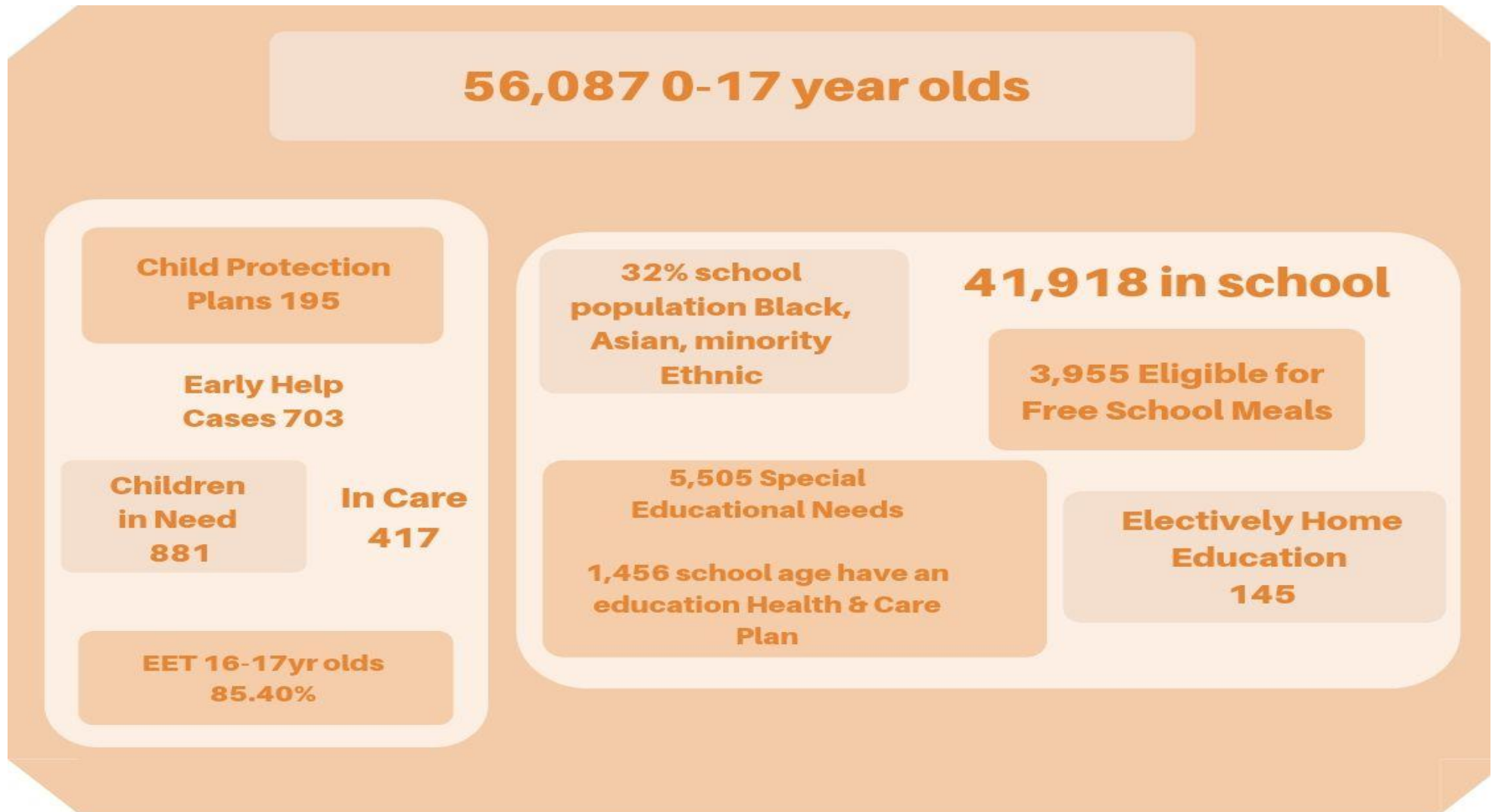
Snapshot of children and young people in Trafford

If Trafford were a village of 100 children....



Source: Trafford JSNA

Other Children's Data at June 2019



What OFSTED said needs to Improve



Priority Improvement Areas

1. Senior leaders' understanding of the quality of social work practice, through accurate evaluation of performance information and implementation of an effective quality assurance framework.
2. Management oversight at all levels of social work practice with children in order to ensure that work is good and is helping them to achieve better outcomes.
3. The response to all children referred to MARAT (Multi-Agency Referral and Assessment Team) to ensure timely review and effective decision-making about the help that children require.
4. The quality of social work assessment and plans to ensure that they are effective in meeting children's needs.
5. The response to children who go missing to ensure that 'return home' interviews are completed, and that records of these contain information that will help reduce risk in future.

6. The way in which all staff and managers listen to the voice of children to inform individual work and wider service

development.

What will be our principles and model of practice?

1. We use Restorative Practice as a model of practice in our work with children, young people and families. It also informs the way staff work together and engage with our partners. Restorative practice is about building and maintaining relationships. It's about working 'with' people at every opportunity and in doing so providing:
 - Positive challenge and setting clear 'bottom lines'. This means holding people to account in a meaningful and constructive way and agreeing clear boundaries to work within. This is called 'high challenge'.
 - The right support and encouragement to enable others to reach agreed goals. This is called 'high support'.
2. We will engage children and families through strengths-based, quality and relational practice that results in good outcomes.
3. We are committed to using the least intrusive approaches possible to safely ensure children grow up in an environment where they are;
 - safe,
 - happy,
 - have positive and secure relationships and
 - are able to fulfil their potential.

This will mean shifting our current approach to be more focussed on prevention and early help to reduce the numbers of families needing social care intervention, and keep children out of care wherever it is safe to do so.

We will ensure that all children's voices are heard, their lived experiences are understood and they are central to informing their own plan and our services. This will be an underpinning approach and key outcome for us. It will be achieved by implementing the part of the Improvement Plan that starts on page 24 (The voice of the child).



4. We are committed to delivering the right support at the right time, first time, and in the most effective way.
5. We believe children belong in families. Wherever possible this should be their own family but, if not, then another family environment where they feel nurtured and loved. We are committed to taking a whole-family, holistic approach to address key needs and risks while identifying and using strengths but without losing the focus on the child.

What do we want to achieve?

Delivering an improved service

In implementing our Improvement Plan we will respond by taking a three-staged approach:

1. **Responding:** in the first instance we will respond to the key messages by taking immediate and urgent actions to ensure that we meet children's needs in the most effective way. This will largely consist of additional resources and changing delivery approaches where they are needed.
2. **Strengthening:** we will then focus on shifting our culture to supporting families at the earliest stages of issues arising and ensuring we consistently deliver strong standards around the quality and pace of our front-line work.
3. **Embedding:** we will work to make our early help approach and the new quality and pace of work the consistently applied approach in Trafford and have checks and balances built into the system to ensure we are working to these high standards at



What will be our improvement priorities?



'We Will' Pledges

1. Effective System Leadership

- We will ensure leaders will be well informed about all aspects of the service and use this information to take timely action to anticipate and solve problems.
- We will have strong, strategic leadership that models the expected behaviours of our workforces and promotes a continuous improvement culture based on 'high support' and 'high challenge'.
- We will ensure that the service is well led at all levels and that there is clear oversight of all children and all aspects of work with children and families.

3. Improving Management Oversight and Quality Assurance

- We will use a performance management and quality assurance framework that provides evidence to ensure timely action is taken in response to the non-performance of services.
 - We will ensure that improvements, priorities and the delivery of services will be based on intelligence from analysis of data and quality assurance processes.
 - We will ensure managers will have clear oversight of all casework and support good quality assessment and planning.
 - We will ensure all social workers receive regular, high quality and reflective supervision.



2. The Voice of the Child

- We will ensure children's voices and lived experience are heard strongly in all assessments and plans.
- We will ensure the voice of children is listened to and contributes effectively to practice development, service planning and delivery.

4. Improving the Quality of Front-line Practice

- We will strive for front line practice to be consistently and clearly of a high standard at all times.
- We will improve the quality of our assessments and plans to clearly set out vulnerabilities and what actions are required to improve children's circumstances.
- We will ensure children's voices will be heard and well documented.
- We will ensure equality and diversity will be considered effectively in our information gathering and analysis for assessment and planning.

5. Improving the Front Door

- We will ensure that when someone refers a child or young person to us we will quickly and thoroughly work out what needs to happen to ensure we meet their needs and get them to the right service.
- We will ensure that children and their families are fully involved and consent to work with us from the start, unless this would increase the risks to the child.
- All children and young people who have been referred will have their needs and vulnerability accurately assessed and responded to in a timely way using an asset based relational practice approach. They will receive a proportionate response and a service that is individually tailored to meet their needs.



6. Improving and Embedding Early Help and Family Support

- We will ensure children's needs are met at the earliest opportunity through a cohesive and well-co-ordinated family support offer.
 - We will ensure we have a co-ordinated approach at the right time and in the right place, for our early help offer for children and families.
 - We will work with strategic partners to develop a whole system response to early help
 - We will use a partnership approach with the Voluntary and Community Sector and wider partners to offer support and interventions at the earliest opportunity when children and families ask for help.

7. Other areas for improvement

- We will improve the response to children who go missing and strengthen other aspects of complex safeguarding to ensure their needs are robustly met consistently.
- We will continue to improve our offer for Children in Care and Care Leavers.
- We will work with all stakeholders (practitioners, other agencies, foster carers, Strategic Boards etc) to ensure they are fully informed, engaged and support the improvement programme.

What will success look like?

Medium term

Effective System Leadership

1. The leadership of the Council, including the Chief Executive, Lead Member (and other Members) and the Director of Children's Services (DCS), and all partners recognise and prioritise the needs of children and this is reflected in corporate decision-making, action and active attendance at key committees and boards.
2. The local authority responds appropriately, effectively and quickly to areas for development, service deficiencies or new demands and shows resilience to new challenges.
3. The local authority's self-evaluation of practice is accurate.

The Voice of the Child

1. The Council can demonstrate evidence of practice that is informed and sustainably improved by feedback, research and intelligence about the quality of services. The experiences of children, young people and families who use them are important, including learning from their complaints and from successful or disrupted placements or adoption breakdown.
2. Children, young people and families benefit from stable and meaningful relationships with social workers. Practice is based on understanding each child's day-to-day lived experience. Children are safer as a result of the help they receive.
3. Children and young people are listened to. Practice focuses on their needs and experiences and is influenced by their wishes and feelings. Children, young people and families have timely access to, and use the services of, an advocate. Feedback from children and their families about the effectiveness of the help, care or support they receive informs practice and service development.



Improving Management Oversight and Quality Assurance

1. The Chief Executive and Lead Member are well informed and hold the DCS and their leadership team to account for the quality of practice and the challenges in the local area. This is exemplified through accurate assessments of practice that drive improvement.
2. The local authority, through performance management and monitoring, has an accurate and systematically updated understanding of its effectiveness and uses this to drive improvement.
3. Management oversight of practice, including practice scrutiny by senior managers, is established, systematic and used clearly to improve the quality of decisions and the provision of help to children and young people.
4. Decisions are made by suitably qualified and experienced social workers and managers. Actions are clearly recorded. Systematic and high quality management oversight of frontline practice drives child-centred plans and actions within the timescales appropriate for the child. Effective and timely planning, support and decision-making takes place during pre-proceedings work.

Improving the Quality of Front-line Practice

1. Careful monitoring of workloads and oversight of the impact of wider systems on working conditions for practitioners ensures that they have the capacity and ability to develop meaningful relationships with children and families. The impact of any systems change is well-managed with a sustained focus on the experience of children and families.
2. Assessments and plans are dynamic and change in the light of emerging issues and risks.
3. Assessments (including early help assessments) are timely and proportionate to risk. They are informed by research and by the historical context and significant events for each child. They result in direct help for families where needed and are focused on achieving sustainable progress for children. Help given to families is proportionate to the level of need.
4. Children and young people become looked after in a timely manner and in their best interests; decisions that children should be in care are based on clear, effective, comprehensive and risk-based assessments. This involves, where appropriate, other professionals working with the family.

Improving the Front Door

1. Professionals identify children and young people in need of help and protection. They make appropriate referrals to children's social care and are able to access social work expertise and advice. There is a timely and effective response to referrals, including out of normal office hours. Professionals understand thresholds. This leads to children and families receiving effective, proportionate and timely interventions, which improve their situation.

Improving and Embedding Early Help and Family Support

1. Children, young people and families are offered help when needs and/or concerns are first identified. The early help improves the child's situation and supports sustainable progress. The interface between early help and statutory work is clearly and effectively differentiated.

Other areas for improvement – Complex Safeguarding

1. Children and young people who are missing from home, care or full-time school education (including those who are excluded from school) and those at risk of exploitation and trafficking receive well-co-ordinated responses that reduce the harm, or risk of harm, to them. For those who are missing, or often missing, there is a clear plan of urgent action in place to protect them and to reduce the risk of harm or further harm.

Other areas for improvement – Children in Care

1. Where the plan for a child is to return home, there is purposeful work undertaken with the family so that it is safe for the child to return. Further care episodes are avoided unless they are provided as a part of an appropriate plan of support.
2. The wishes and feelings of children, and those of their parents, are clearly set out in timely and authoritative assessments and applications to court. Assessments of family members as potential carers are carried out promptly to a good standard.
3. Children in care and care leavers are well represented by a Children in Care Council or similar body which is regularly consulted on how to improve the support for these children and young people.

Other areas for improvement – Care Leavers

1. Care Leavers have timely, effective pathway plans (including transition planning for children in care with learning difficulties and/or disabilities). These plans address all young people's needs. Reviews of plans for care leavers are robust and involve all key people, including the young person, who understands their pathway plan and contributes to its development. Plans for their future continue to be appropriate, as well as ambitious.
2. Care Leavers develop the skills and confidence they need to maximise their chances of successful maturity to adulthood, including parenthood. Care Leavers have trusted relationships with carers and staff from the local authority and develop supportive relationships within the community, including with family and friends. They receive the right level of practical, emotional and financial support until they are at least 21 and, where necessary, until they are 25.



What will success look like?

Long term

1. The Improvement Plan is a response to the Ofsted inspection report and has been put together so that the initial focus will be framed around the key recommendations. In the long term the Improvement Plan will evolve into a more sophisticated plan that will start to shape the **cultural change** to services for children that is required longer term. This is stage 1 (responding) of the Improvement Plan and will build on the strands identified below:
2. **What good looks like** – elected Members, strategic leaders, managers, partners and frontline practitioners will have a shared understanding of what good looks like and this will be informed by what children, young people and families are telling us, as well as the evidence that is available locally, regionally and nationally.
3. **Workforce** – practitioners will have the confidence, knowledge and skills to provide effective and timely support to children, young people and families. Regular supervision will allow appropriate support and challenge and workloads will be manageable.
4. **Leadership** – there will be strong, decisive and visible leadership that ensures there is clarity of expectations, direction and priorities. Leadership will be provided at many different levels but always with a consistency of message and approach. Leadership will embed a can do approach and will be guided by the ‘high challenge – high support’ principles.
5. **Collaboration** – the way we work with and support families will be guided by Restorative Practice. Effective, integrated, working will ensure that resources, expertise and skills from across a range of partners will achieve the best possible outcomes for vulnerable children and young people.
6. **Understanding** – decision making and approach will be driven at all levels by regular, accurate and up to date information and intelligence. There will be one version of performance information, supplemented by strong intelligence, and there will be a clear understanding of what it is telling us.
7. **Innovation and creativity** – the environment and culture we work in will allow innovation and creativity to thrive at all levels, whether that is developing new solutions alongside families, or being creative about the way we design services and challenge strategic thinking.



How we will achieve success?

Robust oversight of our improvement journey

Existing partnership structures

There are a number of structures and partnerships that will have a significant role in providing support and challenge in the delivery of improvement to Children's Services. The Improvement Board will work closely with all these partnerships to ensure it is able to influence whole system change to the delivery of Children's Services. In particular, the following partnerships are seen as key enablers to this change:

- Trafford Strategic Safeguarding Partnership (TSSP) which incorporates the MASA (Multi-Agency Safeguarding Arrangements).
- Trafford Health and Wellbeing Board (and particularly the Start Well Board).
- Corporate Parenting Board (CPB).
- Safer Trafford Partnership (Community Safety Partnership).

Governance

The Improvement Board is independently chaired by Claire Burgess, who is also our DfE (Department for Education), appointed Improvement Advisor. The Improvement Board will drive the implementation of this Plan. The Board includes senior representation from the Council including the Lead Member for Children's Services and elected Member representatives from across the council. Senior officers from the Council and partners are also represented. A list of all Improvement Board members is in Appendix A (page 44).

The Improvement Action Plan at the end of this document provides the detail of how improvements will be delivered.

The success of the Improvement Plan will rely on communication and engagement with a number of different stakeholders. A communication and engagement strategy and plan has been put in place to support this. This will ensure that all staff, partners and residents – especially children, young people and families – are kept informed about progress and engaged in the process as appropriate. It will also enable the effective use of feedback to continuously improve.

An Operational Steering Group supports the Improvement Board by preparing for each Board meeting.



Engagement

A Young People’s Reference Group will be established to make sure that the voice of children and young people directly informs and challenges the Improvement Plan and the work of the Improvement Board.





A Practitioner Group has also been established to seek the views of staff from across the service to inform improvement work.

A series of work streams have been developed to drive the improvements needed and use the skills and experience of subject matter experts to ensure that we deliver the right improvements in the best way at the pace needed. These work streams will report progress to the Operational Steering Group and then highlight reports will be sent to the Improvement Board to outline the changes being achieved or the areas where further attention is needed.

Evidencing Impact

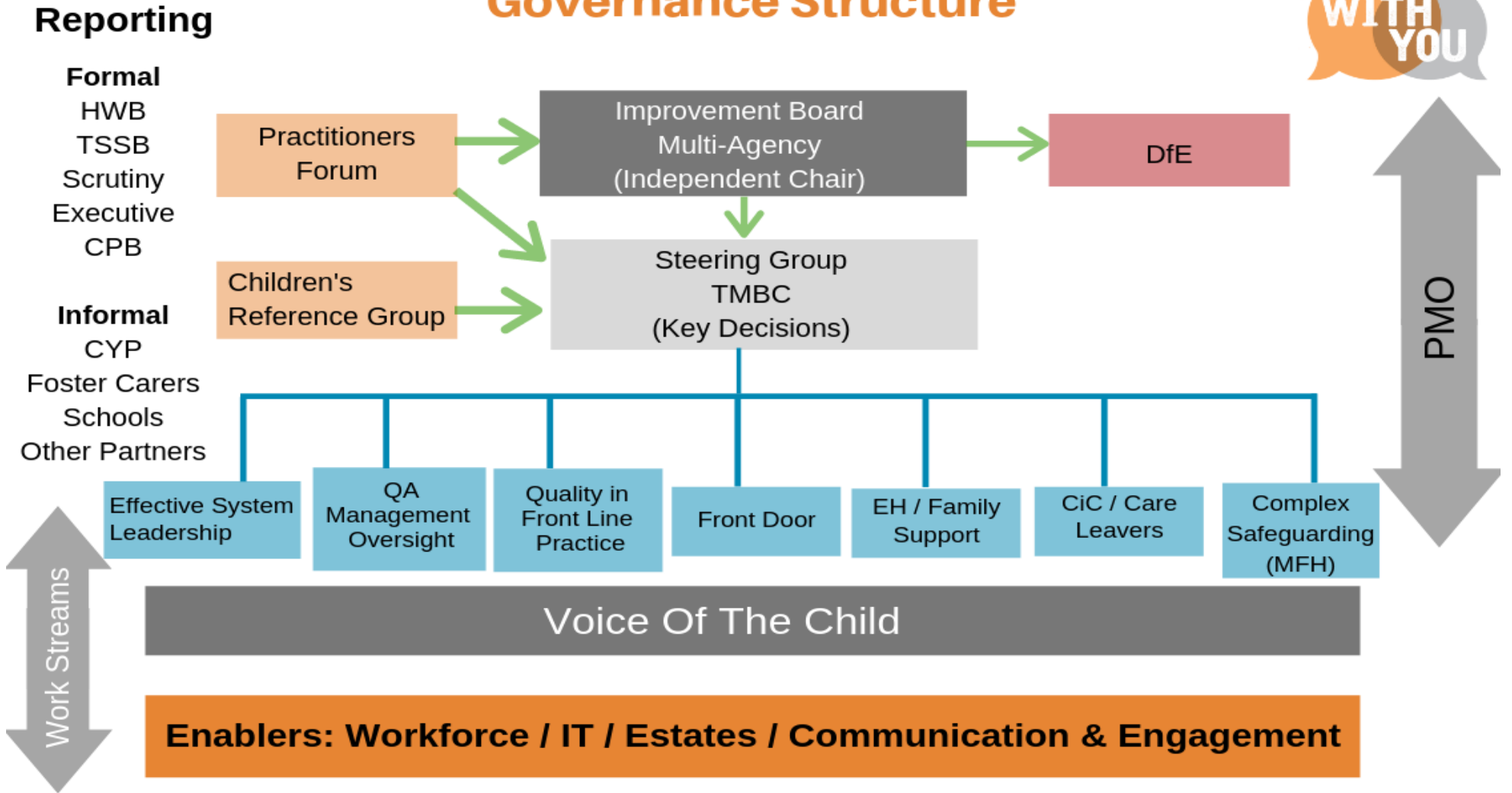
In order to evaluate the impact of improvement activity, the Board will apply four levels of assurance. The BRAG ratings (below) will be updated on a six-weekly basis in preparation for the Board. Leaders from across Trafford will be able to hold each other to account for progress against the Improvement Plan as part of this assurance process.

Levels	Description of level
Level 1	The first level will be to track progress against the tasks identified with the Improvement Plan, which will offer a level of assurance that activity is happening and progress is being made. This will be through Highlight Report to Board.
Level 2	The second level test will be the monitoring of a set of Key Performance Indicators (KPIs) that will be reviewed by the Children’s Improvement Board and provide a level of assurance in terms of progress. This will be through the Performance Dashboard .
Level 3	The third level test will be the monitoring of risks and issues that have the potential to derail delivery of activity and performance. This will be reviewed by Children’s Improvement Board via the Risk Register and high level Heat Map.
Level 4	The final test of assurance is the impact. Where a task has been completed to a related work-stream, this will be evaluated. This will link into Ofsted Monitoring Visits and re-inspection of service.

Scoring Definitions	
B – Complete	
R – Off track	
A – Behind	
G – On track	



Governance Structure



How – Our Improvement Plan

1. Effective System Leadership

OFSTED Priority Area for Improvement 1

Senior leaders' understanding of the quality of social work practice, through accurate evaluation of performance information and implementation of an effective quality assurance framework.

- Using a Restorative 'High Challenge – High Support' approach, leaders in Trafford recognise and prioritise the needs of children. This is reflected in corporate and partnership decision-making, action and active attendance at key boards.
- The local authority responds appropriately, effectively and quickly to areas for development, service deficiencies or new demands and shows resilience to new challenges. The local authority's self-assessment of practice is accurate.

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
1.1	Create Improvement Board	<p>a) Board to meet six weekly with Independent Chair and Steering Group established to drive the work in between Improvement Board meetings.</p> <p>b) Agree Terms of Reference (TOR) of Board. Starting in May 2019 with Chief Executive (CEX) chairing initially.</p> <p>c) Department for Education (DfE) to provide Independent Chair.</p> <p>d) Project Support Officer appointed (one year Band 4) and Project Management (One</p>	<p>Stakeholders and partners have clear routes to contribute, shape and challenge the improvement work.</p> <p>Staff, partners and children and families have confidence that the improvement work will lead to improved services leading to better outcomes.</p>	<p>Children will say I know that all the agencies in Trafford have listened to what Ofsted said and agreed to make things better as quickly as possible in a way that will make all their services good in future.</p>	Ged Rowney / Cathy Rooney	Sept-19

		<p>year Band 10) appointed.</p> <p>e) Improvement Action Plan to be developed in detail and agreed.</p>				
1.2	Recruit permanent Director of Children's Services (DCS)	<p>a) Job description and recruitment process for permanent recruitment.</p> <p>b) Review current interim arrangements to bring in DCS to cover for rest of year.</p> <p>c) Re-draw the current Director of Safeguarding Role to be more Childrens Social Care focussed.</p>	<p>Strong, experienced high quality leadership results in improved quality and consistency of practice.</p> <p>A permanent Director of Childrens Services (DCS) is appointed.</p> <p>The Director of Safeguarding post is disestablished and a Director of Early Help & Children's Social Care post is created to put more attention to the broad spectrum of need.</p>	Children will say I know that the people who run our services have the right knowledge, experience and information to make the best decisions for me.	Sara Saleh	Dec-19
1.3	Create a senior post (Strategic Lead) to focus on quality and performance.	<p>a) Establish a new Strategic Lead structure for one year initially, with an additional post for Quality Assurance and Improvement. Rearrange existing functions to improve capacity and management oversight.</p> <p>b) Rearrange duties of all Strategic Leads to spread capacity and focus on key areas.</p> <p>c) Adult safeguarding service manager to move to Adult Social Care.</p>	<p>Strategic Lead for Quality and Improvement in place.</p> <p>Realignment of services so all areas that support quality and improvement are brought together.</p> <p>Improved QA and accurate understanding of the quality of our front-line practice, general performance and the impact of our work for children and young people.</p>	Children will say I know that the senior staff in children's services know how good our services really are and work out how to make sure they are always of high quality for me.	Cathy Rooney	Jul-19
1.4	Communicate our challenge and vision for improvement to staff, partners and the community to build buy-in and	<p>a) Establish a practitioner group to support the work of the Improvement Board and provide a front-line practitioner view on the impact of the changes.</p> <p>b) Create effective methods of communication to our young people, staff and partners to ensure they feel supported and informed in a pro-active way.</p>	<p>The voice of front-line practitioners informs the Improvement process.</p> <p>Consistent oversight and leadership is owned by all partners to improve quality of practice at every level.</p> <p>A clear vision for improvement and the priorities are understood by all partners and practitioners.</p>	Children will say that I and everyone else who needs to know about the changes and improvements being made know about them and understand what they can do to help make these	Cathy Rooney & Glynis Williams	Oct - 19

	confidence.			changes happen.		
1.5	Enhance Leadership skills at all levels – support AD, Strategic Leads and service managers in their leadership roles.	<p>a) Talk to the Partner in Practice (PIP) (Cheshire West and Chester) re their engagement with this and how they can develop this further.</p> <p>b) Create a comprehensive Organisational Development (OD) development programme.</p>	<p>There will be a clear understanding of how well the service is performing, what needs to improve and what's working well. This will inform further improvement and against which performance data can be measured.</p> <p>Stronger leadership, management and governance of practice and tracking of cases means the needs of and risks to children are better understood and can be acted on appropriately.</p>	Children will say I know that services are working to the best standard possible and – when workers need to make things better – they all work together to understand what will make the difference and do it.	Cathy Rooney / Glynis Williams/ Angela Beadsworth	Feb - 20
1.6	Strong political leadership in place.	<p>a) Local Government Association (LGA) Training for the Portfolio holder and Leader on children's services.</p> <p>b) Assurance checks of the council's structures and organisational arrangements and the LMCS role, carried out as part of the annual governance review.</p> <p>c) Review current corporate safeguarding governance arrangements to be fit for purpose (CEX & Leader).</p> <p>d) Development of the role of Children's Scrutiny Committee and the Corporate Parenting Board.</p>	<p>The DCS, lead elected member and senior management team will have comprehensive knowledge about what is happening at the 'front line'.</p> <p>Clarity about how senior management arrangements ensure that the safety and the educational, social and emotional needs of children and young people are given due priority and how they enable staff to</p> <p>help the local authority discharge its statutory duties in an integrated and coherent way;</p> <p>Governance and assurance processes for Early Help & Children's Social Care (EH&CSC) are robust, provide challenge and give an accurate view of the quality of front-line practice and impacts for children.</p>	Children will say I know that the people who run our services have the right knowledge, experience and information to make the best decisions.	Ged Rowney & Jane Le Fevre	Dec - 19
1.7	Formal reporting to Children's	a) Formal reporting to Children's Scrutiny on progress against Action Plan.	Governance and assurance processes for EH&CSC are robust, provide challenge and give an accurate view of the quality of front-line	Children will say I know that there is a system in place for a	Ged Rowney	July-19 Oct-19 Jan-20

	Scrutiny Committee.		practice and impacts for children. Scrutiny and challenge are welcomed and embedded as a key enabler in the journey to excellence.	group of people to check that they are doing the right things to make services better for me and are doing it as quickly as they can.		March-20
1.8	Enhance the status of the Principal Social Worker role to ensure practice leadership across the system.	a) Regular meetings to provide critical analysis to DCS of the quality of front-line practice. b) Principal Social Worker (PSW)/Strategic Lead for Quality & Improvement reporting to the DCS directly and routinely.	Social workers and managers will report a stronger sense of understanding the standards to be worked to. Social workers report that their practice is strengthened and their understanding of best practice and evidence based approaches is enhanced by the support of the PSW.	Children will say I know that senior staff in children's services know how good our services really are and work out how to make sure they are always of high quality.	Glynis Williams	June-19
1.9	Retain and recruit high calibre staff.	a) Map our Terms and Conditions offer for staff against our Greater Manchester neighbours. b) Review our support package to staff.	Stable, effective workforce lifts social work practice. Improved quality of supervision and management oversight of cases results in effective direct work with children and families We increase the number of social work new starters. Our social work retention rate increases. We increase the number of applicants for social work posts. Investment in recruiting and retaining social workers means we are better equipped to give children, young people and families the timely attention they need.	Being involved in staff recruitment makes me feel important. I know that I am listened to and my wishes and feelings have informed my future plans I have fewer changes of social worker and can have a stable and secure relationship with my social worker.	Sarah Saleh	Mar - 20

2. The Voice of the Child

OFSTED Priority Area for Improvement 6

The way in which all staff and managers listen to the voice of children to inform individual work and wider service development.

- Our services need to be shaped by listening to the voice of our children and young people. This is not just a focus of children’s services, but everything we do. We will ensure that all children’s voices are heard, their lived experiences are understood and they are central to informing their own plan and our services.
- We are committed to using the least intrusive approaches possible to safely ensure children grow up in a family environment where they are safe, happy, have positive and secure relationships and are able to fulfil their potential. For children who need early help or social care intervention, we make sure that they get the ‘right help at the right time’ and their needs are met.
- Our records and reports reflect what the world looks like for the child and wherever possible our children must have the chance to form stable and trusting relationships with their social worker. Children’s lives improve as a result of timely actions.

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
2.1	Strengthen the voice of children in all aspects of service development and strategic planning.	a) Child Focussed Plans to be in place. b) Co-production of plans with young people evidenced clearly on LCS (Liquid Logic Children’s Recording System). c) Young People Chairing their own conferences, safety plans and maximise attendance at their meetings. d) Develop the website information and tools available to young people.	We will see sustained improvement of key performance indicators and feedback from children and young people and their families, as well as stakeholders. We gain a deeper understanding of children and young people’s wishes and needs to inform our services. Children and young people confirm we are having a positive impact on their lives when we become involved with them.	Children will say I am more involved in decision-making as an individual and as part of my community. Children will say I have been listened to about the services I received and how services could be made better.	Glynis Williams	March-20



		<p>e) Create a Young Person friendly Improvement Plan.</p> <p>f) Create a children’s voice forum to inform the work of the Improvement Board and provide feedback to children and young people.</p>				
2.2	Strengthen voice of the child in assessments and plans.	<p>a) Design a new approach, with more training and support on children’s voice for all staff in CSC including all leaders – research what other Local Authorities do.</p> <p>Use third sector partners to train staff in Voice of the Child.</p> <p>b) Embed the use of technology across staff (Agile Working).</p> <p>c) LCS improvements to evidence this.</p> <p>d) Embed use of YP in recruitment of carers and staff.</p>	<p>Children say the information I received from social workers is clear and easily understood. The language used is child friendly.</p> <p>We will listen to what children say and use this to work with them and their family to ensure they get the right help and support to make their life better.</p> <p>Children and their family will say they know what the plan is and what will happen if things don’t get better at home.</p> <p>Children and their family are involved in the decisions made about them.</p>	<p>Children will say you listen to what I say and use this to work with me and my family to ensure we get the right help and support to make our life better.</p> <p>Children will say I am listened to. My social worker knows me, they are honest with me, they are professional and they do what they say they are going to do.</p> <p>Children will say I understand why I have a social worker and what the social workers and professionals are doing to support me and keep me safe.</p>	Glynis Williams / Mark Bailey / Sarah Haugeberg	March- 20

3. Management Oversight and Quality Assurance

OFSTED Priority Area for Improvement 1

Senior leaders' understanding of the quality of social work practice, through accurate valuation of performance information and implementation of an effective quality assurance framework.

OFSTED Priority Area for Improvement 2

Management oversight at all levels of social work practice with children in order to ensure that work is good and is helping them to achieve better outcomes.

- The service is well led at all levels and there is clear oversight of all children and all aspects of work with children and families. The service leadership is well informed about all aspects of the service and use this information to take timely action to anticipate and rectify problems. Managers utilise High Challenge – High Support approaches to drive best practice and the best outcomes for children.
- Partnership working results in robust and clear plans that improve outcomes for children; all social workers receive regular high quality reflective supervision; good quality management information enables service managers and leaders to exercise robust oversight and monitoring.
- Services that are there to support children will be well run, regularly checking that work is of the highest standards; open to challenge and ready to adapt quickly when needed.

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
3.1	Fully implement the QA Framework by Improve auditing process, close the loop and use the	a) Fully implement our QA Framework with a new approach to auditing and new reporting systems to ensure quality of practice is understood and that we are learning lessons and continuously	Managers know what 'Good' looks like and there is evidence of consistently high standards of practice in all interventions. Escalations of poor practice are resolved quickly and result in a positive result for	Children will say that the services that are there to support me will be well run, will regularly check that work is of the highest standards; open to	Glynis Williams / Cathy Rooney	Dec-19

	<p>knowledge to measure and improve practice, so we effectively evidence the impact of our work has on children and families.</p>	<p>improving. Creation of dedicated auditing team.</p> <p>b) Give Training to all managers on auditing and on the Practice Standards we will be measuring against.</p> <p>c) Stronger reporting of lessons learned from audits at strategic level.</p> <p>d) Establish new monthly DCS Quality and Performance Board.</p>	<p>the child.</p> <p>There is evidence of high quality case work and a strong learning culture.</p> <p>There is evidence of an outcome focused approach to practice.</p> <p>Feedback mechanisms, including quality assurance, tell us that we are making a positive difference.</p> <p>Our QA framework will provide practice led improvement and assurance of positive outcomes for children and young people.</p> <p>Performance data and audits confirm improvement in the timeliness and quality of the services that we offer to children and their families.</p> <p>There will be clear, effective and regular information reporting to inform timely decision making and challenge poor performance.</p> <p>Audits are undertaken using a consistent model. There is systematic feedback from audits to practitioners and audit activity informs changes in practice. Action plans to address audit findings are in place, reviewed and practice re-assessed.</p>	<p>challenge and ready to adapt quickly when needed.</p> <p>Children will say that my experience of Children’s Services is one which has improved my life.</p>		
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<p>3.2</p>	<p>Improve management oversight and ensure they are driving high quality practice through critical challenge.</p>	<p>a) Increase management capacity – additional Team Leader posts in teams (6/20 rule - aim for 1 manager to 6 social workers each with 20 cases). Advert out.</p> <p>b) Core management standards of practice to be developed and implemented.</p> <p>c) Improve the skills set of managers – know what good looks like and how to achieve it training, support, modelling etc.(PIP support).</p>	<p>Good quality management decisions lead to effective interventions that improve children’s lives.</p> <p>Strong, experienced management and leadership results in consistent practice, reduced delays in children and families accessing the right services and interventions, and appropriate response to needs and risk.</p> <p>All social care staff and managers will know what ‘Good’ looks like and will be supported to achieve it in their daily practice.</p> <p>More skilled managers identify themes for improvement that directly inform practice improvement.</p> <p>Robust management oversight and support is evident in practice and recording.</p> <p>There is capacity for clear management oversight and support so managers facilitate improved quality of services.</p>	<p>Children will say my social worker works to a really high standard and their manager supports them to make sure they are always doing the best thing for me.</p> <p>The work my social worker does makes things better for me and they can get guidance from their manager to make sure they are doing the right thing for me.</p> <p>If a manager has been involved in making a decision about me, I understand why the manager has made that decision and it is clearly written in my file.</p>	<p>Glynis Williams / PIP</p>	<p>Feb - 20</p>
<p>3.3.</p>	<p>Improve supervision and the recording of supervision.</p>	<p>a) Increase management capacity – additional TL posts in all teams (6/20 rule).</p> <p>b) Refresh and relaunch supervision policy – improve skill set of managers for reflective supervision.</p>	<p>Themes and key learning points can be tracked through supervision and into frontline practice.</p>	<p>Children will say that my social worker gets the right guidance, support and advice from their managers to do the best they can for me.</p>	<p>Glynis Williams</p>	<p>Dec-19</p>
<p>3.4</p>	<p>Improve use of data to</p>	<p>a) Better analysis of what the data tells us re trends, strengths and</p>	<p>The analysis of the performance information is used effectively to</p>	<p>Children will feel that the service knows itself and</p>	<p>Cathy Rooney /</p>	<p>Dec-19</p>



	<p>understand the strengths and weaknesses of the service.</p>	<p>areas for attention and improvement. (PIP support).</p> <p>b) Create capacity in the Performance Team to support our use of data with managers.</p>	<p>understand the strengths and areas of development for the service and how our services should be delivered or re-shaped for maximum impact.</p> <p>Staff at all levels will understand how effective our services are and what we need to do to improve.</p> <p>We will be able to make sound decisions on where to invest resources to the best effect.</p> <p>Rapid remedial action is taken to address hot spots and areas of concern, minimising disruption for children, young people and families.</p> <p>Performance data and audits confirm improvement in the quality of the services that we offer to children and their families.</p> <p>Managers at all levels have performance and management information available to enable them to manage the business and understand performance.</p> <p>Performance challenge takes place during regular meetings between senior management and operational managers.</p>	<p>where things are working well or things could be better. When they see things are not working well, they take the action needed to make things better so I get a better service.</p> <p>If there are a lot of children having similar experiences to me, the services understand why this is happening and look at how they can make things better for me and all that group of children.</p>	<p>Glynis Williams / Sarah Haugeberg</p>	
<p>3.5</p>	<p>Develop our managers and leaders to drive up the quality and have more influence in strategic decision making.</p>	<p>a) Work with managers to determine what tools they need to do the job and support their development.</p> <p>b) Stakeholder session with managers with the support of PIP.</p>	<p>Strong, experienced and high quality leadership results in improved quality and consistency of practice.</p> <p>All social care staff and managers will know what 'Good' looks like and will be supported to achieve it in their daily practice</p>	<p>Children will say that they feel senior staff in children's services know how good the services really are and, together, they work out how to make sure they are always of high quality.</p>	<p>Glynis Williams</p>	<p>Feb- 20</p>

4. Improving the Quality of Front-line Practice

OFSTED Priority Area for Improvement 4

The quality of social work assessment and plans to ensure that they are effective in meeting children’s needs.

- We use Restorative Practice as a model of practice in our work with children, young people and families. Our aim is that front-line practice in Trafford is consistently and demonstrably of a high standard, meeting or exceeding national standards and compliant with guidance.
- Good quality assessments and plans accurately and clearly set out vulnerabilities and what actions are required to improve children’s circumstances / reduce risk. These are regularly reviewed and remain accurate and purposeful. Children are seen and their voice is heard.

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
4.1	Optimise capacity and skills of front line staff: workloads, practice standards and knowledge particularly for assessments and plans	a) Address caseloads in Area Teams. b) Redesign Workload Management Report for DCS Q&P. c) Develop stronger practice standards and management oversight of assessments and plans. d) Train and skill up all practitioners	There will be sufficient capacity to meet children and families’ needs across the borough, with social workers’ caseloads at manageable levels. Social workers will have more time to work directly with children and families. All front line staff and management will know what is expected of them and what Good looks like.	Children will say that we get the right help when we need it and we understand what needs to change to keep us safe and well. Families will say that they understand why services are concerned and what needs to change. Families feel stronger and know they can build on the strengths they already have.	Lisa Gordon	Feb- 20

		<p>on writing effective assessments and plans.</p>	<p>Stable, permanent and high-quality workforce staff form more secure relationships with children and families, leading to improved outcomes.</p> <p>Front line staff will have a clear framework to guide their practice.</p> <p>The quality and consistency of practice will improve and children will benefit from improved outcomes.</p> <p>Improved compliance, consistency and quality of practice leads to better outcomes for children and families.</p> <p>Assessments are holistic and provide an accurate analysis of need.</p>	<p>Children will say that social workers will build good and effective relationships with me and my family. My family and I are supported to help each other and services offer the right support at the right time to build on the strengths my family already has.</p> <p>My social worker is skilled, confident and does the right thing to make my life better.</p> <p>I see my social worker regularly; I know why the social worker is involved in my life and what is happening to me. I feel listened to and social workers do what they say they are going to do. I am involved in decisions about me.</p>		
4.2	Assessments to be routinely updated.	<p>a) Implementation of new standard on updating assessments regularly. Monitored and checked for compliance.</p>	<p>Practitioners are able to plan interventions based on a full and up to date understanding of the child's context and prior actions.</p> <p>Staff understand the importance of recording information on behalf of the child in order that the child / young person can make sense of their own history.</p> <p>Key information is available to inform decision making throughout the child's journey.</p> <p>Assessments demonstrate a thorough understanding of need and contribute to</p>	<p>Children will say that when things change for me, my social worker understands what that change is and helps work out what is now needed to best support me.</p> <p>When I ask to see my records they will be able to tell my story fully and help me understand the decisions that were made and why.</p>	Lisa Gordon	Mar - 20

			<p>plans to manage the need effectively.</p> <p>Assessment, planning and review is timely and effective.</p>			
4.3	<p>Make Plans SMART (Specific, Measurable, Achievable, Realistic & Timely), and family friendly.</p>	<p>a) Commission training/support on SMART Planning and Family Friendly Plans.</p> <p>b) Review how LCS can drive SMART Plans.</p>	<p>Children and families are clear on the changes required and know where they fit in, helping to achieve a positive outcome.</p> <p>Decisions and plans are timely and meet the right need at the right time.</p> <p>Staff know what a 'Good' Plan consists of, their part in developing the plan and work to this standard.</p> <p>Plans are up to date, and actions are completed in a timely manner and shared appropriately.</p> <p>Plans are SMART, are understood by partners and families, and are a tool in monitoring progress.</p> <p>Plans recognise the historical experiences of children and young people.</p> <p>Staff responsible for inputting data to LCS have been trained and understand how to use the system properly.</p> <p>Staff report better experience of using LCS as an effective tool for recording.</p>	<p>Children will say that I feel empowered and my family are more able to understand and address concerns and requirements of plans.</p> <p>My social work plans are easy to access and are understandable. I am able to contribute to the plan and this plan made a positive difference to my life.</p> <p>Families will say the plan I received from social workers is clear and easily understood. The language used is accessible.</p>	<p>Lisa Gordon / Sarah Haugeberg</p>	<p>Dec-19</p>

<p>4.4</p>	<p>Equality, identity and diversity needs (especially BAME) are better understood and considered within all assessment and planning.</p>	<p>a) Training programme to be commissioned and delivered to staff. b) Explore ‘coaching’ and expert support from a suitable organisation to develop a comprehensive plan. c) Sufficient focus within the Council on equality and diversity – review Council approach to equality and diversity practice and strategy. d) More focus on management reporting on identity and diversity (use of LCS).</p>	<p>Diversity and identity are considered in assessments and plans, and lead to the selection of appropriate services.</p>	<p>Children will say that all my needs are understood, and my wishes and feelings are taken into account about all aspects of my life.</p>	<p>Lisa Gordon/ Catherine Sainsbury/ Sarah Haugeberg</p>	<p>Feb - 20</p>
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5. Improving the Front Door

OFSTED Priority Area 3

The response to all children referred to MARAT (Multi-Agency Referral and Assessment Team) to ensure timely review and effective decision-making about the help that children require

- When someone refers a child or young person to us, we quickly and thoroughly work out what needs to happen to make sure the child is safe and has their needs met. Children and their families are fully involved and consent to work with us from the start, unless this would increase the risks to the child.
- All children and young people who have been referred have their needs and vulnerability accurately assessed and responded to in a timely way using an asset based relational practice approach. They will receive a proportionate response and a service that is individually tailored to meet their needs.

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
5.1	New Front Door arrangements designed and implemented to ensure all children referred are responded to quickly and appropriately.	a) LCS and Early Help Module (EHM) updated to support new front door. b) Improved management information and reports for new front door. c) Improved pathway for all children referred, with timescales and outcomes robustly monitored. d) Enhance links with key Adult Services to ensure a joined up approach to supporting families.	Front Door arrangements are clearly understood and used by staff and partners. Patterns and trends from contacts and referrals to the Front Door and quantitative performance data directly inform actions that drive improved quality of practice. Fewer families are requiring support services for second and subsequent times. More children will receive help through universal and early help provision to remain safe, have access to school, training or work, be healthy and living with their families or an appropriate alternative.	Children will say that when I, my family or a professional working with me first ask for help, I get the help I need. My family and I are involved in decisions about me unless it would put me in danger to do so. A family will say the front door responded to us quickly and provided us with the help that was needed.	Jenny Hunt / Chris Reilly / Sarah Haugeberg	Dec-19



6. Improving and Embedding Early Help and Family Support

Ofsted Priority Area 3

The response to all children referred to MARAT (Multi-Agency Referral and Assessment Team) to ensure timely review and effective decision-making about the help that children require

- We will ensure children’s needs are met at the earliest opportunity through a cohesive and well-co-ordinated family support offer.
- We will ensure we have a co-ordinated approach at the right time and in the right place for our early help offer for children and families.
- We will use a partnership approach with the Voluntary and Community Sector and wider partners to offer support and interventions at the earliest opportunity when children and families ask for help.

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
6.1	Community based Early Help to be better co-ordinated.	<p>a) Create Early Help Commissioning Strategy.</p> <p>b) Develop, agree and implement a multi-agency Early Help Strategy.</p> <p>c) Review, design and implement the function of the Early Help hubs.</p>	<p>Streamlined, joined-up access to Early help and family support ensures more children and families receive the right services, at the right time, in the right way.</p> <p>Families say that people know what their needs are and they receive help at the right time. They have things to do in their community and they are given chances.</p> <p>More partners agencies are undertaking Early Help assessments and children and families are received help earlier.</p> <p>Auditing of Early Help assessments highlight that practitioners are able to identify need and risk and that planning is outcome focussed and</p>	<p>I am supported at the right time by the professionals that are most appropriate for my needs.</p> <p>Families will say that people know what our needs are and we receive help at the right time; we have things to do in our community and we are given chances.</p> <p>My family and I will be helped early enough.</p>	Jenny Hunt and Multi-Agency Safeguarding Arrangement (MASA)	Mar - 20

			SMART.			
6.2	Intensive Family Support at the front door designed to be fully implemented and made sustainable.	<p>a) Design and implement the new intensive family support model by December 2019 with practice standards.</p> <p>b) Sustainable model of Family Support available for complex families at level three.</p>	<p>More children, young people and families benefit from effective 'step down' services.</p> <p>Fewer children and young people require higher levels of statutory intervention.</p> <p>Reduction in the number of contacts/ assessments/ CP plans and LAC population.</p>	Children will say that I am helped when needs first arise, I know who my lead professional is and that the team around me is appropriate and supportive.	Jenny Hunt	Mar - 20
6.3	Ensure consistent application of thresholds.	a) Revisit and relaunch of Threshold document.	<p>A shared understanding of what 'Good' looks like across partners improves the quality of practice, including understanding of the thresholds of need.</p> <p>There is evidence of effective and consistent application of thresholds.</p>	Children will say that all agencies who are involved with me understand how best to help me and what level of involvement there needs to be to meet my needs.	Jenny Hunt and MASA	Dec - 19
6.4	Stronger understanding of and response to neglect including the impact of poverty. For instance, the better use of tools such as Graded Care Profile.	<p>a) Revisit of Neglect Strategy and relaunch of neglect tools, including communications and a full campaign across the partnership.</p> <p>b) Develop a parenting strategy suitable for whole families and better use of Family Group Conferences.</p> <p>c) Develop and implement a multi-agency poverty strategy for Trafford.</p>	<p>The impact of neglect within Trafford is known across the partnership and front line practitioners.</p> <p>Practitioners report confidence in working with children where neglect is a feature.</p> <p>The extent of neglect is benchmarked.</p> <p>A clear multi agency strategy with timelines is in place.</p> <p>There is a reduction in the trend of children becoming subject to child protection plans under the category of neglect.</p>	<p>When things are difficult for me or my family our needs are understood and the right action is taken to help us as early as possible so we don't live with difficulty for too long.</p> <p>I will not live with neglect for too long.</p>	Jenny Hunt and MASA	April - 20

7. Other areas for improvement

Ofsted Priority Area 5

The response to children who go missing to ensure that 'return home' interviews are completed and those records contain information that will help reduce risk in future

- We will ensure we understand and actively engage children who go missing to better understand their circumstances, ensure we get our responses to them right and learn across the whole system what we need to do to better support them.
- We will ensure our services to children in care and care leavers are the best they can be.

Complex Safeguarding

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
7.1	More proactive approach to supporting children who go missing.	a) Review of existing delivery models and contracts for missing interviews and consider how to better bring together all aspects of supporting complex safeguarding. b) Add 1.5 fte Missing from Home (MFH) workers to the Talkshop to double their capacity and replace what will be lost from Gorse Hill Studios' contract ending. c) Re-issue missing procedures and	Children who go missing from home or care are actively engaged to have an independent return interview. The return from missing interview informs how we can better support the young people and build the most effective plan around them. Data from return interviews is used to help us better understand the issues emerging in children's lives and how we should shape our responses and	Children will say that if I go missing, I feel safer and am listened to and supported by appropriate professionals When I return home from a missing episode, the support I received is timely. I am listened to and treated with respect and understanding.	Chris Reilly / Andy Zilkha / Kate Press/ Det Chief Inspector Jon Kelly	Dec - 20

		report routinely performance at quarterly clinic.	services to better meet their needs.			
7.2	Ensure a sustainable, embedded complex safeguarding service is in place.	<p>a) Create sustainability plan for SHINE team beyond current funding (DfE).</p> <p>b) Increase capability on LCS to record accurately complex safeguarding information.</p>	<p>Children at risk of child sexual exploitation are identified quickly and receive a prompt and appropriate service that protects them.</p> <p>Disruption activity has a clear impact on perpetrators.</p>	<p>If I am vulnerable I get the right help.</p> <p>Services are shaped and delivered to best meet my needs so I feel safe, supported and have someone to turn to if needed.</p>	Lisa Gordon / Sarah Haugeberg	Jan- 20

Children in Care

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
8.1	Improve speed of decision making for children who need to come into care.	<p>a) Permanence from front door with an updated and embedded policy and procedure understood by all staff.</p> <p>b) Improved management oversight at PLO stage, with robust tracking, monitoring mitigating drift and delay.</p>	<p>Timescales for care proceedings are in line with expectations and guidance.</p> <p>PLO cases are rigorously tracked and monitored to eradicate drift and delay.</p> <p>Social workers are better prepared through PLO when they initiate proceedings, and children therefore wait less time for decisions to be made about their future, maximising their chances of becoming settled in their permanent placement.</p>	<p>Children will say that if I am living with child protection issues or are on the edge of care, I get the right support at the right time to ensure my needs are addressed and issues do not escalate.</p> <p>I know that the right decisions are made for me at the right time and I understand why these decisions have been made.</p> <p>Children in care will say that staff, managers and members:</p> <ul style="list-style-type: none"> • Respect me as an individual • Make sure my needs are met • Help me stay in touch with family and friends 	Chris Reilly / Lisa Gordon	Dec - 19

				<ul style="list-style-type: none"> Care about my education Help me stay healthy. <p>Children will say I know what the plans are for me and what will happen if things don't get better at home. I am involved in decisions about me.</p>		
8.2	Reduce the length of time children spend in care: more Special Guardianship Orders (SGO), adoption, discharge. Put more pace behind the improvements outlined in the Focused Visit Action Plan.	By August 2019 revisit the FV action plan and embed remaining actions into this Improvement Plan. Incorporate and continue to deliver actions.	<p>Timescales for care adoption/special guardianship orders are in line with targets, expectations and guidance.</p> <p>The targets in the Focussed Visit Action Plan are met and all actions are implemented.</p>	<p>Families will say they are supported to care for children in Kinship care, SGO or other family arrangements.</p> <p>Children will say I didn't have to wait too long for my forever family. I was helped to live a normal life.</p> <p>Children will say I have been able to get on with life in my forever family outside the care system.</p>	Anna Lomas	March -20
8.3	Improve consistency, quality and response to IRO challenge.	<p>a) Focussed work with IROs to ensure consistent approach to challenge.</p> <p>b) Focussed work with Managers on effective response to IRO Challenge.</p> <p>c) Build stronger feedback loop on individual challenges and reporting on what IRO challenge is telling us about the quality of</p>	<p>The Dispute Resolution tracker will indicate that challenges raised by IROs are being responded to quickly and swift resolution achieved.</p> <p>IRO manager will attend manager meetings to provide feedback on the learning from IRO disputes and patterns emerging. This will be reported every month to the DCS</p>	Children will say that I will know that when my IRO thinks things could be made even better for me, their voice will be heard and services will work together to get the best outcome for me.	Glynis Williams / Claire Lomax	Dec- 19

		social work practice.	Quality & Performance Board. Disputes will be raised only through LCS and a management report run off monthly.			
8.4	Further strengthen Children In Care Council and Care Leavers Forum – demonstrate their impact on strategic developments for CiC and Care Leavers.	<p>a) Refresh on whole CiC/Care Leaver Forum approach – more involvement, stronger influence and voice.</p> <p>b) Learn from other authorities on improving child’s voice in CiC and Care Leavers Forum.</p> <p>c) CiC and After Care Forum to run training for staff to attend.</p> <p>d) Corporate Parenting newsletter to share 'voice of the child' experience. Agree key messages from Care Council and Aftercare Forum.</p> <p>e) Create capacity within the Children’s Rights team to strategically support the voice of and influence of children in Trafford to ensure routine reporting to leaders.</p> <p>f) Review LCS capability to demonstrate voice and influence of the child and child centred practice.</p>	<p>Children and young people, including those who are more vulnerable or disadvantaged, are more involved in decision-making as individuals and as part of their communities.</p> <p>We gain a deeper understanding of children and young people’s wishes and needs to inform our services.</p>	<p>Children will say I am listened to and professionals act.</p> <p>I know about and take part in the Children in Care Councils.</p> <p>My voice and views will shape big decisions about services.</p>	Anna Lomas / Mark Bailey	Dec-19



Care Leavers

Task Number	Key Action	Activity	Outcome	What it means for children	Lead	Target Date
9.1	Improve Pathway Plans – make more Young People friendly.	<p>a) Implement the new Pathway Plans model.</p> <p>b) Learn from other authorities on Pathway Plans .</p> <p>c) IRO dedicated to Care Leavers and PP reviewing.</p> <p>d) Formalise an action plan from last care leaver survey.</p>	<p>Pathway Plans will be readable and meaningful for young people and they will report they add value to their lives and are a useful reference point.</p> <p>More active participation in Pathway Plan Reviews by young people themselves.</p>	<p>Young people will say I know what support I can receive when leaving care.</p> <p>My voice and views will inform the best plan for me.</p>	Fiona Mackenzie / Anna Lomas / Glynis Williams	Feb - 20
9.2	Improve Care Leaver Voice in all aspects of the service.	a) Learn from other authorities on improving Child's Voice and then implement a new approach to be used consistently throughout the service.	Children and young people, including those who are more vulnerable or disadvantaged, are more involved in decision-making as individuals and as part of their communities.	Young people will say that I know that the service and its partners will listen to me to gain a deeper understanding of my wishes and this will inform services and shape responses.	Mark Bailey / Fiona MacKenzie	Feb - 20
9.3	Increase management capacity and attention to care leaver services	a) Create a Service Manager post for Care Leavers (separate out the service manager role for permanence and transitions).	There is sufficient staff capacity to ensure that regular efforts are made to work proactively with care leavers.	Young people will say that I know I am important to the service and its partners, and I know they are driving high standards of themselves to best support me.	Anna Lomas	Dec-19

Glossary of Terms

Acronym	Meaning
OFSTED	The Inspection and regulation system for children's Services.
ILACS	The Framework for Inspection OFSTED use – Inspection of Local Authority Children's Services.
KS2	Key Stage 2 – the end of primary school.
KS4	Key Stage 4 – Year 9-11.
JSNA	Joint Strategic Needs Assessment.
EET	Education, Employment or Training.
MARAT	Multi-Agency Referral and Assessment Team – the Front Door for children's services in Trafford.
DCS	Director of Children's Services.
TSSP	Trafford Strategic Safeguarding Partnership (The Adult & Children's Safeguarding Board).
MASA	Multi-Agency Safeguarding Arrangements (for children) – the replacement arrangements to the former Local Safeguarding Children Board.
CPB	Corporate Parenting Board.
H&WB	Health & Wellbeing Board.
QA	Quality Assurance
PMO	Project Management Office (who will ensure that the delivery of the Improvement plan is taken forward and continuously monitored)
MFH	Missing from Home.
ciC	Children in Care.
CYP	Children and young people.
TOR	Terms of Reference.
CEX	Chief Executive.
DfE	Department for Education.

BSO	Business Support Officer.
EH&CSC	Early Help & Children's Social Care (within the Council).
QA	Quality Assurance.
ASC	Adult Social Care.
CiN Pod	Child in Need Pod (a model to support children who are under a child in need plan).
PIP	Partner in Practice (appointed by the DfE).
CWAC	Cheshire West & Chester (our PIP).
AD	Assistant Director (Children's Services).
LGA	Local Government Association.
LMCS	Lead Member for Children's Services (local politician with statutory responsibility for children's services).
PSW	Principal Social Worker.
GM	Greater Manchester.
LCS	Liquid Logic Children's System (our electronic recording tool for Early Help and Children's Social Care).
YP	Young People.
LA	Local Authority
TLs	Team Leaders (Children's Services).
DCS Q&P	Director of Childrens Service Quality and Performance Board.
SMART	The way we should write plans – Specific, Measurable, Achievable, Realistic & Timely.
SHINE	Trafford's Complex Safeguarding Team. (supports children who are exploited.)
PLO	Public Law Outline (a process we use when we are considering going to Court to ask for a Care Order).
SGO	Special Guardianship Order.
IRO	Independent Reviewing Officer.
PP	Pathway Plan (for Care Leavers).
FV	Focussed Visit (ILACS Inspection of July 2018).

Appendix A

Members of the Improvement Board

1. Independent Chair – Representative of DfE (Department for Education).
2. Leader of Trafford Council.
3. Portfolio-holder for Children.
4. Leader of the Opposition.
5. Chief Executive of Trafford Council.
6. Accountable Officer for Trafford CCG (Clinical Commissioning Group).
7. Corporate Director of Children’s Service (Trafford Council).
8. Corporate Director of People Services (Trafford Council).
9. Corporate Director of Finance (Trafford Council & Trafford CCG).
10. Corporate Director of Partnerships and Governance (Trafford Council).
11. Independent Chair of Trafford Strategic Safeguarding Partnership.
12. GMP (Greater Manchester Police) Superintendent.
13. VCSE (Voluntary, Community & Social Enterprise) representation.
14. Schools Representation (3 Head Teachers).
15. Representative of the Practitioners Forum.
16. Health Provider representative.