

Parenting Strategy

Annual Report

April 2024 to March 2025

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Overview

This report outlines service delivery from the Parenting Team, both to parents/carers and professionals. When comparing numbers with the previous year, staffing levels need to be taken in consideration as they differ significantly for the Parenting Practitioners. Last year we delivered our service with 5 Practitioners in the first half and 4 in the second half of the financial year. This year we had 1 Practitioner less for the whole year compared to last year. In addition, one new Practitioner only works 30 hours compared to previously all Practitioners working 37 hours a week.

We lost a Parenting Practitioner post through the Early Help restructure, meaning the team now consists of 5 instead of 6 Parenting Practitioners.

We started the year with 3 Parenting Practitioners and 2 vacant posts. These were recruited to in June 2024. One Practitioner started in July and was able to deliver groups and 121 support from September 2024. The other recruit went on maternity leave in August 2024 and is due to join our team in June 2025. She did not start in our team prior to going on maternity leave.

The Parenting Team has had one less Parenting Practitioner in the team over the past 2 years for a variety of reasons, however, has maintained and in some areas increased service delivery.

Note: *Equivalent data from 2023/24 report is shown in ()*

Data accuracy:

Data from groups and workshops delivered solely by a school is limited and cannot be captured on the PowerBI report. Data is also only as accurate as parents/carers volunteer to disclose and at times end of group evaluations are not completed.

Data on PowerBi is not accurate due to potential human error but also gaps in ability to pull data and ability to record information to enable data collation. This has been flagged and explored with the Reporting & Analytics Team. The Parenting Team keeps records and data separate and I am using mainly our internal data for this report. Therefore, data in this report might differ from PowerBi.



Understanding Your Child/SEND groups

Data

- Total number of Understanding Your Child groups = 15 (14)
- Total number of parents/carers who have completed a group = 82 + (90)
 - 10 (8) universal UYC groups
 - 9 delivered face 2 face, all but one were co-delivered with schools
 - 1 delivered virtually by 2 Parenting Practitioners
 - 5 (6) SEND UYC groups
 - 2 delivered face 2 face, co-delivered with BeeU
 - 3 delivered virtually by 2 Parenting Practitioners
- Retention

Our retention data for groups is 72% (78%). There is no difference between the retention between face to face or virtual groups. Both at 68%

I have liaised with the Solihull Approach to find retention data to compare to ours. A dip sample from the Solihull Approach using 18 groups showed a retention rate of 72.26%

Conclusion

Considering that the Parenting Team has had one Parenting Practitioner less, compared to last year's report, the numbers of groups and total numbers of attendees look very favourable. Especially as the numbers of 121 interventions has also almost remained the same (comparing the 2 years and considering the staffing level). Total numbers of parents have decreased slightly; however, this is most likely linked to offering more face to face groups. Virtual groups tend to have higher numbers than face to face groups.

Evaluation

Feedback remains positive, with only 2 parents feeling they had not improved in achieving their parenting goals set at the start of the group. Further information and data can be found here: [Parenting - Power BI](#)

Please note: as mentioned at the start of the report, the total numbers of groups and parents attending is incorrect in the PowerBi report. This is due to the inability to separate groups correctly that start on the same day. However, the collation of the goals, prior and after the group remains correct.

Parents/carers also complete an evaluation at the end with the 3 questions below:

Parents/carers felt the following had changed as a result of attending the group:

- Better understanding and how to communicate with my children
- I have a lot more confidence in myself as a mother
- Better clarity on my eldest daughter's difficulties and needs. Best way to manage them and keep family circle running smoother. Ideas to help me aid them the best way I can presently and in the future.
- Being more patient and taking a step back from a situation unlike before
- I'm noticing patterns and listening better to my son. Getting less stressed

Parents/carers felt they had learned the following from attending the group:

- I have learned that my child is acting this way because of how he is affected by Autism/ADHD.
- I have learnt a lot more about my son and his ways of thinking and how situations around him can affect him.
- Patience, coping strategies, that I am not alone, Parenting styles.
- What I need to do instead of getting angry with my children. Realising you need to repair the damage done after an argument.

- My understanding of my children's emotions

Other comments parents have made regarding the groups:

- Having people in the same situation and talking about the problems we experience was invaluable
- I am very thankful for this course and it has been a real eye opener and has helped me in so many ways that I can now put in place for my son but also myself as a parent
- Don't feel like I was being judged and very informative, friendly group
- I found the course very useful and have really enjoyed meeting up as a group and realising how common issues with children are
- I have enjoyed the course it's nice to know I'm not alone it is sad that this is the last session

Conclusion

The benefits of groups and the positive impact of social learning theory within groups is clearly demonstrated in the comments. Mentioning the benefit of meeting with other parents and getting a feeling of 'not being alone or the only one' would not be able to be replicated by 121 support, online courses or our PHSL.

Longer-term impact**Feedback from parents/carers**

11 parents/carers gave feedback 6-9 month following their completion of the groups.

64% (70%) reported that they had either remained or improved with regards to the score they gave themselves for achieving their goals at the end of the group.

36% (30%) reported that they would score themselves lower for achieving the goals at the moment.

However, similar to last year, looking at the feedback in more detail it can be seen that these parents report a change in circumstances e.g. 'age and hormones', summer holidays which don't have the structure of school routine.

Most parent/carers commented on the benefit and importance of understanding feelings and one parent mentioned that they are still in touch with the other parents from the group.

During these calls, we remind parents/carers about key points of the group and the wider parenting and EH offer for support.

Feedback from schools

A new trial has started where Parenting Practitioners are connecting with schools 6 months after they have delivered a group. The Practitioner is exploring with the school, what impact the school has noticed on behaviour and engagement both, from the parent/carer who attended the group as well as the child/ren who attend the school. As there are parents/carers who attend groups at schools, without their children attending the setting and we rely on schools giving us the feedback which does not always happen, the numbers for this feedback are small. We are planning on growing the numbers by altering the way the feedback is collected slightly. Feedback was collected in March 2025 to discuss the impact of groups which were held in the Autumn Term 2024.

The following questions were asked:

Has there been a positive change in the child's behaviour following the parents/carers attendance of the UYG group?

- 3 yes
- 1 no

What positive change in the child's behaviour have you noticed?

- More settled, not as emotional
- Bit more calm
- X is very settled, all the children are happy in school



Has there been a positive change in the child's relationships with adults in the school following the parents/carers attendance of the UYG group?

- 4 yes

What positive change in relationships between the child and adults in school have you noticed?

- More able to regulate his emotions
- Working towards more positive interactions. Boxhall profile done behaviour plan in place
- Making progress with the adults
- Confident with the school staff to talk about any issues

Has there been a positive change in the child's relationships with peers in the school following the parents/carers attendance of the UYG group?

- 3 yes
- 1 no

What positive change in relationships between the child and their peers have you noticed?

- Plays more with others
- X is starting to play more with his peer
- Both older girls have good friendships groups and are caring

Has there been a positive change in the child's emotional and mental well-being following the parents/carers attendance of the UYG group?

- 4 yes

What positive change in the child's emotional and mental well-being have you noticed?

- Fewer emotional outbursts
- Slightly less reactive than previously
- yes, comes into school happier and morning drop off is easier
- Remained stable, X has been working on home life

Has there been a positive change in the parents/carers relationship with school/staff following them attending the UYG group?

- 4 yes

What positive change in the parent/carer's relationship with school/staff have you noticed?

- No reports of negative comments
- Appears to feel more able to talk to school. Feel they are not being judged as parent/carers
- Absolutely, communicates better, is more approachable and seems more relaxed, is happy to ask for support
- Approachable, will talk to staff, has shown good insight since the group

Has there been a positive change in the parents/carers emotional and mental well-being following them attending the UYG group?

- 3 yes
- 1 no

What positive change in the parent/carer's emotional and mental well-being have you noticed?

- Was interacting with group and was a social connection.
- Laura is more relaxed and open to ideas to support her and her children
- Katie is doing a good job and will ask for support if she needs it, has grown in confidence. Noticed a difference in friendships with other parents.

Any other comments:

- From school facilitator point of view, she feels she benefited from being part of the group as had been isolated due to language barrier
- Mum is working well with the school, she is attending another workshop

Conclusion

Despite this being a small sample, it illustrates the wider impact the group has. It does not only impact on parenting in the home environment but can have a positive impact on the child's emotional well-being and in turn behaviour at school and of course then attainment. The relationship between school and parents/carers is vital to supporting the child in a holistic way. It is very positive to see that parents/carers were more open to engaging with school by talking and sharing more as well as attending other

workshops, following the group attendance. This shows that the work with parents/carers in groups has a direct positive impact on their child/ren.

Sleep Tight groups

Data

- A total of 8 (6) workshops were delivered to a total of 39 (39) parents/carers.
- Retention 67% (76%)

Next year, quantitative data around how much parents/cares feel they improved in achieving specific goals following the attendance of the group should be available.

Evaluation

Feedback from parents and carers has remained positive. Data was collected from 38 parents.

Below are some comments from the parent/carer evaluation forms:

What has changed as a result of attending the workshop

- A more structured bedtime routine.
- Understanding that routines are important and my attitude and feelings towards bedtime for the children.
- My confidence
- I feel like I'm able to identify positive and negatives that affect bedtime so I can adjust our routine healthier
- X has started sleeping about 2 hours earlier that she used to

What do you feel you have learned in this Workshop?

- That others are in similar situations
- A structure of bedtime routine, that I am not alone, and that other parents struggle to
- A better understanding of what kind of things can affect kids at bedtime foods etc that can make them hyper
- That all routines are different and not all children have the same issues
- Many tips on consistency, noise, calming before bedtime, bedroom comfort, foods that help with sleep, positive phrasing and rewarding etc

Similar to the UYC groups, parents are able to identify specific areas they have learnt new things in. The mentioning of understanding that other families are struggling too and not being the only one, is also a key theme and shows the benefits and importance of group work.

Impact

Feedback has been collected from 38 (33) parents/carers. Improvement of specific goals is positive with 36 (32) parents/carers reporting they felt at the end of the group they have improved in achieving their specific goal. 37 (39) of parents/carers felt they had improved their confidence in managing their child's bedtime and sleep routines at the end of the workshop. The parent who had remained at their score, had scored themselves at 10 to begin with.

121 parenting interventions

All 121 parenting interventions remain around 3 months long. This includes making contact with the parent/carer, arranging dates and if needed venues for the weekly session and carrying out a 10 week

intervention. The intervention is structured by weekly sessions which are 45 minutes long or if a couple is accessing the sessions, they will be 1.5hrs long.

When total numbers are compared to last year, it needs to be taken into consideration that every term our group delivery numbers change due to demand and take up. This in turn means if we deliver fewer groups, we will have more 121 interventions and vice versa. No 'average' can be given.

The previous report only gave the total number of interventions carried during the financial year and the total number of appointments.

The below data unpicks the 121 intervention in more detail. To have a comparison and be better able to draw conclusions, I have included detailed data from the last 2 financial years

Data

2023 - 2024

Total of 70 referrals

An additional 8 referrals, which were submitted in the previous year had been allocated in this financial year

Translated into 71 allocations and

Total of 96 interventions as 25 121 interventions had been allocated the previous year but finished in this financial year

- 10 interventions continued into the next financial year
- 52 interventions with outcome achieved
- 6 circumstances changed meaning 121 intervention no longer appropriate
- 3 accessed a group or online course instead
- 25 disengaged
- Levels of need: 64 (66%) Level 4; 14 (15%) Level 3; 18 (19%) Level 2

2024 – 2025

Total of 60 referrals

An additional 9 referrals, which were submitted in the previous year had been allocated in this financial year

Translated into 50 allocations

Total of 60 interventions as 10 121 interventions had been allocated the previous year but finished in this financial year

- 14 interventions continue into the next financial year
- 36 completed interventions
- 1 circumstance changed meaning 121 intervention no longer appropriate
- 9 disengaged
- Levels of need: 48 (80%) Level 4; 5 (8%) Level 3; 7 (12%) Level 2



Conclusion

- 16 less interventions have been completed in 2024/25 compared to the previous year. This is linked to the team having had 1 full time Parenting Practitioner less in the team for the whole year.
- The number of allocations cannot easily be compared as this is not only influenced by staffing levels but also by the duration of each intervention (some will require less time e.g. if a parent/carer disengages and some might be more than 3 months, e.g. if the parent/carer has other important appointments which take priority over the weekly interventions or if it is felt that continuing with the intervention would support the ability to sustain change in the future). The number of groups delivered by each Parenting Practitioner impacts also on their capacity to carry out 121 interventions. Lastly, Practitioners are able to carry out more intervention if these are delivered virtually. If a Practitioner has to travel to meet a parent/carer for face to face sessions this can impact significantly on capacity, as travel, especially into the south east which hasn't got the Parenting Practitioner in post yet, can be very time-consuming for a small team covering the whole county.
- There were 10 fewer referrals received in 2024/25 compared to 2023/24. Please note the significant rise in referrals for Level 4 families. As the Parenting Team does not routinely work with Level 2 and 3 families on a 121 basis and any referrals for Level 2 and 3 families are managed considering the capacity within the team, the decrease in 121 interventions for families on Level 2 or 3 is a direct link to working with more Level 4 families instead.
- This demonstrates the flexibility in the team and also the good understanding of capacity within the team and an appropriate response with regards to carrying 121 interventions with Level 2 and 3 families.

Evaluation

Further details relating to 121 interventions including data collected through goal setting prior and following the intervention can be found here [Parenting - Power BI](#)

Please note: as mentioned at the start of the report, the total numbers of interventions is incorrect, however data on, if parents/carers feel they have improved in their parenting goals and their relationship with their child/ren has improved is still useful and indicates that the interventions are mainly successful to achieving set goals. Only 2 parents/carers (from all that have completed an intervention) felt their relationship had not improved as a result of the intervention

In addition to setting goals at the start and revisiting these at the end of the intervention, the parents/carers complete an evaluation at the end of a successful intervention.

What do you feel has changed as a result of attending the sessions?

- I now have a better understanding of my child's feelings and his behaviours, and why he behaves differently when he is having a good day.
- Not as stressed, a lot calmer. How to calm situations better.
- Family coming closer
- My understanding of child behaviour and how to respond to it
- Able to stand back and breath and deal with the situation

What do you feel you have learned from attending the sessions?

- I have learnt how to communicate with X better and how to manage her needs
- The benefits of play and the connection with my son and the importance of that for him and awareness of brain development
- How they mirror my overall behaviour

- How to help understand my son's feelings
- To make sure your head space is manageable in order to deal the situations.

Parenting Help and Support Line (PHSL)

The Helpline continued to run Monday to Friday.

Data

Specific data can be found here: [Parenting - Power BI](#)

253 (165) helpline consultations were carried out. This means that the parent/carer spoke to a Parenting Practitioner over the phone.

Note: this is not reflective of 253 different families, but 253 consultations which may include the same parent/carer calling more than once. This will be explored to be able to differentiate data for next year.

Wider context

The helpline is used by members of the public, who directly call into the helpline as well as by the EHAST team, who will gain consent from parents/carers, for a member of the parenting team to call them and then send an email to the parenting team requesting a call back.

Sometimes a parent/carer will call the helpline and not be able to speak to a Practitioner at this point, in this case, their details will also be sent to the PHSL inbox with details for a call back.

Discussions with BeeU are ongoing to create a pathway where families, who are on a waiting list with BeeU will receive a phone call from our helpline during this period, so support them further.

This means that the actual numbers of calls the Practitioners make are far higher than the number of consultations. If the practitioners are unable to reach a parent/carer in a call back they will try on 5 consecutive days, in different times to reach the parent/carer before stopping to call. It is being explored how to capture specific data for this for next year.

Engagement with fathers and male carers

It was identified that very few male parents and carers are accessing the helpline. Therefore, the Family Information Service (FIS) ran a specific ad campaign on social media targeting male parents/carers in November and December 2024. Further work with e.g. Men Sheds, Andy's Man Club and local football clubs is planned, to be able to widen our reach.

Number of male carers calling helpline:

Q1 – 3

Q2 – 2

Q3 – 7

Q4 – 7

Areas of development

Data collection to include:

- numbers of parents/carers who have not been reached after 5 attempts
- number of parents/carers who have received a consultation in addition to number of total consultations
- how many calls are answered directly
- how many are not able to be answered directly and need a call back
- how many call backs are requested through email from other services incl. BeeU and EHAST

On-line Solihull Approach courses for parents

Shropshire has renewed the multi-user license for the on-line Solihull Approach courses which enables all residents of Shropshire and Telford and Wrekin to access these free of charge. The cost has remained the same for the 7th year running (£8000), with further course being added regularly. It proves to be good value for money as it can be used in a variety of ways with families across all levels of need. Some courses have dedicated translations, however all courses, including the webpage can be translated into more than 100 languages using Google translated which has been added as a feature by the Solihull approach.

All 17 courses on offer can be found here [inourplace | Solihull Approach – Shropshire and Telford & Wrekin | inourplace](#)

In this financial year 935 (1065) learners have registered to access any of the on-line courses. Learners continue to report a decrease in conflict and increase in closeness with the child/ren.

Please see below highlights report produced by the Solihull Approach.



Shropshire, Telford &
Wrekin Annual Report

Note: 'learner' describe parents, carers or young people

Solihull Approach training for professionals

Data

A total of 14 (17) trainings have been delivered to a total of 134 (217) professionals across Shropshire.

- Breakdown of trainings:
 - Foundation – 5 (8)
 - Facilitation – 2 (0)
 - Refresher – 0 (0)
 - Trauma 2 – (0)
 - Attachment 1 – (0)
 - Bespoke session for Baby Room staff – 3 (5)
 - Teenage Brain for Adopters – 1 (2)
- 57 (110) professionals completed the 2-day Solihull Approach Foundation Training
- 31 (60) professionals completed the session for Baby Room staff
- 7 Adopters have attended a Teenage Brain Seminar

Evaluation

The drop in number of trainings delivered this year is due to capacity. This accounts for the Feedback remains very positive on all training offered.

Every training delegate is requested to complete an anonymous evaluation form which is shared with the Solihull Approach as part of their quality assurance framework, however some professionals do not.

Therefore, numbers of attendees will not match numbers of evaluations.

Relevance to their work:



88% (80%) highly relevant

12% (20%) relevant

0% (0%) not relevant

How engaging the training was:

83% (58%) very engaging

17% (40%) engaging

0% (2%) not engaging

94% (78%) of attendees found the presentation by the trainer excellent

6% (20%) of attendees found the presentation by the trainer good

0% (2%) of attendees found the presentation by the trainer needs improving

List of services attending training has not changed:

- Early Help
- Stepping Stones
- Children's Placement
- Trainee Social Worker
- Public Health Nursing Service
- BeeU
- Health Visitors
- Occupational Therapy Team
- U&I counselling
- Residential Care Workers
- Social Prescribing
- Schools
- Shropshire Educational Psychology Services
- Early Years settings

Comments from delegates:

- Great to take part in a training session where other attendees are so involved. Feel like I've actually learned something that can actually be implemented in school and make a real difference. Thank you.
- This has been a recap session for me and I have found that having worked in the service for 2 and a half years this session has been more beneficial to me as it has made more sense and I have been able to relate it to my work.
- This has been brilliant training, I've loved it. Nadine is passionate and very knowledgeable. I wish every parent could be given this information at their antenatal classes!
- Lots of really interesting discussion and points made that relate to my practice.
- This will help me with my overall work with the young people in residential care.
- Very good information and helps understand the approach in detail. Really makes you think about your interactions with everyone from children, parents to staff.

Spotlight on schools and early years settings

Note: Training records go back to approximately 2017, however the period before 2020 is not fully recorded electronically and will therefore any time before this will be referred to as prior to 2020.

Primary schools

- 1 or more staff from 56 Primary schools have trained in the Foundation Training in the past
- 1 or more staff from 18 primary schools have trained in Group Facilitation training following the Foundation Training

The pandemic brought school attendance at training to hold. However, in 2022 a surge in training requests happened. Data from this financial year shows an increase in training attendance:

- 1 or more staff from 14 primary schools have trained in Foundation Training in this academic year. Making up $\frac{1}{4}$ of the total number over the years
- 1 or more staff from 7 primary schools have trained in Group Facilitation training following the Foundation Training. Making up a $\frac{1}{3}$ of the total numbers over the years

Co-facilitation with school has increased as can be seen by the group numbers above.

Secondary Schools:

- Oldbury Wells has trained 1 staff member in the Foundation Training in Oct 2024
- Severn Dale and William Brooks have trained in 2021
- 8 have trained prior to 2020
- Severndale Academy has trained 7 staff in 2021 in Group Facilitation

Engaging with Secondary Schools around delivering Understanding Your Teen workshops will be a focus in the next financial year.

Early Years settings:

Only 2 Early years settings trained staff in the Foundation training prior to 2020 and 2 more trained in 2022. However 6 more trained in this financial year.

4 settings have also trained in group facilitation.

Beverly Jones, Quality Improvement & Learning Co-ordinator, who supports early years settings, has seen a positive impact of where baby room staff have accessed the Solihull Approach bespoke session for baby room staff. She reports that staff are more aware of containment and the dance of reciprocity when caring for babies.

Conclusion

Last year's numbers included a project with the Early Year Sector, BeeU and Educational Psychologists, to boost interest and training attendance in the Early Years and school sector and BeeU, to ensure the Solihull Approach remained embedded in the wider partnership across Shropshire. This project was successful with more training and attendees than usual. This financial year was about maintaining numbers as well as delivering Facilitation training and the enhancement seminars, which hadn't happened the year before.

The number of Foundation Trainings delivered have decreased and are back to the average number per year (5) to enable the delivery of the Attachment Seminar and Trauma Seminar. The bespoke sessions for the Baby Room staff have also decreased. It was introduced last year and it was agreed that thereafter 3 sessions a year are enough to maintain the offer.

These changes have mainly accounted for the drop in numbers of overall professionals accessing training this year.

Plans to work together with the Solihull Approach to engage more with primary as well as secondary schools are being made for the next financial year.

The Solihull Approach Foundation Training as well as all other training offers remain well attended and feedback shows that the training is well received and benefits to the delegate's practice can be seen. A trial to gain feedback from delegates 6 months following the completion of the training was launched last year, sadly no responses were received following an email to all delegates.

The Foundations report 'Parenting through adversity' suggests that regular refresher training of the approach used, should be attended by practitioners and workers. The last time Solihull Approach Refresher training was delivered to EH Hub staff as well as partners was March 2024. Consideration should be given to make attendance of a refresher training between 2-3 years following the Foundation Training mandatory for all EH staff. This would ensure the approach continues to be delivered in its integrity and practitioners remain confident in utilising the approach in their practice.

Play Practitioners

All 3 Play Practitioners have completed Portage training and are now able to use this in their 121 interventions as well as delivering portage groups. The groups are coordinated and evaluated by the Team Manager for the 0-5 team.

1 trial group has been carried out with 1 parent attending.

Data

- 57 (63) families in total have accessed a play intervention
 - 21 (44) interventions completed with outcomes achieved
 - 22 (13) families still open to our service
 - 14 (6) families declined the intervention, or received alternative provision

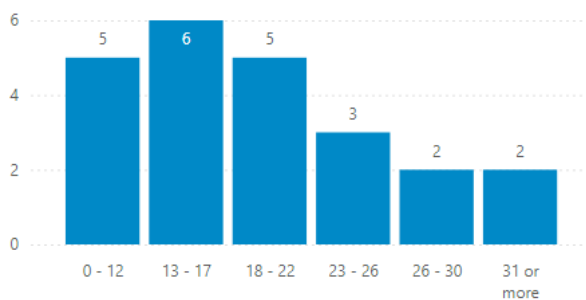
23 families have data on PowerBi. A change in data collection which has not been picked up by EHM has led to the difference in total numbers.

In the next financial year quantitative data on positive progress through the intervention, should be available.

Feedback remains good, with most families stating an improvement in their goals through the play intervention and 82.6% felt their relationship between them and their child/ren had improved. No family felt their relationship had worsened, the rest felt it had stayed the same.

The 14 interventions which were not completed, were either declined by the family after allocation, social care had become involved, and the intervention was not appropriate at this moment in time or a different service e.g. Stepping Stones or BeeU were carrying out similar work.

Total Number of Weeks of Intervention



[Open in Power BI](#)

Parenting

Data as of 11/05/25, 14:05

Thrive Assessments

Not all children will receive a Thrive Assessment, this could be because they have SEND or it is a piece of work of relationship without any identified trauma which would indicate a Thrive assessment.

10 children were at age-appropriate stages when assessed. This still gives a plan to the practitioner to work from.



5 assessments were carried out and did not have a follow up assessment. This is most likely due to the family disengaging or the practitioner not being able to get assessment information from family and or school to complete a follow-on assessment

A further 10 assessments were carried out which also had 1 or more follow up assessments. These all showed an improvement in the stages of emotional and social development.

Completion of a developmental stage is linked to a score of 63% or higher in the assessment.

1. 5 children's emotional and social development improved by 1 stage by the end of the intervention
2. 3 children's emotional and social development improved to being at the age-appropriate stage by the end of the intervention
3. 2 children's emotional and social development improved by 4 stages by the end of the intervention

Referral process

Referrals for play interventions exceeded the capacity of the team in this financial year and the service is therefore having a growing waiting list. This is being explored with Jo Cox and the next report will most likely show a slightly different service delivery to work in a more effective timescale.

One challenge that has been identified is the length of time between the closure of the Targeted Early Help support and the start of the play intervention. One contributing factor is the time from allocation to TEH and the referral for a play intervention.

A sample of 28 families showed that 17 were closed within 4 weeks of making the play intervention referral. 8 referrals were made and the case closed to TEH within less than 1 week of making the referral

Closure within:

- 1 week: 8
- 2 weeks: 3
- 3 weeks: 2
- 4 weeks: 4
- Longer: 11

A sample of 37 families showed that 26 play intervention referrals were made more than 2 months after allocation to TEH

Referrals made within:

- 2 weeks: 1
- 3 weeks: 2
- 4-5 weeks: 6
- 2 months: 2
- More than 2 months: 26

This will be discussed with Team Managers to find ways that play intervention referrals are made at the earliest possible time during the TEH intervention.

Feedback

Comments from families about the impact of the play intervention:

- 'X is now a different girl and so much easier to manage. I feel that X has a better hold on her emotions now and that is largely due to the work Early Help and the play practitioner have completed with X'
- 'The relationship with X has definitely shot up to about 9 now' (6 was pre score)
- 'X has enjoyed doing activities on how she is feeling and managing her emotions and is now better at talking about her feelings and emotions.'



- 'I really felt that my concerns were listened to and received without judgement. All the activities have been beneficial in helping X and I get back to where we both live in harmony again.'
- 'Been amazing, the kids have loved you coming round and us all playing together and now get on much better together which is lovely to see. Father's relationship with X is much better now and we are a happier household.'

Below is feedback from a school, where a Play Practitioner supported a child
I am writing to let you know that Helen Wyn Owen has been working with a pupil at St. Mary's CE Primary School, Bucknell for a number of months.

I would like to let you know that Helen has had a huge impact on this child. When she first started working with him, he was refusing to leave his mother and go into class. He was becoming more and more physical to the extent that staff had to be trained to use physical intervention in case it was needed. The staff also had training in Attachment Disorder to help us further understand the child and his needs.

Helen came in on a Monday morning to support the child at the beginning of the week as this was especially difficult. Over the time she has gained the child's confidence and he really looked forward to sessions and is proud of himself at the end. Helen has also worked closely with the child's mother and has gained her confidence enough to offer her guidance and support.

With the support of other strategies that have been put in place, the play therapy sessions have played an important role in regulating the child. He now goes into school willingly and is positive about all aspects of school life. He feels listened to and was able to form a trusting relationship with another adult as a result of Helen's gentle and caring approach.

Below is feedback from a family where a Play Practitioner carried out an 8 months intervention. The children had experienced multiple, severe traumas and were supported by Stepping Stones at closure. The father stated that the intervention had been fantastic, it had helped his daughter so much, she is now more confident to speak to him about her feelings when she is struggling. She will ask to speak to him in private which seems to work well for her.

The family as a whole are getting along better, the children play nicely usually lead by his daughter. The father explained that when his son becomes dysregulated then he finds it hard to manage this and it impacts on all the family but outside of these incidents things can run smoothly.

The daughter stated that she had had so much fun with the play sessions and that she would miss them. She said 'Thank you for always being there for me Sue.'

Notes from last report

Updates from this year are green

- 7 members of the BeeU team have completed the 2-day Solihull Approach Foundation training with a view to co-facilitate in Autumn 2024 - **2 Understanding Your Child SEND groups have been co-delivered with professionals from BeeU**
- A bespoke group to connected carers, delivered by the Parenting team and adoption/fostering team is in discussion – **the group was planned and organised however only 2 carers attended. The Adoption Team worked with these 2 carers and will get back in touch with the Parenting Team should they want to try another group.**
- Co-facilitation of toileting workshops with school nurses will start from April 2024 Workshops have been delivered – **please see section 9.1 for further details**
- Solihull Reconnect meetings have started. They are scheduled 3 times a year – **meetings continue**

Other projects and service delivery

Bladder and Bowel workshop

This is a fantastic example of co-working with another service. The school nursing service acknowledged that they are the experts in supporting families with the physical side of bowel and bladder issues but that there is also an emotional/parenting side that goes along this. This partnership has worked extremely well with both services supporting families in a cost-effective and sustainable way.

Discussions are being held to add another workshop with the focus on healthy lifestyle, to the delivery next year.

33 schools in Shrewsbury received an offer from the school nursing service of a face-to-face Bladder and Bowel workshop delivery at their school. Facilitated by a School Nurse and Senior Parenting Practitioner. 13 schools engaged and 35 parents/carers in total attended the workshops. A virtual workshop was also trialled, which was attended by 19 parents and carers

Feedback during the session:

- Parents/carers felt able to open up about their child's toileting in a safe place without feeling judged.
- Parents/carers felt relieved that there were other people going through the same with their children.
- Parents/carers felt relieved that they aren't to blame, and that they haven't done anything wrong.
- Parents/carers felt empowered to support their child after learning new information. Especially those who have children with a SEN.
- Parents/carers felt relieved that there is support out there, some having children who have been under consultants for years weren't aware of basic information.

Follow up calls 6 weeks later.

14 of the parents/carers who attended, have been contacted:

- Two children who were withholding and only pooing in a nappy or on the potty are now both pooing on the toilet.
- One child would go all day at school without having a wee. They are now accessing the school toilets to have a wee.
- One child was day wetting and night wetting, the parent increased fluids and stopped giving them fizzy drinks and they are now dry during the day and at night.
- One child's day wetting has improved significantly with fluids being increased, changing to pear squash instead of orange squash and the use of a wobble watch.
- One parent didn't feel confident to approach school regarding their child's toileting. After the workshop they arranged a meeting with school and now have a toileting plan in place for the child.
- Two of the parents have been to the GP to discuss disimpaction, which they are going to do during the summer holidays.
- Three of the parents required further targeted support, however, they no longer feel alone, they feel supported, have more knowledge and can implement strategies to support their child.

Reflections for the Parenting Team:

Some parents have accessed the Parenting Help and Support Line and booked onto Understanding your Child or Sleep Tight groups, since attending the workshop.

Containment was provided directly after the workshops and further parenting support relating to other issues were raised and consequently supported with, after the workshops. Signposting to Parenting Team online offer, FIS, AWM, SEND drop-ins and Early Help Hub drop-ins was also carried out following the workshops.

In addition, the Parenting Team has strengthened links with schools e.g. will now be delivering groups in Autumn Term at a school venue that the Bladder and Bowel workshop was delivered from.

St. Georges Health Drop In

This Drop-In is led by the school nursing service and runs once every half term. The Senior Parenting Practitioner is attending this drop in.

Below is an example of what needs are met at the drop in.

Professionals supporting at this specific session were School Nurses, Foodbank Plus, Breath (childhood bereavement network) and the Parenting Team

6 half hour appointments were booked, 5 attended (appointments all took longer than 30 minutes)

- **mother, 8 yr old daughter – SEND issues**

Signposted to SEND meet and Chat at Sunflower, AWM, PHSL, hub drop ins, PEGS, parenting support given at the drop in

- **mother, 6yr old and 8 yr old daughters – DA issues, parental conflict issues**

Signposted to SDAS, one plus one, PHSL, online Solihull Approach courses, parenting support given at the drop in

- **father, 7 yr old son – huge traumas and bereavements in the family over the last 12 months affecting behaviour and sleep**

Signposted to Sleep Tight group and Sleep Charity, PHSL, online Solihull Approach courses, bereavement support and parenting support given at the drop in

- **mother, 8 yr old daughter, 3 yr old son – SEND/ASD**

Healthy weight and diet guidance given, booked onto Sleep Tight SEND group, signposted to PHSL, hub drop ins, SEND coffee and chat, parenting support given at the drop in

- **mother, 2 boys 11 yrs old and 8 yrs old – bereavement and sleep/behaviour**

Bereavement support and parenting support given at the drop in, signposted to Sleep Tight group, PHSL, online Solihull Approach courses

All parents/carers had tears and lots of containment and the drop in, saying they felt better for sharing and had taken away some good advice, made sense of things, felt listened to and now have other resources they didn't know about.

Supporting refugees

The Parenting Team has a good link with Kariman Yakhoul, Resettlement Officer (Refugee Educational Advisor). Having completed some work with Syrian refugees in the past.



Kariman approached the parenting team and discussed that she is having regular coffee mornings with a group of women from Afghanistan. She identified that these are mostly young mothers who do not have the support from their own mothers now that they are living in England and might need support and guidance around parenting. We agreed that a workshop might not be the right tool to start with and therefore planned for the Senior Parenting Practitioner to come along to a coffee morning and introduce our service and specifically share the online course offer as this is accessible in different languages. As English is limited for most of the women this could be a beneficial tool.

We agreed with Kariman that Gill can come back to the drop in at any point if the women would like support in a specific topic or just need general or individual advice.

Playtime with Books

PEDAL (University of Cambridge), with support from Nesta, is delivering PwB in two cycles of delivery across three local authorities as an initial pilot and trial. Shropshire Council was one of the local authorities. The Parenting Team, 0-5 team and library service offered staff to attend the training and trial the programme.

Playtime with Books (PwB) is a digital book-sharing intervention for children aged 10-24 months based on Murray and Cooper's evidence-based shared picture book intervention, adapted for virtual delivery. The programme aims to promote parental sensitivity and support and reinforce parents' use of positive book-sharing skills with their young child. It consists of five self-directed online skill sessions and up to three personalised video-feedback support calls provided virtually by practitioners from local early-years services. Facilitators guide parents through the programme, encouraging them to practice new skills and film themselves sharing books with their child. They build a relationship with the parent via a welcome call and have three online calls with the parent to give supportive feedback about their recorded videos. The aim was to identify and test improvements to the PwB service so that it works better for delivery partners and families unable to access face-to-face book-sharing programmes.

All Parenting Practitioners and Play Practitioners accessed the training linked to the trial. 4 Practitioners took part in the trial and delivered the programme to 2 families each. The average duration was 12 weeks. The Practitioners enjoyed the experience and said it had enhanced their practice with regards to encouraging reading and how to use reading to develop skills in the child as well as parents/carers. Furthermore, they said they really felt the training upskilled them in using virtual technology to interact and work with parents/carers.

The report for PwB from PEDAL has not yet been shared with me.