

Shropshire Strengthening Families

Whole Family Plan Guidance

A good family plan sets the stage for achieving outcomes against each known concern – it maps out the work process with a detailed schedule of key activities needed to accomplish this and identifies who will take action. The family plan is a live document that should represent the needs of the family, if necessary, evolving as emerging needs are identified.

The plan must be reviewed regularly to ensure all needs are met.

There should only be one plan for each family.

The Lead Professional

The plan is the Lead Professional's key tool and it is their role to ensure the plan remains SMART, is updated regularly and that it does not drift. The Lead Professional should ensure that the right people are involved with the plan, are engaged, have access to the case on the Early Help Module (EHM) of Liquid Logic and regularly provide updates on progress on the case.

The plan:

- Determines agencies to involve.
- Uses the information in the nomination form and assessment to inform the initial development of the plan to address identified concerns.
- Needs to make sense to all involved.
- Helps to clarify the responsibilities of those involved including parents, staff and the child young person.
- Supports practitioners to be clear about the purpose of intervention.
- Enables greater clarity about what will make a difference in the family's life.
- Is owned by the family.
- Requires involvement and participation of the individuals/family using the support in shaping the plan.
- Is live and can be updated by any of the practitioners involved with the case.
- Can and should respond to need as it is identified.
- Acts as the agenda for Family meetings.
- Require regular review and update concern.
- Provides opportunity to celebrate success with family members and revise the plan as required.

SMART Action plans

Prioritising concerns

- Which changes are the most important to the family?
- Which would inspire, encourage, and build credibility?
- Which need to happen first?
- Which are easier or quicker (could give the family a sense of success)?

Specific

- What exactly needs to be accomplished?
- Why does it need to be achieved?
- Who else needs to be involved?
- Clearly state the consequences of the outcome not being achieved.

Measurable

- How will you demonstrate and evaluate the extent to which the outcome has been met?
- How will the family know when the outcome has been achieved?

Achievable

- Are the right resources available to achieve the outcome?
- What small steps need to be taken to achieve the outcome?
- Is the outcome achievable?

Realistic

- Is the outcome possible to attain
- Is the outcome meaningful to the family or is it just something others they should do?
- Are the family and practitioners willing to commit to achieving the outcome?

Timely

- State clearly when actions will be done by.

The Family Plan should:

- Actively involve as many family members as possible and ensure they have a say in the plan.
- Ensure the voice of the children are heard.
- Use people's names not their roles. This not only helps to ensure clarity, but also gives individuals importance in the plan.
- Build on the information from the assessment, remember that the information about the future provides the information to start the plan.
- Identify what the family want/need to change.
- Identify what support each person needs. If there is a member of the family who needs no support this should be stated in the plan update.
- Clearly prioritise what action needs to be taken, remember this is the family's plan and should be led by them.

- Provide the opportunity to identify short term, medium term and long term goals and outcomes, including quick wins as these may help to keep the family motivated and engaged.
- Be clear about non- negotiables. Practitioners are there to support, advise and help, but it is not acceptable to:
 - ❖ not send children to school
 - ❖ not to pay rent
 - ❖ to commit crime or anti-social behaviour
 - ❖ to live in an environment where the children do not thrive
 - ❖ for children to witness domestic abuse
 - ❖ to continue to live off benefits for long periods of time.



Important

Ensure you ask about education attendance. The schools/colleges where the children and young people attend should be involved in the plan, ask them to provide the most recent attendance data for each child over three consecutive terms. – if attendance is below 90% please ensure a concern is created on the plan to reflect this.

Have you asked about employment/finances? Remember that Universal Credit will require all adults with children over 3 to seek employment. One adult can no longer piggy back another's benefits. It is worth starting this conversation early, even if the youngest child is under 3. If there is unemployment, create a concern and task the relevant Employment Advisor to offer support.

Managing the plan

Have you given access to all the relevant partners and informed them that you are Lead Professional on the case?

Have you arranged an Early Help Family meeting?

Identify what each worker will do and by when. All practitioners involved have a responsibility for updating their information on the case.

Identify what the family will do and by when.

Identify what other agencies are providing and what this is intended to achieve.

The plan will be reviewed at every Family Meeting. The assessment should be reviewed at least every 3 months.

The person responsible for each action should be identified.

Do not set unrealistic target dates. When setting tasks for family members, the completion date should coincide with either a Family Meeting.

Have an Outcomes Focused Approach

An outcomes focused approach to providing support to people who use early help services means thinking about the difference an intervention will make to the family. State clearly how the family will know when each small step is achieved and when the overarching high-level outcomes is achieved. When working the plan it is important that all involved understand the difference between an output and an outcome.

- **Outcomes**

Outcomes are the specific changes, benefits, learning and effects that actually happen as a result of the intervention. Outcomes are not actions, inputs or outputs but, things that matter to an individual.

- **Outputs**

Outputs are the details and resources that service actually deliver. What services do is not the outcome - it is the difference that is made by those actions.

E.g. a referral to an Employment Advisor is an output. The Employment Advisor supporting someone to create and e-mail account, sign up for .gov, complete a CV and get work experience is an outcome. Or a parent attending Understanding your Child is an input, the parent reporting an improvement in their relationship with the children and school noting an improvement in behaviour is an outcome.

When all agree a concerns outcome has been agreed

Celebrate the achievement!

When reviewing the plan, clearly state why the outcome has been achieved and the impact it is having on the family/individual's life in the 'progress' box.

When all agree that all the outcomes on the plan are achieved

Celebrate even more!

There needs to be a structured exit plan which the family know about, have a copy of and understand.

The exit plan should clearly state:

- The achievements of the family.
- Any key advice the family need to remember.
- Any actions the family have agreed to continue with e.g., attending parents evenings, keeping to rent payments etc.
- Key services in the families community that can continue support with their contact details.
- A contingency plan if things start to go wrong – who do the family contact/go to?

Capture feedback from family members.

Complete a plan update, clearly stating that all outcomes have been achieved, an exit plan completed and which members of the family the exit plan was shared with.

For advice and support

e-mail ShropshireStrengtheningFamilies@shropshire.gov.uk

phone 01743 253921