



# COMMUNITY PLANNING WEST DUNBARTONSHIRE

## Report by the Chief Education Officer Management Group : 12th August 2021

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### Subject: Nurtured DIG

#### 1. Purpose

- 1.1 The purpose of this report is to:
- update members on the work of the Nurtured Delivery and Improvement Group (DIG).

#### 2. Recommendations

- 2.1 CPWD is asked to:
- note progress and focus of work responding to and reflecting challenges of COVID19 by the Nurtured DIG.

#### 3. Background

- 3.1 Through multi-agency planning, the Nurtured DIG aims to ensure:
- all WDC children have the best start in life and are ready to succeed;
  - families are supported in accessing education, learning and attainment opportunities and
  - ensure improved life chances for all children, young people and families.
- 3.2 The Nurtured DIG aims are articulated in Plans which reflect WDC's Integrated Children's Services Plan 2021-23. (App.1)
- 3.3 In response to COVID19 partners have re-aligned priorities and support addressing challenges faced by children and young people at this time.

#### 4. Main Issues

- 4.1 Since March 2020 all Nurtured DIG engagement has been remote with a focus on supporting the wellbeing of our stakeholders.
- 4.2 All partners have faced significant challenges in service delivery throughout the pandemic; continually reviewing and revising engagement.

- 4.3** The Family Nurse Partnership (FNP) are participating in Antenatal book bug. Clients including Dads are reporting their enjoyment of reading to their unborn babies.

They have continued to deliver all universal pathway contacts during the pandemic; facilitated training for Health Visitors in the use of the Ages and stages Questionnaire and stages Questionnaire, Social and Emotional tools (ASQ and ASQSE) and delivering bespoke sessions for Health Visiting teams in relation to children who are on the waiting list for Autistic Spectrum Disorder Diagnosis.

They are one of the pilot sites for the National FNP Trauma and Violence Informed work and have contributed to the learning needs survey and literature review and will be involved in developing the programme. Staff are involved in the delivery of the assessment of care toolkit and train the trainer work as one of the pilot sites for the Trauma and Violence Informed work.

A effective client mapping list established during the pandemic ensured a rapid way to identify children most at risk cross referencing with Social Work.

- 4.4** The Children and Families Nursing team introduced a dedicated breast feeding support worker to provide additional support. Early data indicates a shift in culture with reducing attrition rates. The positive impact of having a dedicated infant feeding team, monthly UNICEF Gold meetings and a collaborative approach have contributed to this positive change.

There has been an increase in School Nursing referrals to support children experiencing anxiety. The team have been trained in the delivery of Let's Introduce Anxiety Management (LIAM), a Cognitive Behaviour Therapy (CBT) approach, supporting those with elevated levels of distress who do not meet CAMHS criteria. This has been successfully delivered virtually and will move to face to face delivery in time.

There was limited time to carry out the P7 vision screening, however, all were offered a vision screening and the opportunity to complete the Parental Child Health Service Transition Questionnaire enabling parents to request support for their child from School Health.

The Oral health improvement team have maintained virtual and telephone contact with parents and supplied doorstep deliveries of dental packs and weaning literature. Alternative methods of supporting nurseries to safely deliver re-implementation of the Tooth-brushing programme have been developed.

- 4.5** HSCP Children's Services have up-scaled some activities as restrictions have eased. Priority continues to focus on the most vulnerable families and child protection activity. Contact between looked after children and their families continues to use a blended model. Regular Violence Against Women Partnership and MARAC meetings continue. The increased number of Initial

Referral Discussions (IRD's) remains resource intensive. A short life multi-agency working group has been established to respond to increasing numbers of on-line sexual abuse reports.

**4.6** Children's Hearings have been leading a review to improve children's experiences of the Children's Hearings system. This is a multi-agency focus and involves a range of partners and young people.

**4.7** All children and young people returned to educational settings ahead of the summer break. We have implemented a programme of transition for those new to or moving settings over the holiday period. This is in line with COVID restrictions whilst recognising the significance of the transition period on a child's life.

Our secondary schools ensured a robust programme of assessment and moderation was planned and implemented in order that appropriate SQA awards were presented to young people. Local Authority processes for support, challenge and moderation were established and implemented.

To alleviate holiday hunger, free School Meal entitlement alternative payment was provided to all Early Years, P1-3 and eligible P4-S6 children over the summer holiday period. We planned a summer extravaganza supported by funding from WDC and Scottish Government's Get into Summer Fund. This provided approximately 10 000 free places for children and young people to participate in a range of fun holiday activities; all of which included access to free food or snacks. This involved a range of community partners and venues; including our local parks and included targeted support for those who were in need of most help.

**4.8** All children and young people in Scotland have an entitlement to Learning for Sustainability and it is the responsibility of all practitioners to ensure this happens. Our strategy aims to engage our children and young people to learn about sustainability as citizens of their local national and global communities. The Service promotes the Global Goals with a strategic group leading education policy on curriculum, indicators of quality and key promotional events. In November' 21 COP26 is being hosted in Glasgow. WDC plans for session 21-22 are: Authority wide focus on UN's Sustainable Development Goals (SDGs) in the lead up to the COP26 in November. We will focus on 3 particular SDGs : Reduced Inequalities, Climate action and peace; Justice and strong institutions.

As part of the local authority commitment to reduce carbon emissions we plan to invite all primary one pupils to plant a tree in partnership with Greenspace and the Woodland Trust.

**4.9** Community partners such as Y-Sort-it and the Champions Board continue to work and engage with stakeholders adapting their practice to reflect current restrictions. Focus has been on ensuring the wellbeing and continuing engagement of the most vulnerable. They have planned and implemented a summer programme to develop engagement of all service users whilst also

specifically targeting supports for those at risk of missing out, part funded via Scottish Government's Get into Summer Programme

- 4.10** Working 4U continues to address the underlying causes and symptoms of poverty. Activities centre on delivery of specialist services (Work, Learn, Money) with support for families, children and young people reflected in their contribution to the local child poverty action report. Recent key activities have included the development of youth outreach delivering diversionary activities and summer programmes for young people across the council.
- 4.11** To support third sector organisations prepare for the implementation of the UNCRC (Incorporation) (Scotland) Act, West Dunbartonshire CVS has partnered with Children in Scotland to deliver training to help raise awareness, knowledge and understanding of the UNCRC and support the embedding of a child rights-based approach contributing to effective service planning. The programme, delivered during August and September, has capacity for 15-20 participants and recruitment is progressing well. Participants will be required to commit to complete three elements - a self e-learning module, followed by 2 online workshops.

## **5. People Implications**

- 5.1** There are no people implications as a result of this report. However, it is essential that partners re-align resource allocation and priorities to meet the needs of children, young people and families at this time.

## **6. Financial Implications**

- 6.1** There are no direct financial implications for Community Planning West Dunbartonshire resulting from this report. All activities related to the implementation of these interventions are contained within service Budgets.

## **7. Risk Analysis**

- 7.1** If the Council is unable to ensure positive outcomes for children, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).
- 7.2** If the Council is unable to meet the needs of children, young people and families this could result in reputational damage.

## **8. Equalities Impact Assessment (EIA)**

- 8.1** The revised supports and guidance enhance the quality of the service provided to all children, young people and families, therefore it can be seen to have a positive impact in terms of the equalities

## **9. Consultation**

**9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

## **10. Strategic Assessment**

**10.1** This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

**Person to Contact:** Claire Cusick Senior Education Officer

**Appendix** Appendix 1 – WDC Integrated Children's Services Plan 2021-23

**Background Papers:** None

**Wards Affected:** All