

Annex B1: Terms of reference for the Children and Young People's Review (prevention strand of review)

Key Questions

What should be the role of universal services in providing access to protective and preventative support, risk assessment and referral?

- Provision of advice, information and support
- Further developed/improved assessment skills
- Increase knowledge of and appropriate use of agreed care pathways
- Health promotion

How can targeted and specialist services intervene earlier to address problems before they become acute?

- Improved information sharing;
- Shared databases
- Integrated/co-located teams
- Single points of assessment that reduce need for reassessment
- Pooled budgets

How can the impact of intervention to prevent children, young people and families with complex needs repeatedly moving in and out of contact with targeted services be sustained?

- Systemic whole family responses
- Maintain reduced level of intervention as a 'top up'

How can rights and responsibilities for individuals, families and communities be integrated into services to improve the lives of children and young people?

- Early, regular and meaningful involvement of young people, families and communities in the design and development of the services we are expecting them to access. This will improve the effectiveness of the interventions, and also encourage individuals and communities to take responsibility for the services.

What would be the impact of more preventative services and early intervention on the life chances of children and young people and on the value for money of public spending on children, young people and families?

- There is potential for great impact (e.g. smoking cessation projects that help reduce the proven longer term negative effects of smoking in pregnancy, reading recovery programmes that result in learning) but intervention need to be well researched, high quality, adequately resourced, and properly co-ordinated.
- There is often too much of a gap between preventative services and higher-tier services, with many children and young people having needs that are too complex for the former but who are far down the priority list for the latter. Services need to be more accessible across the spectrum before the full benefits of early intervention will really be felt.

Supplementary questions posed as part of the ‘call for evidence’:

- **What works in reaching out to the most vulnerable families to ensure they are able to take full advantage of service provision, especially in the early years?**
 - Friendly localised non stigmatising services
 - Targeted home visiting programmes for things such as post natal depression, parenting (webster stratton)
 - Improved assessment skills (solihull programme)
- **What evidence is there of major barriers to developing a preventative system? Are there examples where you have overcome these barriers?**
 - Time line between intervention and outcome is considerable and proving ‘cause and effect’ with regards to preventative services not always straightforward
 - Re-organisation of children's services has presented challenges as well as opportunities
 - Previous PSA targets have assisted in re-focussing-e.g. LAC reduction/increased adoption future success with current targets, e.g. outcome 4, should reinforce this progress
 - Financial pressure on acute services generally results in prioritising at expense of prevention
 - Target fixation can be distracting

- **What evidence is available on how funding can be freed up at the acute end of provision to spend on preventative services?**
 - PSA targets and PRG funding
 - Improved commissioning-increased use of third sector

- **How can we build the capacity of parents, families and communities to shape the design and delivery of services for children and young people?**
 - Develop 'expert' parents and young people-pay them for their expertise
 - Acknowledge they have key role in setting standards/target setting/evaluation
 - Use accessible language
 - Support in terms of child care and other dependency issues
 - Build on existing structures-e.g. school councils/youth councils/PTA's