

Integrated Care Fund Project Proposal Form - Revenue



Llywodraeth Cymru
Welsh Government

Project Overview

Region: West Wales	ICF Project name: Attachment Aware Training and Emotional Well-being support	
Project start date: 01/09/2019	WG ref:	Project completion date: 31/03/2023

Is this project linked to an ICF capital project? N *delete as appropriate
Is this project linked to the Dementia Action Plan funding? N *delete as appropriate

What is the primary focus (1) and secondary (2) focus of the project are you proposing? * please mark 1 and 2 as appropriate

Children's/young carers projects	Adults/Carers projects	Regional Capacity building/Infrastructure
Information/Advice/Awareness raising	Information/Advice/Awareness raising	Regional Partnership Board Development
Access to Services/single point of access/transport	Access to Services/single point of access	Regional Workforce development/training
Assessment and diagnosis	Assessment and diagnosis	Regional Programme management and evaluation
Social Prescribing	Social Prescribing	Regional/Integrated planning and commissioning
Early Help and Prevention	Early Help and Prevention	Regional Support for Social Value Sector Engagement
Emotional Health and Wellbeing	Emotional Health and Wellbeing/loneliness and isolation	Regional support for Citizen/carers engagement
Edge of Care support	Stay at home/return home	Other – (please specify below)
Family Group Conferencing approach	Integrated Community Teams	
Family re-unification	Step up/down from hospital	
Therapeutic intervention	Intermediate Care/ pathway	
New accommodation/residential solutions	New accommodation/Residential solutions	
Other (please Specify below)	Other (please Specify below)	

ICF Project Description. This project is an expansion of a work to improve the mental wellbeing and resilience of looked after children, some of which is based on an action learning project in Carmarthenshire that empowered adults, which has been evaluated by UWTSO work based learning. Looked after children who were part of this project reported higher levels of wellbeing and resilience and engaged more fully in education and learning; contributing to attaining the best educational results for looked after children and care leavers in Wales. This proposal builds on this learning and cascades this model out regionally to a wider cohort of vulnerable children. The training will provide a theoretical framework, skills for practical application and optional areas of further self-learning. A summary document outlining the profiles of the trainers and content is available on request.

In response to the wider trend of increasing numbers of young people displaying a range of mental health issues which fall below the CAMHS threshold of diagnosis, in partnership with Transition Services, the project also will support looked after children, children at risk of exploitation and care leavers 16+, who have experienced significant emotional health issues, by recruiting 3 dedicated youth workers dovetailing across frontline child care teams and Transition, supporting young children and vulnerable young adults who “fall through the criteria gap”, specifically to provide support to address emotional health & wellbeing issues before they reach crisis point.

To accommodate effectively having only 3 Quarters in which to deliver in Year 1, training will be intensified over Quarters 3 and 4 of year 1, with subsequent increase in resource costs reflected in those quarters.

Training
Understanding ACEs (Adverse Childhood Experiences) and their impact on Child Development.
Developmental Trauma, Neuroscience and Mental Health.
Practical skills for relationships, resilience and repair. Emotion coaching, PACE and play.
Self-care and wellbeing, mindfulness and vagal tone.
Mentoring and Coaching
Problem solving, modelling, mentoring and coaching staff in relation to real life issues

1 - What is the problem you are trying to solve? To improve the mental wellbeing and resilience of looked after children and children on the edge of care. 'It is estimated that one in four children will show some evidence of mental ill health and three children in every average size classroom will have a mental health issue. By the age of 14, half of all mental health problems will have begun. To stem the flow, we need a step change. We need to equip our children and young people with the skills, confidence and tools to be emotionally resilient.' **P5 Mind Over Matter report (Welsh Government 2018)**. We know that children who have experienced Adverse Childhood Experiences are more likely to experience mental ill health.

2. What long term outcome/change are you hoping to achieve? Quantitatively – Increased levels of child engagement in learning, school attendance and attainment. Increased placement stability. **Qualitatively** - Adults will feel empowered with a range of research based practical tools to help children become equipped with skills for emotional resilience. Children and young people will feel more emotionally resilient

How does your project address your population needs assessment and area plan? WWPA 2017

Children and young people make up approximately 22.2% of the population in the West Wales region: 85,170 children and young people. One in four (29,293) will show some evidence of mental ill health If 3 in every class have a mental health issues this is equivalent to 9,000 children across the region.

Deprivation impacts negatively on mental wellbeing as do Adverse Childhood Experiences.

- In West Wales there are areas of deprivation including parts of Llanelli, Pembroke Dock and Cardigan.
- There are approximately 340 looked after children and approximately 200 children on the child protection register

What level of 'prevention/Intervention' (continuum) best describes your project? *please tick as appropriate

Self Help, Information and Advice	Early Help and support	Intensive Support	Specialist Intervention
✓	✓		✓

Project Costs

YEAR ONE	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Cost
Direct delivery costs -					200,000
Staffing		30,802	49,210	49,210	129,222
Overheads (TRAVEL)		1,000	3,000	3,000	7,000
Resources/activity costs		10,969	23,342	23,342	57,653
Equipment/IT		6,125			6,125
YEAR TWO	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Cost
Direct delivery costs -					207,240
Staffing	49,210	49,210	49,210	49,210	196,840
Overheads (heat, light, rent etc)	1,200	1,200	1,200	1,200	4,800
Resources/activity costs	1,400	1,400	1,400	1,400	5,600
Equipment/IT					
YEAR Three	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Cost
Direct delivery costs -					209,640
Staffing	49,810	49,810	49,810	49,810	199,240
Overheads (heat, light, rent etc)	1,200	1,200	1,200	1,200	4,800
Resources/activity costs	1,400	1,400	1,400	1,400	5,600
Equipment/IT					

Project Delivery

Delivery partners <table border="1"> <tr><td>Local Authority</td><td>✓</td></tr> <tr><td>Health Board</td><td></td></tr> <tr><td>Third Sector/Social Value sector</td><td>✓</td></tr> <tr><td>Private/Independent sector</td><td></td></tr> <tr><td>Housing Association/RSL</td><td></td></tr> <tr><td>Other (pls specify below)</td><td></td></tr> <tr><td>University Wales Trinity St David</td><td>✓</td></tr> </table>	Local Authority	✓	Health Board		Third Sector/Social Value sector	✓	Private/Independent sector		Housing Association/RSL		Other (pls specify below)		University Wales Trinity St David	✓	Project budget holder <table border="1"> <tr><td>Local Authority</td><td>✓</td></tr> <tr><td>Health Board</td><td></td></tr> <tr><td>Third Sector/Social Value sector</td><td></td></tr> <tr><td>Private/Independent sector</td><td></td></tr> <tr><td>Housing Association/RSL</td><td></td></tr> <tr><td>Other (pls specify below)</td><td></td></tr> </table>	Local Authority	✓	Health Board		Third Sector/Social Value sector		Private/Independent sector		Housing Association/RSL		Other (pls specify below)		Project geographical footprint <table border="1"> <tr><td>Regional</td><td>✓</td></tr> <tr><td>Sub-regional</td><td></td></tr> <tr><td>Multiple regions</td><td></td></tr> <tr><td>Local Authority</td><td></td></tr> <tr><td>Local community</td><td></td></tr> </table>	Regional	✓	Sub-regional		Multiple regions		Local Authority		Local community	
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Project Beneficiaries (pls check boxes as appropriate):

Primary beneficiaries <table border="1"> <tr><td>Older people</td><td></td></tr> <tr><td>People with learning disabilities</td><td></td></tr> <tr><td>Children with complex needs</td><td></td></tr> <tr><td>Children at risk of becoming looked after</td><td></td></tr> <tr><td>Care experienced children including adopted children</td><td>✓</td></tr> <tr><td>Carers</td><td></td></tr> <tr><td>Young Carers</td><td></td></tr> <tr><td>People with dementia</td><td></td></tr> </table>	Older people		People with learning disabilities		Children with complex needs		Children at risk of becoming looked after		Care experienced children including adopted children	✓	Carers		Young Carers		People with dementia		Secondary beneficiaries <table border="1"> <tr><td>Older people</td><td></td></tr> <tr><td>People with learning disabilities</td><td></td></tr> <tr><td>Children with complex needs</td><td></td></tr> <tr><td>Children at risk of becoming looked after</td><td>✓</td></tr> <tr><td>Care experienced children including adopted children</td><td></td></tr> <tr><td>Carers</td><td></td></tr> <tr><td>Young Carers</td><td></td></tr> <tr><td>People with dementia</td><td></td></tr> </table>	Older people		People with learning disabilities		Children with complex needs		Children at risk of becoming looked after	✓	Care experienced children including adopted children		Carers		Young Carers		People with dementia		Other beneficiaries <table border="1"> <tr><td>Older people</td><td></td></tr> <tr><td>People with learning disabilities</td><td>✓</td></tr> <tr><td>Children with complex needs</td><td>✓</td></tr> <tr><td>Children at risk of becoming looked after</td><td></td></tr> <tr><td>Care experienced children including adopted children</td><td></td></tr> <tr><td>Carers</td><td>✓</td></tr> <tr><td>Young Carers</td><td>✓</td></tr> <tr><td>People with dementia</td><td></td></tr> </table>	Older people		People with learning disabilities	✓	Children with complex needs	✓	Children at risk of becoming looked after		Care experienced children including adopted children		Carers	✓	Young Carers	✓	People with dementia	
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Project Design Principles (pls check boxes as appropriate):

Which of the 'A Healthier Wales' Quadruple aim/s does this project **primarily** address?

Improved health and wellbeing	<input checked="" type="checkbox"/>
Better quality and more accessible health and social care service	<input type="checkbox"/>
Higher value health and social care	<input type="checkbox"/>
A motivated and sustainable health and social care workforce	<input checked="" type="checkbox"/>

Which of the 'ten national design principles' from A Healthier Wales will the project address?

Prevention & Early Intervention	<input checked="" type="checkbox"/>
Safety	<input type="checkbox"/>
Independence	<input type="checkbox"/>
Voice	<input type="checkbox"/>
Personalised	<input checked="" type="checkbox"/>
Seamless	<input type="checkbox"/>
Higher Value	<input type="checkbox"/>
Evidence Driven	<input checked="" type="checkbox"/>
Scalable	<input type="checkbox"/>
Transformative	<input checked="" type="checkbox"/>

With voice and co-production as key principles, tell us who you have engaged with in the design of your projects

Service users (adults)	<input checked="" type="checkbox"/>
Service users (Children/young people)	<input checked="" type="checkbox"/>
Carers	<input checked="" type="checkbox"/>
Young carers	<input type="checkbox"/>
Workforce	<input checked="" type="checkbox"/>
Social Value/third sector	<input type="checkbox"/>
Community members	<input type="checkbox"/>
Other:	<input type="checkbox"/>

Project outcomes and impacts

What Population level indicators/measures is your project seeking to address? * please select from national outcome/performance management framework

Personal outcomes indicators: Children self-report. Adult Carers and Teaches report.

Protection from abuse and neglect

- I am safe and protected from abuse and neglect
- I am supported to protect the people that matter to me from abuse and neglect
- I am informed about how to make my concerns known

Education, training and recreation

- I can learn and develop to my full potential
- I do the things that matter to me

Domestic, family and personal relationships

- I belong
- I contribute to and enjoy safe and healthy relationships

National Outcome Measures: Percentage of children in need of care and support with mental health problems.

Tell us how you will measure/understand the impacts of your project?

How Much? (outputs)

- Number of adults attending training
- Number of children accessing wellbeing activities delivered by adults following training
- Attendance, attainment outcomes for vulnerable learning groups

How Well? (quality)

- Self-report Star- distance travelled tool for adults and children
- Good day/ bad day recording- how many good days?

Difference made? (impact)

Qualitative: Adults and children self-report that they feel more able to identify and meet wellbeing needs

- Self-report Star- distance travelled tool for adults and children
- Good day/ bad day recording- how many good days?

Quantitate: there is an improvement in performance data post interventions than pre- intervention

Tell us how you intend to evaluate the following aspects of your project (*please refer to ICF guidance*)

Elements of the project will be overseen by a regional integrated steering group linked to UWTSD Work Based Learning Wales. A case study will be produced at the end of the project.

Impact Evaluation (How will you measure/understand the outcomes that have been achieved by your project?)	RBA Matrix. Quantitative comparative data analysis- placement moves, engagement in learning, educational outcomes. Qualitative Self-report stars for adults and children and Good day/ bad day reporting (person centred model/ distance travelled tools). Case Study with UWTSD Work Based Learning.
Process Evaluation (How will you evaluate the system & process changes delivered by your project e.g. integration, co-production, social value?)	Peer evaluation. Structured observation and monitoring from central steering group. Quarterly audit. Annual implementation questionnaire.
Economic Evaluation (How will you evaluate the cost benefits/cost avoidance delivered by your project?)	Cost benefit analysis of project delivery in relation to cost of placement moves, alternative education provision, placement support provided by staff against cost of training.
Qualitative Evaluation (How will you capture the experiences of service users/staff/communities?)	Through the self-report stars- adult and child. Adult Support Group feedback. Child participation and engagement groups. On-line survey monkey.

Exit Strategy

Tell us about your exit strategy for the project (post 2021):

- Training will be embedded into professional practice.
- The continuation of regional support groups and information sharing.
- Links for updated accredited regional learning with UWTSD.
- Peer learning and digital support will be developed.
- As preventative training and peer support is developed, it will reduce the need for specific intervention later in the life cycle.

Project contact details

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