

Full time places scheme 2016 – 2017

Case study guidance notes (for social care involvement applications only)

Please note this funding cannot be used to enable parents/guardians to return to work or increase their working hours as other central government funding is available to support working families.

The case study needs to focus and show the impact that the funding has had on the family rather than solely the child. The funding is initially for one term only, short term intervention.

Please be aware that we will not approve funding for a second funding period if a case study has not been completed.

Please see below for a brief description of what is required within each section of the case study (please note the present situation of the family has been submitted on the original application form).

Children's centre involvement

This should be any involvement that the children's centre has had with the family in addition to supporting with the full time places application or completing the family star.

Details of family intervention carried out by children's centre/other professionals

A more detailed description of the programs/intervention work completed with the family

Impact that the additional funding has had on the family

Please state the impact that the funding has had on the family; please focus on the additional 15 hours only.



Full time places case study for applications involving social care involvement

Please be aware that the case study needs to show the impact the funding has had on the whole family.

Full time places project case study
Children's centre: Little Hands Little Feet Children's Centre Setting child attended: Greenway Primary School & Nursery Initials of child: JJ
Children centre involvement: Lead agency on Family First Assessment and ongoing Team Around the Family Meetings. Application to Supporting Links – Time Out for Dad's Course. Application and support to find 2 year old funded nursery place for younger sibling. Oral Health Talk. Early Talk Sessions – speech and language course for parent and child. One to one parenting sessions in the home to support Dad's parenting role in particular around boundaries and behaviour. Details of family intervention carried out by children centre/other professionals: Outreach Worker Lindsay Armitage continues to lead on the FFA and chair TAF meeting with the family, school SENCO, Early Years Teacher and Health Visitor. Prior to the 30 hour funding the family had attended some children centre sessions and agreed to outreach support but this was limited as circumstances were difficult for the family. However following the application for the funding the family understood their role in engaging with the children centre and have done so as agreed. A place for Dad was secured on the Time Out For Dad's course by the Outreach Worker and Dad attends weekly. Outreach Worker made an application for 2 year old funding and supported the family to find a place suitable setting to meet younger child's physical needs (i.e discusses different types of provision with the family, calls the settings to check availability of places and discuss needs, provides contact details of setting to family, assists in completing paper work etc). The family attend a talk provided by the children centre on children's oral health and hygiene practices. The Outreach Worker books the family (parent and youngest child) onto five week Early Talk course run by the children's centre play staff and Speech and Language Therapist. The course aimed at supporting communication through weekly sessions focused on pretend play, sound play, messy play, books and physical play. This course has now finished and the family plan to attend other regular children centre sessions such as Pick n Mix Stay and Play sessions. Outreach Worker makes home visits to provide parents with the opportunity to discuss concerns and support boundaries and behaviour. Sessions so far have focused on positive parenting to help

improve the father and son relationship looking at expectations, the power of praise, using empathy and positive discipline. These visits are ongoing.

Positive impact that the additional funding has had on the family:

The family feel that the 30 hours funding has had a tremendously positive impact on both JJ and the family as a whole. Mum and Dad feel that JJ now has a better understanding of boundaries and behaviour because of the consistent routine at school and they have noticed an improvement at home, reporting "JJ has calmed down a lot, he is much more settled... we've seen a massive improvement especially things like sharing and playing with RJ...he's not as shouty".

Previously parents raised concerns that JJ might be underweight. Dad reports that JJ is now eating better and they are no longer as concerned. He is trying new foods at school which he has been unwilling to try at home as well as eating more at lunchtimes. Health Visitor continues to monitor.

The family have been able attend physiotherapy appointments for RJ and mental health appointments for Mum without the stress of taking both children. Dad reported it could be difficult with both children especially if there was a lot of waiting around. Having JJ in school means it's "just much easier for everyone and less stressful".

Mum has recently returned to work taking on a job in a school kitchen in St Alban's. This means she is away from the family home for most of the (School) day when travelling time is taken into consideration meaning Dad is the sole caregiver during these hours. The 30 hours funding has eased the pressure on Dad during these hours allowing him to spend some quality time with RJ. He has done so by attended Children Centre sessions with RJ to support her speech and language development, socialise and meet other parents. Dad and RJ have found this an enjoyable experience. He says "that when I see her with other children I see that she's doing ok!" as well as picking up some tips i.e. – "using full sentences with her and verbs".

Although the 30 hours funding has eased the pressure of parenting two young children for Dad it has also allowed him the time to focus on parenting by attending the Time Out for Dad's course as well as allowing the Outreach worker to attend home visits to discuss boundaries and behaviour. Dad feels that this support has helped him to understand praise and empathy. Dad reports that before he would shout at JJ when he did something wrong but now he will try to find out why he did what he did and explain why he can't do that, without shouting. The course so far has also highlighted for Dad the disparity between his parenting style and that of Mum's - he can now see the benefit of positive parenting in a consistent manner.

The Time Out for Dad's course has also benefitted Dad from a social perspective, meeting other Dads experiencing similar issues and giving him some time for himself.

The 30 hour funding has also had a positive impact on the family routine. JJ is understandably tired after a full day in school and settles much more easily at bedtime which is less stressful for the whole family, making it easier for them to settle RJ and giving them sometime to themselves in the evening. Dad reports that the day has more structure now that JJ is attending nursery fulltime.

Statement from class teacher Mrs Tritton:

The impact the 30 hours crisis funding is having on JJ at school

JJ has made great progress across all areas of learning since attending full days, five times per week in Nursery, (since January 2018):

- JJ enjoys school and happily arrives in the morning with his packed lunch. He now separates happily from his parents when he arrives at school.
- JJ is able to concentrate for longer periods of time and demonstrates a curiosity to learn.
- JJ is able to accept adult-direction.
- JJ has developed friendships within the class.
- JJ can engage in conversation with his peers as well as with staff.
- JJ now sits down and happily eats a more varied lunch.

- JJ can now use the toilet and wash his hands independently, with some reminders to use soap, etc.
- JJ is now demonstrating a caring attitude for others and their welfare - peers and staff.
- Although he still finds it difficult to share at times, particularly with cars, JJ has made progress with this.

Outcomes for learning:

Autumn2	Spring 2
CL: 22-36E	CL: 30-50E
PD: 22-36E	PD: 30-50E
PSED:16-22S	PSED: 22-36S
Lit: 16-26S	Lit: 30-50E
M:16-26S	M: 22-36S
UW: 22-36E	UW:22-36S
EAD: 22-36E	EAD:30-50E

Lorraine Tritton 19.03.18

Both Mum and Dad feel that the funding has had a positive impact on JJ in school which they are feeling the benefits of at home. It is because of the funding that they have made real efforts to engage with the children centre and other agencies which in turn have benefitted them in varying ways. From a professional's perspective the family are moving forward (see Family Star) and this is because of the 30 hours funding and their commitment to engage with services on offer. Although it is early days it is hoped the family will continue to make progress with the help of continued funding.

Date: 19/03/18

Completed by: Lindsay Armitage Family Outreach Worker.