



Working Together to protect and promote the welfare of children with a disability





Under the Child & Family Agency Act (2013), The Agency has responsibility for provision of the following range of services :

- **Child Welfare and Protection Services, including family support services**
- **Family Resource Centres and associated national programmes**
- **Early years (pre-school) Inspection Services**
- **Educational Welfare responsibilities including School Completion Programmes and Home School Liaison Services**
- **Domestic, sexual and gender based violence**

TUSLA services

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Leanaí agus an Teaghlach
Child And Family Agency



The Agency's functions include :



- Supporting and promoting the development, welfare and protection of children, including the provision of care and protection for children in circumstances where their parents have not been able to, or are unlikely to, provide the care that a child needs
- Supporting and encouraging the effective functioning of families, to include the provision of preventative family support services aimed at promoting the welfare of children; care and protection for victims of domestic, sexual or gender based violence, whether in the context of the family or otherwise.

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Child And Family Agency



The Agency's functions include :



- Ensuring that every child in the State attends school or otherwise receives an education and provide educational welfare services to support and monitor children's attendance, participation and retention in education. In making decisions in relation to these functions having regard to the best interests of the child in all matters and in performing its functions in respect of an individual child under the Child Care Act, 1991 or the Adoption Act, 2010, regard the best interests of the child as the paramount consideration
- Maintaining and developing support services, including in local communities
- Undertaking or commissioning research relating to its functions



What we will focus on today:



- Background to Service Delivery Framework
- Detail of functions within the SDF
- Ways of working with other agencies

Prevention, Partnership & Family Support, National to Local Framework within the context of the National Service Delivery Framework





Prevention, Partnership & Family Support

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Tusla Strategy and Guidance documents on PP&FS across the continuum of care

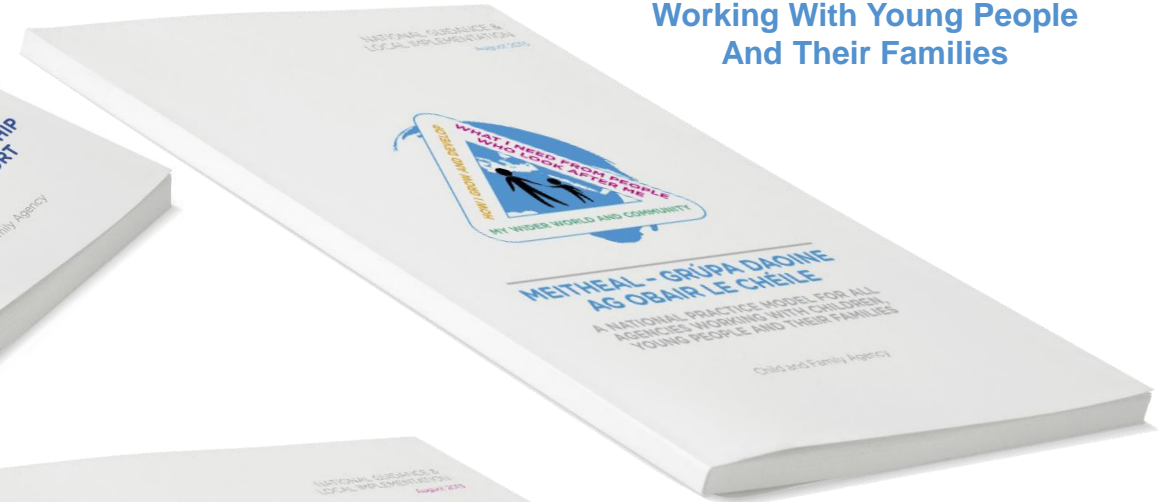


Guidance For The Implementation
Of An Area Based Approach
PP&FS

Meitheal
A National Practice
Model For all Agencies
Working With Young People
And Their Families



Investing In Families
Supporting Parents
To Improve
Outcomes For Children



50 Key Messages
To Accompany
Investing In Families



What Works
In Family
Support

Tusla Strategy & Guidance documents

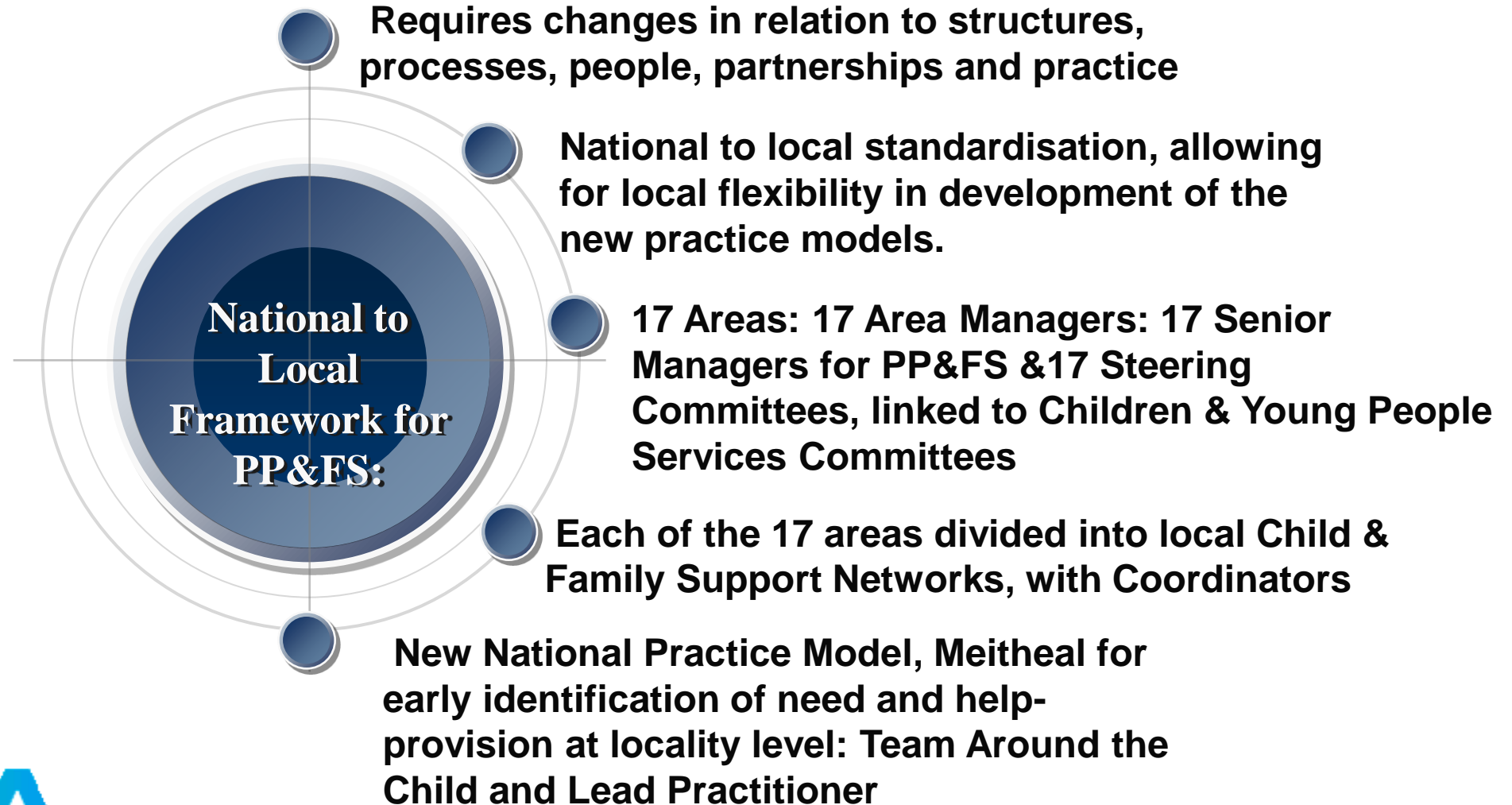
PPFS



1. **Guidance for the Implementation of an Area Based Approach to Prevention, Partnership, and Family Support**
2. **Investing in Families: Supporting Parents to Improve Outcomes for Children**
3. **50 Key Messages: Supporting Parents to Improve Outcomes for Children**
4. **What Works in Family Support?**
5. **Commissioning Guidance**
6. **Meitheal- a National Practice Model for all agencies working with Children, Young People and their Families**
7. **A Strategy for the Participation of Children and Young People**



National to Local Framework for PP&FS: Tusla's commitments:





Development of Child & Family Support

Networks:



- Localised area based approach to ensure that families will experience services as easily accessible and integrated at the frontline in communities
- CFSNs could have a particular service at its hub or could be virtual
- No 'wrong door' for children and families
- A focus on training together as a unified, cohesive and integrated support system
- A focus on articulating the available services for children and families, identifying gaps in services and working with

CYPSCs



Core and Associate members of a CFSN:



- An ask that Tusla staff and inter-agency and community partners form into cohesive networks of support- Mental Health, DV&SV, Disability, PHNs, Primary Care, SLTs, Education, Non-statutory funded services, Psychology, Education and welfare, Family Resource Centres, Childcare providers, Gardai, Partnerships & wider community partners
- Single agency responses/Meitheal/or multiple responses/Identification of unmet need



The role of CFSN members:



- To participate in a collaborative network of community, voluntary and statutory providers so as to improve access for children and families to support services at all levels of need.
- To participate fully in the operation of Meitheal, a case co-ordination process for families with additional needs who require multi-agency intervention but who do not meet the threshold for referral to the Social Work Department under Children First. The case co-ordination process will require individuals from the range of agencies involved in the Network to take on particular roles at particular points in time.
- Supporting lead practitioners to ensure that the level of service involvement corresponds at all stages to the needs of children and families (as need escalates and also as need decreases and less intensive supports are necessary).



Optimum distribution of CFSNs within the 17 Tusla areas:



- Decisions regarding the optimum geographic area for set-up



- CFSNs should support local co-ordination of support to children and families
- Guidance re population base
- Supported by Co-ordinators
- Members of a network should be named individuals.



Child & Family Support Networks: Example Waterford:





Tusla Meitheal National Practice Model



MEITHEAL - GRÚPA DAOINE AG OBAIR LE CHÉILE

A NATIONAL PRACTICE MODEL FOR ALL
AGENCIES WORKING WITH CHILDREN,
YOUNG PEOPLE AND THEIR FAMILIES



Meitheal



Meitheal

A national practice model for all agencies working with children, young people and families

An old Irish term that describes how neighbours would come together to assist in the saving of crops or other tasks

To ensure that the needs of children are identified , understood and responded to in a timely way



Meitheal Defining Features



- Early identification and early intervention
- Used where there is more than one agency involvement needed: Below the threshold for SW intervention.
- Promotes co-ordination of service provision to meet unmet needs
- Shared holistic tool for use across all children, young people & family services
- It focuses on developing a common language
- It requires a partnership approach to be effective
- Can be used with children aged 0-18 years
- Parent led/Parental consent is required



Pathways For Families to Access Support through Meitheal



Children In Care as part Of Reunification Plan

Child And Family Support Networks
CGSN

Family Support Services At Community Level



Step down from Child Protection and welfare

Referral from Social Work Intake and Assessment Where concerns do not reach Child Protection Thresholds

Self Referral



Partnership



In Partnership With Families



Voluntary process



Recognising the important role of parents.



Power balance -Element of choice



Information & Communication is key



Tailored intervention

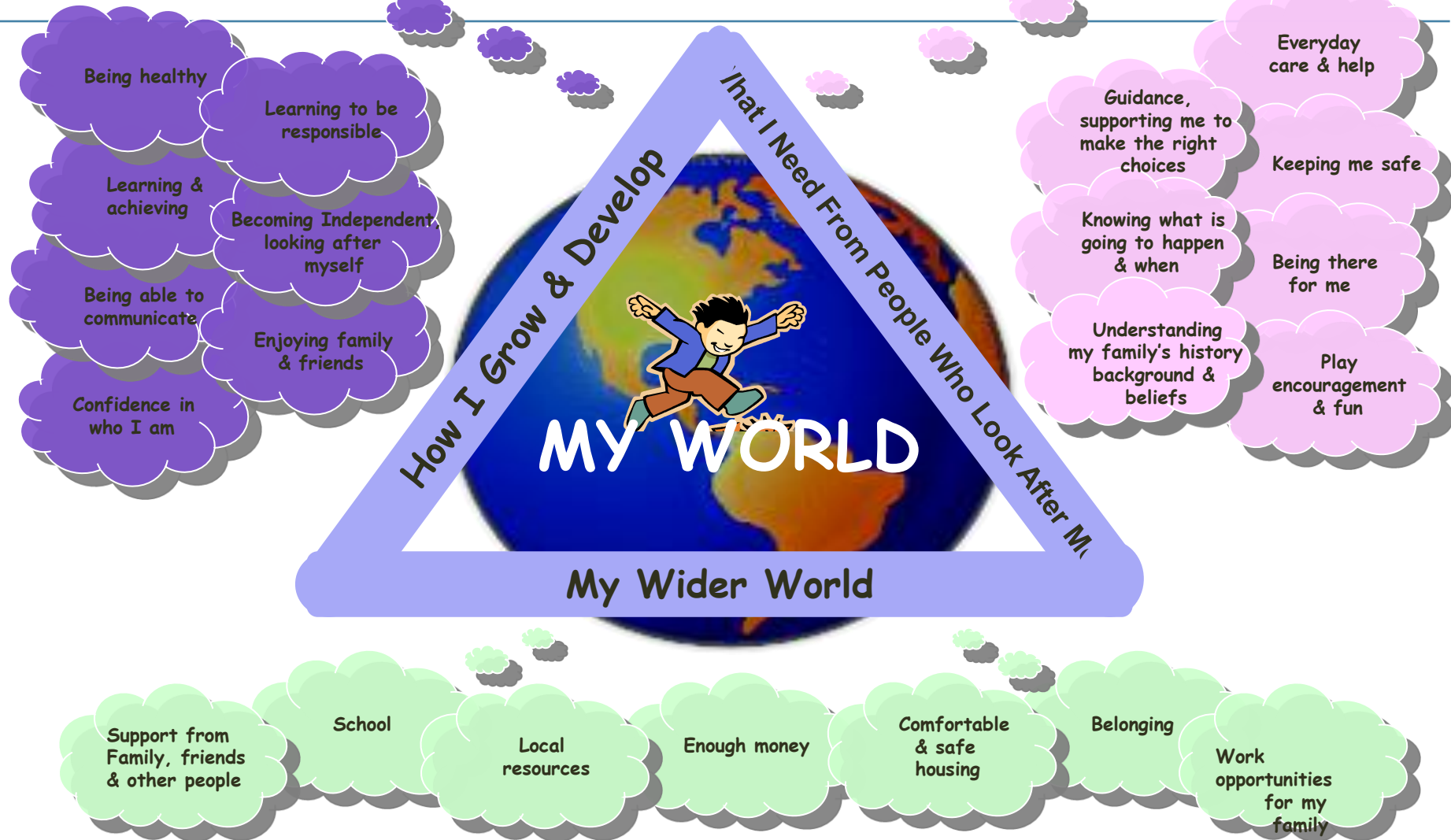


Inclusive & Structured services



Outcomes / Clients & Service

My World Triangle





Case Study Meitheal:



- 12 year old girl, one younger brother (10) and 2 younger sisters (7) and (1).
- Mother and Father mild learning disability- Issues with finance
- Kate (12) NEPS assessment – Special Educational Needs- in 6th class at point of transition to secondary school. CAMHS referral- behavioural problems and trouble controlling emotions.
- Meitheal process initiated by Home School Liaison Teacher in Primary School (Lead Practitioner).
- Other participating agencies: Class Teacher, Support Worker, Youth Worker HSLS, Psychologist, SLT, Community Nurse/CAMHS, Youth Worker/Foroige, HSLT Secondary School, MABS



Case Study Meitheal:



- Objectives: Successful transition to secondary school, dealing with emotions, strengthening bond with Mum.



- Key actions:
 - **Activities run by local youth centres explored to address concerns about Kate's isolation from peers. Local Foróige youth project to provide one-to-one support for Kate.**
 - **FRC worker to undertake social skills role plays with Kate.**
 - **Home Youth Liaison officer to work with Kate regarding anxiety about the transition to secondary school.**
 - **Financial assistance for school uniform and essentials applied for via back to school allowance (school meal allowance also applied for). MABS service offering support to family on family finances.**



Case Study Meitheal:



- Objectives: Successful transition to secondary school, dealing with emotions, strengthening bond with Mum.



- Key actions:
 - **Attachment between Kate and Mum to be addressed by spending more ‘special time’ together.**
 - **Primary and secondary school to communicate and put necessary supports in place.**
 - **Application for a bus travel pass applied for and supported by letter from CAMHS team.**



Case Study Meitheal:



- **Objectives: Successful transition to secondary school, dealing with emotions, strengthening bond with Mum.**
 - Outcomes to date:
 - Resource hours put in place in secondary school for Kate; better supported in her education.
 - Kate's diet and hygiene improved.
 - Kate much happier in herself. The sibling relationship was enhanced through joint activities facilitated by FRC. MABS advice helpful.
 - Kate engaged well with support worker from FRC, Youth Worker from Foróige, and Home Youth Liaison worker in primary and secondary schools.
 - Kate engaged in a homework club after school; better supported in her education.



Case Study Meitheal:

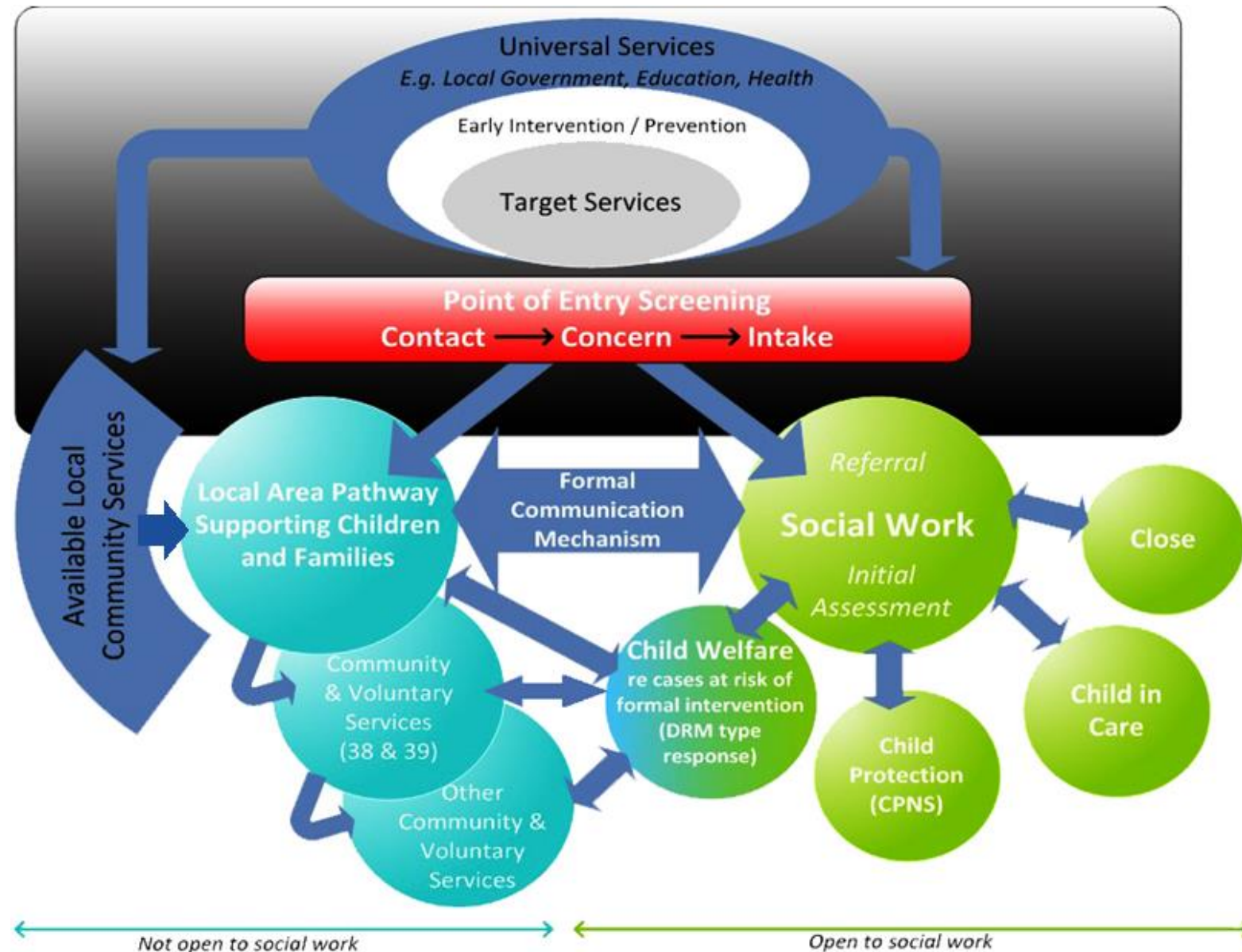


○ Outstanding issues (process ongoing):



- Kate still struggles academically, more flexibility required from teaching staff and new methods of responding to this;
- Parenting Ur Teens Programme to be provided to parents.
- Further Speech and Language related exercises to be completed and practiced by Kate; intervention to be reviewed;
- Kate to participate in internet safety programme; outcomes and learning to be reviewed;
- Follow up with CAMHS re medication imminent; subject to review and future plan agreed.

Prevention, Partnership & Family Support, National to Local Framework within the context of the National Service Delivery Framework





HARDIKER LEVELS OF INTERVENTION



- Key means to understanding levels of intervention (4 Levels) across continuum of Service Delivery



- Measuring the Pressure (MTP) = Tusla's Framework for Service Pressures, Performance and Social Work Activity

- Incorporates National Guidance on Thresholds for Referral and a Prioritisation Matrix (e.g. Urgent/High/Medium/Low)

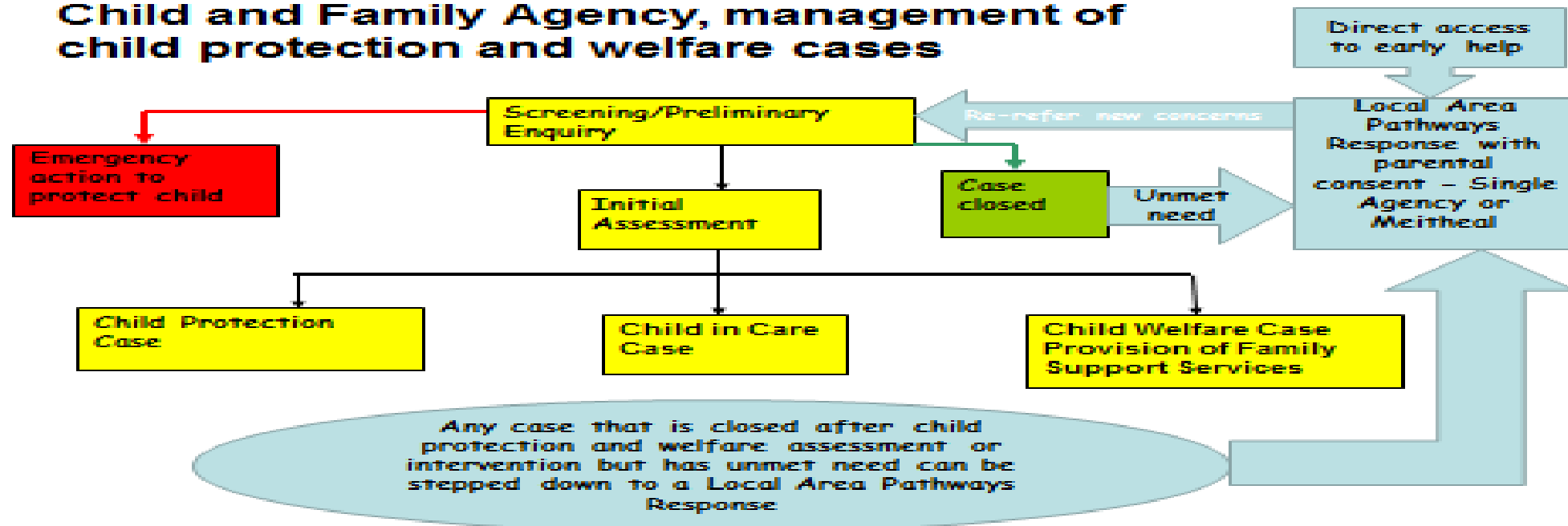


Child Protection and Welfare Services



Referral Pathways:

Child and Family Agency, management of child protection and welfare cases





CASE SCENARIOS



o Go to Word Doc



Alternative Care Services

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CHILDREN IN (STATE) CARE (CIC) (WITH A DISABILITY)



- Nos. of children in State care with a Diagnosed Disability = 10% (residential care), 30% (foster care)
- CIC should have an allocated Tusla Social Worker
- All Placements subject to Standards (eg Foster Care, Res. Care) and HIQA's Regulatory role (eg CIC, Child Protection & Welfare), and since Nov. 2013, Regulation & Inspection of res. Services for children & adults with disabilities
- Need for Partnership approach (eg interagency, families, children & young people)



CHILDREN AND YOUNG PEOPLE'S STEERING COMMITTEES (CYPSCS)



- Key Govt endorsed Structure to plan & coordinate services in every county
- Purpose is to improve outcomes through local & national interagency working



CYPSCs (Ctd)



- **To implement Government Policy**
- **Better Outcomes Brighter Futures (2014 – 2010) = 1st Overarching National Policy Framework for Ch & Y/P (0 – 24yrs)**
- **Membership: Main Statutory, Community and Voluntary Providers**
- **Forum for Joint Planning, coordination of activity for Ch & F – to receive improved and accessible services**



BETTER OUTCOMES BRIGHTER FUTURES (2014 -2020)



- “Our vision is for Ireland to be one of the best small countries in the world in which
- to grow up and raise a family, and where the rights of all children and young people are respected, protected and fulfilled;
- where their voices are heard and where they are
- supported to realise their maximum potential now and in the future” (Taoiseach).