**LSCB Course Evaluation**

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| **Course Title** | How to Support Children and Families with Early Help. |
| **Back**  **ground** | The training is for practitioners and professionals who work directly with families and professionals with safeguarding management oversight responsibility and is a Safeguarding Intermediate Workshop (within the LSCB Training Framework).  This training has been updated 3 times since it began with the last update taking place in April 2019 and is now a whole day Safeguarding Intermediate Workshop.  The training is delivered countywide by Cumbria County Council Early Help Officers. |
| **Course Aims and Objectives** | Based on the needs of the sector, the LSCB has changed the way Early Help Training is delivered and is now offering a series of day long workshops in districts to help strengthen the response to families by effective multi-agency working at an Early Help stage of intervention.  The aim of the workshop is to improve the quality of multi-agency working and to result in Early Help Assessment Coordinators feeling more confident in their role.  Key aims of the day are:  •To understand the Early Help process  •To effectively work together as a Multi-Agency Team  •To be able to confidently co-ordinate a Team Around the Family (TAF)  •To be able to know and access assessment tools to measure risk and impact  •To be able to evidence the impact of Early Help for the child |
| **Evaluation**  *(to include numbers attended, participant’s feedback)* | Between January 2018 to April 2019 there were 19 training dates planned with a total of 17 delivered.  Two sessions were cancelled due to lack of take up, these sessions have been re-arranged for later dates in 2019.  Out of 596 available places, 220 people attended the training.   |  |  | | --- | --- | | **Number of participants who took part in each area:** | | | North | 76 | | South | 93 | | West | 51 | | Total | 220 |  |  |  |  | | --- | --- | --- | | **Training date** | **Actual Attendance** | **Training venue area** | | 24/01/2018 | 18 | Barrow | | 25/01/2018 | 19 | Kendal | | 01/02/2018 | 8 | Penrith | | 15/02/2018 | 5 | Carlisle | | 16/03/2018 | 8 | Millom | | 25/04/2018 | 22 | Barrow | | 26/04/2018 | 8 | Kendal | | 09/07/2018 | 9 | Workington | | 13/09/2018 | 6 | Barrow | | 21/09/2018 | 12 | Carlisle | | 25/09/2018 | 15 | Carlisle rural | | 27/09/2018 | 9 | Carlisle | | 11/10/2018 | 12 | Penrith | | 26/11/2018 | 13 | Cleator Moor | | 05/12/2018 | 0 |  | | 16/01/2019 | 24 | Penrith | | 12/02/2019 | 11 | Barrow | | 12/03/2019 | 21 | Workington | | 16/04/2019 | 0 |  |  * **Feedback from 138 participants with the following responses:**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Participant evaluation** |  |  |  |  | | **1= Not at all satisfied 4= Very satisfied.** | | | | | | **1. How satisfied were you with this training event?\*** | **1** | **2** | **3** | **4** | | North | 1 |  | 11 | 52 | | South | 1 |  | 17 | 27 | | West |  |  | 9 | 20 | | Total | 2 |  | 37 | 99 | | \*The evaluations from both the North and South which scored 1 both commented how pleased they had been with the training and so the scoring maybe a mistake.  **Responses included:**  “Very informative course which provided a lot of good knowledge to be able to put forward as good working practices.”  “Very informative. Good delivery. Thank you.”  “Really informative, feel I got what I needed from this training.”  “Good and interesting training day which provided all the information I needed.”  “The training helped me to see the fuller picture of EHA beyond services that I deliver.”  “Feel more informed and confident.”  “Clear and up to date advice.” |  |  |  |  | | **2. How would you rate your level of knowledge and skills in this subject prior to attending this learning event?** | **1** | **2** | **3** | **4** | | North | 12 | 32 | 17 | 3 | | South | 6 | 27 | 12 |  | | West | 5 | 13 | 10 | 1 | | Total | 23 | 72 | 39 | 4 | |  |  |  |  |  | | **3. How would rate your level of knowledge and skills after having completed the course?** | **1** | **2** | **3** | **4** | | North |  | 6 | 32 | 26 | | South | 1 |  | 23 | 21 | | West |  | 4 | 11 | 14 | | Total | 1 | 10 | 66 | 61 | |  | | | |  | | **4. How satisfied were you with the level of expertise of the trainer and delivery of the training?\*\*** | **1** | **2** | **3** | **4** | | North\* | 1 |  | 1 | 35 | | South | 1 |  | 7 | 37 | | West |  |  | 2 | 26 | | Total | 2 |  | 10 | 98 |   \*This question was not included in an evaluation for a North area training session.  \*\*The score of 1 for both North and South showed positive feedback regarding the training and trainer and so may have been a mistake with scoring.  Responses included:  “Extremely useful to use a case study throughout the discussions. Really good discussions/very informative.”  “Great knowledge and Karen discussed any questions in detail to support.”  “Very informative, Steph provided us with excellent knowledge and answered all our questions.”  “Informative, knowledgeable, personable.”  “Very professional, Maggie made everybody feel very relaxed and at ease.”  “Excellent training, delivered at the right pitch.” |
| **Impact** *(to include what difference the training has made to practice and any trainer feedback)* | Evaluation feedback included asking participants how they would apply their learning to their role within their work place.  Responses outlined that the training would be put in to action within the work place and practice and participants felt confident about the Early Help process, where to access support and assessment materials, being a co-ordinator and working effectively.  The responses have been linked to an objective from the training but can be seen to fit across a number of the objectives as well.   |  | | --- | | **To understand the Early Help process** | | * Check out which EHAs are open at the moment. Share EH process with other staff. | | * When writing and timing EHA’s. | | * Support other staff in the setting. | | * Gave me greater knowledge of the EHA process before it reaches Barnardos. | | * Complete an EHA. | | * To complete an Early Help. | | * I co-ordinate and I am involved in Early Help for many children on my caseload so I will be more confident in the process. | | * Great knowledge base to go forward to complete Early Helps. | | * To make sure Early Helps are fulfilled correctly. | | * Knowledge on completing forms and procedures are more clear. | | * Put in to place. | | * Put in to action with concerns for current children. | | * Share with team – in house. | | * Be more confident in filling in forms etc. | | * Given me confidence to go back and implement. | | * I will ensure the documentation is correct concerning my current EH cases. | | * Cascade information to rest of staff. Now have more information on how to complete EHA and process. | | * Comply with EHA. Awaiting new job profile - might involve Early Help. | | * Knowledge of completing an EHA | | * Be able to initiate Early Helps with confidence understand the process better. | | * Better understanding of the whole process if I need to use Early Help in my role. | | * I will use the knowledge gained in my day to day role in the nursery setting and put it into my practice and work with the children. | | * Be confident in starting an Early Help Assessment when it is needed and where to find all the paperwork. | | * Share details at staff meeting – use when initiating early help. | | * Use knowledge and understanding to use EHA when appropriate – support peers in the workplace. | | * Reading the guidance notes on website and building confidence in using EHA in job role. | | * Will be able to use the Early Help templates more effectively. | | * When filling in early help ask for support there’s no silly questions. | | * I will use this when completing EHA and taking a TAF minutes. | | * An understanding of the whole EH process. I can also pass information to colleagues. | | * Look at other children who may need EH. | | * More confidence to complete Early Help paperwork. | | * More specific when completing assessment. | | * I will use my knowledge by filling out the paperwork more specifically. | | * Will improve my knowledge in this area and can share what I have learned with colleagues and families. | | * Complete assessments with more confidence. | | * Participating with Early Helps and completing paperwork. | | * Completing paperwork for EH and being involved with them. | | * I feel I have more knowledge about the process this will help me reassure families about the process as well as work better in a multi- agency approach. | | * Clear understanding of initiating EH co-ordinating and knowing Maggie is there to support us. | | * To promote early help within my team support others with process use EH framework increasingly in my role. | | * I do not currently provide family support but now feel more comfortable in initiating and recording on Early Help and the process, and expectations of Early Help. | | * Putting it in to practise. Sharing with manager. | | * Have a greater understanding of how to complete Early Help Assessments and know where to find help. | | * EHA documentation will be more precise and detailed. Will use the LSCB website more. | |  | | **To effectively work together as a Multi-Agency Team** | | * Be more aware of support to signpost families towards. | | * Research services available in my area via LSCB/local offer. | | * To ensure all EH work is undertaken to gain the best outcomes via the system with correct support from agencies. | | * Now have knowledge of procedure to be more confident to raise issues. | | * I will be going on to the LSCB website (Professional) to learn a bit more about this. | | * Lots of new and updated information given eg. Sending early help to GP and obtaining parental DOB. | | * Feel more confident in knowing when to open an EHA and the roles the agencies involved have. | | * Increased knowledge of professional roles in Early Help Assessments. | | * Share information/knowledge learned on this course. | | * Through as much practice and experience as possible | | * I will go back and review my early helps to check for additional agencies I can involve. | | * The assessment tools (child/young person story) will help me to unpick issues in any family I’m working with and articulate to other professionals that agreed actions are being undertaken. | | * I now feel a lot more confident with my knowledge around Early Help. | | * Utilise knowledge whilst taking part in Early Help meetings. I have much better knowledge now. | | * Will help knowing how to help migrants and BME in finding the help they might need. | | * In relation to the families I work with and in collaboration with young carers and other agencies. | |  | | **To be able to confidently co-ordinate a Team Around the Family (TAF)** | | * Updated knowledge will help and enhance my position as a co-ordinator. | | * Co-ordinate EHA | | * More confidence in completing EHA and contacting other parties. | | * Feel more placed to set up a TAF. Still could do with some more support. | | * Level of detail in EHA. Knowledge of TAF. | | * More confident to initiate Early Help Assessment even though other agencies are involved. | | * To be able to co-ordinate an EHA and being able to write an EHA using appropriate language | | * I have more knowledge of EH and the role play TAF has helped me as I will be attending my first TAF next month. | | * Working in Targeted Support I will be co-ordinating Early Helps. | | * I have a greater understanding of EHA now, and I feel that I could write and EHA with my manager. | | * I will now feel more confident about completing the forms. | | * Organise TAF meetings better. | | * Gives me confidence in my first co-ordinator role. | | * Able to fill in paperwork now, confident to attend/lead EH meetings. | | * Feel much more knowledgeable about Early Help and that I would be comfortable to co-ordinate. | | * Co-ordinating and opening Early Helps for key stage 3 children. | | * I can now go away and hopefully set up my first Early Help, following the advice and knowledge given today. | | * When I have to take lead on an Early Help I will be confident to do so. | | * When I will lead early help meetings. | | * Feeling more confident about co-ordinating an Early Help in the future. | | * Being more confident in suggesting Early Help and inputting to TAFs. | |  | | **To be able to know and access assessment tools to measure risk and impact** | | * Be able to assess and support children’s individual needs. | | * Help when delivering Safeguarding training. | | * Use LSCB website more. | |  | | **To be able to evidence the impact of Early Help for the child** | | * Assessment completion applying outcome and action appropriately. | | * Try to improve my Early help Assessments and complete more effective action plans. | | * Completing outcomes and actions and assessment paperwork. Consent issues. | | * Improve outcomes and action plan. | | * Improved action plans, further training possibilities, cascade to DSL/SENCO. | | * In my daily activities and current review of EHA. | | * Importance of Early Help made more apparent. | | * To continue to be lead professional and use the new information eg. Colour coding in new EHA’s. | | * Ensure target setting is focused on well-being and success not outcomes/actions first and foremost. | | * Language used – keep simple. Time profile everything. | | * Be more curious in terms of what might be going on for the young person and focus on what is going well and what might not be going well. | | * Better assessment writing. | | * More detail in completing Early Help and other forms. | | * More detail on Early Help form. | | * Increased understanding of detail required on Early Help Assessment. | | * By reviewing currently open EHA, using my knowledge to complete any EHA correctly in the future. | | * Involve the child more in meetings. Be more explicit in language used to inform what is happening now. | | * Follow procedures for Early Help Assessments and plans. | | * I’m currently involved with Social worker stepping a family down to Early help – so will apply it to that. Voice of the child. | | * Make sure that information is clear and informative. | | * Greater emphasis on capturing the voice of the child. | | * Will have an understanding when working with families on Early Help interventions. | | * Much better now- can work through the details much better. | | * Review those on Early Help and see who needs to come off. | | * Try to use parent friendly language in assessments and examples to back up points. | | * I feel more confident in the completion of EH forms, and I feel I have gained knowledge regarding actions and outcomes. | | * I found this a great refresher as I will make it from the child’s perspective | | * I have more confidence with outcomes and actions and have been reassured I am doing the right thing. | | * Review outcomes on existing EH assessments. Check action plan steps are specific enough. | | * I feel this was a great refresher and as I will make it from the child’s perspective. | | * Think carefully about desired outcomes and give child a bigger voice. | | * I will be initiating Early Helps and supervising staff who are co-ordinating. | | * More idea of how to fill the assessment in, in more detail. | | * Review the Early Help I have recently done, add more specific details. | |
| **Future Actions** | The evaluations also included asking if any aspects of the course could be improved.  Most of the feedback said how happy people had been with the training and delivery but a few participants noted the following:   * One venue which has an automated heating system had been too cold. * One venue had a room which made it hard to hear. * One participant said how much they valued the ‘variety of professionals…very beneficial in discussing view points’ but also said most attendees were ‘from the same area’. * A few people asked for more information on the venue such as travel directions, parking and to know beforehand that tea and coffee was not provided (but could be purchased at the venue). * Two participants asked for lunch to be provided. * Participants asked for a copy of the handouts. * Longer for breaks as was a lot to take in and a long time to sit still but thought it was an excellent course and well taught and will recommend to others in the team. * Excellent training, more time to go through the website and study resources would be helpful. * I would benefit from similar day for EHCP’s. * More time to share individual cases. * Perhaps we could have had handouts which included the power point and some of the assessment tools listed. * More concise, clear and decisive answers regarding more complex EH situations. * There were a couple of occasions where I feel we would have benefitted from examples, particularly when discussing single agencies, what would apply as Early Help, rather than looking for group to answer and people didn’t have correct understanding. * Less of the introduction as this took a lot of time and more practice using forms. * A completed example of a ‘case study’ as a guide (fully completed EHA) showing detail amount. * The ‘About Me’ section – was a little unclear of what we were being asked, took a long time. * Paper for note taking and handouts of subjects shown on screen. * Longer for breaks as was a lot to take in and a long time to sit still but thought it was an excellent course and well taught and will recommend to others in the team. * Really minor thing, could have been warned that we had to pay for tea and coffee. * Short breaks am and pm. Venue needs tea, coffee and biscuits.   **All the evaluation feedback will be fully reviewed by the Early Help team:**   * **How to Support Children and Families with Early Help is reviewed annually to ensure it is relevant and up to date – the next review is confirmed to take place August 2019.** |