

December 2013 Presentation of the Recommissioning Target Operating Model

The full presentation is available on-line:

<http://www.neneccg.nhs.uk/resources/uploads/files/CYP%20Recommissioning%20Final%20Presentation%20031213.pdf>

Some key slides are shown below to demonstrate the approach and subject matter. The diagrams of the model set out in section 7 were part of the presentation.

Slide 1: Since the 8th of October....

Corby Clinical Commissioning Group NHS Nene Clinical Commissioning Group NHS

The team have conducted 159 engagement sessions across:

- Children & Young People sessions e.g. Shadow Board, Talk Out Loud
- Parent Engagement
- Early Help Forums
- Locality forums
- Task and Finish Group Meetings
- Governance meetings
- Partnership Meetings
- Charity and Voluntary Sector Events
- School's Training Events
- LSCBN Training Events
- Market events
- University engagement

These have all served to inform and test the proposed model we present today

Slide 2: Key Features of the Whole System







Corby Clinical Commissioning Group NHS Nene Clinical Commissioning Group NHS

- Single Point of Access - straddles specialist and targeted services
 - Robust Triage decision
 - Specialist role within 10 Early Help areas
 - Targeted Support
 - M/D & M/A Specialist Assessment and Intervention
- Services delivered in local community locations wherever possible
- Key professional identified where there is multiple need
- 'Step up' and 'Step down' in place across all levels of the pathway
- Specialist services developing the skills, knowledge and competencies across the pathway
- Clinical oversight/responsibility in place where appropriate

Corby Clinical Commissioning Group		Where Does This Fit			Nene Clinical Commissioning Group	
	NCC service delivery	Locality health service delivery	Schools delivery	Other service delivery		
Highly specialist	<ul style="list-style-type: none"> Residential special school Secure Accommodation 	<ul style="list-style-type: none"> Acute hospitals, 10k Inpatient Residential special school Continuing Care Support Admissions Avoidance 	<ul style="list-style-type: none"> Residential special school 	<ul style="list-style-type: none"> Young Offender Institutions 		
Specialist	<ul style="list-style-type: none"> Looked After Children Children In Need Disabled children in need 0-14 Multi-systemic Therapy 	<ul style="list-style-type: none"> Range of interventions – therapeutic and medical Community Children's Nursing/ CTPLO 	<ul style="list-style-type: none"> Special school SEN Units 	<ul style="list-style-type: none"> Youth Offending services Disabled Children in Need 14-25 		
Targeted	<ul style="list-style-type: none"> Targeted Prevention Teams Family support Troubled families Programme Children's centre – targeted offer 	<ul style="list-style-type: none"> Primary health care Practitioner Youth Counselling Post sexual abuse services Reassurance service LGBT service HCE BDD service Liason line 	<ul style="list-style-type: none"> Resourced provision 	<ul style="list-style-type: none"> Troubled families project Police community safety initiatives Drug and alcohol services 		
Early Help	<ul style="list-style-type: none"> Parenting Programmes Challenging behaviour management Domestic abuse support Children's Centre early help offer Youth provision Housing support drug and alcohol support Early help for disabled children Conventions Disabled children commissioned support 	<ul style="list-style-type: none"> Toolkits Specialist co-working Specific parenting programme – with early help provider Specialist consultation Health facilitation bespoke training Attendance early help forums CP/Isdon Specialist oversight – challenging behaviour Schools liaison Drop in's children's centres Sleep service 	<ul style="list-style-type: none"> Primary and secondary Schools 'local offer' – see descriptors 	<ul style="list-style-type: none"> Community Voluntary sector services : <ul style="list-style-type: none"> ADHD Autism Disability Pharmacy advice 		
Universal	<ul style="list-style-type: none"> Children's centres – universal offer Libraries 	<ul style="list-style-type: none"> Advice information, signposting, Webchat, Whole system training Toolkit 	<ul style="list-style-type: none"> Schools 'universal offer' 	<ul style="list-style-type: none"> Dentist GP NV School nurse 		

Corby Clinical Commissioning Group		Integrated Support Service – Children with ASD and Aspergers			Nene Clinical Commissioning Group	
<ul style="list-style-type: none"> Build upon Autism Family Support Service that operates across home, school and short break setting Service to include access to community nursing for MH and LD and for SLT, OT , clinical psychology and psychiatric input- Social Workers Support not conditional upon diagnosis Action plan first 6 months – full integration by 1st April 2016 						

Corby Clinical Commissioning Group		Integrated LAC and Adopted Children			Nene Clinical Commissioning Group	
<p>2 key elements</p> <p>1) Integrated Administration</p> <ul style="list-style-type: none"> Develop single information management and clinical/professional record system Carry out all administrative functions for LAC and Adopted children; health assessments , social care reviews, PEP's in and out of county activity etc <p>2) Integrated LAC support service</p> <ul style="list-style-type: none"> To include health assessors (Nurses and Paediatricians) , CPN's, Psychologist, virtual school team, SW's, access to psychiatry Action plan first 6 months – new team in place by 1st April 2016 						

<p style="text-align: center;"> <small>Corby Clinical Commissioning Group</small>  <small>Nene Clinical Commissioning Group</small></p> <hr/> <h2 style="text-align: center;">Engagement – Key Messages</h2> <p>Broad Agreement</p> <ul style="list-style-type: none">• Child and family at the centre of everything we do• ‘Step up’ and ‘step down’• Pathway approach• Single point of entry – much debate regarding where and how this could operate• Services delivered in locally accessible places• Cohesive/collaborative working in localities• Multi Disciplinary specialist team• Lead professional for co-ordinated care• Integrated LAC service• Integrated service for children with ASD and Aspergers• Strengthens Acute/Community pathway
<p style="text-align: center;"> <small>Corby Clinical Commissioning Group</small>  <small>Nene Clinical Commissioning Group</small></p> <hr/> <h2 style="text-align: center;">Engagement – Key Messages</h2> <p>Issues</p> <ul style="list-style-type: none">• CAF as basis – lot of issues with the use of the CAF – bone of contention• Did not think diagnosis should be only way to access service• Integrated ASD /Aspergers service- view that this should include ADHD /Neurodevelopmental conditions• Behavioural issues still not fully addressed• Concern about lack of support for wider range of vulnerable groups• Concern about GP’s responsibilities and roles within the model• Concern about schools variability to engage and lack of accountability mechanisms• Need for direct referral between clinicians• Matrix management of M/D and M/A teams• There is a concern about 18/19/25 - transitions• Do not underestimate the cultural change required
<p style="text-align: center;"> <small>Corby Clinical Commissioning Group</small>  <small>Nene Clinical Commissioning Group</small></p> <hr/> <h2 style="text-align: center;">Engagement – Key Messages</h2> <p>Opportunities:</p> <p>GP’s role, responsibility and engagement</p> <ul style="list-style-type: none">– Child friendly practices– Children’s GP champion in locality– Engagement locality ie : schools initiatives, children centres <p>NCC Disabled children provision</p> <ul style="list-style-type: none">– Scope to improve early help for disabled children and CIN, reducing the knowledge gap– Integrate into M/D teams? <p>ASD long delays in assessment – 2 organisations involved</p> <ul style="list-style-type: none">– Strategies and interventions for pre-diagnosis– Integrate EP into MD specialist team? <p>Role of schools</p> <ul style="list-style-type: none">– Some very willing to collaboratively work together – others less willing, opportunity to improve knowledge, skills and engagement– Special schools keen to collaborate and play a role