

REPORT TO: Health & Wellbeing Board

DATE: 20 March 2024

REPORTING OFFICER: Executive Director, Adults

PORTFOLIO: Adult Social Care

SUBJECT: Strengths Based Training – Helen Sanderson Associates

WARD(S): Borough-wide

1.0 PURPOSE OF REPORT

The purpose of this report is to provide an update on the Strengths Based Training that is being rolled out across Adult Social Care (ASC) staff from the training provider Helen Sanderson Associates.

2.0 RECOMMENDATION

RECOMMENDED: That the Board:

- 1) **Note the report; and**
- 2) **Agree proposals for future developments.**

3.0 SUPPORTING INFORMATION

- 3.1 As part of our desire to embed strength-based practices into our work within ASC. We commissioned Helen Sanderson Associates to build on the strengths-based work of Professor Samantha Baron and the person-centred foundations of work we already have in place in Halton, following the re-design of the social care assessment and care planning forms to incorporate strengths-based approaches, for the changeover into Eclipse.
- 3.2 We wanted staff to receive training that would make them feel confident and competent in using them in taking a strength-based approach and also to be able to fill in the forms, so the outcome is better lives for people not just completed paperwork. We were thinking about the customer journey and including person-centred reviews rather than only focussing on assessment and planning and we needed to ensure that there is support for managers to be able to embed the changes through meetings and supervision and Develop quality standards.
- 3.3 Helen Sanderson Associates is well known within the training world as an expert on strengths-based approaches and are now the Authors of national guidance for Think Local Act Personal (TLAP) and Department of Health around care and support planning and person-centred practice.

- 3.4 We started by mapping out the customer journey with an appropriate stakeholder group, which included two full days with people who experience and use services in Halton, including carers, professionals, Voluntary Sector and Provider services, to understand what their experience of person centred planning and reviews were and we set out targets of what it could look like and feel like. We then put this alongside statutory, CQC and local authority expectations and began to create a process map of what needs to happen when to deliver this experience for people that also meets other expectations. We will align this with a colleague customer journey that illustrates who needs to do what. We would want to cross reference this against national best practice, e.g. York, to ensure that we would also be delivering national best practice and looking at an evaluation process, by looking at the data/information that is already collected and to agree what else would be needed to know how well the customer journey is being implemented. A graphic using Mural has been used to capture this information in a way that can be widely shared both internally and externally.
- 3.5 HSA has developed a process for supporting social workers, providers and others to develop specific outcomes, aligned with the principles of strengths-based practices and person-centred approaches. The process helps ensure that practitioners build on the strengths of the person, recognizing what matters to them, who matters to them, where matters to them and what is working and not working, and uses this to craft specific, achievable outcomes.
- 3.6 The Support Sequence is a 7-step process taking outcomes and ensuring that a wide range of options are considered to achieve the outcome. This includes working with the person's strengths, technology and community solutions. Put together, the outcome and support sequence will help ensure that we are addressing the assessed needs and outcomes and delivering them in a strengths based and creative way, within current resources. This is described as 'Working Together for Change'

The 7 Steps :

Step 1: Prepare

The first step of WTfC involves deciding the scope of work, agreeing the quantity of information to be collected and how, clarifying the timescales and identifying who needs to be Step 2: Collect.

The second step of WTfC is to collect the information needed to drive the process, from person-centred or outcomes-focused reviews, or in other ways.

Step 3: Theme

The next stage of WTfC happens at the interactive on line workshops. It is about working with a diverse group of people, including commissioners, providers and people with care and support needs their carers and families, to identify themes (or clusters) in the person-centred information.

Step 4: Understand

The next step of WTfC is for people to think together about what the various reasons might be for the top things that are “not working” for people. We do this to understand the multitude of factors that have played a part in creating the problem.

Step 5: Identify success

The next stage of WTfC involves thinking about what success would look like if the top root causes for the things that are not working for people were put right. We do this by asking people to think about what people would be saying if the issues were addressed from a range of different perspectives.

Step 6: Plan

The next stage of the process is where we begin to stand back from the work people have done together to ask, “what does this mean for us?” and “what are we going to do about it?” The previous stages have helped us to recognise and explore a rich vein of person-centred information that tells us a great deal about peoples’ experiences of support.

Step 7: Implement

The next stage of the process is to do what it takes to respond to your analysis, deliver the action plans developed and move towards your vision of success.

Step 8: Learning and review

The final stage of the process involves evaluating the changes you have made and ensuring you understand, evidence and communicate the impact. A key part of the stage is thinking about what it would take to embed the process and how to adopt WTfC as part of core business.

- 3.7 Coaching sessions for managers will be implemented and check use of the processes and new documentation. This will include using Confirmation Practices in one to one supervisions to check progress in using what people have learned (implementing person centred reviews and using the Outcome and Support Sequence). Due to pressure on managers, rather than more days away from work, they will integrate bite sized practice and problem-solving opportunities that can easily be used with team meetings and in supervision with staff.
- 3.8 To ensure that we have a long term legacy from this Training, we have commissioned a Train the Trainer option, which we have geared at Advanced Practitioner level. This program is designed to provide instruction, support, practice, observation, and feedback to those learning to facilitate and train others. Participants will develop their understanding of what person centred information is required to develop and write effective, strength base, person centred outcomes. Participants will also be able to train others in Embedding strength based practices through using the Outcome and Support Sequence, a seven stage process to enable them to think creatively and explore different

ways to deliver outcomes. The Participants will learn how to deliver the course as either face to face or online training.

- 3.9 All training has been delivered on-line, via Zoom with workbooks for individuals to complete as part of small group work and wider sessions. There will be a total of 250 people in total over 2 cohorts, who will receive the training. The first cohort was completed, with a review and tweaks made before the second cohort undertook their training last week. Accreditation will be provided for Train the Trainer staff. This training is supporting the change in Adult Social Care front door, with a greater emphasis on prevention and well-being.

4.0 POLICY IMPLICATIONS

- 4.1 All Care Management Policy & Procedures to be reviewed.

5.0 SAFEGUARDING IMPLICATIONS

- 5.1 None.

6.0 FINANCIAL/RESOURCE IMPLICATIONS

- 6.1 Funding for the Training was provided from slippage in the Care Management staffing budget 2023/24.

7.0 OTHER IMPLICATIONS

- 7.1 This approach will be supported by the Transfer from Care First 6 to Eclipse and the Roll out of the Helen Sanderson, Strengths Based Training Programme.

8.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

8.1 Children & Young People in Halton

None identified at this stage.

8.2 Employment, Learning & Skills in Halton

None identified at this stage.

8.3 A Healthy Halton

None identified at this stage.

8.4 A Safer Halton

None identified at this stage.

8.5 Halton's Urban Renewal

None identified at this stage.

9.0 RISK ANALYSIS

- 9.1 To be continuously monitored.

10.0 EQUALITY AND DIVERSITY ISSUES

10.1 An Equality Impact Assessment (EIA) is not required for this report.

11.0 CLIMATE CHANGE IMPLICATIONS

11.1 None identified.

**12.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF
THE LOCAL GOVERNMENT ACT 1972**

12.1 None under the meaning of the Act.