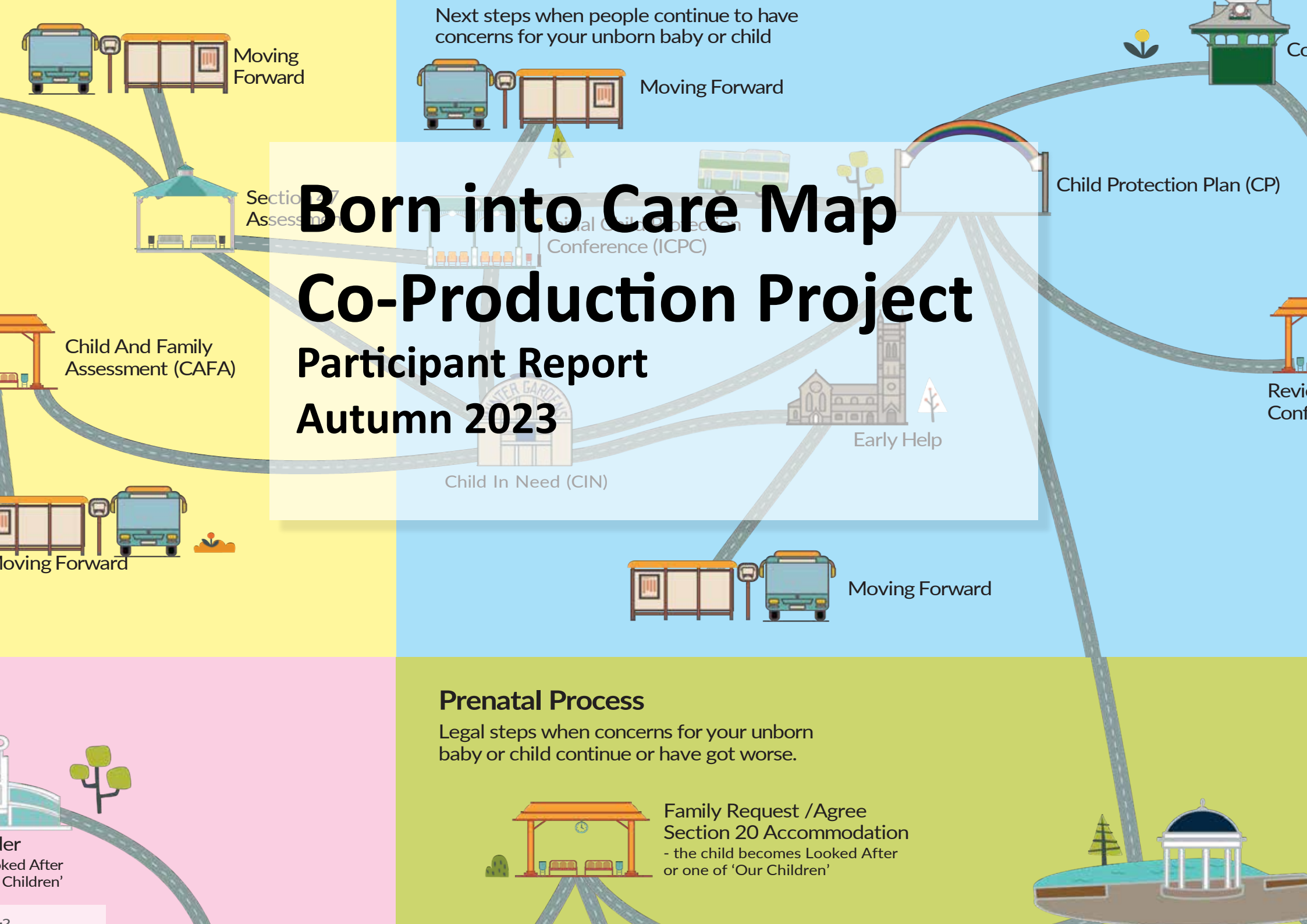
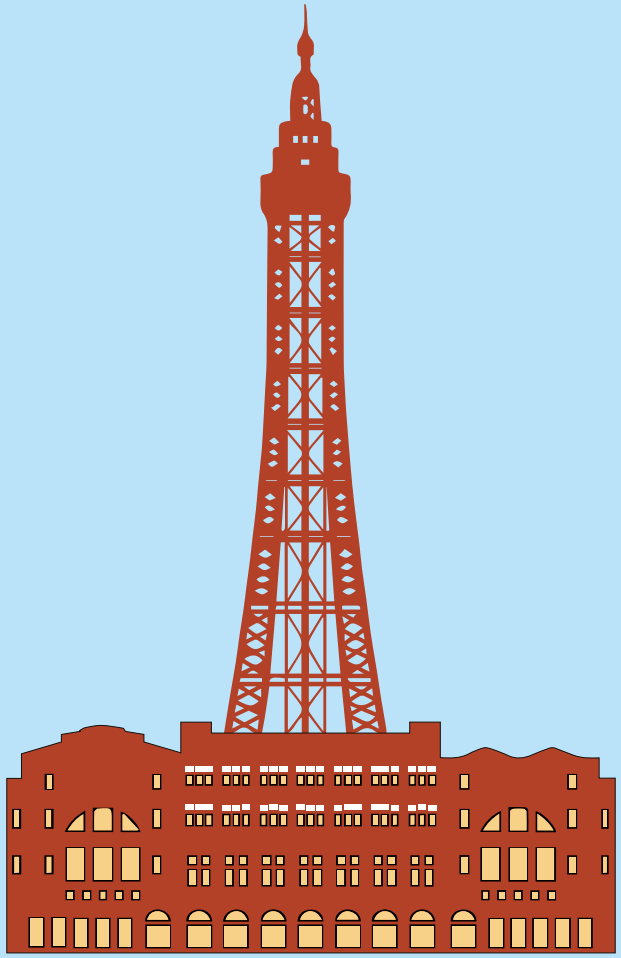


Born into Care Map Co-Production Project

Participant Report

Autumn 2023



Born into Care Map Project

Aim

To collaboratively translate the ‘born into care system’ (currently expressed in Power Point form) into a tool that can be used by a wide range of health and social care professionals while in dialogue with parents to help them understand and navigate through the care system.

It’s expected that this translation will be a physical artefact that will be developed to a close-to finished prototype that can go onto be used, tested and iterated over an extended period of time. As with any true co-design, we were open to different outcomes and to being flexible.

Outputs: Final version of the map realised physically along with the digital files used in its production. This will then be developed further over time.

BLACKPOOL Families ROCK WE ARE A KIND TOWN

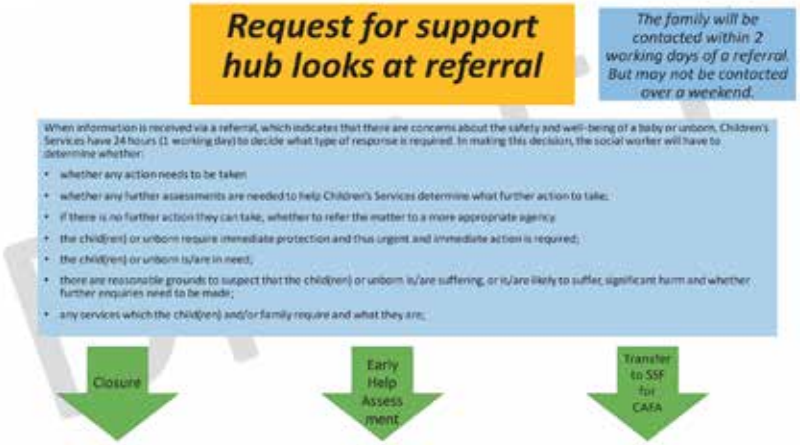
The Co-Design Team:

Annette Algie, Strategic Service Manager, Better Start
Leon Cruickshank, Co-Designer, Lancaster University
Ged Docherty, Manager, For Baby's Sake, Blackpool Council
Michaela Goodridge, Co-Production Delivery Lead, Blackpool Council
Bertie Goffe, Workforce Development Lead, Children's Service, Blackpool Council
Lisa Harrison, Lived experience sessional worker, Blackpool Council
Avni Hindocha, Speciality Registrar, Public Health, Blackpool Council
Claire Punshon, Early Parenthood Specialist Nurse, NHS
Sejal Changede, Designer, Lancaster University
Kate Simpson, Practice Development Leader, Transformation Service, Blackpool Council
Deborah Thompson, Family Time Team Leader, Blackpool Council

BLACKPOOL Families ROCK WE ARE A KIND TOWN

Our Workbook

Each week we started with this workbook, describing how we were feeling, making notes and capturing ideas. Inside the workbook was also our content. This is a carefully written 25 page document co-created previously.



How we felt across the 8 weeks

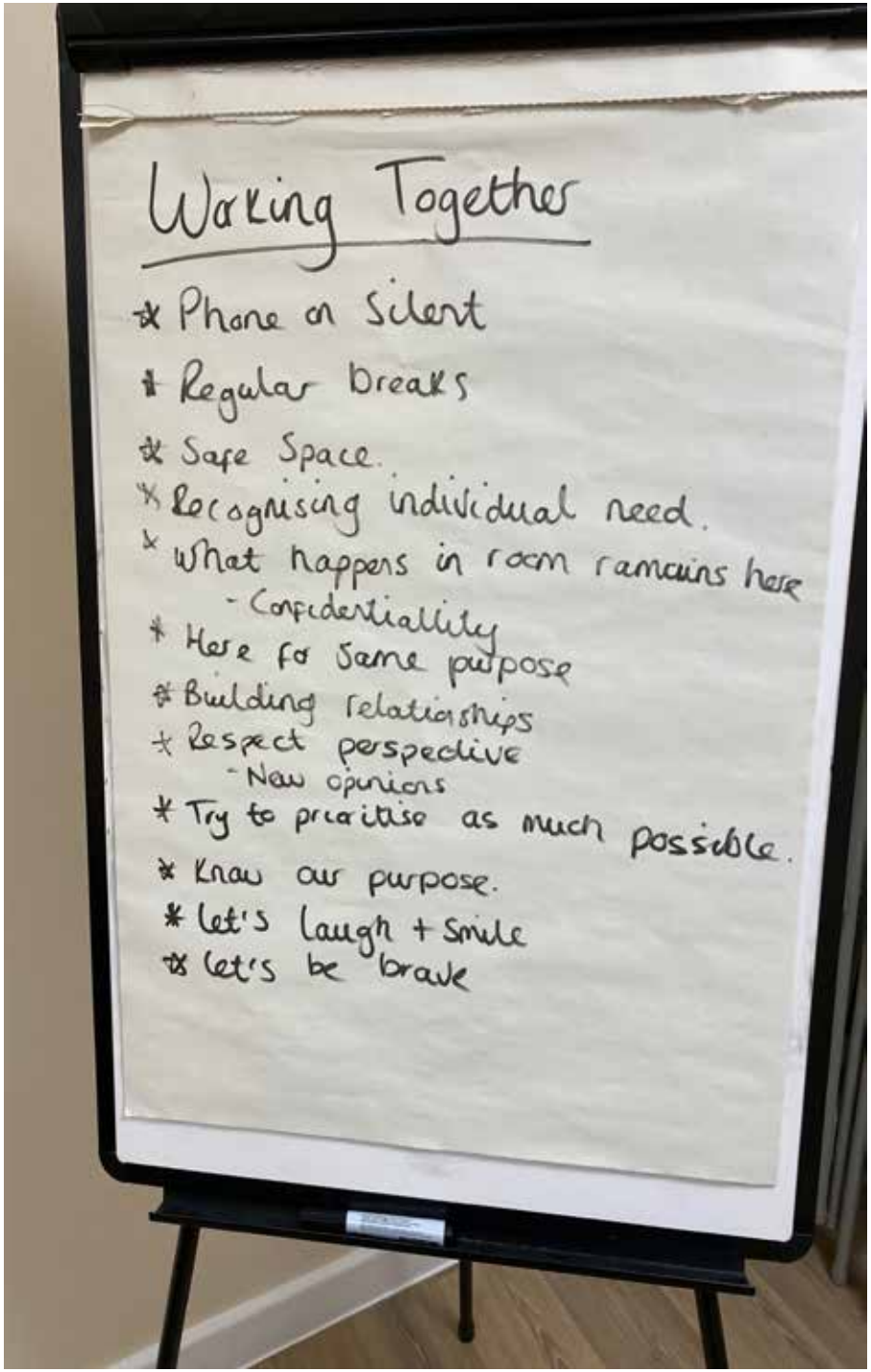
BLACKPOOL Families ROCK WE ARE A KIND TOWN

Week One

Getting to know each other

1

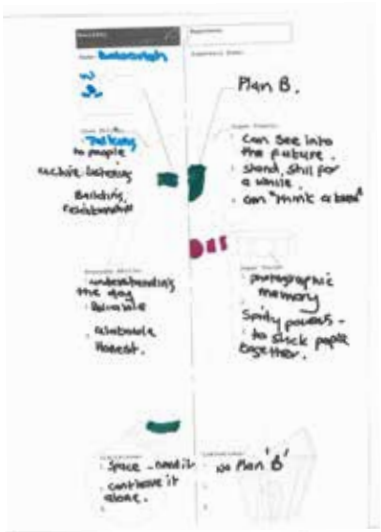
Time	Duration	Activity
9:30		Set up
10:00		Hang Out and welcome people
10:30	5	Introduction, safe space
	5	Aims of day and program
	5	Will this make a difference?
	5	Getting to know each other, super hero
	20	Do in pairs (one each)
	10	Chat about
11:20		Break
11:30	10	Describe process of ppt creation
	10	House rules on white board
	5	Introduce the text (print A3?)
	10	Time to look at, small groups discuss
	10	Work alone Mark up - what's that all about?
	10	Mark Up – That's good stuff
12:20		Break and start Lunch
12:40	20	Work in pairs, what's what, positive and negative
1:00	10	Feedback / group discussion

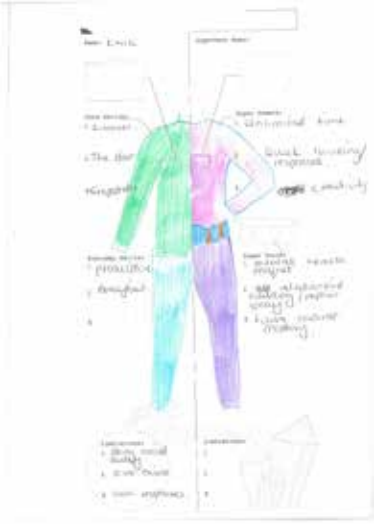


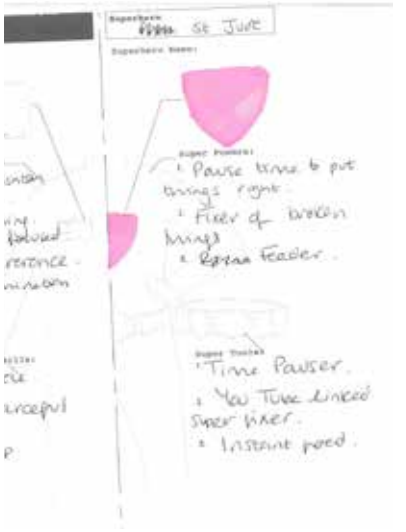
Agreeing together how we will work together

These were the working practices we agreed to follow at the start of the co-production process. It was important that we developed these together. We recognised the potential for this process to have an emotional effect on us, that we needed to feel safe and respect each other.

We also agreed that even though our focus was to describe potentially life changing events it was ok to smile and have fun in the development process.







Superheroes

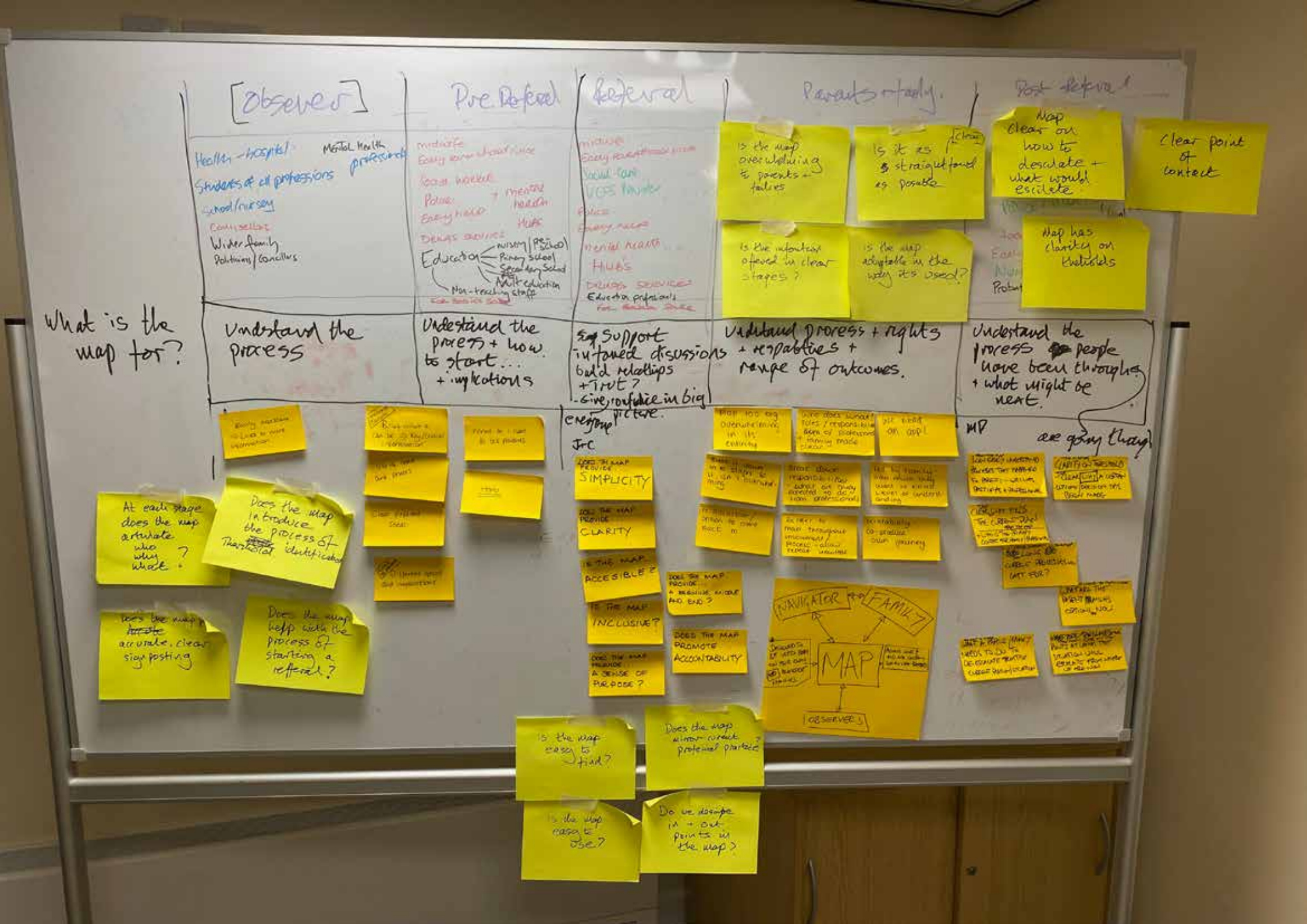
The group were asked to imagine they were a superhero, what would be in your utility belt, what is your kryptonite and what super powers would you have?

This helped us all understand each other's strengths and weaknesses in a non-threatening manner.

BLACKPOOL Families ROCK
WE ARE A KIND TOWN

Week 2

How will we know if it's gone well? We used this week to establish what we really want to do, who will use the Map and what will their needs be? This enables us to establish evaluation criteria.



[Observer]
Pre Referral
Referral
Parents + family
Post Referral
Health - hospital
Mental Health professionals
Students of all professions
School/nursery
Counsellors
Wider family
Politicians / Councillors
Education
Nursery / pre-school
Primary School
Secondary School
Adult education
Non-teaching staff
Mental health
HUB's
Education professionals
Is the map overwhelming to parents + families
Is it as straightforward as possible
Clear
Map clear on how to desculate + what would escilate
Clear point of contact
Is the information offered in clear stages?
Is the map adaptable in the way its used?
Map has clarity on thresholds
What is the map for?
Understand the process
Understand the process + how to start... + implications
Support
- informed discussions
- build relatings
+ Trust?
- give confidence in big picture.
Understand process + rights + respabties + range of outcomes.
Understand the process people have been through + what might be next.
are going through
JRC
MP
At each stage does the map articulate who why what?
Does the map introduce the process of Thresholds identification
Does the map help with the process of starting a referral?
Does the map provide SIMPLICITY
Does the map provide CLARITY
Is the map ACCESIBLE?
Is the map INCLUSIVE?
Does the map provide A SENSE OF PURPOSE?
Does the map provide A BEGINNING MIDDLE AND END?
Does the map promote ACCOUNTABILITY
NAVIGATOR
FAMILY
MAP
OBSERVER
Is the map easy to find?
Does the map mirror current professional practice?
Is the map easy to use?
Do we describe in + out points in the map?

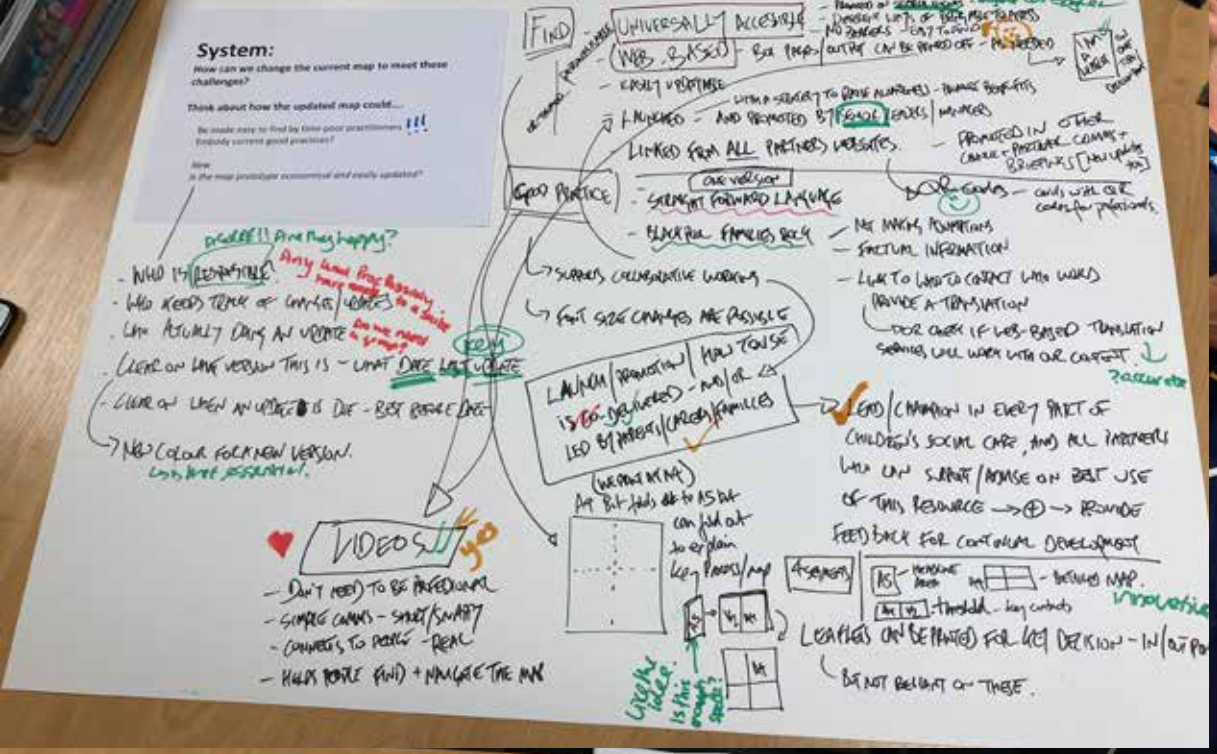
Types of people who will use the map	Observer	Pre-Referral	Referral Professionals	Parents and Family	Post Referral
Roles of people in each type of map user (examples not a full list)	Health workers (hospital), mental health professional, students of all professions, school / nursery workers, counsellors, wider family, politicians and councillors	Midwife, early parenthood nurse, social worker, police, early help, drug services, education (nursery, pre-school, secondary school, FE, adult education, non-teaching staff), for babies sake.	Midwives, early parenthood nurse, social care, VCES provider, police, early help, mental health services, drugs services, education professionals, for babies sake.	Mum, dad, siblings, grandparents, friends, adolescents (in school or college).	Therapeutic services, family help, VCSF services, police/prison/criminal justice, social care, early parenthood, nursery and education probation.
For each group, what is the function of the map?	To understand the process	To understand the process, how to start a referral or other action and the implications of the range of options.	Support informed discussions but building confidence in professionals of the big picture and trust with parents and families.	To understand their rights and responsibilities in the process and Understand the range of possible outcomes.	Understand the both the process specific people have been through (and may continue to be part of) and what might be next.
General ideas for criteria	Easily accessible with links to more information, Minimise jargon, be brief where it can be – include critical and key information. Use of colour and photos, clear different steps, show range of outcomes (different options and implications), address what I need to tell parents, focus on the how.		Does the map provide simplicity? Does the map provide clarity? Is the map accessible (findable)? Is the map inclusive? does the map provide a sense of purpose? Does the map promote accountability?	Map too big, overwhelming in its entirety, break it down into stages so it isn't overwhelming, re-discussion / option to come back to, who does what, roles and responsibilities for professionals and family made clear, refer to map throughout the process allow repeat viewings, we need an app, led by family, how much do the know, level of understanding, relatability co-produce their own journey.	From the map can I easily understand processes that happened to parents or I was part of as a professional? Am I clear who holds the current plan and who the primary contact is? Do I know from the map how long the current process will last for? The maps clarity on thresholds, Am I clear why a certain outcome / decision has been made? What are the parents / families options now? Is the map clear on the points at which the situation will escalate from where we are now? Does the map indicate what parents need to deescalate from the current position?
Focused Criteria	**1 Does the map introduce the process of threshold identification?** **2 Does the map provide accurate, clear signposting?** **3 At each stage does the map articulate who, why and what?** **For pre-referral** **4 Does the map help with the process of starting an referral?**		**1 is the map easy to find** **2 Does the map mirror current good practices?** **3 Is the map easy to use?** **4 Do we describe in and out points in the map?**	**1 Is the map overwhelming to parents and families?** **2 Is the information offered in clear stages?** **3 Is the map as straightforward (or clear) as possible?** **4 Is the map adaptable (flexible) in the way it is used?**	**1 Is the map clear on the thresholds that could lead to either escalation or desilication?** **2 Is the point of contact clear?**

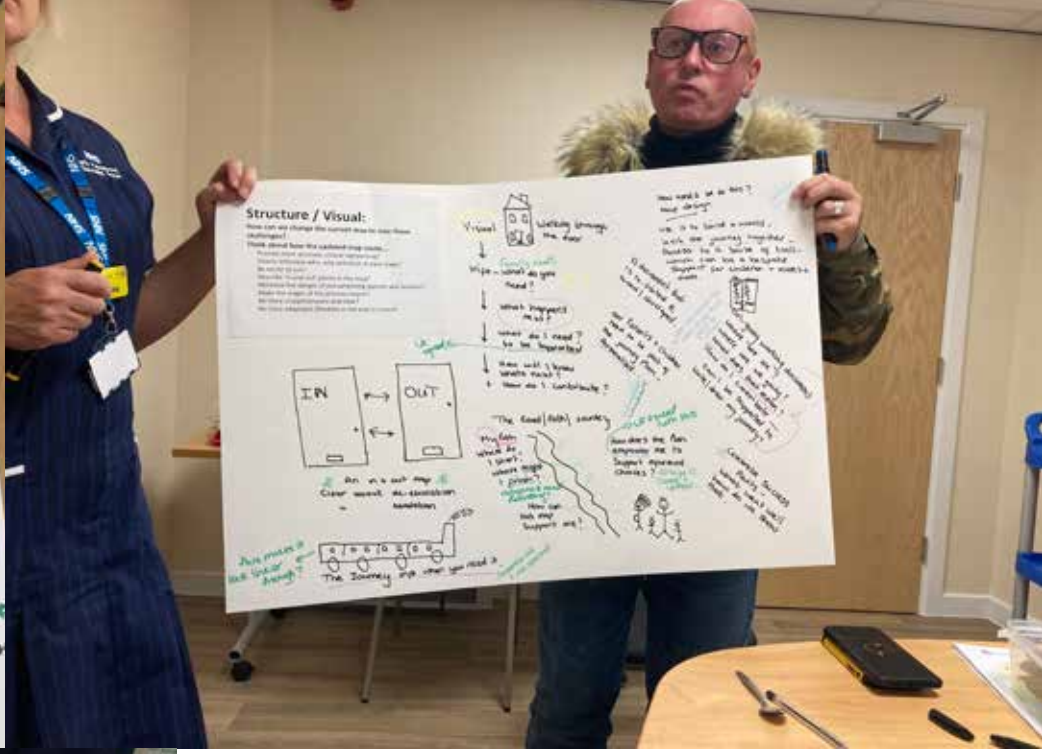
Week 3

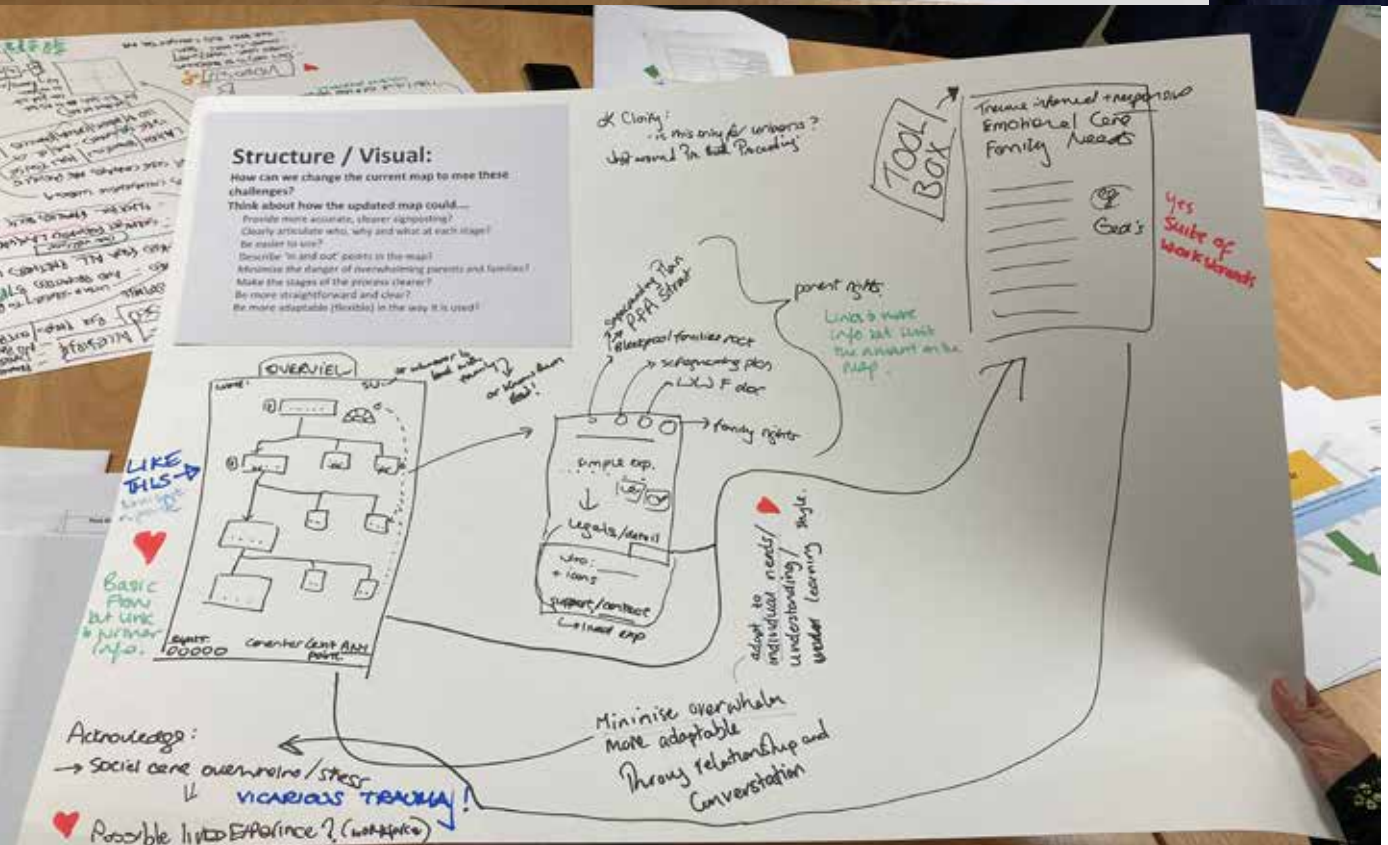
Reviewing and agreeing the criteria and starting to generate ideas. We applied the criteria to the content that was developed in a previous process and used this as a foil to prompt creative ideas for our co-design.

Building on the previous weeks' co-production, we developed these criteria

Observer / Pre-Referral
1 Does the map introduce the process of threshold identification?
2 Does the map provide accurate, clear signposting?
3 At each stage does the map articulate who, why and what?
For pre-referral Does the map help with the process of starting a referral?
Referral Professionals
Is the map easy to find
Does the map mirror current good practices?
Is the map easy to use?
Do we describe in and out points in the map?
Parents and Family
Is the map overwhelming to parents and families?
Is the information offered in clear stages?
Is the map as straightforward (or clear) as possible?
Is the map adaptable (flexible) in the way it is used?
Post Referral
Is the map clear on the thresholds that could lead to either escalation or de-escalation?
Is the point of contact clear?

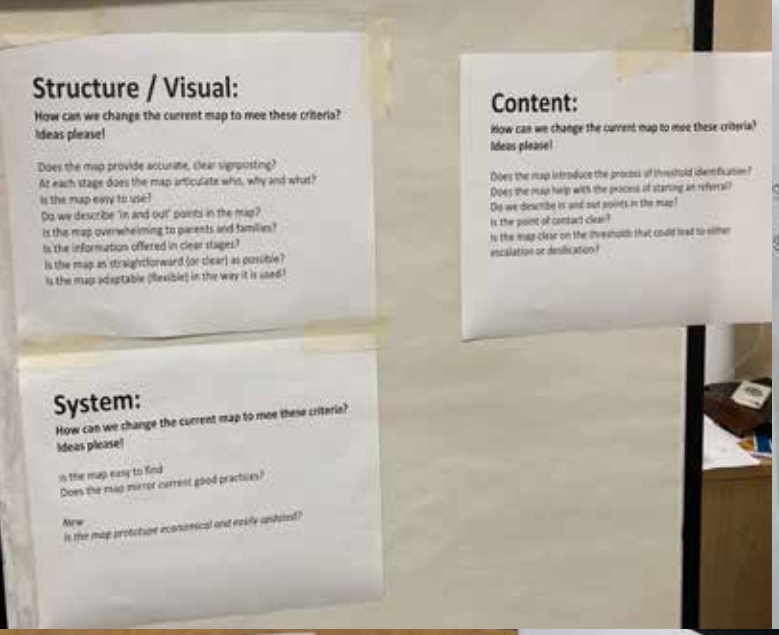


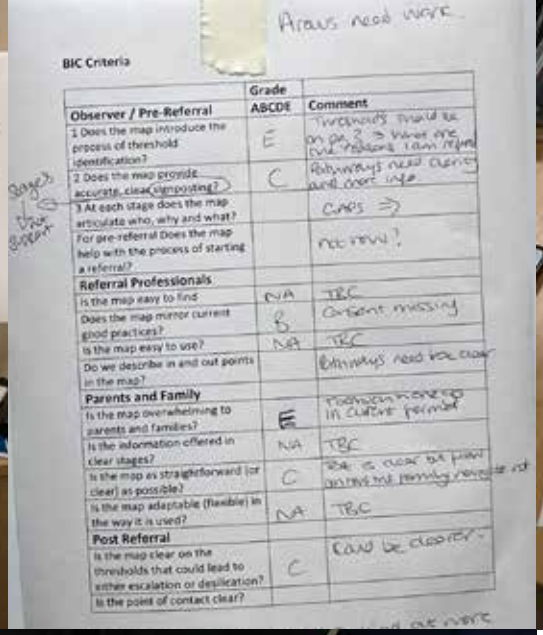


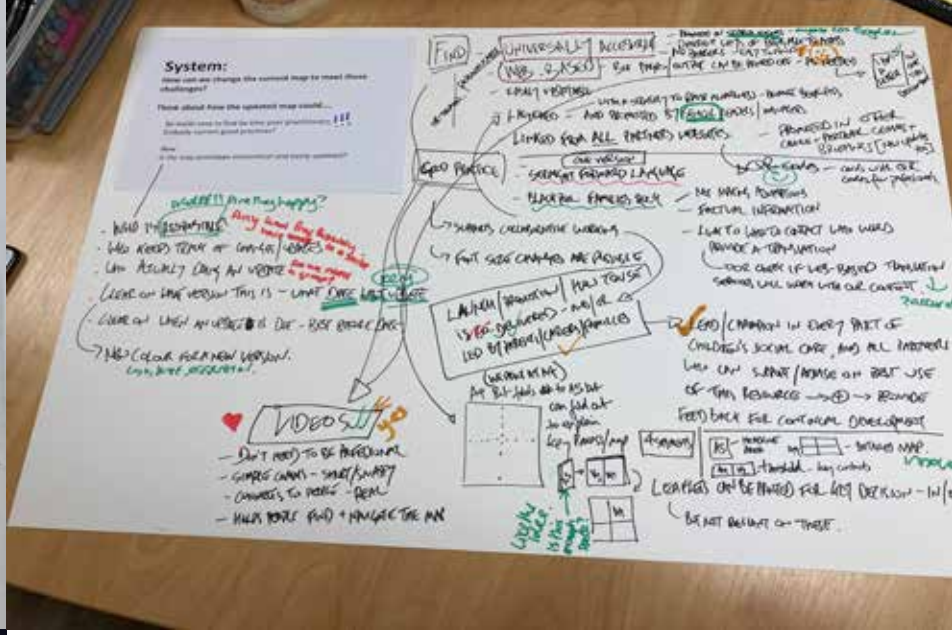


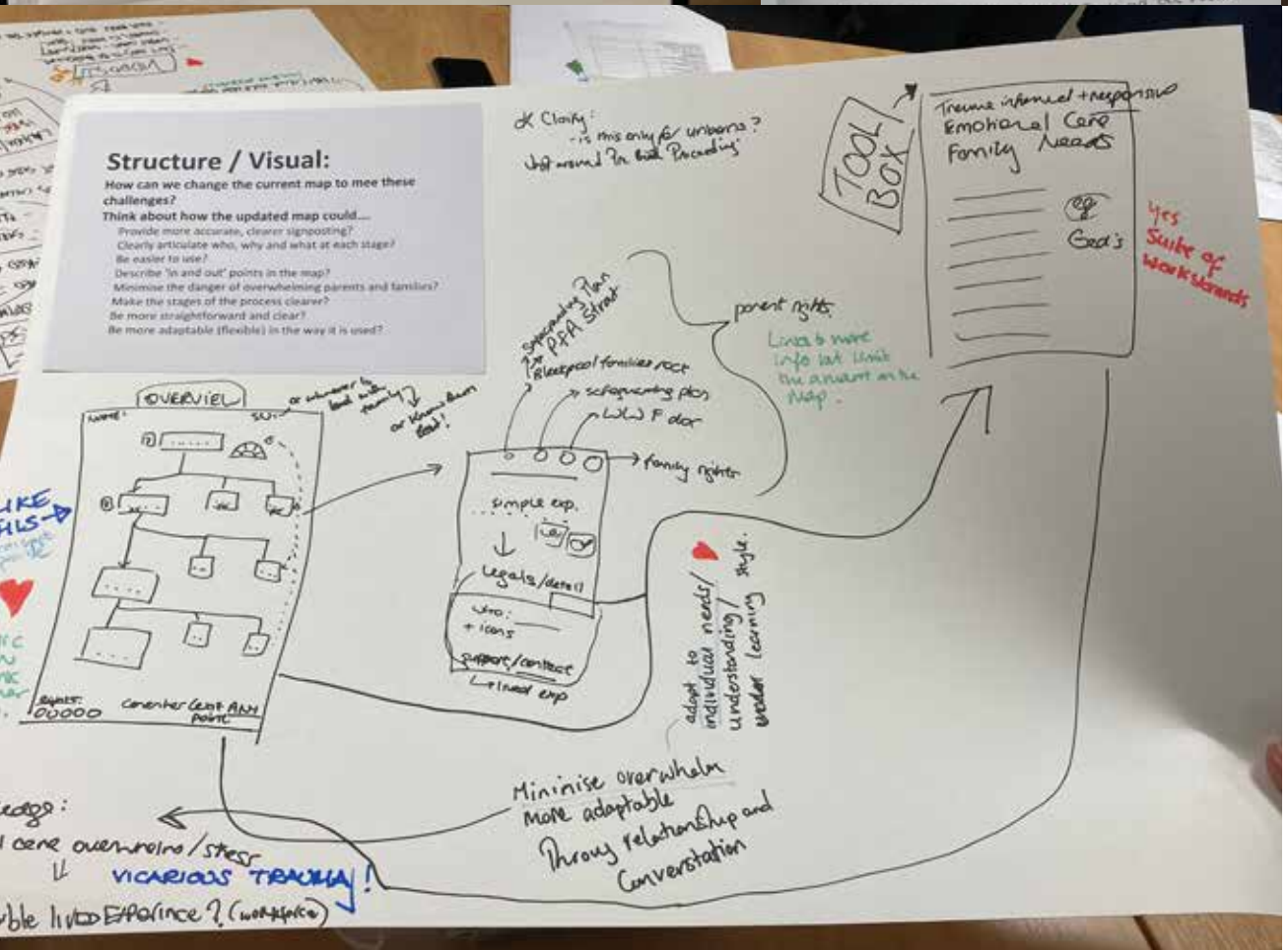
Creative Ideas

Focusing on the visual, structure and system elements of the map.



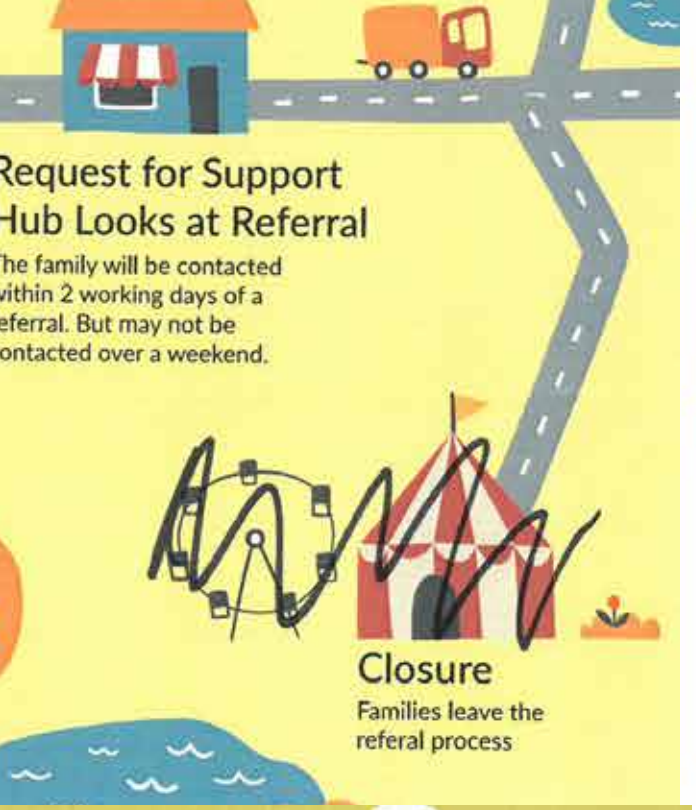


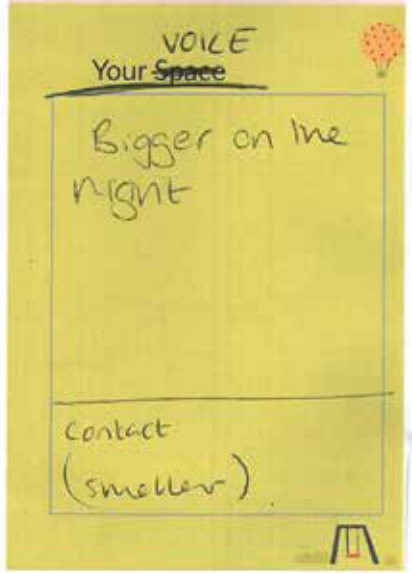


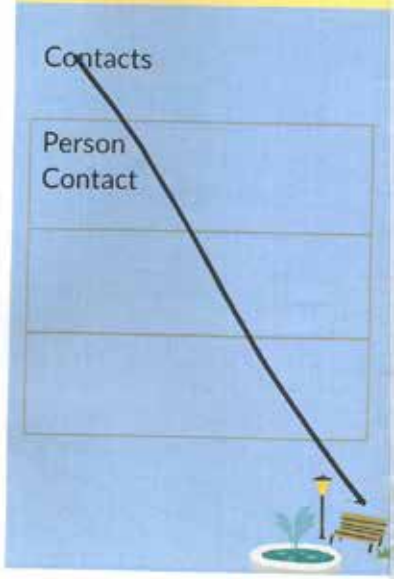


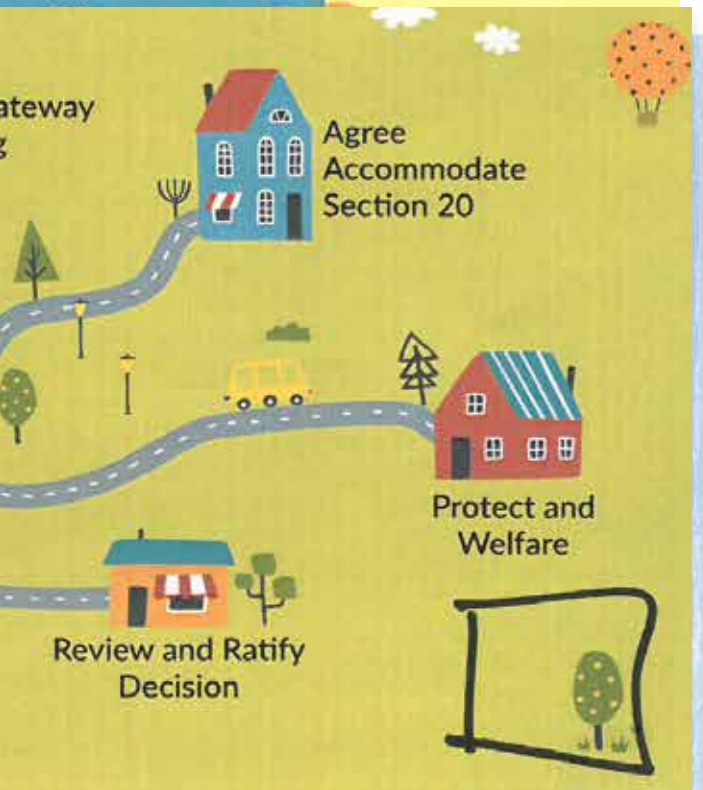
BLACKPOOL Families ROCK WE ARE A KIND TOWN

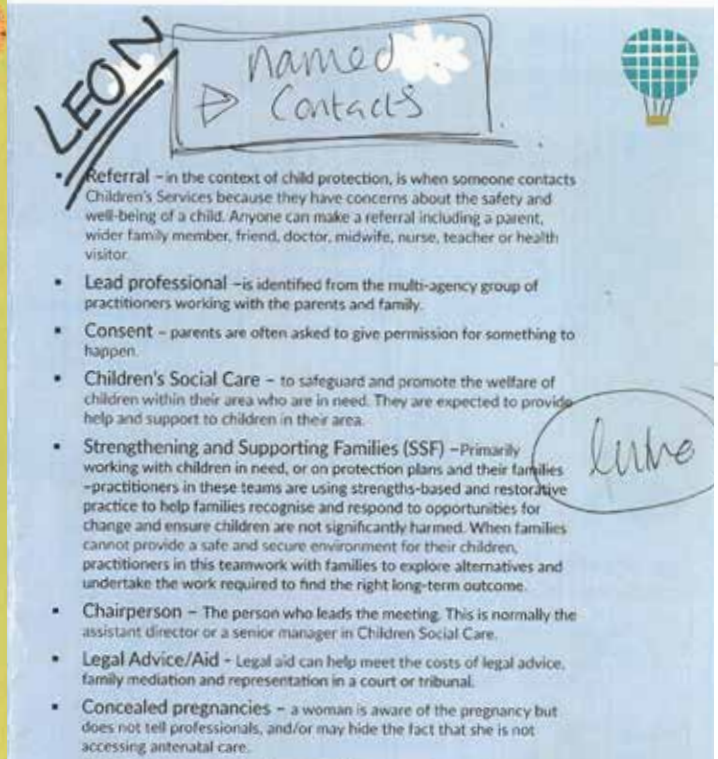
Thinking about map style....











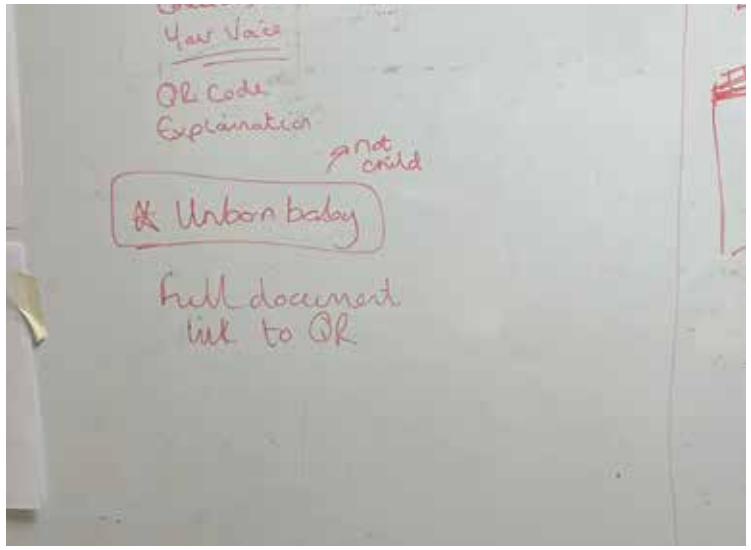
We really don't like.... the circus exit or too many trees

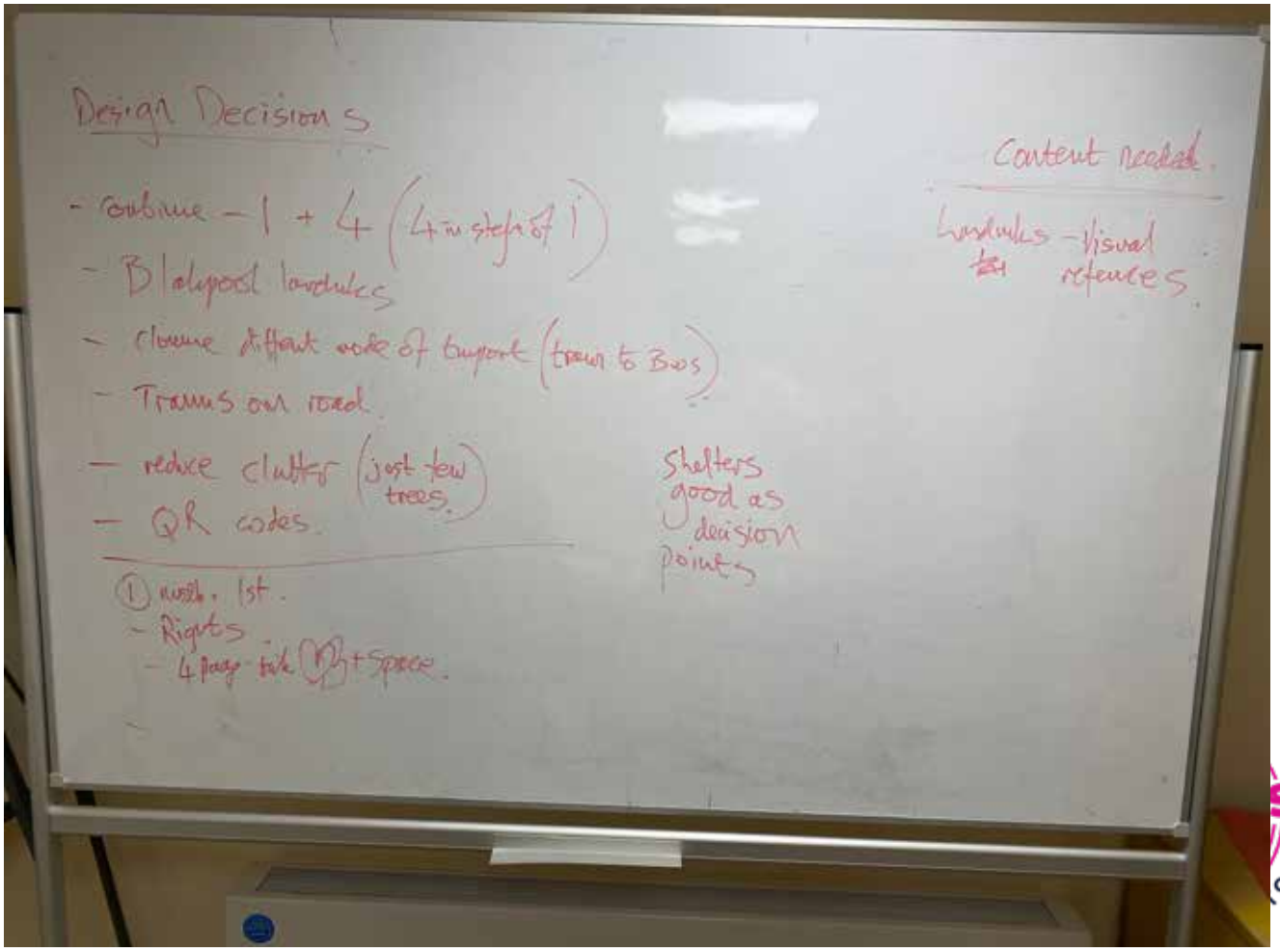
Week 4

Hang Out and welcome people
Introduction, progress: Caveats – needs to be correct, prototypes, judging also **foil for creativity.**
Plan for the day: metaphors, structure, and form - design decisions
2 groups Metaphors 20
Report back, capture on the master copy on the whiteboard
Break
Introduce 3 forms and full document
Discussion as a group
Pairs creative ideas on form and structure
Discuss options
Break and start Lunch
Review Criteria
Review options, creative discussion
Design Decisions
Thanks and goodbye (end of formal part)

Reviewing and improving on the improvements. This was a hard work session where we critically examined and improved a number of prototypes that had been developed in response to the previous weeks' work.

Fundamental design decisions were agreed





Week 5

What a joy to have some light! We used this week to review the simple map, full map and the 'full beans' detailed document. We did this through developing and then role playing a series of scenarios.

Writing scenarios such as....

Pre-birth – Mum has had 3 previous babies removed from her care at various points. The last baby both left hospital, placed with concurrent carers, baby was adopted. Mum became pregnant at the close of proceedings. This pregnancy has been concealed up to 32 weeks.

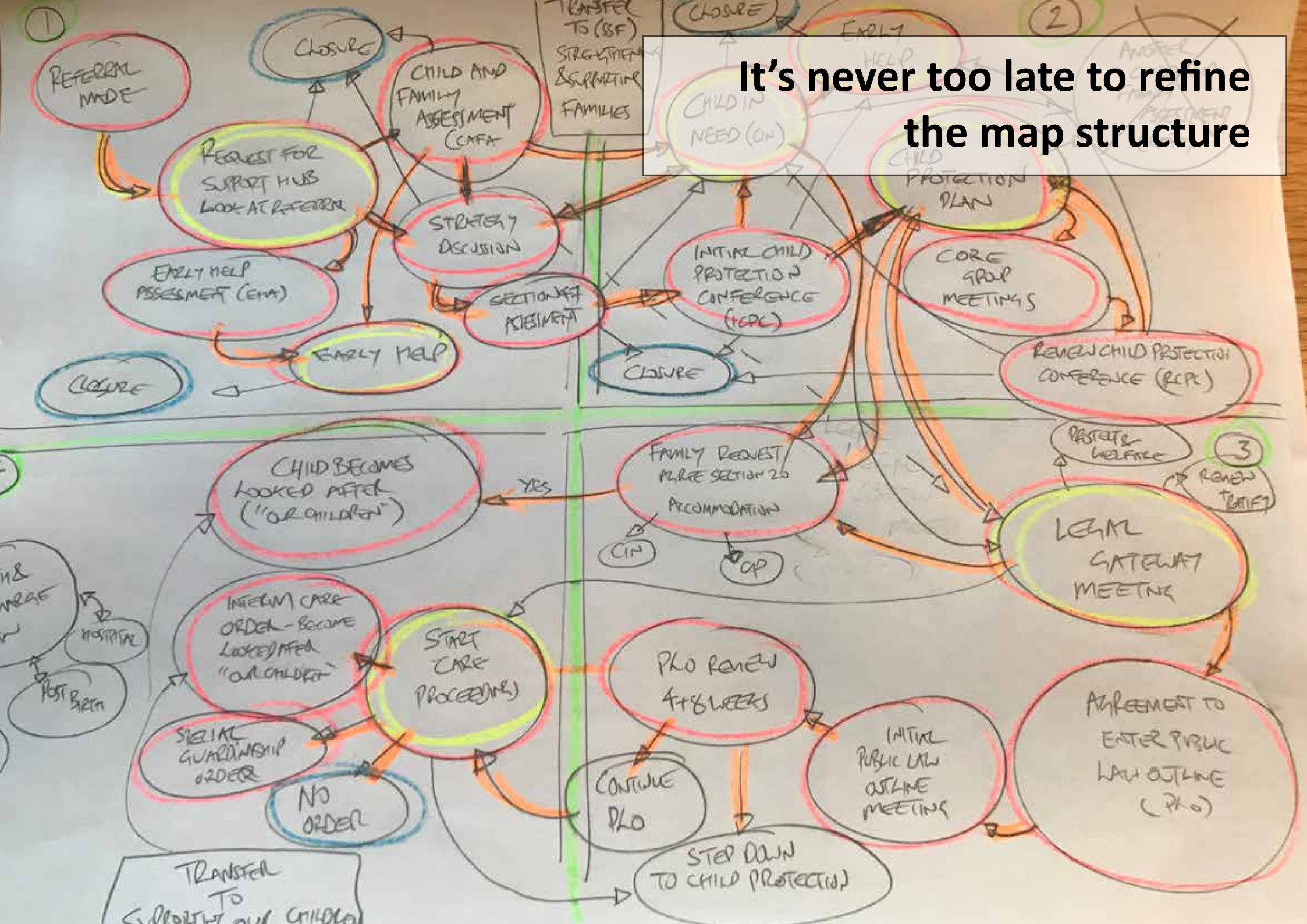
You are a social worker who needs to explain to a young pregnant Mum that the level of concern will be drug use and mental health issues and that you are going to have a legal gateway meeting as you are not seeing any progress on the child protection plan. Mum has learning difficulties.

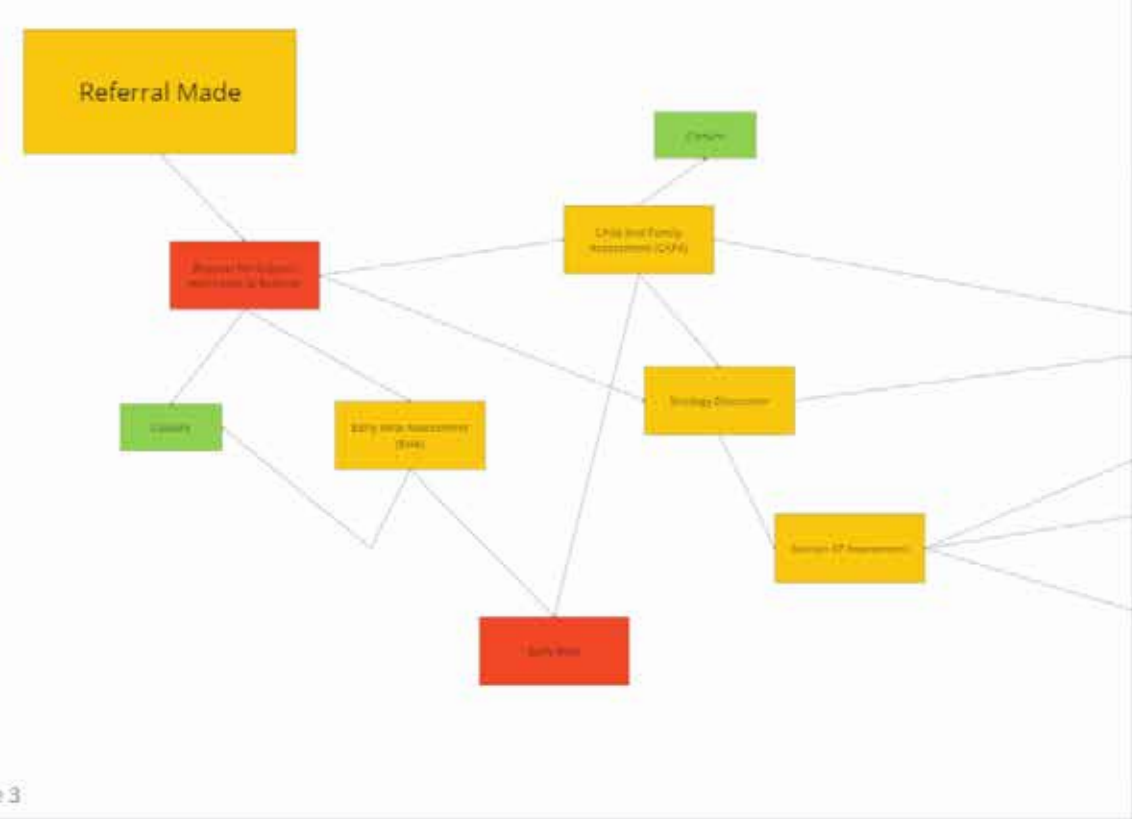
Claire
Observer
Observer

A good sign for the project
after the first session at the
Salvation Army

Week 6

There were some nerves in this session as it was the first time we tested the map with people outside the participant group.


It's never too late to refine the map structure
1
2
3
REFERRAL MADE
CLOSURE
CHILD AND FAMILY ASSESSMENT (CAFA)
REQUEST FOR SUPPORT HUB LOOK AT REFERRAL
STRATEGY DISCUSSION
EARLY HELP ASSESSMENT (EHA)
EARLY HELP
CLOSURE
SECTION 47 ASSESMENT
CHILD IN NEED (CIN)
INITIAL CHILD PROTECTION CONFERENCE (ICPC)
CLOSURE
CHILD PROTECTION PLAN
CORE GROUP MEETINGS
REVIEW CHILD PROTECTION CONFERENCE (RCPC)
FAMILY REQUEST FOR SECTION 20 ACCOMMODATION
YES
CIN
CP
CHILD BECOMES LOOKED AFTER ("OUR CHILDREN")
LEGAL GATEWAY MEETING
INTERIM CARE ORDER - BECOME LOOKED AFTER "OUR CHILDREN"
START CARE PROCEEDINGS
SPECIAL GUARDIANSHIP ORDER
NO ORDER
PLO REVIEW 4+8 WEEKS
CONTINUE PLO
STEP DOWN TO CHILD PROTECTION
INITIAL PUBLIC LAW OUTLINE MEETING
AGREEMENT TO ENTER PUBLIC LAW OUTLINE (PLO)
TRANSFER TO



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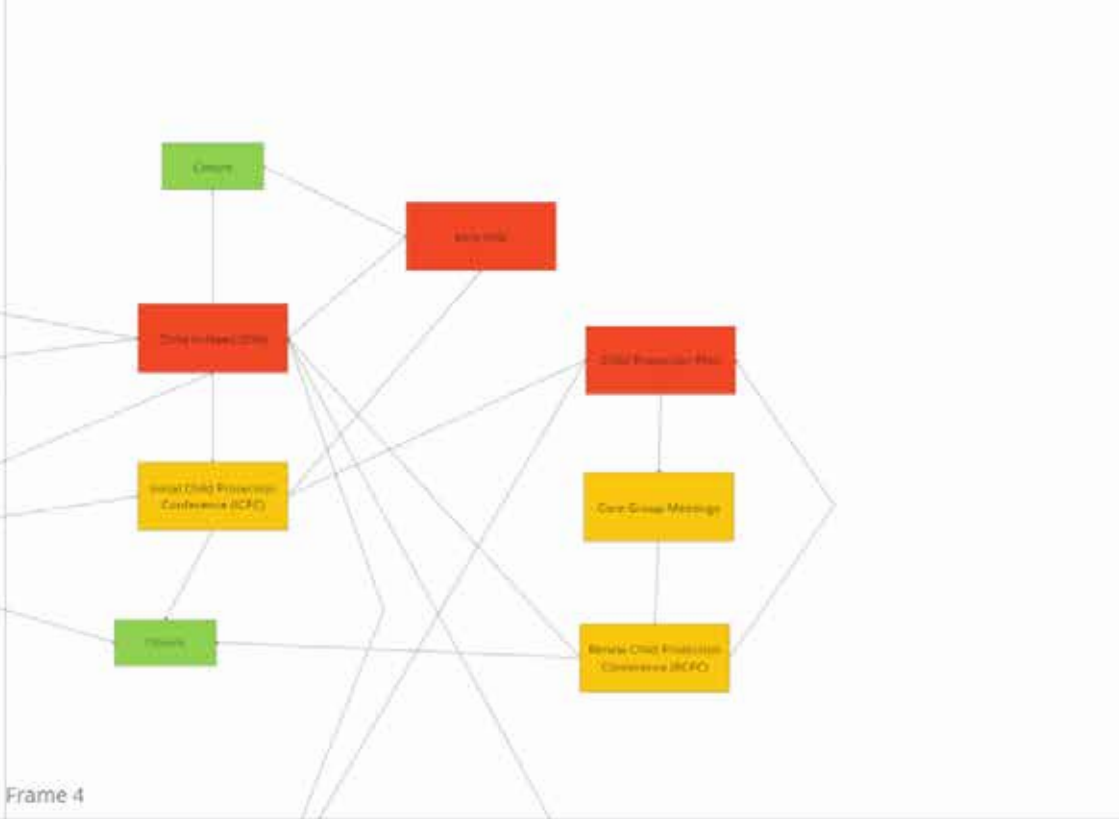
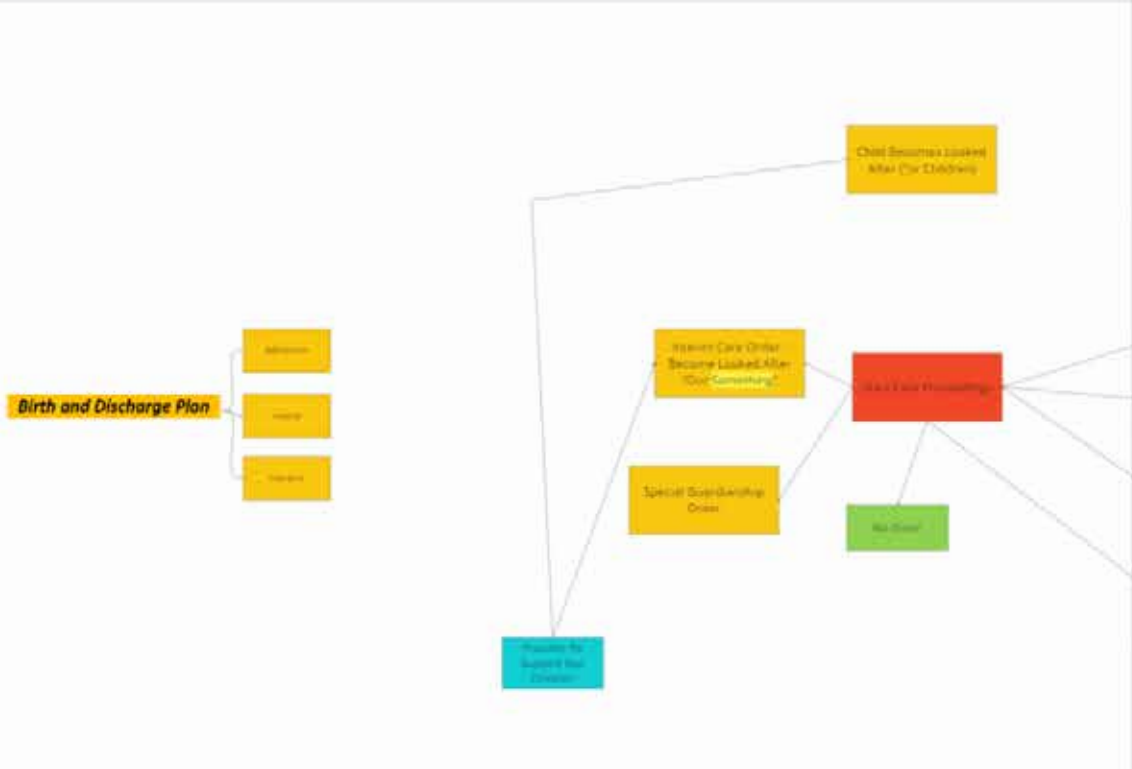
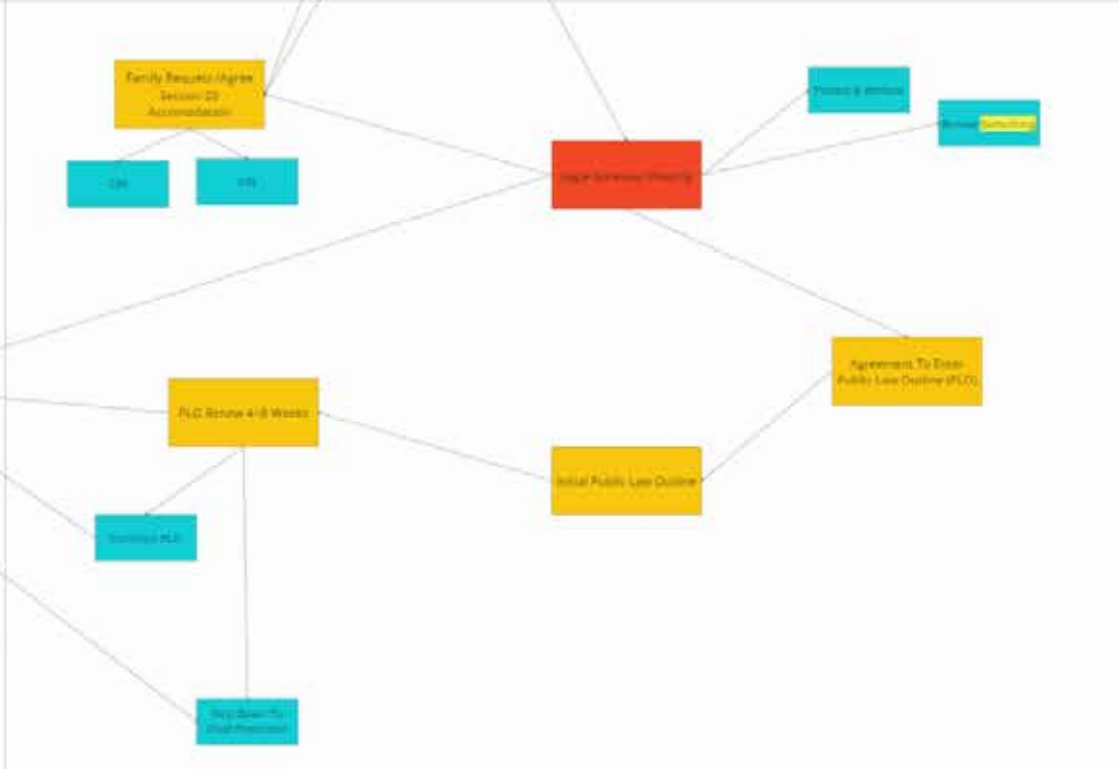
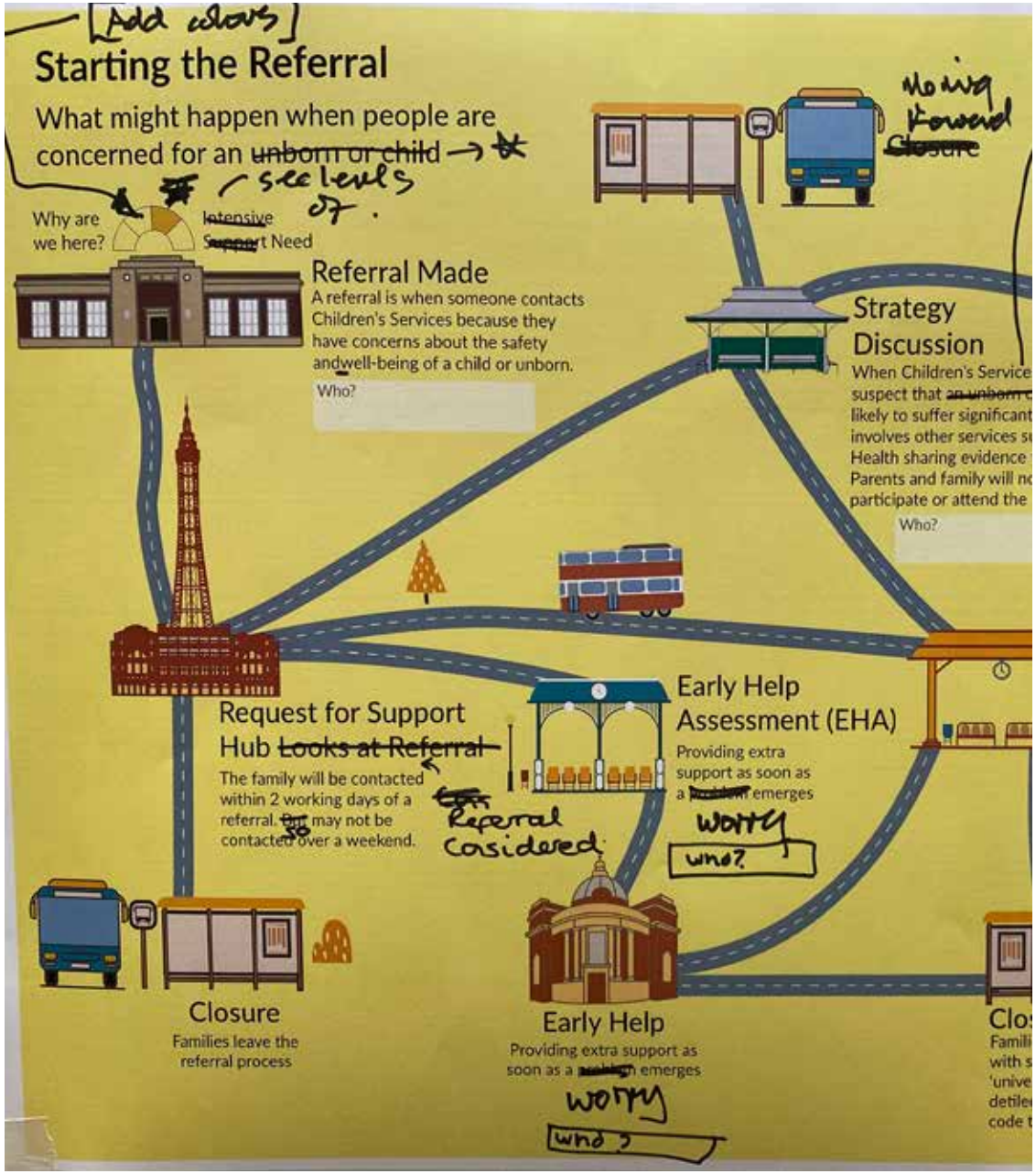


Frame 4

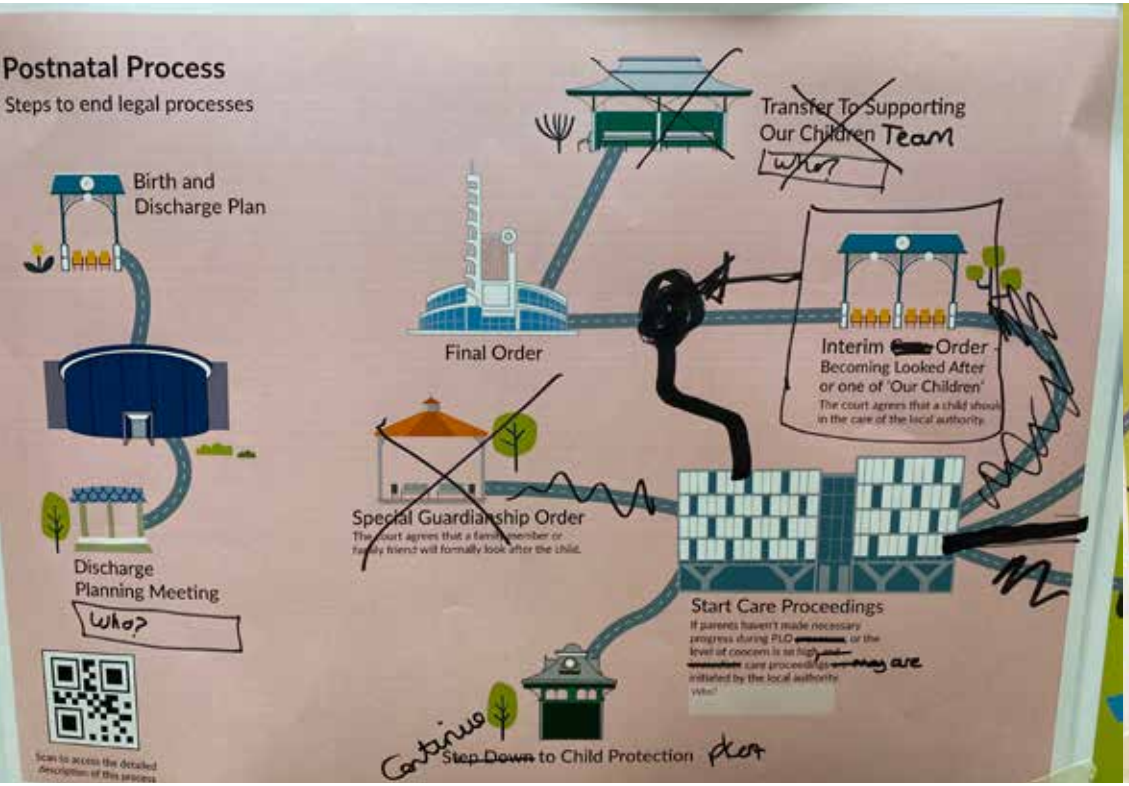


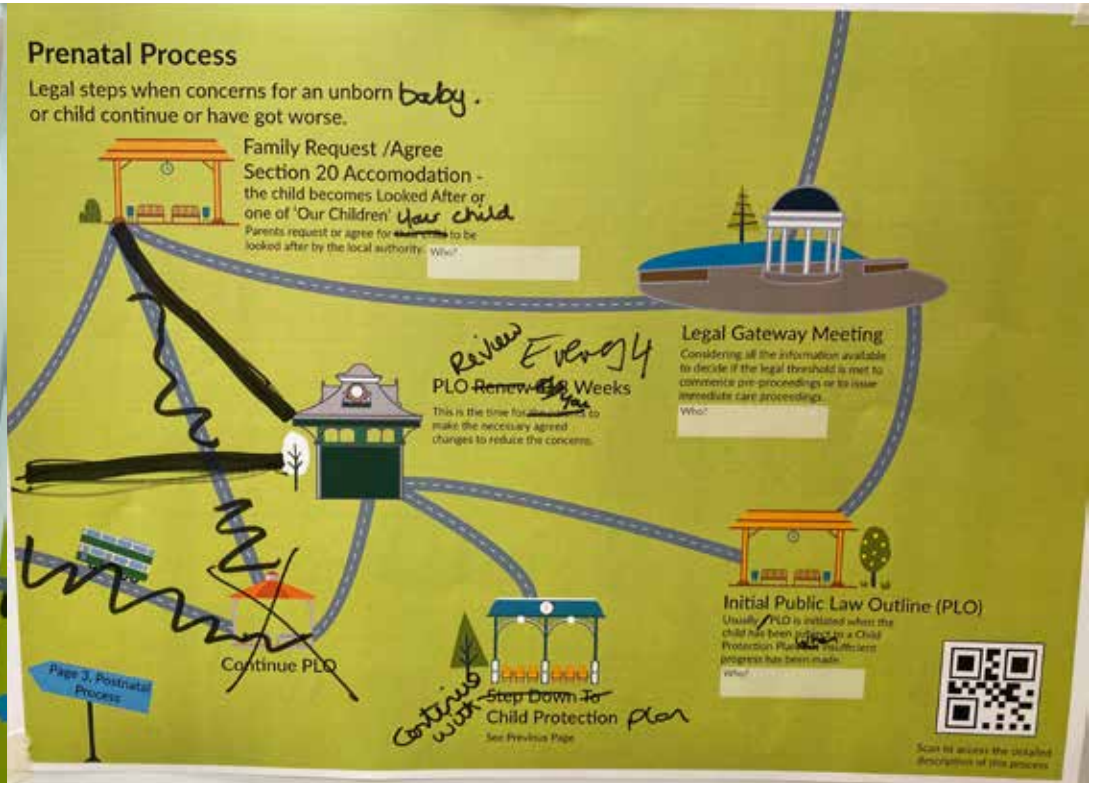


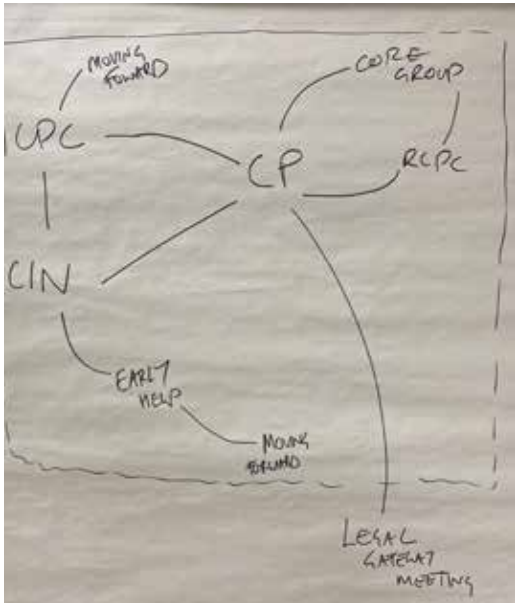


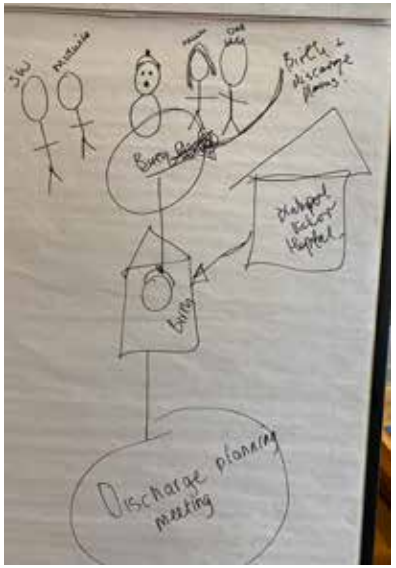
Week 7

This was a final review session where updated structures, graphics and text were evaluated and improved.


Postnatal Process
Steps to end legal processes
Birth and Discharge Plan
Discharge Planning Meeting
Who?
Scan to access the detailed description of this process
Transfer To Supporting Our Children Team
Who?
Final Order
Interim Order - Becoming Looked After or one of 'Our Children'
The court agrees that a child should be in the care of the local authority
Special Guardianship Order
The court agrees that a family member or family friend will formally look after the child.
Start Care Proceedings
If parents haven't made necessary progress during PLO or the level of concern is so high care proceedings may are initiated by the local authority
Who?
Continue Step Down to Child Protection plan


Prenatal Process
Legal steps when concerns for an unborn baby . or child continue or have got worse.
Family Request /Agree Section 20 Accomodation - the child becomes Looked After or one of 'Our Children' Your child
Parents request or agree for to be looked after by the local authority
Who?
Review Every 4
PLO Renewed 8 Weeks
This is the time for to make the necessary agreed changes to reduce the concerns.
Legal Gateway Meeting
Considering all the information available to decide if the legal threshold is met to commence pre-proceedings or to issue immediate care proceedings.
Who?
Initial Public Law Outline (PLO)
Usually PLO is initiated when the child has been protected in a Child Protection Plan for insufficient progress has been made.
Who?
Page 3, Postnatal Process
Continue PLO
Continue with Step Down To Child Protection plan
See Previous Page
Scan to access the detailed description of this process


MOVING FORWARD
CORE GROUP
UPC
CP
RCPC
CIN
EARLY HELP
LEGAL GATEWAY MEETING


Discharge planning meeting

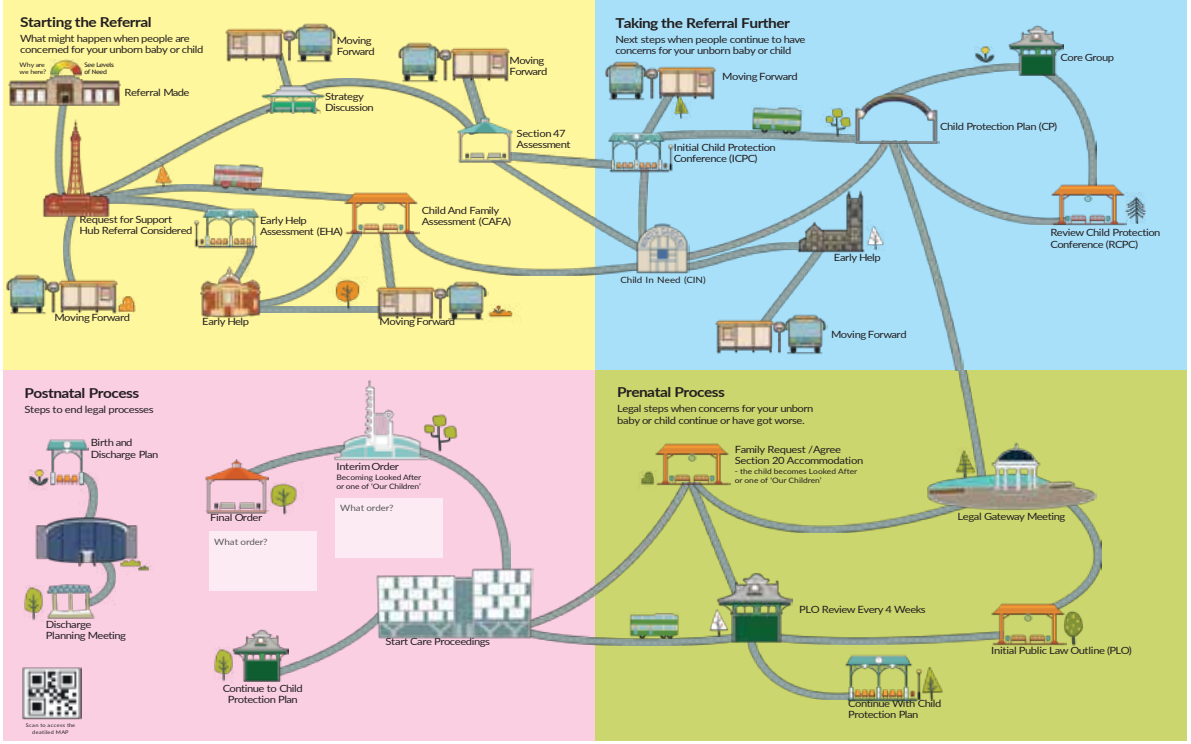
Week 8

This was a celebration and sharing event. It was also the first time that the full co-design team gathered together.

We are

We asked our guests for the celebration event to consider how the documents could be applied in different contexts.

THE MAP



Our brilliant co-design team:

Annette Algie, Strategic Service Manager, Better Start
Leon Cruickshank, Co-Designer, Lancaster University
Ged Docherty, Manager, For Baby's Sake, Blackpool Council
Michaela Goodridge, Co-Production Delivery Lead, Blackpool Council
Bertie Goffe, Workforce Development Lead, Children's Service, Blackpool Council
Lisa Harrison, Lived experience sessional worker, Blackpool Council
Avni Hindocha, Speciality Registrar, Public Health, Blackpool Council
Claire Punshon, Early Parenthood Specialist Nurse, NHS
Sejal Changede, Designer, Lancaster University
Kate Simpson, Practice Development Leader, Transformation Service, Blackpool Council
Deborah Thompson, Family Time Team Leader, Blackpool Council

Blackpool Families Rock
We are a kind town