Gateway
A Tale of Two Clusters

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The child is at the centre of it all
The aim of Gateway Assessment is to:

Enhance the physical, educational and social wellbeing of children and young people who come to the attention of Child, Youth and Family.

In other words......

Ensure that the most needy of our children have the supports they need to succeed in their new environment/s.

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NZRTLBA

Perspective on the impact upon RTLB and Clusters

• A joint task force is now looking at the progress of Gateway and revising this as necessary. Mark Thorburn MoE and Lisette Rawson CYF visited the August Hui and gave feedback.

• Gateway is now in every DHB in New Zealand and with RTLB involvement they are now getting most education profiles back.

• The involvement of RTLB and the difference made as a result of this is acknowledged and valued.

• They are keen to raise the profile of RTLB with ministers re Gateway processes.

• May be changes coming to the forms e.g. in language use and cultural appropriateness etc.
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Our Perspective

• We have been going for less than one year; October rollout.
• We are aware that there are huge differences in how the whole system works across the country e.g. different pick up of referrals and feedback to schools methods.
• We have made the RTLB available wherever possible to clear the backlog and are almost ‘there’ for all the children already in care.
• We are now finding that FGCs are beginning to take the place of children in care.
• We are concerned that the quotas for next year are almost the same as for this year.
• We are concerned about the time this all takes and the impact on RTLB and managers.
Training

• Initial training was an essential part of the success of our rollout - ours provided by Jenny Smith from the Southland Cluster and presented well before rollout.
• The CMs also attended the joint CYFs/Health/Education trainings, which were interesting as there were several things that the other agencies had not realised about the role of RTLB.
• The checklist from the *RTLB Gateway Guide* was adapted is very useful - both groups use it for every case.
How are Clusters managing ongoing training for new RTLB?

CYF and DHB quotas take no account of CM or RTLB time. This can be lengthy averaging 4 hours per case for RTLB and up to 5 hours weekly for CM. This includes weekly attendance at MDM(T) and regular attendance at Gateway Implementation team and Governance meetings.

- How do CMs deal with this?
- How many CM are involved in governance level meetings and do they feel it is valuable?

The role of Education tends to reactive rather than proactive and have no control over entry process.

- How do other CMs deal with this especially with regards to managing the numbers?
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Referral

What do we do at this point?
• Follow the check list -
  • Linda does this and phones principals, RTLB takes the profile in to the school
  • Chris has a form email that provides information
• All profiles Yes for Linda
• Not usually Early Childhood - Chris
• Keep a separate register
Kia Ora__________________.
I have a request for a Gateway Assessment for your student ____________________.

This assessment must be completed within a 7 day period in order to comply with the mandated timeframes for this process. Betty Rumble is the RTLB allocated to assist the school with the process which includes co-ordinating a meeting with the social worker, caregiver, teacher and/or principal, within the first 4 days. This meeting is required in order to discuss the data and add any information useful to the assessment. In the meantime it would be helpful if your staff could begin collecting the school data as requested.

Betty will compile the final assessment document. She sends it to the Cluster Manager, Social Worker and Gateway Co-ordinator, who provides a copy for the Paediatrician prior to a health assessment being undertaken.

Don’t hesitate to contact me if you wish to discuss the process any further.

Kind regards

Chris Broere

The profile is attached to this email - the allocated RTLB, and the Gateway Practice Leader who compiles the check list are copied in so everyone has the data. The Gateway PL is also available for support.
Discussion Prompts for PMI

• Discuss/share the range of systems for processing referrals.
• How have clusters approached referrals for Children under 5/ over 15.
• Mandated Timeframes are for Entry to Care referrals only.
• In our area a very small percentage of our referrals 4/79 to date for my cluster.
• How are Clusters managing the influx of other referrals? What timeframes?
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Allocation

• School and location kept in mind.
• Caseload of individual RTLB.
• Relationships with students (has an RTLB worked with the child previously?).
• Linda - has two different CYFs practice leaders sending out referrals and has to get them to talk to each other sometimes.
• Chris - referrals from urban and rural come through the one practice leader.
• Checklist -
  • Chris - PL completes the checklist for the RTLB School and RTLB and PL are emailed the profile simultaneously on a form email.
  • Linda - phones the RTLB office and lets them know ahead of time and then the school only after has checked with SE. RTLB take the profile to the school.

Information gathering starts straight away
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Figures for 2013

Coastal Otago RTLB Service
94 RTLB completed cases this year

Southland-Murihiku Cluster Resource Teachers Learning and Behaviour
78 assessments completed

The Southern Region consisting of Southland, Coastal Otago and Central Lakes quota of children in care was 389 from October 2012 to 2013. We are nearly complete thanks to the efforts of our RTLB.
Discussion Prompts for PMI

- Share different methods of allocation. How do other Clusters organise this?
- How many have allocated an RTLB the responsibility for overseeing Gateways?
- How do other areas manage the 40 week quota allocations?

Rural and Urban CYF areas are different in size and complexity.
- How do clusters who have 4-6 CYF offices feeding into their Cluster area manage referral flow?
Setting Up The Initial Meeting

This has to be about education. RTLB are in control of the meeting and need to ensure that information sharing is appropriate and will assist the education assessment. Personnel at the meeting need to also be supportive of the education assessment.

If it is problematic for the social worker to attend, Chris will inform CYFs practice leader and leave it up to them to find a replacement - the meeting goes ahead anyway.

• Linda - RTLB take meeting notes.
• Chris - focus upon the assessment document.
• A collaborative plan to support the child is put together at this time (for children entering care only).

We try to keep to the timeframes - even for those children already in care - in Southland RTLB CM is given the assessment profiles prior to the social worker so there is more leeway.
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MDT

- Have the completed profiles at the MDT meeting in electronic form to be able to talk to them.
- Chris - when the agenda arrives - will email to RTL and ask them if they wish to attend for their referred student / will email each school and ask what their concerns are and give the time if they wish to attend to represent their concerns themselves. Ensure your SE person is on the list.
- If schools arrive they are only in the meeting for the time their child is discussed and not for sensitive information. Usually schools are happy to let me represent them and ask to be kept informed.
- Linda - represents education at the MDT along with SE if their students are to be discussed.
- Ensure that SE person is on the email.
- Ensure the email comes to you in time.
- Keeping minutes - what has been helpful?
- Follow up - can be huge - Chris reports back on the minutes.
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Operation Implementation Team Meetings

- These were monthly, now every 6 weeks.
- Teleconference with all agencies contributing.
- Valuable to attend because we are asked for a report.
- Can be different reports.
- Able to get clarification around national and local issues: e.g. Biological parents attending our education meetings
- New quota for next year.
- Holiday referrals - quota system is based on the school year - 40 weeks.
- Ethnicity.
- Differences in forms.
What do Clusters understand the purpose of MDT(M) meetings to be?
Who should sit at the table and what is their purpose for being there?
How are the school and teacher needs represented?

Distribution/sharing of information from ISA's has been problematic.
How are CMs managing this? How, when and what information do CMs distribute to the schools?
Some of the students who are coming through the gateway system are our most vulnerable and at risk often with very high and complex needs.
Where does access to IWS sit with reference to the Gateway process as these are some of our most at risk students?
Should there be a priority access for the most complex Gateway Cases?
Should a member of each regional Gateway MDM Team sit on the IWS allocation panel and vice versa?
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<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
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<td>Our own successes - including the school in the MDT meeting. We are nearly through the back log. The opportunity to develop relationships with other agencies has been of great value to us and of benefit to kids. Children who need counselling get help far quicker. These went on for 2 slides which surprised us!</td>
<td>Our own minuses - Signatures - such an issue all year - phone consent? Where is the education voice - schools have ownership but very little input - and they want it!!!</td>
<td>Our own issues - Feedback to schools. Ethnicity - get into the mindset. Getting mixed messages about the contract between MoE and CYFs. These are only a snapshot of our PMI, the successes far outweighed the others!</td>
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These are the very important bits that can help us build a more efficient delivery!
The previous slide represented some of our thinking around Gateway in our first year. There was a lot to celebrate but there was also a lot of frustration around inconsistencies.

Our aim for this session was to provide a chance to discuss and establish best practice around an initiative that is so essential and far reaching in its purpose but quite flawed in its delivery.

As you have now shared some of your tales of Gateway through discussion and how you have coped with these, please take the next few minutes to complete your PMI.
So where to from here?

1. More consistency of practice?

2. Share well established documents?

3. Understand what our contract is from here forward?

4. Personally Linda, keeps better notes at MDT level and include RTLB and Schools where it is requested.

5. Personally Chris, better mentoring of RTLB to improve consistency of assessments.