



**Number: WG53913**

# Early Intervention and Prevention Framework to support Babies, Children, Young People and Families in Wales

Annex to Transformation Programme for Children's Services  
Legacy Report

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# Background

This Framework embodies the requirements of the Social Services and Wellbeing (Wales) Act 2014 and the Well-being of Future Generations (Wales) Act 2015. At the heart of this Framework is to strengthen families, support parenting and enable positive outcomes for children consistent with upholding our national commitment to Article 18 of the [United Nations Convention on the Rights of the Child](#) (UNCRC). While children are in care, it should be as short as possible, and they should remain close to home so they can continue to be part of their community – the child’s network – with the same life chances for all children. This should be supported by an integrated system which focuses on working together to resolve matters in partnership through an accessible and preventative approach.

## **Purpose:**

The purpose of the Framework is to provide an overarching definition for both Early Intervention, and one for Prevention which can be adapted across sectors.

Welsh Government early intervention and prevention programmes, such as Flying Start and Families First, have their own guidance and definitions. To agree what is included in these services and to ensure their preservation as part of a Wales wide health, social care and education system, it was agreed a new overarching All-Wales Early intervention and prevention framework should be developed.

To see these vital parts of the system as integral to continued delivery and development of services for babies, children, young people and families across Wales, ensuring this is part of a systemic wide view to continue where possible to support families to stay together and therefore safely reducing the number of babies, children, and young people coming into the care system. This doesn’t replace existing guidance, diagrams and definitions, but brings them together under one over-arching framework.

The intention is to understand and preserve services which are universal, primary, secondary and targeted where required when babies, children and young people need them, at the right time, delivered in the right way, as part of a full offer across Wales. This approach sits in alignment with the well-being goals of [Well-being of Future Generations \(Wales\) Act 2015](#) which aim to take a long-term approach to prevent problems through a more joined up approach.

The Framework has been co-designed with community, voluntary, and public sector leaders across Wales with the support of Welsh Government.

## **Who is this framework for?**

It is helpful for our population of babies, children, young people and families across Wales to know about this Early Intervention and Prevention framework and to know it is here to support services for them in every area of Wales.

Leaders should come together to design their early and intervention system so services are aligned and working towards common goals and outcomes in line with the needs of their population. This framework aims to support compassionate and collective leadership in developing services and systems and are family-focussed and child-centred and that strengthen families.

It is important for all professionals across social care, health, education and other sectors supporting babies, children, young people and families to have one overarching language, and a shared diagram to explain the cross section of provision targeted appropriately when its needed. As well as practitioners, it is hoped foster carers, Special Guardians and kinship carers will use the Framework.

Commissioners look at the needs of their population and work with providers to develop and deliver appropriate routes for support and services. This Framework will help guide them to target support and meet needs in the right place at the right time. Directors, Heads of Service, Service Managers and Commissioners can use this framework to ensure they have an understanding of their early intervention and prevention offer and how that fits into the wider system of support.

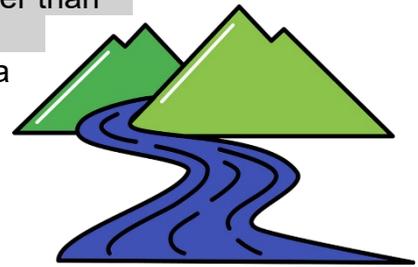
It is also important we are able to measure progress and impact to meet our collective goal of safely keeping babies, children and young people out of the care system. Ultimately, we want to improve outcomes for children and where it is safe to do so, support families to stay together. By doing this we want to be able to lower the number of children living in care.

## **Why is Early Intervention & Prevention Important?**

Every child in Wales deserves the best possible start in life. Unfortunately, many face disadvantages and challenges that impact their development and jeopardise their future health and happiness. Early intervention and prevention services provide essential support to children and families, empowering them to navigate and overcome barriers, ensuring their potential is not limited by circumstance. This is intended to be a model across services for children in Wales that provides a universal approach in offering an integrated, comprehensive continuum of support for the whole family. This should be in line with identified need and risks posed to babies, children and young people and use a rights-based approach.

Zola's River analogy (1970) reminds us that to achieve meaningful change, we must go *upstream* to address the root causes of challenges rather than waiting downstream to address crises. This means:

- **Equity in Development:** Ensuring every child has a robust foundation for physical health, education, and emotional wellbeing, regardless of background.
- **Addressing Disadvantages:** Many children face socioeconomic, environmental, and familial challenges. Early intervention mitigates these disadvantages and aims to disrupt cycles of deprivation, neglect, and poor lifestyle choices. Early intervention is also key to supporting protection factors such as safe, attached relationships, engagement in school and out of school activities, connectivity with communities and positive self-esteem.
- **Improved Outcomes:** Proactive strategies can prevent or reduce the prevalence of long-term negative outcomes, including poor health, educational underachievement, and social exclusion.
- **Support for Families:** Empowering parents and caregivers creates nurturing environments that foster resilience, health, and development for children.
- **Collective Responsibility:** Fostering safe and inclusive communities that safeguard and nurture babies, children, young people and families ensuring their wellbeing and development.



## Definition of Early Intervention & Prevention

Early intervention involves identifying and supporting babies, children, young people and families at risk of adverse outcomes before problems escalate.

Prevention expands this approach by embedding protective measures and resources within society, reducing the likelihood of challenges and harm emerging in the first place. Examples include:

- **Community-level Initiatives:** Universal-access support, such as community groups, youth services, family support workshops or health visitor programs, promoting holistic wellbeing.
- **Targeted Support Programs:** For families facing specific risks, like mental health challenges, domestic abuse, or housing instability.
- **Specialised Interventions:** Intensive support for families, children and young people at high risk, ensuring issues are addressed effectively.
- **Working with the whole family:** Support is agreed in co-production with families, and the voice of the child and young person is always listened to.

## How Does Early Intervention Work?

Early intervention and prevention focus on reducing risk factors and bolstering protective factors across individual, family, and community levels. These factors interact in complex ways, and addressing them requires a holistic, multi-agency approach:

- **Risk Factors:** This can include poor parental mental health, domestic abuse, substance misuse, and poverty.

- **Protective Factors:** This can include stable, attached family relationships, access to quality education, positive peer relationships, and robust community networks.

Interventions should adapt to the unique circumstances of children and families, ensuring help is individualised, proportionate and timely. Identified risks provide a foundation for intervention but do not and should not dictate inevitability. Effective strategies target resilience-building and accessing the right resources and support at the earliest possible stage.

## Interconnected Support Services

- **Community Support:** Universal, open access, community-led services promoting integration and access to resources. These include health visiting, school counselling, family support, housing, youth and play services for example access to these services to support families of children waiting for a Neuro Diversity assessment.
- **Pre-Statutory Services:** services which are accessible through self-referral, professional referral or eligibility criteria such as geographical location; and provide more tailored support such as programmes like Families First and Flying Start.
- **Specialist Support:** Targeted programs addressing specific risks or needs. Examples include: CAMHS, substance misuse services, domestic abuse services, and targeted youth services.
- **Intensive Family Support:** Focused interventions to address higher-level and/or complex needs in families. In some instances this will be directly targeted to prevent legal proceedings. Examples include family group conferencing, safeguarding teams, Integrated Family Support Services and family support services provided by specialist Third Sector providers.

Adopting a comprehensive and integrated approach ensures that children and families receive the right support at the right time, maximising the effectiveness of interventions while minimising harm.

## What Can Early Intervention Achieve?

Appropriate early intervention, working co-productively with parents and the wider family, helps to achieve healthy child development. It brings support to the whole family which in turn build a safe environment for the child to thrive; and supports nurturing relationships to build resilience within the family.

Early intervention delivers outcomes across the four key dimensions of child development:

- **Physical Development:** Improving health outcomes, reducing childhood illnesses, and addressing preventable conditions such as obesity or developmental delays.
- **Cognitive Development:** Enhancing speech, language and communication skills as well as literacy, and problem-solving skills critical for academic and lifelong success.

- **Behavioural Development:** Supporting emotional regulation and reducing negative behaviours.
- **Social-Emotional Development:** Building self-esteem, emotional intelligence, and positive family and social relationships

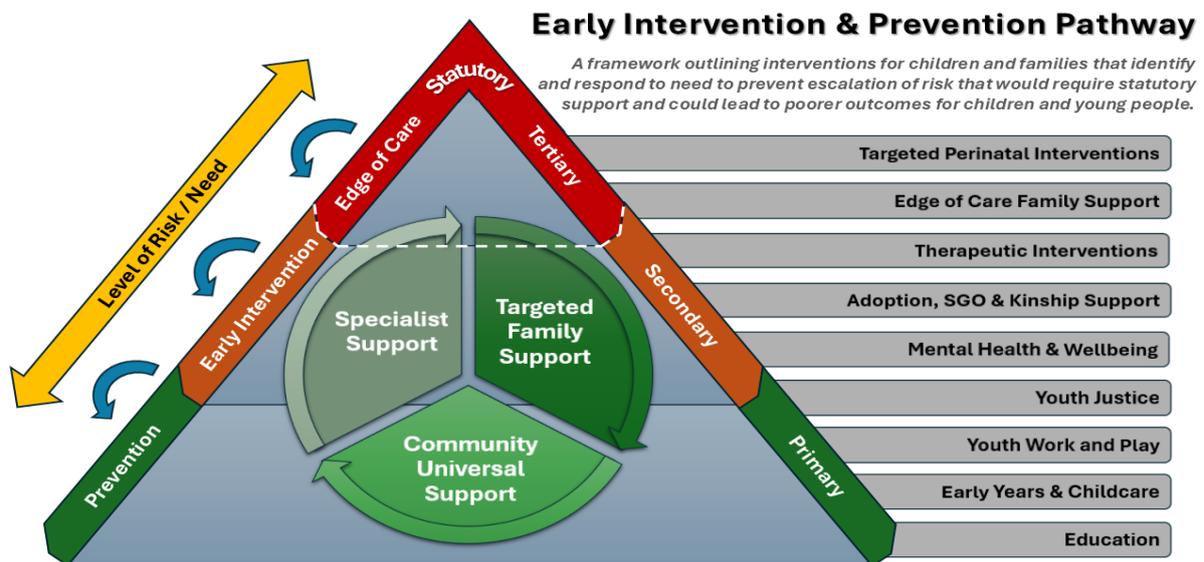
Moreover, these strategies would aid in directly addressing some of the major threats to child development in Wales. This is not an exhaustive list but would include:

- **Child maltreatment and abuse**
- **Child poverty**
- **Health inequity**
- **Parent and child mental ill health**

## The Early Intervention & Prevention Model for Wales

Inspired by learning and guidance from Welsh Government and Health and Social Care across the country, the following model aligns services with escalating levels of need and risk, ensuring a Health and Social Care, and Education lens. This diagram is not intended to replace existing diagrams, such as the windscreen model, but to explain the fluidity of movement and risk within the whole early intervention and prevention system.

Some of the support detailed in the diagram has a more specialist and intensive focus and some is universally available.



### The Pyramid Model:

- **PRIMARY Universal (Prevention):** Services accessible to all babies, children, young people, and families, focusing on community integration and universal prevention.
- **SECONDARY Targeted (Early Intervention):** For babies, children and families identified as requiring additional help,.

- **TERTIARY Statutory (Edge of Care):** Interventions for those in complex or high-risk situations necessitating statutory safeguarding and intensive interventions.

**Dynamic Flow of Need:** The framework emphasises that risk levels and associated support needs are not static. Babies, children, young people and families may move up or down the pyramid based on their evolving circumstances and the effectiveness of interventions.

*\* It is crucial to note that the types of services listed on this diagram purely give examples, and this list of support is by no means exhaustive or representative of the vast breadth of delivery across Wales to meet the complex array of need and risk throughout the population.*

## Delivery

There are commonalities within and across early intervention and prevention systems and services, and these are set out below according to the system and the service.

The **system** will have overall management of the services and will include the planning, commissioning, management and access overall within a designated area.

This may be at a local, regional or national level and could have oversight of a number of different services in different agencies to ensure they complement each other and meet the needs of the population. The system can ensure services are delivered when the family needs them so progress is not delayed due to one factor being out of sync, this will need effective communication between professionals and agencies around each baby, child, young person and family.

Core components of an effective EIP **System:**

- Trauma Informed and trauma skilled
- Accessible services delivered in preferred language.
- Clear referral and exit processes with a no wrong door approach.
- Defined transition points and pathways.
- Services that work with the family, supporting voice, choice and control
- Evidence-based approaches delivered with fidelity.
- Strength based family support, rooted in communities, with targeted and specialist support.
- Deliver a wide range of interventions.
- Integrated into wider partnership arrangements and work on a multi-agency basis.
- Strong, compassionate and collective leadership.
- Co-location and shared identity, where feasible.
- Shared governance arrangements aligned values/vision, shared outcomes and shared language.
- External evaluations, shared monitoring and shared data on what works.
- Information sharing arrangements in place.

- Adequately and sustainably resourced to target priorities and develop more specialised projects.
- Agile and able to respond to change.
- Workforce development plans that enable a motivated, engaged and valued workforce with the capacity, competence and confidence to meet the support needs of children and families.
- Supported practitioners and teams to enable reflective practice, learning and support wellbeing.

**Services** are public facing and work at an individual or group level, and this is what babies, children and young people experience of the system.

Core components of an effective EIP **Service**:

- Accessible, timely and responsive services.
- Engaging co-productively with families.
- Working with the consent of families.
- Right support at right time by the right person.
- Clear referral mechanisms, transitions points and pathways.
- Clear definitions of the service.
- Evidence-based approaches delivered with fidelity.
- Continuity of care and key worker roles.
- Community ownership and specialist support.
- Trauma informed and strength-based practice.
- Agile and responsive to changes and challenges.
- Build on family resilience.
- Regularly monitor/measure wellbeing.
- Co-produce, seeking feedback from families and young people involved and supporting them to take ownership of services.
- Work across services within the wider system.

## Key Performance Indicators and Outcomes

The legislation, programmes, plans and projects in place across Wales have their own key performance indicators and outcomes which can cover a single service or a whole system; and they may be local, regional or national. They will also use distance travelled tools to show individual level progress. In determining what the service or system is working towards it would be beneficial to consider the following examples of outcomes in place.

## Social Services Well-being (Wales) Act 2014 Code of Practice on Measuring Outcomes

<b>What well-being means</b>	<b>National well-being outcomes</b>
Securing rights and entitlements  Also for adults: Control over day-to-day life	I know and understand what care, support and opportunities are available and use these to help me achieve my well-being I can access the right information, when I need it, in the way I want it and use this to manage and improve my well-being I am treated with dignity and respect and treat others the same My voice is heard and listened to My individual circumstances are considered I speak for myself and contribute to the decisions that affect my life, or have someone who can do it for me
Physical and mental health and emotional well-being  Also for children: Physical, intellectual, emotional, social and behavioural development	I am healthy and active and do things to keep myself healthy I am happy and do the things that make me happy I get the right care and support, as early as possible
Protection from abuse and neglect	I am safe and protected from abuse and neglect I am supported to protect the people that matter to me from abuse and neglect I am informed about how to make my concerns known
Education, training and recreation	I can learn and develop to my full potential I do the things that matter to me
Domestic, family and personal relationships	I belong I contribute to and enjoy safe and healthy relationships
Contribution made to society	I engage and make a contribution to my community I feel valued in society
Social and economic well-being  Also for adults: Participation in work	I contribute towards my social life and can be with the people that I choose I do not live in poverty I am supported to work I get the help I need to grow up and be independent I get care and support through the Welsh language if I want it
Suitability of living accommodation	I live in a home that best supports me to achieve my well-being

### Welsh Government's Children and Young People's Plan

Working together, our aim is for all children and young people from all backgrounds to:

- Have the best start in life.
- Be treated fairly in education.
- Be supported through education, training and to get work.
- Have the support they need to have good mental health.
- Have a fair chance in life.
- Have a good safe home to live in.
- Have the support they need to stay together as a family. Or come back together with their family if possible.

### UNCRC

It's about making sure everyone has their rights. Human Rights and Children's Rights as set out by the United Nations. In Wales our rights are also set out in law and government policy that help us to:

- to be safe from harm

- to have a healthy life
- to have a say in decisions that affect your life
- to be treated fairly and not discriminated against.

An Example of a Local Authority Partnership - Domains of Need for Babies, Children, Young People and Families

Early Intervention and Prevention services can use the Domains of Need tool to identify areas of progress or concern across key aspects of a child or family's life. By mapping support against these domains, alongside use of relevant and validated performance monitoring tools; this can highlight gaps in support, as well as highlighting how support is positively impacting the wellbeing and outcomes of babies, children, young people and families.

<p><b>Safety &amp; Protection</b></p> <ul style="list-style-type: none"> <li>• Free from harm, abuse, neglect, exploitation</li> <li>• Stable and secure home environment</li> <li>• Safe in the community and online</li> </ul>	<p><b>Emotional Wellbeing &amp; Happiness</b></p> <ul style="list-style-type: none"> <li>• Loved and nurtured</li> <li>• Positive relationships with caregivers and peers</li> <li>• Opportunities for play, joy, and self-expression</li> </ul>	<p><b>Cognitive &amp; Learning Development</b></p> <ul style="list-style-type: none"> <li>• Access to quality early years, education and learning</li> <li>• Support for additional learning needs</li> <li>• Encouragement for curiosity and creativity</li> </ul>
<p><b>Physical Health &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Healthy nutrition, sleep, and physical activity</li> <li>• Access to health services and developmental checks</li> <li>• Support for disabilities or chronic conditions</li> </ul>	<p><b>Communication &amp; Voice</b></p> <ul style="list-style-type: none"> <li>• Able to express thoughts, feelings, and needs</li> <li>• Listened to and involved in decisions</li> <li>• Supported in language and communication development</li> </ul>	<p><b>Identity &amp; Belonging</b></p> <ul style="list-style-type: none"> <li>• Sense of self, culture, and heritage</li> <li>• Inclusion and acceptance</li> <li>• Opportunities to connect with community and peers</li> </ul>
<p><b>Family Relationships &amp; Support</b></p> <ul style="list-style-type: none"> <li>• Positive attachment and parenting</li> <li>• Family stability and resilience</li> <li>• Access to family support services</li> </ul>	<p><b>Financial Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Adequate housing, clothing, and food</li> <li>• Financial security and access to benefits</li> <li>• Support for families in poverty or crisis</li> </ul>	<p><b>Transitions &amp; Change</b></p> <ul style="list-style-type: none"> <li>• Support through life changes (e.g. school, bereavement, family separation)</li> <li>• Preparation for adulthood and independence</li> <li>• Continuity of care and relationships</li> </ul>

Distance Travelled Tools (extract from Cardiff Early Help Distance Travelled Framework)

*Distance travelled* is a term used to refer to progress made, relevant to the individual's starting point. It is the changes that occur as people progress along a pathway, i.e. can we observe a change (positive or negative) in a certain (measurable) characteristic over a certain period? It can evidence the outcomes that an individual has achieved, in relation to where these were assessed at the start of an intervention. Tools need to:

- Be of sound design, demonstrating reliability in their administration and collection of information.
- Be a valid measure of the construct it purports to measure.

- Measure a construct that is relevant to the intervention, i.e. be able to measure what the intervention is targeting.
- Be sensitive enough to measure changes achieved from a minimum of a 4-week intervention.
- Be able to be administered pre- and post- intervention, plus offer the opportunity to seek a retrospective score from a family and a longer-term follow-up.
- Be of a valid and reliable design, so that we can be confident that we can analyse groups of responses i.e., compare responses over time from a large cohort.

## Early Intervention and Prevention Case Studies

### SYSTEM EXAMPLES

#### Case Study 1: Trauma informed island – Ynys Mon

Anglesey, as a “trauma-informed island” seeks to promote connections and relationships to support those struggling with adversity or trauma in their lives. It is a whole system approach with a shared language, tools and strategies to look beyond behaviours, and help effectively support the underlying needs of children and the community with empathy and compassion. It understands that anyone may have experienced adversity and trauma.

The work taken forward in Anglesey started with looked after children in schools and developing a common language across children’s services, voluntary and statutory agencies and embedded in the communities of the island itself. This journey is founded on a strengths-based approach which builds into the connection, engagement, civic assets and the natural resources of the people and the island itself, to create a positive psychosocial environment and a high level of community resilience.

Further information can be found at: [Trauma Informed Island Ynys Mon](#)

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#### Case Study 2: Trauma informed Communities – “Building a Fairer Gwent”

The “Building a Fairer Gwent” is a comprehensive effort to address health inequalities and improve the quality of life for those living in the region. It adopts the Marmot approach, which emphasizes the importance of social determinants of health including employment, housing, education, and the physical environment. The initiative aims to tackle health inequalities and create a fairer society for all by addressing the root causes of disparities.

The Gwent Public Services Board in adopting the approach used three existing programmes as a foundation on which to build, to achieve a reduction in inequity of outcomes for children in their early years. These were: (1) Adverse Childhood

Experiences (the recognition of the importance of tackling ACEs to address inequalities and through the lens of positive and adverse childhood experiences focussed on prevention, positivity and protective factors); (2) The Healthy Child Wales Programme (which ensures that children and their families in the early years are supported by universal and specialist services across the NHS and its partners); (3) The Early Years Integration Transformation Programme (which allow early years services and programmes to meet the family's needs at the right time).

**Further information can be found at:**

[Marmot Places - IHE](#)  
[Building a Fairer Gwent](#)

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### **Case Study 3: Early Help Hubs – Swansea**

The five Early Help Hubs operating in Swansea have been designed based on demand and 'what matters' to families. Working with communities Swansea City Council developed services so that the children, young people and families in Swansea can be supported to live happy, healthy and safe lives with help from the right support, at the right time if and when they need it.

The Early Help Hubs work with individuals and families supporting wellbeing using a locality based hub structure and a single point of contact for professionals. The model builds on and increases the previous family support provision, formally known as Team Around the Family (TAF), Family Partnership Team and Evolve. By co-locating and bringing these services into one structure they can ensure that support is available regardless of age or location, that it is integrated with partners and utilises community assets to provide:

- Child or early years work;
- Youth work;
- Whole family work.

They have developed a single referral form which is called the 'practitioner request for information, advice and assistance from EHH' or 'SPOC'. This form should be used to record professionals' discussions with children, young people and their families and clearly identify what matters to them along with information in respect of their personal circumstances, any identified risks or issues as well as the strengths and safety already in place and any barriers to the family achieving their identified personal outcomes.

**Further information can be found at:** [Swansea Early Intervention Services](#)

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## SERVICE EXAMPLES

### Case Study 4: Parental Advocacy

Parent Advocacy aims to reduce the number of children entering the care system in Wales. The Parent Advocacy Programme, funded by Welsh Government as part of its Radical Reform of Social Services, provides choice and control to parents by creating compassionate communities. The goal is to empower families and keep families together wherever possible, by taking preventative and positive action. The Parent Advocacy Programme supports parents to navigate systems and to be fully involved in the decision-making processes when social services intervention is required. (National Framework for Parent Advocacy).

Parent advocacy:

- Provides face to face independent professional advocacy provision to those with parental responsibility of children and young people under the age of 18
- Supports those with parental responsibility to make informed decisions
- Provides representation or support to self-advocate their views wishes and feelings to decision makers in informal and formal meetings
- Provides advocacy support to enable parents to fully participate in the child protection process
- Supports parents to effectively navigate systems and understand plans, expectations and agreed actions put in place by the local authority
- Provides additional support required for parents with learning difficulties
- Provides clear and accessible information on parental rights and entitlements
- Supports parents to identify their needs and provide intervention services through signposting when required
- Supports parents in understanding and accessing the local authorities' complaints process where appropriate
- Informs Welsh Government and local authorities on the themes/issues affecting parents in Wales (including calls for systemic change)
- Offer a model of peer support through parent peer forums, providing parents with an opportunity to gain OCN qualifications in peer advocacy.

Parental advocacy is currently provided on a regional basis, in line with children's statutory advocacy, via three parental advocacy providers:

- National Youth Advocacy Services (NYAS) Cymru (Cardiff and the Vale and Gwent)
- the Parent Advocacy Network (PAN) (Western Bay)
- TGP Cymru (North Wales, Mid & West Wales, and Cwm Taf Morgannwg).

Parent advocacy seeks to redress the balance of power between parents and statutory services by enabling a partnership approach. Parents who have received parent advocacy tell us that they better understand systems and processes because of advocacy support. No longer a lone voice, they feel more confident asking questions of statutory services and more included in plans, discussions and decisions. Improved relationships between parent and statutory services only assists with the overall aim of parent advocacy with some local authorities already reporting that parent advocacy is positively impacting their looked after population.

**Further information can be found at:**

[Parent Advocacy | Parent Advocacy Services | NYAS Cymru](#)

[Parental Advocacy Network - PAN](#)

[TGP Cymru Parental Advocacy](#)

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**Case Study 5: Family Group Meetings**

Family Group Meetings are a strength based and restorative process that bring together family members, friends, and professionals to make decisions and plans for the welfare of a child or young person. They are not a one-off meeting but a process that includes preparation, facilitation, and follow-up.

They aim to:

- Empower families to take responsibility for planning in response to concerns raised by professionals.
- Enable families to find their own solutions using their internal strengths and support networks.
- Promote accountability, mutual respect, and inclusion.
- Ensure that children and young people are at the centre of decision-making.

Family Group Meetings are increasingly being used at the early intervention stage, before statutory involvement becomes necessary. This approach is rooted in the belief that families, when empowered and supported, can often resolve issues more effectively than external services alone.

TGP Cymru delivers a Family Group Meeting service with the Early Intervention Team in Rhondda Cynon Taf (RCT). RCT carried out a longitudinal audit where families who had experienced a FGM were revisited to analyse if there had been sustained and long-term positive changes.

The Key Findings

The pilot reviewed the status of 25 families who participated in an FGM in 2021/2022 at the end of the FGM intervention and then again in November 2024.

As of November 2024, of these 25:

- 8 are closed to Children's Services. Notably, 2 of those cases stepped down from Public Law Outline (PLO) to closure, one was in a residential placement and was returned to the care of their mother and stayed closed before turning 18. Whilst this cannot all be directly related to the FGM process, it was clearly a contributory factor in supporting one child home from a residential setting. This had a cost saving of approx. £7,000 per week.
- 3 families status matches their original status. One of these because a child had an assessment for Disabled Children's Team (DCT) and is now open, another 2 families were CP and have stepped down and back up.
- 3 have stepped down from Child Protection to Care and Support Plans (CASP) and to the Resilient Families Service.

- Of the remaining 11, 3 were already in PLO when the referral was made; 4 are placed with kinship/connected persons under special guardianship orders and 2 are placed with parents. Again, representing a cost saving in external foster placements. (Aubrey 2024)

In Neath Port Talbot (NPT) TGP Cymru is delivering a pilot early intervention Family Group Meeting service for parents who have separated and are not in contact with children’s services. NPT had identified that a number of parents who had separated were either coming to them for support or being referred, usually after the relationship had deteriorated to a point that it was negatively impacting on their children. Early findings from the pilot are extremely positive with parents resolving issues without the need for social services involvement. - [NPT Separated Parents Service](#)

The scope for using Family Group Meetings in early intervention is broad and the evidence for the effectiveness is growing locally, nationally and internationally.

**Further information can be found at:**  
[Restorative Approaches Family Group Meeting Service « TGP Cymru](#)

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**Case Study 6: For Dads, By Dads - Torfaen**

For Dads, By Dads is a ten-week support programme aimed at helping new and expectant dads with children up to the age of 18 months in a safe environment.

The programme features weekly workshops and talks, covering a wide range of subjects to support dads on their parenting journey. Some of the workshops include:

- Health and wellbeing
- Diet and nutrition
- Midwife and health visitor information
- Psychology
- Gambling and gaming

For Dads, By Dads has been devised following research by a number of organisations, including Fathers Outreach, Tidy Butt, Gwent Psychology, Recoveries 4 All and Newport County in the Community.

They found men benefited from having a safe space where they can ask questions and learn about themselves and their children as they start their journey of being a dad. The support groups will help them prepare for the change in their life that a child will bring.

After completing the programme, dads will be given an opportunity to engage with local community groups, clubs and forums suitable for their needs.

**Further information can be found at:** [For Dads by Dads](#)

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## **Case Study 7: Escalation to Edge of Care – Newport Partnership & Social Services**

As the family's needs evolved, the SPACE Panel identified a need for more intensive support. The case was escalated to Children Services where a Social Worker referred to the Newport Partnership's Edge of Care services, where a Family Support Service (FSS) plan was developed in collaboration with the family and their social worker.

Through this phase:

- The family received trauma-informed interventions tailored to their needs.
- A Therapeutic Team worker supported the parent in understanding the link between past trauma and current parenting challenges.
- The child accessed Play Therapy, which helped reduce emotional dysregulation and improved family relationships.
- The family participated in Child Parent Relationship Therapy (CPRT), strengthening bonds and improving communication.

### **Outcomes**

- The child's legal status did not escalate, and concerns de-escalated.
- The family avoided entry into statutory care, saving the Local Authority significant costs.
- The parent reported increased emotional wellbeing, improved home conditions, and stronger relationships.
- The child thrived in school and at home, with improved behaviour and emotional regulation.
- The family built lasting community connections and retained access to universal support services.

### **Impact of Integrated Partnership Working**

This case exemplifies the power of Newport's integrated support system, where:

- Early identification through Newport Connect and the SPACE Wellbeing Panel prevented crisis escalation.
- Flexible, trauma-informed interventions through Barnardo's and Newport Partnership addressed complex needs.
- Collaborative planning between services at every level ensured the right support at the right time.
- The family experienced continuity of care, from universal to targeted to specialist support.

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## **Case Study 8: NYAS Project Unity**

Project Unity is an all Wales initiative funded by Welsh Government. Its purpose is to provide person-centered, trauma informed intensive support, advocacy and peer support to care-experienced pregnant and new mothers. The project aims to strengthen engagement with services, offer practical and emotional support, and build essential life and social skills – helping to break the cycle of children being born to care-experienced mothers entering the care system.

Project Unity offers a holistic package of support, including:

- One to one person centered intensive support and advocacy
- A trauma-informed approach to help young women overcome barriers to engaging positively with services.
- Advice and guidance on healthy relationships.
- Partnership working with specialist agencies providing support for victims of domestic abuse.
- Signposting to services to meet identified needs.
- Information about rights and entitlements
- Co-produced, peer led support groups to reduce feelings of isolation and build confidence.
- Evidence and insight to Welsh Government on the themes and challenges facing young care experienced pregnant and new mothers helping to inform policy and change practice.

Referrals can be made by the young woman herself, someone known to her, or a chosen professional. All referrals require the informed consent of the young woman.

### Outcomes

Young women accessing Project Unity report:

- Increased knowledge of how to access appropriate support
- Notable improvement in wellbeing from the point of entry into the project
- Greater opportunities to have their voice heard in decisions about them and their child.
- Increased understanding of their rights and entitlements.

One young woman shared

*“Project Unity changed my life. Before I met them, I believed I was only a number on a file. Having lived in care all my life I thought I was useless. When I got pregnant, I was so scared my baby would be removed and that I wouldn’t have a voice. Now I believe in myself, and my future and my baby is absolutely beautiful. Thank you “*

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### Case Study 9: Ready to Learn, Ready to Grow Project

Home-Start Cymru’s service model focuses on empowering parents to build the resilience, confidence and connections to navigate their challenges, preventing escalation to crisis point. Direct support is anchored by the trusted relationships built with families, reducing barriers for families who may not engage with formal services, ensuring problems are addressed early on. Tailored support shaped around each family’s individual needs, along with prioritisation of joined up working where staff and volunteers regularly collaborate with local, public and third sector services, allows for a holistic service where no need is unmet, preventing escalation of key issues such as mental health deterioration, family breakdown or social isolation, that could otherwise produce costly waits for public and specialist services.

The Ready to Learn, Ready to Grow project is a new innovative and collaborative pilot programme, made possible by the Welsh Government’s Child Poverty Innovation and Supporting Communities Grant, which aims to support children and

families living in poverty across Gwent to achieve key developmental milestones and be ready to thrive when they start school.

Working with families affected by poverty with children between the ages of 18 months- 3 years, Home-Start Cymru is delivering structured sessions via a mix of one to one visits in the home and peer groups in school settings focused around key areas of child development and interdependent areas including:

- Physical development, such as toileting and dressing
- Social, personal and emotional development, such as social play and interaction, and understanding and recognising emotions
- Speech, language and communication, such as communicative cues and attention-based activities
- Parental outcomes, including parental wellbeing and parent-infant relationships
- Home environment, including boundaries around screen time

Shaped by experts and partners across the project, each family will also receive a resource pack containing resources that support all key outcome areas. The project prioritises an early intervention approach to addressing poverty as a barrier to ongoing child development and prevention of poor outcomes by working with parents of children in their early years and who are disadvantaged by poverty to understand these vital areas to build sustainable routines and use local assets to support readiness for school.

In addition to testing the impact of direct support, the voices of families and early year professionals across Gwent are a focal point. An in-depth consultation period with both groups will seek to define readiness for school and explore what more needs to be done to understand the conditions and support to ensure all children are starting their school journey ready to thrive.

Evaluation and learning gathered, and a summary of voices involved, will provide insight to effective solutions, as well as guidance for early years professionals and wider stakeholders on methods for prevention of poverty as a barrier for positive development and educational attainment to close the developmental gap.

**Further Information can be found at:** [readytolearn@homestartcymru.org.uk](mailto:readytolearn@homestartcymru.org.uk)

## **Our ambition and the future of the framework**

This framework has the intention and ambition to draw together all our learning and experience across Wales for babies, children, young people and families to ensure we take a whole system approach to maintaining and improving the provision of early intervention and prevention services.

It requires a strong commitment that we have outlined in this framework to safely support families to stay together and where possible for this to safely reduce the number of babies, children and young people coming into the care system in Wales.

Ultimately this early intervention and prevention framework for Wales gives organisations a way of describing provision and support, where it sits and fits in the system and an ability to share this with all organisations whose aim is to provide the right support at the right time in the right way to prevent babies, children and young people's needs from escalating.

The next Government will need to consider the footing this framework has and whether it is a statutory one. The legacy we have in Wales of providing effective responsive support services across multiple agencies and sectors has to continue with a commitment to fund this through existing programmes and future initiatives.

Many thanks to all of our colleagues who have contributed to the creation of this useful and effective framework for Wales who have been part of the Early Intervention and Prevention Sub-group of the Transforming Children's Social Care reference group.

This is a framework to guide and inform future changes and improvements to Wales's support offer for Early intervention and Prevention.