Community Support – South Staffordshire



Stronger three tier working

By the end of the 1st week in lockdown we had a picture of what was already happening in each of our 5 locality areas from a parish and community perspective.

This mapping had begun at the start of the outbreak in 3 key areas:

- What each of the 27 parishes were doing / planning on doing
- Community group's activity
- Availability of food outlets /producers to provide food locally

We pulled this information together to do two things:

- 1. Produced a community section on the council website and mapped all the activity against our locality model
- 2. As a result of the community mapping it allowed us to focus on any gaps in community provision, and provide targeted support *

By the end of the 2nd week in lockdown we had a created a new call centre for Covid-19 community queries (24/7 coverage) and redeployed staff from across council services.

The community mapping formed the basis of the call centre script so that once a resident has stated where they live, a drop down box for that locality identifies all of the activity that is happening in the callers community. The call centre operative then signposts directly into local provision, ranging from shopping, pharmacy pick ups, to befriending services.

Throughout this process we have worked closely with our communities and the County Council, ensuring a clear path of communication between all three tiers, and avoiding any unnecessary duplication in activity. All of this was managed quickly and is down to existing partnership arrangements and the established locality structure.

As an example of targeted support, following the community mapping exercise, we
identified one of the villages in the north of the district had little in terms of community
support. We worked with local community groups, the local school, and the County and
District members, to establish a community support offer for the village including a food
bank, general information and guidance, and pharmacy pick up.

