

# Schools Forum

November 2016

## Early Help in Walsall - developing a collaborative and more effective response

### 1. Purpose of report

The report seeks:

To provide Schools Forum with a report on progress and impact to date on the development of effective locality based Early Help approach aligned to school cluster arrangements.

### 2. Context

- 2.1 Schools Forum agreed in February 2015 the allocation of £1m DSG under spend from 2013/14 “*a one off amount of money ‘to be used to commission early years improvement services across early help geographical areas with the intention of improving early years foundation stage profile outcomes and increasing the percentage of children achieving a good level of development (GLD). There will be no infrastructure costs but more available funding directly to front line services commissioned against improvement and need priorities identified in the School Ready Improvement Plan’*”
- 2.1 School Forum agreed on the 22<sup>nd</sup> September 2015 that £750,000 of that one off amount of money could be invested in the development of a more effective locality based Early Help approach aligned to school cluster arrangements. As part of the investment clear priorities for development were agreed and this reports seeks to provide Schools forum with an update of developments against these priorities and the impact achieved to date.

### 3. Progress report against the investment priorities

- 3.1 **Deliver an Early Help evidence based training programme to the Early Help workforce in schools to equip these professionals with the necessary skills, knowledge and tools to address our top Early Help demands through a single agency response where appropriate.**

- 3.1.1 CAMHS link workers – the pilot provided an opportunity for 10 schools to undertake training to support a whole school approach to emotional and mental wellbeing, improve relationships between schools and CAHMS and provides children and young people with easier access to CAMHS where needed.

As agreed the programme:

- Engaged one school per cluster in the programme, who acts as champion for the cluster
- An additional school in the Blakenall and Bloxwich cluster because of the number of schools in this cluster, and
- The inclusion of one specialist school due to the higher needs of these pupils

Following schools completed the training in January 2016.

- Park Hall Junior School
- Pool Hayes School
- Leamore Primary School
- Shepwell School
- Aldridge School
- Brownhills School
- Ormiston Shelfield Academy
- Leamore Primary School
- Elmwood School
- Butts Junior School

- Alumwell Primary School
- Butts Junior School
- Park Hall Academy
- Joseph Leckie School
- Pool Hayes School.

In addition the pilot also secured a CAMHS member of staff to be linked to each locality Panel which has been vital in identifying and securing solutions for individual children and young people. There has been 100% attendance of CAMHS at the locality panel

A formal evaluation of the pilot has taken place in September and we are awaiting the report. However through discussion with the CAMHS commissioner we are exploring roll out of the programme across Walsall over the next 6 months.

### 3.2.2 A workforce development plan has been delivered in each locality to meet the needs of the school based staff in that locality as identified through supervision .

training programme to date has included Threshold training and MARF completion, Early Help Assessment and Lead Professional, Outcome Star, FRIENDS (cognitive behaviour programme), motivational interviewing and parenting programme, CAMHS pathway training, SEND awareness workshop, sexual harmful behaviour workshop, .

The uptake of the training and feedback has been positive. A 6 month evaluation report is currently being collated exploring learning and impact with all participants to inform training programme as of January.

### 3.2 Support schools in the development and implementation of robust arrangements for supervision and case management oversight of Lead professionals in schools.

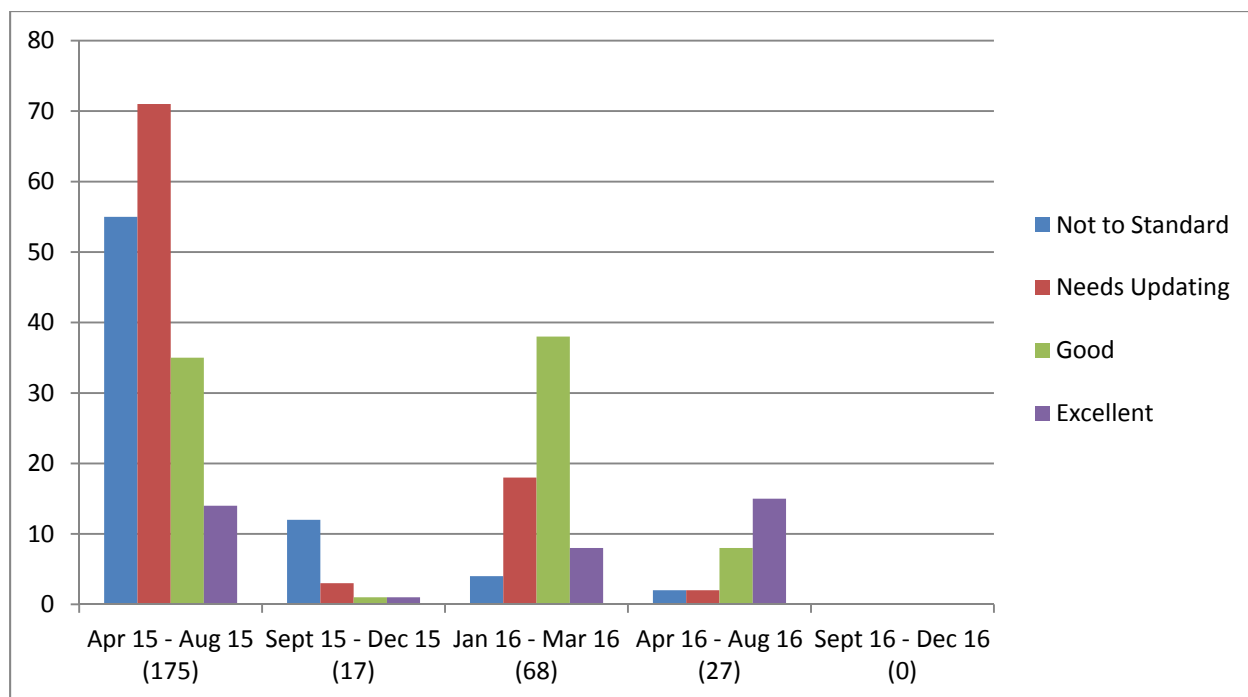
Six Early Help School Advisors have been appointed to provide:

- direct 6 weekly supervision to a range of Early Help workers in school
- Key link for advice and guidance and to support issues regarding Thresholds and support conflict resolution on Threshold decisions where appropriate.
- Prepare and chair Local Integrated Panel meetings

The support has been imbedded 95 schools (6 nursery, 65 primary, 15 secondary, 6 special and 3 short stay schools) across Walsall and supervision is being offered on a 6 weekly basis.

Evaluation of the supervision and case management support in across the localities has highlighted following:

- Increased confidence of Early Help workers in schools to take on the lead professional role as there is a better understanding of the cases and where they can pull in support from.
- The quality of Early Help Assessment completed by school based staff has significantly improved within these areas. As the below table shows although the number of Early Help Assessments vary, the actual figures show a positive trend with Not to Standard dropping from 31.4% to 7.4% and Excellent rising from 28% to 85.2%



- Feedback from school based staff receiving the support, collated through questionnaires included:
  - It provided me with a wealth of information about current groups, interventions and practices available. I also now feel there is someone we can approach to answer any questions and ultimately provide a better overall service. We are now providing a more joined up service with this process in place.
  - Due to the fact that school does not have access to the MOSAIC system, the supervision sessions help me to gain information on status of referrals.
  - The supervision sessions have also assisted with the process of referring to panel.
  - The supervision sessions have allowed me the opportunity to explore the appropriateness of closing EHA's and the correct course of action to ensure this can be achieved for families.
  - The right support that can be offered, opportunity to discuss cases and to look at agencies that you may not be aware of being suggested and families being signposted to the correct agency.
  - At this present time I feel the supervision meets the needs of the lead professionals, it supports the role and enables valuable information to be passed on. It also given the lead professional support when cases are difficult.
  - Having Someone to look at your case and discuss positive outcomes to each case or to discuss what steps to take next with the family.
  - I do not have supervision in school and the session with the family support advisor really helps. I talk through concerns on EH, but also children who are on CiN and Core Group.

In some schools we have trailed a reflective supervision tool developed by research in Practice (RIP). This was part of a national pilot and an evaluation report will be published for this in the coming months. Feedback from workers using this particular tool in schools has been positive as it has helped them with sating actions and targets as well

as ensuring they have the right support in place to help with difficult cases. We are exploring the use of this tool as of January in all schools.

### **3.3 Contribute to the development of integrated locality working within each locality school cluster**

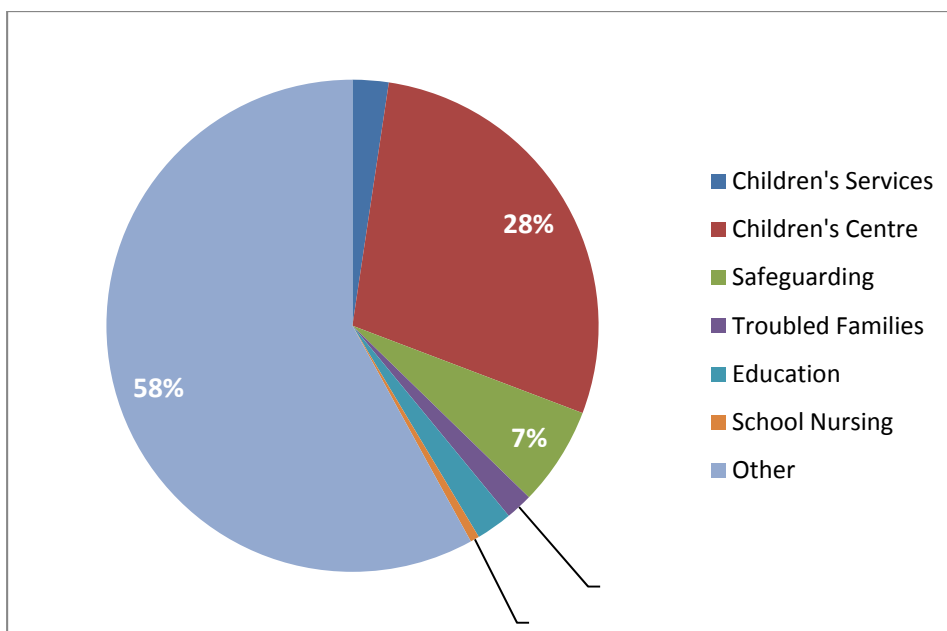
#### **3.3.1 Development of 6 Strategic locality groups**

- There have been 6 strategic partnership groups. These groups included representatives from Schools, Housing Providers, Police, Fire Service, School Health, Health Visiting, CAMHS, Public health, Social care, Early Help, Voluntary Sector, Targeted Youth Work and the Council's Money, Home Job service.  
These groups have been responsible for sharing data and information to develop a locality profile informing key priorities and be the drive to set up the locality panels.
- However due to capacity these strategic groups have been lost a little.
- Work is currently being undertaken to refresh the profiles and feed the priorities, work streams and workforce development through the panel meetings

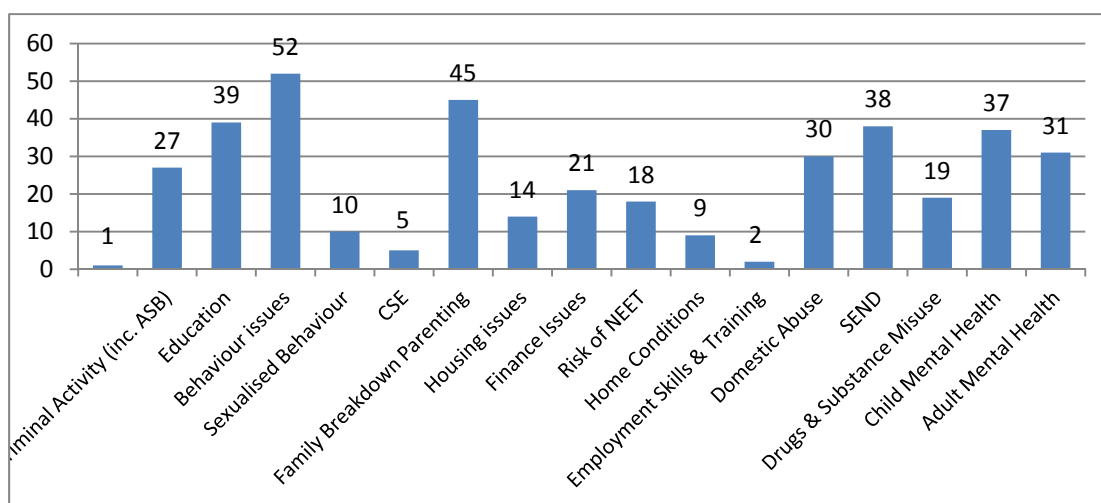
#### **3.3.2 Development of 4 locality panels**

- We have developed 4 Integrated Partnership 'panels' to identify the families that most need help (at level 3 and 4), drive local conversations, ensures more effective and timely decision making about who is best placed to help, commits the resources needed and ensures impact is monitored and measured.
- The decision on aligning some of the panel was made in consultation with partners and the school cluster and was agreed to ensure most effective use of partnership resource and time and sustainability of partnership commitment.
- All 4 panels have been up and running since July 2016. 31 panel meetings have taking place between 17<sup>th</sup> November and end of October. All panels were well attended by partners.  
There have been a total number of 90 children and young people presented at panel. Below tables shows an overview of who refers to panel, the presenting needs at panel and the solution/outcome from panel:

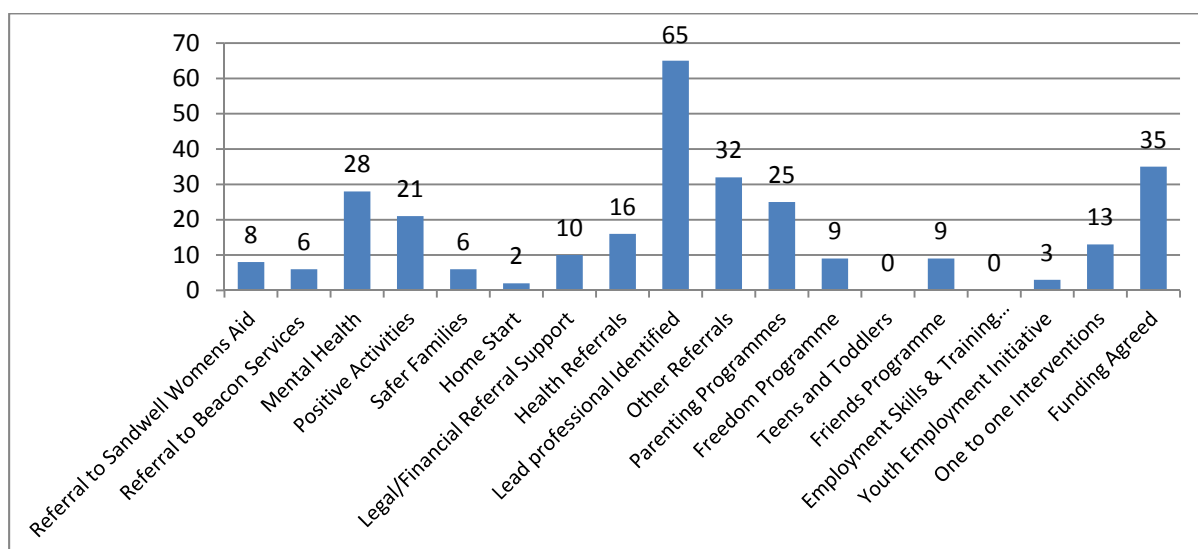
Referral agency:



### Presenting Need:



### Panel Solution/Outcome



- The panel has also focussed on packaged of support over the summer to ensure continuing support for vulnerable children and young people. Work included
  - o Collation of information on summer activities to distribute to partners so they can pass on information to families.
  - o Development of specific packages of support for children and young people who may be involved in risky behaviour over summer or for who the behaviour and outcomes may deteriorate if left unsupported.
  - o Funding for additional activities for children and young people who need access to play activities, friendships and where parents are not able to afford this.
- All partners were able to nominate young people to be considered for targeted activities and panel is tracking outcomes of these children including attendance, ASB, behaviour, etc.
- At times were it has been difficult to meet or in cases where there have been only one referral arrangements have been put in place to have a virtual meeting (using Doc manager) to enable decision making still to take place and make best use of resources (by not wasting time in travel, etc)

## 6. Next steps

- The current finance profile (see appendix 1) – shows an unallocated spent of £328,601. This includes costs for the School support up till the end of September 2017. As the feedback is that the School Support Advisors have been key in adding value and solutions to getting better support for children we are re-profiling the unspent money to enable us to continue the role and support until July 2018. Consultation with school clusters will start in January on a work plan for the school support advisors to ensure we maximise the resource to meet the needs of the schools in each cluster.
- The recent Early Help case review that was done in the summer showed that 40% of the demand for early help was related to behaviour support, of which 20% were referred by school. In addition we have seen a significant increase of permanent exclusion, especially at primary school.  
Therefore we are planning a greater focus of supervision support and locality panel discussions around early identification of children at risk of exclusions, better information sharing on these children and young people across the partnership to enable a partnership package of support.  
The school support Advisors will also attend Fair Access panel to ensure better sharing of information and support in providing a robust package of support for children/young people at risk of exclusion as well as Children Missing Education.

## 5. Impact

The period between January 2015 and December 2016 has been focussed on the development of the partnership in the localities to improve the way we are providing early help as well as putting in robust support in place within school to support the most vulnerable families and as a result this report is progress focussed.

Now this is embedded we will be reporting on impact for children and young people.

## **6. Financial implications/Value for Money**

We are starting to explore sustainability of the locality panels with partners to ensure the support to children can continue beyond July 2018.

Individual discussion with schools and school cluster will be taking place regarding the direct support to schools through supervision and training and explore what a sustainable model would look like in each of the schools. In addition it is likely to that the supervision and training support will be offered as a traded model beyond July 2018 if the schools feel this is a value and feel they are not in a position to provide this service 'in house'.

## **8. School Improvement**

The developments are supporting schools to meet DfE's increased focus on children's wellbeing, which has become a key part of school's inspections from September 2015 as well as meeting the requirements as set out by "working Together" 2015.

## Appendix 1 budget profile

Service	Schools Forum report – Description	Initial Allocation	Forecast for 2016/17	Forecast for 2017/18	Notes / Detail
CAHMS Link Workers	Provides opportunity for 10 schools to become part of a pilot around developing name lead approach and training programme. The Pilot will train one lead worker (who becomes the named lead) and two support workers per school. The named lead of these schools has direct link to two CAMHS workers for advice & guidance and referral.	£ 20,000	£ 20,000		This was match funding – NHS England contributed 80K
Support Schools Development	Support schools in the development and implementation of robust arrangements for supervision and case management oversight of Lead professionals in schools. The appointment of 6 School Support Advisors	£ 161,000	£ 157,357	£96,832	Originally funded until March 2016 However due to late start and following feedback from schools on how valuable the support is we have now extended this till September 2017 – allowing a full academic year support for all schools.
Integrated locality working	Contribute to the development of integrated locality working within each locality school cluster	£489,000	£147,210		Locality panel spending
Parenting Training	The offer to all schools to have staff trained in the "understanding your child" parenting programme which enables staff to give effective advice and guidance to parents at a universal level.	£ 51,000			
Restorative Practice Training	This proves staff with an evidence based model to effectively address discipline and behavioural issues and offers a consistent framework for responding to these issues. The training is already offered across primary schools and the additional investment will extend training to all secondary schools in the borough.	£ 4,000			
Effective engaging parents in Early Help	Based on motivational interviewing , this training gives staff confidence and capability to effectively engage families in difficult conversations and ensures parents chose to positively engage with Early Help.	£ 5,000			
Friends Programme	An evidence based programme that preventing childhood anxiety and promotes emotional well being, this training equips staff to promote emotional wellbeing and respond to low level mental health needs. The programme, which is different for Early Years, Primary, and Secondary, can be delivered as part of the curriculum or an a one to one with children & young people. The cost of this programme is £20,000 (this includes resource packs for each school to be used with children & young people)	£ 20,000			In progress – some delay due to licence issues
<b>TOTAL</b>		<b>£750,000</b>	<b>£324,567</b>	<b>£145,251</b>	<b>It is proposed to pre-profile the funding available for 17/18 to allow the school support advisor role to continue till the end of July 2018 at a cost of 145,251 This would leave 179,316 to be allocated through locality panels and workforce development.</b>



