

Schools Forum

22nd September 2015

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

1. Purpose of report

The report seeks:

To provide, at Schools Forum request (7th July 2015), further detail relating to the proposed use of DSG funding to support the delivery of EH within school clusters, including information about how funding would be distributed across school clusters, how outcomes will be monitored and success measured.

1.2 To approve the proposed investment priorities and plan for £1m Dedicated Schools Grant (DSG) 13/14 under-spend

2. Recommendations

School Forum to:

- 2.1 Agree to extend the scope of the £1m DSG School Ready investment to the wider Early Help agenda and
- 2.2 Approve the proposed investment priorities and the implementation of the investment plan
- 2.3 Approve the success measures set out in Appendix A and the proposed report monitoring process set out

3. Context

- 3.1 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"
- 3.2 Following detailed analysis of the demand for Early Help and consultation with schools, initial proposals relating to investment priorities and extending the use of resources to develop a more effective offer of Early Help for children aged 0-19 were presented to Schools Forum on the 7th July 2015.
- 3.3 It proposed £250,000 investment on the priorities defined in the Early Years Strategy, (already agreed by Schools Forum) and £750,000 investment in the development of a more effective locality based Early Help approach aligned to school cluster arrangements

- 3.4 Schools Forum requested further detail about the proposed £750,000 investment specifically information relating to the funding in each cluster and how outcomes would be monitored and measured, to be considered on the 22nd September before decisions could be made.
- 3.5 This report seeks to provide the detailed information requested, allowing Schools Forum to determine the proposal

4. Detail on investment priorities

The Early Help demand analysis and consultation with schools resulted in the proposal of three investment priorities of which the details are outlined below:

4.1 **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 – total investment proposed £100,000**

It is proposed to deliver the following training programmes between October 2015 and June 2016:

- 4.11 Restorative Practice training – this provides staff with an evidence based model to effectively address discipline and behavioural issues and offers a consistent framework for responding to these issues.
This training is already offered across primary schools and the additional investment will extend training to all secondary schools in the Borough.
The cost of this programme is £4,000
- 4.12 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 choose to positively engage with Early Help.
The cost of this programme is £5,000
- 4.13 FRIENDS programme – an evidence based programme that preventing childhood anxiety and promotes emotional wellbeing, 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 on a one to one with children and young people.
The cost of this programme is £20,000 (this includes resource packs for each school to be used with children and young people)
- 4.14 CAMHS link workers – provides opportunity for 10 schools to become part of a pilot around developing named 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 and guidance and referral.

This supports a whole school approach to emotional and mental wellbeing, improves relationships between schools and CAMHS and provides children and young people with easier access to CAMHS where needed.

It is proposed :

- Engagement of one school per cluster in the programme, who will act 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

An investment of £20,000 for this programme is proposed. This investment will be supplemented by additional investment of £80,000 already secured through NHS England and the Clinical Commissioning Group to run this programme which includes the appointment of two full time CAMHS staff members and backfill arrangements for school staff to attend training

- 4.15 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.

In addition it is also proposed to train a number of people across the cluster in group Triple P, an evidence based parenting programme (group and discussion groups.

Total cost for this is £51,000

- 4.16 The above training programme will also be extended to others other partners with funding secured through the Early Help Steering group and partners. This will ensure that across Walsall we adopt a whole system approach to the delivery of Early Help using evidence based programmes to deal effectively with the top Early Help demands at the earliest stage possible

In addition the Early Help steering group is also commissioning training around interventions to deal effectively with Toxic Trio (domestic abuse, parental substance misuse and parental mental ill health) issues at a low level. Schools will have access to this training or the interventions delivered at no additional cost.

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

Total investment proposed £161,000 (this investment will have a cross over with 3.3)

The investment provides each school with dedicated Early Help ‘expertise’ for a period between December 2015 until November 2016 to:

- Carry out direct monthly supervision of Early Help workers in school
- Provide termly reports to Heads, Safeguarding leads and governors giving an overview of Early Help case management in the school and reassurance about meeting Ofsted

and safeguarding Board requirements (as outlined in Keeping Children Safe in Education)

- Key link to support issues regarding Thresholds and support conflict resolution on Threshold decisions where appropriate.
- Prepare and chair Local Integrated Panel meetings

The investment provides for dedicated time of 1day per month for secondary schools and specialist schools and ½ day per month for primary schools

The information on good practice and common themes and issues resulting from this support will be collated and presented through the School Cluster and the Safeguarding Board

Any unutilised time (depending on demand/need) could redistributed across schools in the clusters.

The aim is to work with schools within locality arrangements to develop a self sustaining model for the future

4.3 Contribute to the development of integrated locality working within each locality school cluster

Total investment proposed £489,000

- Integrated locality to be developed within each locality school cluster (8), to include:
- development of locality profile – to better understand the needs/challenges which will help and inform priority setting and targeting help at those families most in need and provide the base for monitoring impact of coordinated support.
- development and implementation of an Integrated Partnership ‘panel’ 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. This approach has been successfully adopted in other local authorities and helps to ensure all partners take responsibility for the effective delivery of Early Help
- The Council’s Social care and safeguarding service commitment to contributing to the Integrated Panel and will therefore strengthen to relationship between schools and social care.
- The establishment of co located multi disciplinary teams (learning from AFST’s and Edge of Care will be utilised) to provide intensive help to our most complex/vulnerable families
- It is proposed that the allocation of money invested by Schools Forum for each school cluster is based on the number of schools in each cluster. The funding would be utilised by the locality clusters to commission gaps in provision which will secure better educational outcomes (e.g. improve attendance, reduce exclusions, reduce the number of children on reduced timetable, etc).

Proposed allocation per school cluster:

School clusters	Number of schools	allocation
Aldridge Learning Forum	8	£32,874
Alumwell and Birchills Partnership	11	£45,202
Bentley Partnership	14	£57,529
Blakenall and Bloxwich Partnership	25	£102,731
Broadway Partnership	13	£53,420
Brownhills Partnership	15	£61,638
Darlaston Partnership	15	£61,638
William Partnership	10	£41,092
Total		£456,124
Funding unallocated due to 8 schools not being in a school cluster at the moment		£32,876

The proposed funding allocation is based on consultation with schools however this allocation could be revised to take into account deprivation or total pupil population or school performance if Schools Forum would prefer this to be included into the allocation model.

In addition to the Schools Forum investment we are expecting to secure investment through the partners and commitment to do so has been evident from the Darlaston Cluster where we have started to develop this model.

Council resources are being prioritised to ensure that all integrated locality clusters can be established by April 2016.

5. Impact

Appendix A gives an overview of the proposed investment priorities, activities, the expected impact and how success will be measured.

6. Financial implications/Value for Money

If the recommendations contained in this report are approved the £1m investment will be spent in line with the Walsall Council Best value approach. The impact of the resource will be monitored through the Early Help Steering Group and the school clusters. Updates on progress and outcomes will be regularly reported to Schools Forum to enable the effective oversight and scrutiny of outcome..

7. Legal Implications

The investment plan will contribute to the Council's and partner statutory duties as outlined in Working Together 2015, Children Act 2014, Equality Act 2010 and the Education Act 2002.

8. School Improvement

There is an increased focus on children's wellbeing, which will become a key part of school's inspections from September 2015, builds on the DfE's existing policy frameworks. These include "Working Together to Safeguard Children" (March 2014) which states:

Para 1 - "that help is more effective in promoting the welfare of children than reacting later."

The proposals will support schools in the delivery of the above requirement.

APPENDIX: A

Early Help – Dedicated School Grant Investment Proposal and Outcome Plan Overview

Priorities	1. Deliver an Early Help evidence based training programme to the Early Help workforce in schools to equip professionals with effective skills, knowledge and tools to address our key Early Help demands through a single agency response where appropriate – total investment proposed		2. Support schools in the development and implementation of robust arrangements for supervision and case management oversight for Lead professionals in schools. Total investment proposed £161,000		3. Contribute to the development of integrated locality working within each locality school cluster	
Activity	Restorative practice training Effective engagement of parents FRIENDS programme CAMHS link worker training programme Understanding your child and Triple P parenting	Investment	The delivery of dedicated Early Help expertise of half a day a month to primary schools and one day a month to secondary schools to provide: <ul style="list-style-type: none">- supervision and management oversight- termly report to head, safeguarding lead and governors- key link re support on threshold and concern resolution- Chair integrated partnership panel (link to priority 3)	Investment	- development of a detailed locality profile per school cluster - development and implementation of an integrated partnership panel - establishment of co- located teams	Investment
		£100,000		£161,000		£509,900
Additional 1 of funding secured	£80,000 NHS England and CCG for the delivery of CAMH programme £30,000 Troubled Families programme for further training programmes on Domestic Abuse and targeted parenting programmes				£80,000 of Early Help resource panel to be devolved to localities once they are up and running Commitment from partners to contribute staffing/building resources including police, health, social housing, area partnership, 3 rd sector providers, children's services.	

Impact	<ul style="list-style-type: none"> - Clear Early Help offer across schools (with a clear link to key partners) - Increase parent participation in school offer and Early Help - Provide help for children and their families early on, to ensure the need for multi agency intervention or specialist intervention is not needed. - Children and young people to have access to a wide range of emotional wellbeing and mental health interventions and services. - Positive engagement of children and young people in school life and positive experience of school by children and young people in school life 	<ul style="list-style-type: none"> - Confident and skilled Early Help workers in schools - Clear oversight by Head teachers and governors of Early Help in their school - Meet Ofsted requirement and implementation recommendation from serious case review W3 - Increase quality of Early Help Assessments and plans undertaken by schools from 65.4 % to 90% meeting standard and 60% being good or excellent (currently 24.5%) - More parents and children positively engaged with Early Help Assessments and plans - Get the right help, right first time for children, young people and their families - Improved engagement in school by pupils receiving Early Help 	<ul style="list-style-type: none"> - Increased engagement of children, young people and families in Early Help - A more effective and co-ordinated response to the needs of our more complex families - Early identification of families and improved sharing of information - A robust package of support that responds to the complex needs of families - Families able to address issues and become more resilient - Children and young people able to play a full and positive part in school and community life
How will success be measured?	<ul style="list-style-type: none"> - number of exclusions decreased - number of children and young people positively engaged with CAMHS - number of parents taking part in parenting programmes - number of pupils on reduced timetable decreased - number of Early Help Assessments and plans closed due to non engagement decreased 	<ul style="list-style-type: none"> - number of assessment and plans quality assured as good or outstanding - re referral rates to Early Help reduced (14/15 fig 17.8%) - number of Early Help assessment closed due to non engagement reduced - distance travelled by pupils through 'Outcome star' 	<ul style="list-style-type: none"> - improvement in uptake of free 2,3 and 4 year old placements - improvement in attendance - number of exclusions decreased - number of children on reduced timetable decreased - number of children on CPP and LAC decreased - number of families re referred for toxic trio decreased - number of Early Help closed due to needs being met increased - number of Early Help closed due to non engagement decreased - distance travelled by children, young people and families through use of 'Outcome star'
Reports on progress and impact will be reported to the School Clusters and the Early Help Steering group quarterly			

