

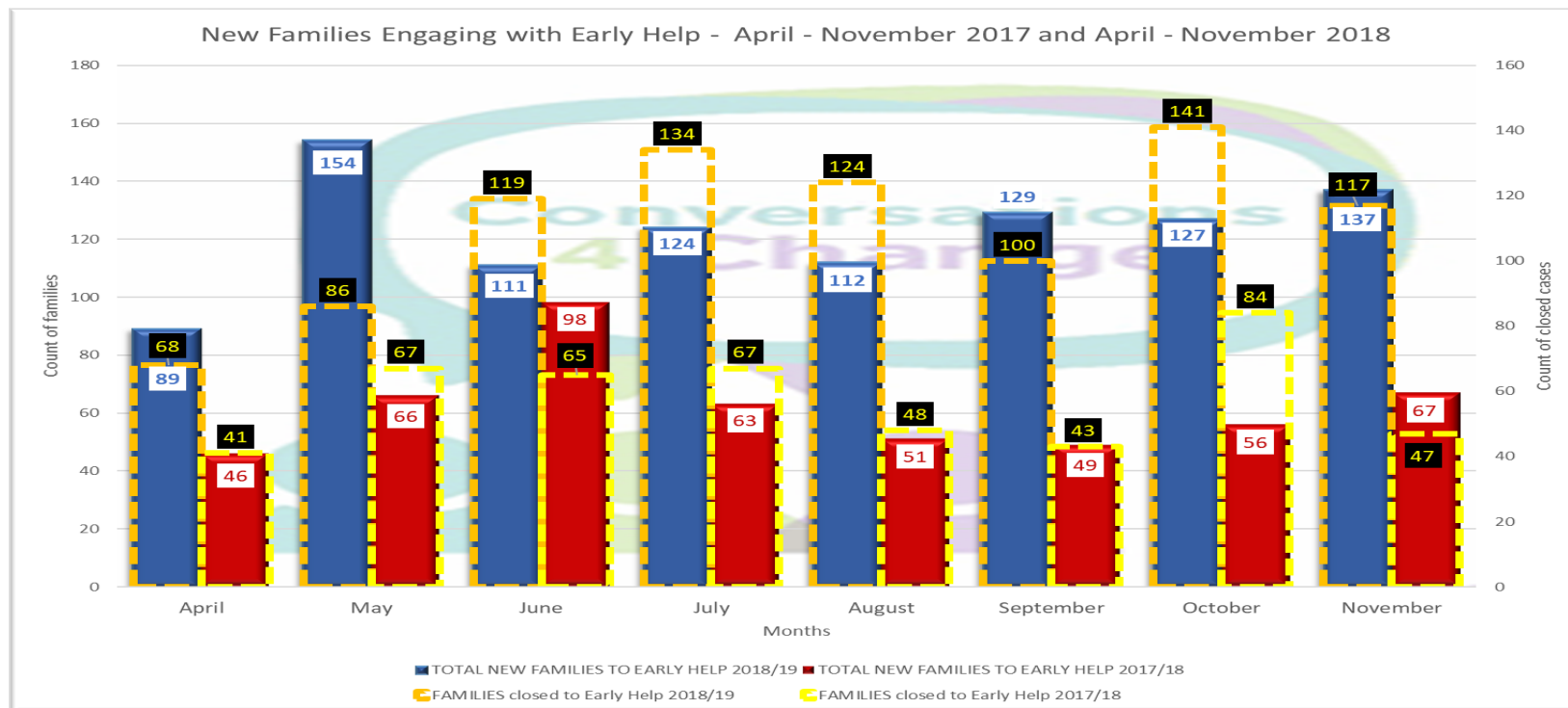
Schools Forum

Early Help

Update

February 2019

Early Help – November 2018 Update



Monthly comparison 2017 - 2018

	April	May	June	July	August	September	October	November	Total Increase
Increases in no. of families requesting a service	93.48%	133.33%	13.27%	96.83%	119.61%	163.27%	126.79%	104.48%	98.00%

A total of 496 Families requested an Early Help service between April and Nov 2017, compared to 983 families between April and Nov 2018. This represents a rise of 98.18%.

May 2018 witnessed the greatest number of families requesting an Early Help Service (154).

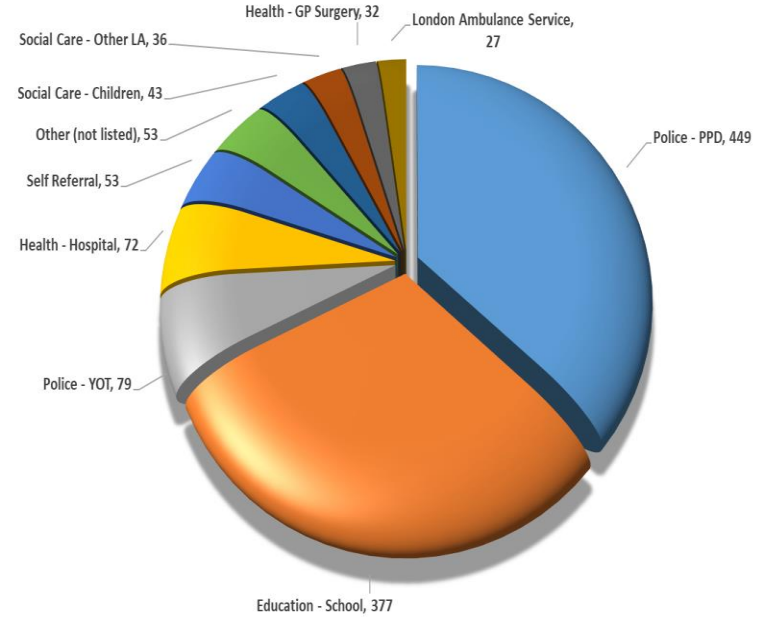
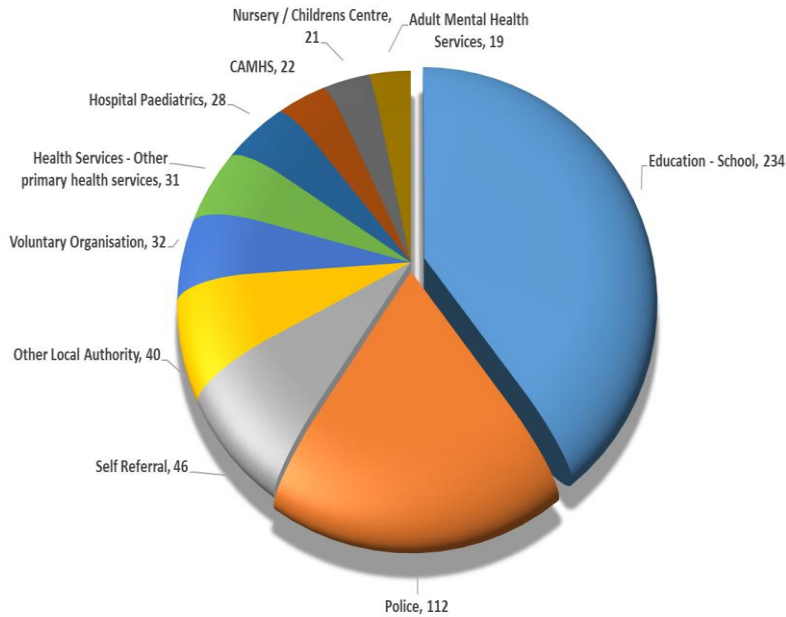
Source of Contact

April – Nov (2017)

April – Nov (2018)

Top 10 'Sources' for requests for service from the Early Help Service - April - November 2018

Top 10 'Sources' for requests for service from the Early Help Service - April - November 2018



Outcome	April - Nov 2017	April - Nov 2018	Percentage Increase/decrease	Movement
Police	112	552	392.86%	↑
Schools	234	377	61.11%	↑

Early Help

Strategic Direction

2019/20

Context

- OFSTED Inspection 2014, JTAI 2017, ILACS 2018
- Increasing demand for Locality Early Help Teams
- Recognising contributions of Stakeholder organisations delivering Early Help Partnership

Early Help Strategy

- Development of a new EH Strategy/delivery plan
- Developed with and owned by partners (schools, Early Years, health, job centre plus, Police etc)
- Outcomes focused
- Whole system approach
- Identifies what works and what hasn't worked
- Aligned with the Borough Plan and Young People at Risk Strategy

Next Steps

- Impact Assessment of 2015-18 Early Help delivery –
- Workforce Consultation and Feedback
- Feedback from Children and Families
- Communicating the case for change
- Stakeholders contribution and agreement to key shared priorities and outcomes

Approach

- Schools Forum agree the approach that Secondary and Primary Heads, and Governors consider their representation for participation in strategy development during spring/Summer Terms in 2018/19