



**Agenda Item
9**

Report Status

For information/note X
For consultation & views
For decision

Report to Haringey Schools Forum – Thursday 30th June 2016

Report Title: Early Help Service update

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- 1. Purpose: To report on progress and impact on the Early Help Locality Model**

Recommendations:

- 1. We recommend that members note the impact and progress made since the establishment of the Early help Locality Model**

1. Report

1.1 Introduction and background

1.1 The Locality model for Early Help was introduced on 5th October 2015. This paper provides Schools Forum with an update on the cumulative and current volume of Early Help Service provision and includes a breakdown by age and provides details of schools with high volumes of engagement to date. It has been noted at previous School Forum meetings that the scale and complexity of the vision for Early Help and that the impact of its introduction will need to be measured over time.

“Evidence from Ofsted’s single inspections of local authorities and from this thematic inspection shows clearly that the offer of help to families when concerns first arise is increasingly prioritised by local authorities and their partners. As a result, more children are benefiting from better focused and coordinated support earlier. Early help workers increasingly feel part of professional networks and therefore are less isolated and more supported”. (Ofsted. ‘Early Help - Whose Responsibility?’ 2015)

2. Performance reach and impact.

2.1 Since October, the Early Help service has supported;

- 713 families
- 1242 children as part of their family working.
- 31 families (56 children) have been stepped-up into Social Care. (4.3%)

Attending;

- 88 primary schools
- 49 secondary schools
- 3 special schools (in Haringey)
- 3 alternate provision (in Haringey)
- 19 colleges
- Current cases involve students at all Haringey secondary schools
- 92% of Haringey primary and junior schools
- 91% of the Boroughs schools overall.

In terms of Early Help impact - of the families being supported, 175 have achieved sustained outcomes to date. (Outcomes v presenting factors sustained for 6 months) Educational attendance features (as a Troubled Families presenting issue) in 69 % of cases which have been supported by Early Help to achieve sustained outcomes. This means that all children in these families are now attending school for in excess of 90% of the time and have not received any fixed term or permanent exclusions. In addition, we have helped successfully reduce fixed term exclusions for children in a further 20% of families, where wider outcomes have also been achieved.

Early Help family support work includes completing assessments, supporting and coordinating multi-agency activity delivering agreed family action plans and contributing to TAF’s to enable children and families to achieve improved outcomes.

The current active caseload for the service is;

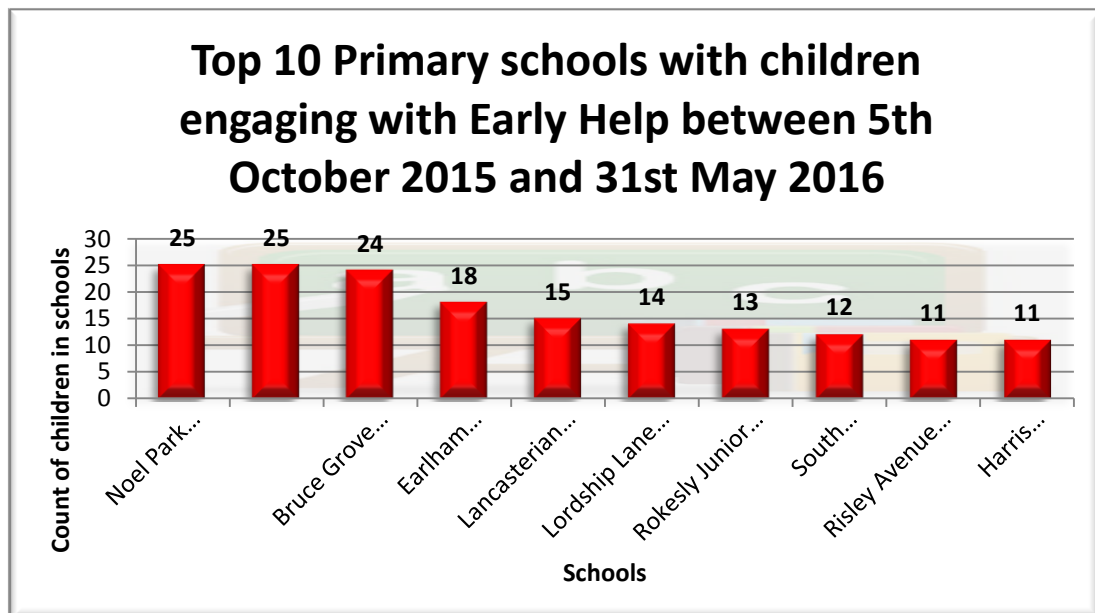
- 409 families roughly evenly spread across the three localities.
- 677 school age children
- 181 pre-school age children (total 858)

3. Evidence of need.

Using the government's six Troubled Families eligibility criteria we are seeing a prevalence of children in need of additional support as the highest demand area, although we are continuing to improve and refine our data capture and recording of family presenting needs. The changes in SPA recording as well as improving recording practice within early help will build a more complete picture of need over the coming months which will inform service development, training and prioritisation of specific issues to achieve sustainable outcomes.

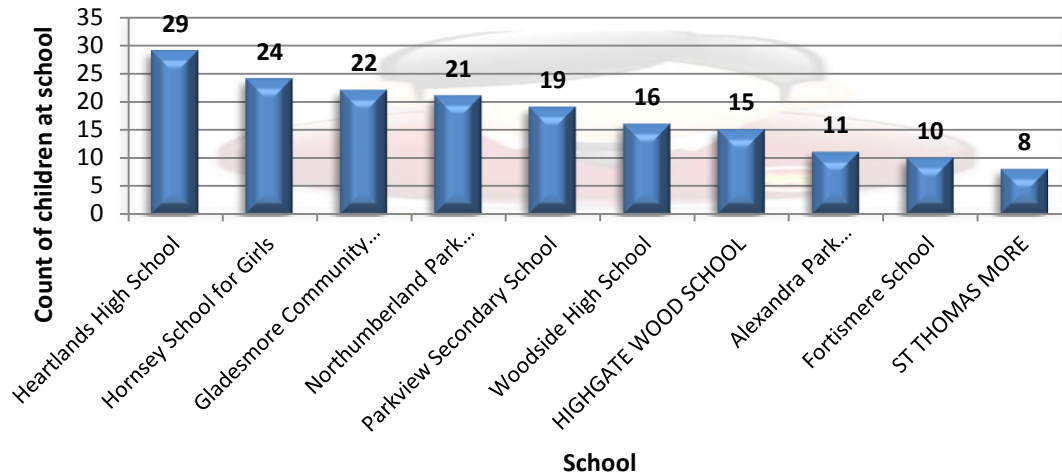
Gareth Morgan
Head of Service
Early Help and Prevention
14.6.16

Highest school volumes of children in families supported by Early Help Service.



*Seven Sisters Primary school

Top 10 Secondary schools with children engaging with Early Help between 5th October 2015 and 31st May 2016



Example Case study:

Reason for request for service

Brief summary of presenting concerns

- 'M' a 15 year old female, was not engaging with her learning at the Tuition Centre at the start of September 2015 after having 1:2:1 tuition at the library.
- M presents with mental health concerns. These include anxiety in regards to engaging with school and social situations. She was engaging with CAMHS with art therapy but this was sporadic.
- M's mother also presents with mental health concerns being diagnosed with depression. Even though she is taking medication for this she is currently not receiving any counselling support therefore impacting on her ability to support M's wellbeing.
- Difficulties within the family environment in the home. M lives with her sister, mother, maternal aunt in the maternal grandparents home. There are a lack of boundaries and consistency between family members with managing M.
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Summary of interagency partnership since work began

- CAMHS Art Therapy – ongoing
- MIND – December 2015 – March 2016. Practitioner and Eleni felt she needed something more intense to support her with her needs.
- Connected North London Family Service – March 2016 – present.
- Education Welfare – March 2016 – present. Due to difficulties with Maria's attendance from February half term family are being prosecuted.
- Family MOSAIC – April 2016 – present. Family are receiving support for obtaining benefits and housing.

Work undertaken and response to interventions

Tools/methods of intervention

- Family Links resource with the whole family looking at consistency between mum and gran and acknowledging positive behaviour and praising M
 - Pieces of work included family rules chart they all contributed to
 - Attendance and reward chart for engaging with Tuition – all stuck on the fridge!
- Mindfulness resource with Mother and M at home and school.
- Sessions with M at the Tuition Centre regarding her attendance progress and providing initial practical support including accompanying on bus journeys, supporting transition between classes.
- Referred Mother to MIND initially but it was felt she needed something more intense. Family Support Worker therefore looked into Connected North London Family Service to further support Mother and the whole family relationships. FSW accompanied Mother few times and she is now attending on her own and good feedback from therapist about punctuality.
- Benefits and housing issues came up later through on in work with the family so they have now been referred to Family MOSAIC.

What went well

- Case was audited this year – rated good.
- Mindfulness resource – family report they use this in day to day lives.
- Communication between all professionals has been positive.
- Use of the FOS with Mother has highlighted to her the progress made and boosted her confidence.
- Use of the ‘My Star’ has enabled M to develop her confidence in getting her views and wishes across.
- Mainstream school place has been secured for September 2016.

What has not worked as well

- Some lack of engagement during school holidays due to family initially seeing FSW role as school based, due to focus on attendance issues.
- Mothers difficulty in initially acknowledging her own mental health needs.
- Trying to involve other family members that were having a negative impact on M – her aunt particularly

Remaining risks;

There is a potential risk that her placement for September 2016 could break down without the correct support and transition plan. An initial professionals meeting has been set up regarding this and then the family will be invited in for a follow up meeting.

Outcomes achieved and Exit Plan

Specify outcomes achieved against targets set in Family Support Plan,

Outcomes/Baseline data – re; attendance
Permanent school placement agreed.

Children in need of help - Children identified as having social, emotional and mental health problems.

Outcome – review FSP demonstrates emotional and mental health improvement: Evidenced by My Star/FOS increase in rating.

Physical mental health and wellbeing – an adult with mental health problems.

Outcome – improvement in well being of parent: FOS increase in rating.