



Initial Progress Report: Early Help Collaboratives

On Completion of 16 Initial Meetings

28th February 2014

The following report is provided to outline the rationale for building a new approach to early help collaboration, and to provide an initial report of progress following the completion of the first set of 16 local area meetings.

Background

The introduction of local area “Early Help Collaboratives” is designed to provide a key element of the Early Help Strategy. These collaborations bring together the local leaders of services and provisions who are best placed to jointly deliver effective integrated early help to children, young people and families.

Local leaders, working together, will be best informed regarding local need, and best placed to make efficient and joined up use of available resources.

We know that effective delivery of early help improves outcomes for children in their home and school, and can directly support parenting which in turn will prevent cases escalating to statutory involvement.

From our early discussions with Head Teachers and front line Children’s Services staff, it was very clear that effective integration across our early help services and schools had not been helped in recent years by the frequency of service reductions, remodelling of services, and changing management arrangements.

At the same time schools have been actively encouraged to commission their own support services to meet the specific needs of their pupils, and many schools now employ family or parent support workers, home school liaison officers, attendance support staff, or a range of other early help workers. There will be benefits from Collaboratives helping to professionally support and integrate these workers.

Collaboratives also offer clear benefits in helping to provide more consistent support for the more vulnerable families who may have episodic contact with services including statutory intervention, and ensuring the best integrated use of new government investment targeted to support our most troubled families.

Whilst initially building around 15 groupings of primary schools, the Collaboratives are designed to deliver their collaborative arrangements to 0-19yrs+. We are

consulting our Secondary Head Teachers regarding their engagement with the Collaboratives.

Remit for Collaboratives

1. To analyse specific need in the local area, accessing local authority and partner data, tracking the progress of children in current provisions, and sourcing local knowledge.
2. To identify children, families, and groups presenting particular needs that impact upon children's outcomes, and identify priorities for action.
3. To work together to identify the most vulnerable and troubled families, and to ensure the delivery of best informed and coordinated interventions that will change outcomes.
4. To review the current menu of service delivery and build capacity: exploring opportunities for greater flexibility and responsiveness; developing closer integration; gaining efficiencies in use of existing resources; and working to best utilise future resources.
5. To learn from evidence based best practice both nationally and locally.
6. To provide a "collaborative identity" between statutory, private and independent partners that will be well placed to make best use of any future targeted funding opportunities.

Current Membership

The Collaboratives are initially focused on Early Help with an early years focus enabling the groups to concentrate on better integration of services within Children's Centres with Nursery and School provisions. During this phase the group's core membership includes:

- Head Teachers of Primary and Nursery Schools.
- Children Centre Leads
- Family Support Service Leads
- Private, Voluntary and Independent Nursery Managers
- Health: Health Visitors, School Nurses, Midwifery
- Locality Services for children, young people, and adults.

The Collaboratives will then (from June 2014) move swiftly to bring together all partners who are key to addressing local need. e.g.:

- Secondary Schools and Colleges
- Safeguarding and Social Care Services
- Youth Offending Services.
- Police
- GPs
- Job Centre Plus

- Housing
 - Local Voluntary, Community, and Faith Organisations
- The Collaborative Offer

Collaboratives will provide:

- Joined up early identification of children and families requiring additional support.
- A locally tiered offer of integrated support to children and families based upon agreed criteria of need: to include nursery and school based provision, parenting and family support, information, advice and guidance; and practical support.
- Integrated arrangements to identify and track the most vulnerable families.
- Enhanced support for the most vulnerable families.
- Reduced duplication in services, and better targeted services, to improve efficiency.
- A broader range of local access points for parents to information, advice, guidance, and early intervention.
- Family Support Service “Hub” delivery through best shared use of local facilities: children centre, nursery, health, school, or other appropriate local access points.
- Supporting the remodelled of children’s centres and ensuring local provision is in place to support all families.

Key Outcomes to be achieved:

- Children are ready for school and achieve in school
- Closing the Gap, Reducing inequalities in Health and Social Well being
- Children are safe wherever they are due to effective support across the collaborative
- Parents have the skills and knowledge to parent well
- Children, Young People and Adults are healthy
- Families are enabled to increase self-efficacy, resilience, confidence, self-esteem and improve their emotional well-being.

Progress Report

15 Early Help Collaborative Groupings

Initial work was undertaken in December 2013 between Primary Head Teacher representatives and Local Authority Officers identified 16 potential collaborative groupings of schools and services across the Doncaster area. (See attached map: Appendix 1).

Following the initial meetings of these groups in February 2014, the groupings have been slightly revised with group 15 being split and merged with groups 3, 10 and 16. A small number of schools (5) have been moved, in addition to the above, across groups to improve the design of the collaborative groupings.

The 15 Collaboratives with their current membership are detailed in Appendix 2.

Membership and Engagement in the Initial Meetings

There has been a positive level of engagement in the initial meetings.

The LA ensured good representation from service leads at all meetings including Children Centres, Commissioning Early Years, Attendance & Pupil Welfare, IFSS leads, and EMTAS.

Local leads for IFSS were at each meeting and either Bridget Lewis or Tracy Newcomb also attended each of the meetings to ensure strong representation.

Similarly Jayne Vose attended a number of meetings in support of Learner Engagement and ensured that A&PW was represented at each meeting.

79 out of 99 Primary Schools were represented in the first phase meetings (80%)

7 of the groups achieved 100% attendance by schools.

3 groups were missing one representative from schools.

2 groups were missing 2 representatives.

4 groups received 60% attendance from schools.

I was able to meet with Health managers on 15th January, and it was helpful to see Health managers attending 5 of the meetings given this late notice.

Following a request at early meetings, Stronger Families were invited and attended at 4 of the later groups and will now become core members of Collaboratives.

All of the Collaboratives are now making arrangements to engage their local nursery providers either through the Children Centre representative or by direct membership of the group.

Communication with Secondary Head Teachers

Eleanor has written to brief all Secondary Heads regarding this development.

I have also had initial contact and discussion with 4 Secondary Head Teachers, one of whom attended an initial meeting of their local collaborative group. All have been very positive in support of the development.

I suggest that we advise Secondary Head Teachers of the future dates of each Collaborative and invite them to send representation to future meetings. I also suggest that it would be appropriate and helpful to convene a meeting of Secondary Heads with a briefing on new service arrangements including the potential role of Collaboratives.

Nomination of Chair's and Vice Chair's

A request for nominations for Chair and Vice Chair of Collaboratives has been made during the first meetings, and this will be an agenda item in the second set of meetings. Groups have been steered to seek a range of partner representation in these roles, and to ideally have different disciplines between Chair and Vice Chair. To date 2 nominations for Chair and 1 for Vice Chair have been received.

Content of Collaborative Meetings

Initial meetings have discussed:

Design, role and purpose

- The proposed model for collaboration has been positively welcomed in 15 of the 16 groups, with one group expressing their concern and uncertainty that anything will change for the better without there being a change in the local leadership of early help provisions with Head Teachers taking over this lead.

Terms of reference and membership

- Terms of reference have been accepted and membership has been agreed in line with the proposals.

The contribution partners can bring in collaboration (Summary of inputs)

Schools

- The high level of direct contact with children, parents, and families enables schools to be a rich source of information regarding needs and also strengths in local families. They are a universal service able to engage positively with families in almost all cases. They are a regular source of information, advice and guidance.
- A large number of schools are now employing staff to work directly on providing early help to parents and children.
- There are a significant number of Head Teachers new into post who see collaborative groupings as being helpful for their induction, and also in helping them to be quickly active in understanding local services.

Children Centres

- Provide universal and targeted services across their area. Have staff skilled and trained in evidence based programmes. Provide early family support, and support transition into school. Deliver parenting programmes.
- Will provide detailed information on their local service offer at the next meeting including the current delivery and use of children centres and join up of services with youth provisions.

IFSS

- New management arrangements were outlined and contact arrangements circulated. The role of Intensive family support team was described and referral arrangements clarified. Providing support to higher need families who are at the cusp of statutory intervention, or following their receipt of statutory intervention. Working with a number of the “Troubled Families” cohort.

Learner Engagement Services

- Role of Pupil Attendance and Welfare Service outlined with ability to be responsive to the needs of each collaborative in terms of attendance and engagement.
- EMTAS service is actively engaging with Heads to tailor service to need.
- Engagement and Behaviour: PRUs and work with schools.
- Participation and Transition Post 16
- Music Education Service.

Health

- Health Visitors, School Nurses, and Midwifery are key services for the collaborative.
- Health services deliver early intervention from antenatal through to ages and stages interventions.
- Increasing focus on preventative working. Working on pathways and seeking to increase school nursing presence in schools.
- Staff trained in evidence based programmes.

Local need and priorities

Discussion on need across the collaboratives included:

- Lack of effective join up between services
- Lack of engagement with services; lack of trust.
- Gypsy Roma Travelling Community
- New arrival families.
- EAL.
- Gaps in services between universal and social care.
- High levels of deprivation and growing issues of debt.
- Young parents without access to positive role models.
- Poor parenting, poor communication skills.
- Poor management of behaviour by parents.
- Lack of attachment.
- ASB
- Speech and Language
- Adult mental health
- Drug and alcohol misuse
- Domestic Abuse
- Anger management.

Discussion on priorities echoed the above but also included:

- Ensure no more cutting of services without consideration in collaboratives.
- Collaboratives should have strong voice in informing decisions and options on Children Centres and Youth Buildings.
- Children Centre delivery must be more responsive to local need as identified by partners.
- More accurate data and intelligence on need and capacity of services.
- Focus together on those families we are most worried about.
- Work together to improve shared understanding of thresholds of need.
- How can early help services be prioritised and sustained.
- Review the effectiveness of CAF
- Monitor effective use of TAC meetings, and statutory core group meetings. Are the required services engaged?
- Ensuring services are accessible to families in the area.
- Support to improve parenting skills.

Quick wins

- Provide a map of local services and contact details.
- Improve access to FIS.
- Reduce duplication by sharing information on Stronger Families; IFSS cases etc.
- Bring together a local practitioners group.
- Share delivery of IAG.
- Share training resources to build skill and capacity across resources.
- Provide professional support to school based workers.
- Share resources. Staff skills, locations for services, resources. (Including shared use of youth vehicles for example.)

Actions for next meeting

The next set of meetings will focus on:

1. The part that Children Centres and Youth Centres play in the local service delivery map of each Collaborative.

Consideration will first be given to the range of services offered and how these are responsive to the local need. Options for improved collaboration will be considered.

Groups will also consider the appropriateness of the Children Centre buildings in light of the service offer; whether any buildings could reasonably be closed without necessarily impacting upon the offer, whether alternative venues could be better utilised by CC services to deliver more locally to need, and whether alternative use for CC buildings may be offered as a potential assist to offsetting the buildings costs to the LA.

2. Establishing ways to enable sharing of data on families of most concern including Troubled Families.
3. Maps and data on need sheets will be updated for further consideration by each group. Local services will be mapped.

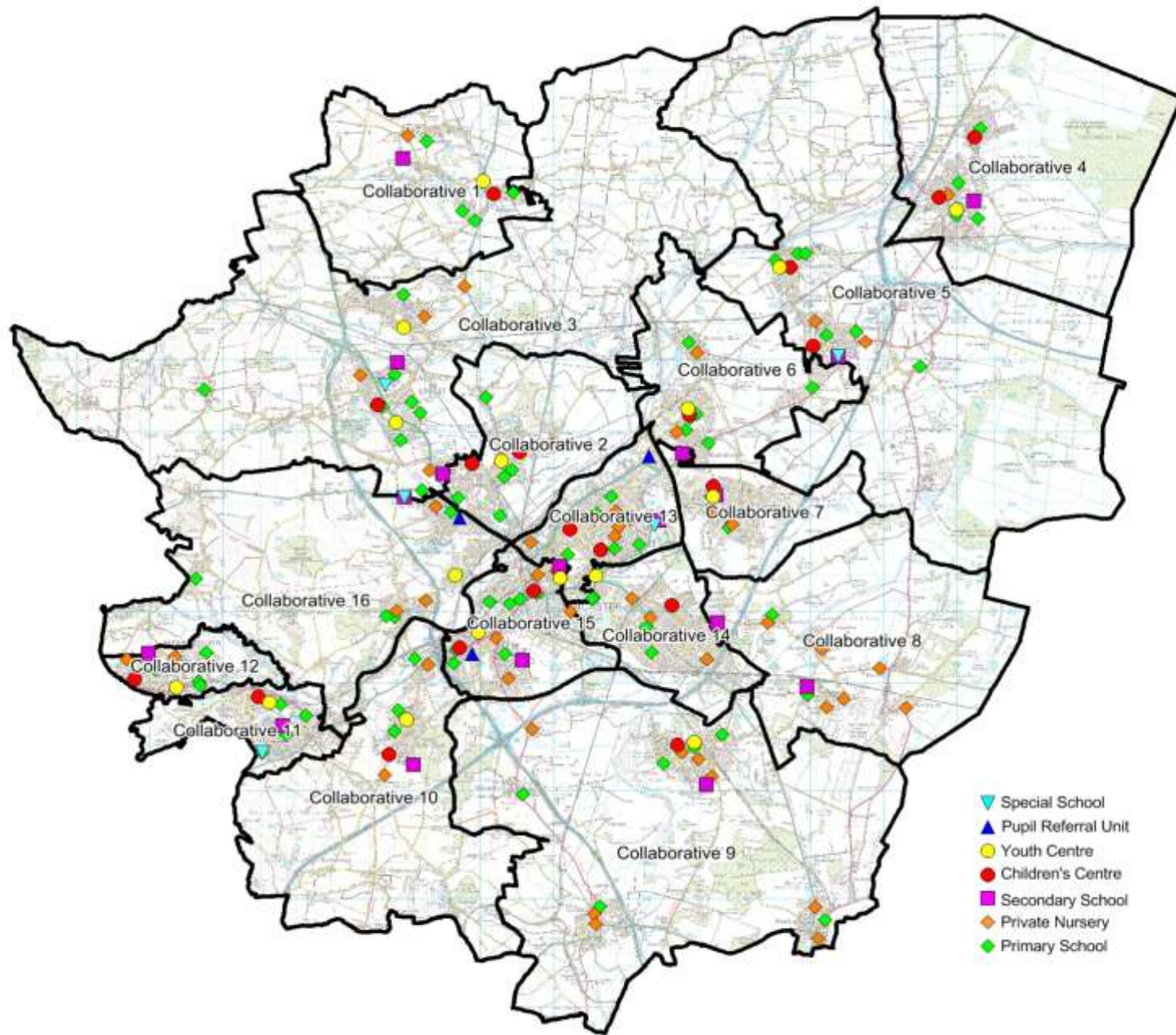
The dates, times and venues of the next set of meetings are attached in Appendix 3.

Future co-ordination of Collaboratives

- Jayne Vose, Tracy Newcomb, and Bridget Lewis are working together to identify a named manager lead for each Collaborative.
- Claire Harris is taking the lead on mapping of collaborative groupings, areas, and data on needs.
- Dawn Hollingsworth will maintain the central record of Collaborative Groups; Membership and Attendance; Minutes; and Calendar of Meetings.

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- ▼ Special School
- ▲ Pupil Referral Unit
- Youth Centre
- Children's Centre
- Secondary School
- ◆ Private Nursery
- ◆ Primary School