

# Southampton City Council

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## Prevention Strategy

**May 2012**

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## SECTION 1: INTRODUCTION

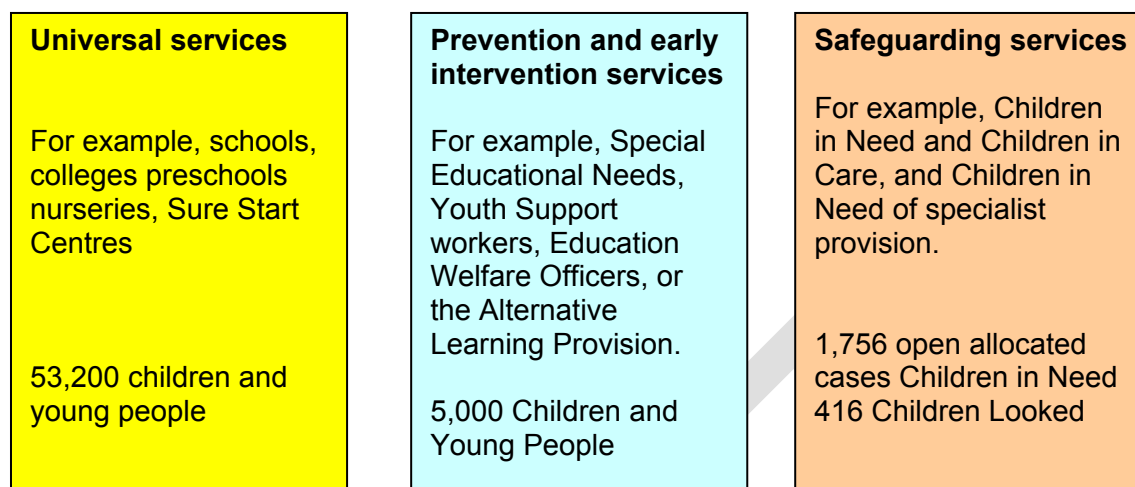
- 1.1 This paper sets out the context for the development and delivery of a range of Prevention and Early Intervention Services to children, young people and their families. It puts the work of the services with Children Services and Learning into the national and local context and gives clarity to which services are required by statute and which are discretionary according to the local needs, the views of the City leaders and the budget available for delivery or commissioning. It details the current services provided both by, and on behalf of the City Council, and aims to show the importance of retaining Prevention and Early Intervention Services to begin to turn around the need for high cost interventions for children at risk of harm by supporting families to receive the help they need before crisis point is reached.

### Southampton City Priorities and Challenges

- 1.2 Southampton can look ahead to a period of major growth. In the context of services for children and their families this means a significant growth in the birth rate and a tight financial climate in which high quality and low cost efficient services need to be delivered. Southampton Connect, the strategic partnership for developing the City, has identified four key challenges. Two are particularly relevant for Children's Services:
- 1.3 **The first - key challenges within Education Attainment and Skills are:**
- Supporting local schools and colleges to improve and be excellent.
  - Increasing educational attainment and skills.
  - Increasing the proportion of young people who are in education, employment or training.
  - Improving life chances for children in care and care leavers.
- 1.4 **The second - key challenges within Well-Being are:**
- Safeguarding children and families.
  - Supporting vulnerable people and promoting long term independence.
  - Improving health and reducing health inequalities.
  - Reducing crime and Anti Social Behaviour rates and improving public perception of crime.
  - Encouraging active citizenship, volunteering and personal responsibility.
- 1.5 To realise the challenges identified above and to take advantage of the economic growth of the City, and with that the rewards that prosperity brings, it is vital that every child and young person achieves their highest possible potential educationally, emotionally, and creatively thereby enabling them to participate as economically active and fulfilled members of their communities.
- 1.6 The majority of the 53,200 children and young people aged 0 – 19 (February 2012) attend nursery or preschool, school or college, have a GP and access to local leisure facilities and mature into economically active young citizens of the City post 19 as appropriate.
- 1.7 Some children and young people and their families require the support of additional services to enable them to progress through their education, and achieve positive outcomes which may include Special Educational Needs or disabilities, financial issues or family breakdown. Failure to intervene can lead to the escalation of these problems into the need for more specialist services. However it is these services, particularly the non

statutory ones that have been so successful and yet are constantly squeezed to achieve budget savings. Table 1 provides a snapshot of the current distribution of Children Service's and Learning resources as at April 2012.

**Table 1: Distribution of resources**



**Total CSL budget share**

<p><b>Universal services</b></p> <p>£161m 84%</p>	<p><b>Prevention &amp; early intervention services</b></p> <p>£10.5m 5%, including SEN</p>	<p><b>Safeguarding Services</b></p> <p>£21.3m 11%</p>
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**The Case for Prevention and Early Intervention**

- 1.8 “The case for preventative services is clear, both in the sense of offering help to children and families before any problems are apparent and in providing help when low level problems emerge. From the perspective of a child or young person, it is clearly best if they receive help before they have any, or have only minor, adverse experiences. Evaluative research provides the same message, showing that there are a number of helping methods that have a good record of reducing the later incidence of adverse outcomes for children and young people but that, in comparison, services offered once problems become severe have a much lower effectiveness rate. The reviews conducted by Graham Allen MP, Rt Hon Frank Field MP and Dame Clare Tickell share this review’s belief in the importance of providing help early”. **Professor Eileen Munro May 2011.**
- 1.9 Case study analysis from work in Southampton has shown that Prevention and Early Intervention is effective in achieving successful outcomes and reducing negative outcomes at an individual, community and city level:
  - **For children, young people and families:** where young people are at serious risk of disaffection, lack of engagement or achievement then the impact on their life chances and that of their family is seriously diminished.

- **For the community:** children, young people and families who do not have their needs addressed are likely to be at risk of offending and causing anti social behaviour, becoming teenage parents, not being in education or employment and of never becoming productive members of their local community. In the longer term because of their economic inactivity and their dependency upon benefits they are far more likely to become a drain on the public finances.
- **For council and income tax payers:** children, young people and families whose needs are not met at the early stages, whether under 5 or as problems arise during their childhood, may need far more specialist and expensive services including child protection services, residential care, out city residential placements and young offenders placements. As they get older these young people are shown to have a heavy reliance on all our health, police, prison and other high cost services.

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## SECTION 2: PREVENTION STRATEGY – THEMES AND PRINCIPLES

2.1 Southampton City Council's Prevention Strategy is based on four key themes and three delivery principles:

2.2 *Themes:*

- Entitlement of all children and young people to good quality universal services and facilitating access.
- Statutory provision.
- Early intervention.
- Transition across services

2.3 *Delivery principles:*

- Common Assessment Framework.
- Collective ownership.
- Workforce development.

### THEMES

#### **Entitlement of all children and young people to good quality universal services and facilitating access**

2.4 All 53,200 children and young people and their families have an entitlement to an age appropriate universal service. Some will require information or support to ensure that they are able to access the provision. The City works alongside universal providers to:

- Improve outcomes for children and young people through building capacity to meet their needs.
- Raise educational standards.
- Keep children safe.
- Identify any additional or special needs that the child may have.
- Ensure that a minimum of 80% of parents of under-5s are linked with their local Children's Centre.
- Develop an additional 900 places for 2 year olds by September 2013.
- Provide support to the most vulnerable children, young people and their families.

- 2.5 The City is working with education providers to improve the attainment and progress for all Southampton children and young people. Challenging educational targets have been agreed, see table 1.

**Table 2: Yearly educational targets**

Educational Targets		Target 2012	Number achieving passport	% Not achieving passport	Not achieving passport	Increase required
EYFS - Developing Well aged 5		67%	1751	33%	863	(300) 11.5%
KS1	Level 2+ in Reading	91%	2197	9%	217	(130) 5.4%
	Level 2+ in Writing	88%	2124	12%	290	(116) 4.8%
	Level 2+ in Maths	94%	2269	6%	145	(70) 2.9%
KS2	Level 4+ English and Maths	82%	1708	18%	375	(179) 8.6%
KS4	5+ GCSE at A* - C including English and Maths	62.5%	1264	37.5%	758	(206) 10.2%

### Statutory provision

- 2.6 The City Council is responsible for ensuring the delivery of key statutory functions, e.g. SEN, attendance, etc.

#### *SEN statutory functions:*

- Services are provided to meet Southampton's statutory duties to assess Special Educational Needs and to make provision in accordance with need.
- Southampton is part of the DofE SEN Pathfinder pilot and the SEN duties are now delivered through the Children and Young People's Development Service, which will make integrated assessments and service delivery of all SEN and disability needs.

#### *Attendance:*

- Attendance is a significant issue for Southampton and we are making some steady progress towards improved school attendance. As part of this role, we are required to take action when parents do not ensure their children receive an education. Intervention through legal proceedings is increasing:
- At primary level, in January 2012 17.9% of pupils were identified as having SEN (not statemented) and 1% are statemented. In secondary, this rises to 27.2% identified with 1% with a statement. For the year 2010/11 absence in Southampton was 5.4% for primary and 7.6% for secondary, which is poorer than the national average, and prevention teams are focused on raising school attendance as a means of improving outcomes for children and young people.
- This statutory duty is delivered by the Education Welfare Service. See table 3 for prosecutions.

**Table 3: Prosecutions for Academic Year 1 September 2010 – 31 August 2011**

	Total Number
Penalty Notices issued for Unauthorised Holidays	444
Penalty Notices issued for Unauthorised Absence (following warning letter being issued)	132
Warning Letters sent due to Unauthorised absence and attendance improved	195
Completed prosecution under offence 444(1) due to EWO involvement e.g. referral cases, not Penalty Notice cases	34
Completed Prosecutions under offence 444(1) due to unpaid Penalty Notices	32
Completed Prosecutions under offence 444(1A) due to EWO involvement e.g. referral cases, not Penalty Notice cases	6
Completed Education Supervision Orders granted	14

Note: all penalty notice totals are per parent per child and all prosecutions and Education Supervision Order totals are number of children.

### Early intervention

- 2.7 Early intervention is designed to build resilience in individuals, to prevent issues escalating and requiring specialist services. The City is committed to intervening early to prevent escalation to specialist including Tier 3 and 4 Safeguard Services. This begins with our Children's Centres, who offer a range of input from Health Visitor support, parenting and crèche sessions to more intensive family programmes. Similarly, as children progress, a range of services are made available to those for whom a different and additional need is identified. Many interventions are delivered by universal providers who may commission help from Council or other providers. In our Children's Centres last year 812 pre-Common Assessments (CAFs) were delivered to support young families from within the Children's Centre multi agency team. Where more coordinated multi professional help is needed, this will come through the Common Assessment framework.
- 2.8 CAF is used in Prevention Services as the central process to identify needs, problem solve and prioritise resources, expanding to use with families in difficulty. This is covered in detail in delivery principle A. Our increasing use of CAF, and the development of the Family CAF, has proven to be a successful tool in supporting children, young people and families at times of stress and difficulty. **In 2011 289 CAFs were completed.**

### Transition across services

- 2.9. Providing a seamless service through from universal, targeted to specialist services, where required (including Tier 3 Safeguarding), and from specialist services back to targeted and universal, where appropriate.
- 2.10 There is a commitment to ensure that any child, young person or family receiving short term specialist (Tier 3/4 Safeguarding Services) interventions remains entitled to the full range of universal and targeted services.
- 2.11 In addition, where the threshold for services at Tier 3 is not met, or the Tier 3/4 intervention is complete, consideration is now given to deploying the appropriate Prevention and Early Intervention Services, usually via CAF.

## DELIVERY PRINCIPLES

### Common Assessment Framework

2.12 The Common Assessment Framework (CAF) was introduced to Southampton in January 2008 arising from a national initiative to develop more integrated working across Children's Services. The CAF process is well embedded within the City and is central to the targeted work of the Prevention and Early Intervention Services. Common Assessments are managed through two locality CAF Panels in the East and West of the City. These panels are chaired by Senior Educational Psychologists. Cases are presented to the CAF Panel for discussion by a range of multi-agency professionals, including:

- Educational Psychologists.
- Education Welfare Officers.
- Youth Support Workers.
- Prevention and Early Intervention Social Workers.
- Senior Parenting Practitioner.
- CAMHS Representative.
- Health Visitor.
- Sure Start Team Manager.
- Social Care manager.
- Fairbridge.
- Prince's Trust.
- NSPCC.

2.13 The Common Assessment Process works on the delivery model where a professional who has concerns for a family or child/young person identifies possible additional support needs having discussed the issue with the child/young person (where appropriate), other professionals and parents/carers. The professional completes the assessment with the child/young person and with parental/family consent, while making use of any other information that has already been gathered.

2.14 The Panel recommends appropriate support interventions and, where applicable, referral to more specialist services. At the end of the case discussion a lead professional is identified to manage and coordinate the casework. Cases are reviewed on a regular basis by the CAF Panel thus ensuring that interventions are timely and focussed to ensure plans are in place and outcomes are monitored.

The establishing of multi-agency CAF Panels has led to very effective partnership working with other providers of preventative services within the public and voluntary and community sectors.

Support will be given to children and young people through the CAF panel, unless a child protection issues is present, prior to being referred to Tier 3 and 4 specialist services.

2.15 Where there are under-5s, Children's Centres who are already operating a multi-agency model with Health and others, there is a pre-Common Assessment process known as pre-CAF that is embedded in the work of the teams.

2.16 Family CAFs are being developed as a means of working with families in difficulties.



- 2.17 Key to the model of implementation of the CAF in Southampton is the underlying principle that the CAF is a process not a service. It is a means by which any professional identifying a child/young person who has multiple needs that are not being met can explore support which may be available from a range of services. Through CAF:
- The family and professionals involved tell their story once.
  - A co-ordinated approach to meeting needs is offered.
  - A Lead Professional is allocated, acting as a single point of contact.
- 2.18 CAF Completers: of the 101 new Common Assessments completed (September – December 2011):
- A third were completed by school staff.
  - A third were completed as Social Care cases were closed, but there was still an identified unmet need.
  - Others were completed by a wide range of professionals (e.g. Health Visitors, Education Welfare Officers, Anti-Social Behaviour Team etc).
- 2.19 Positive outcomes from the CAF process include:
- Greatly improved links between services and across ages – genuine multi-agency locality working with investment and commitment from SCC Children’s Services, Health, Voluntary Sector and schools.
  - Early identification of needs and signposting to appropriate professional/service.
  - Focused problem-solving discussions around needs of identified children, young people and families and shared responsibility for action planning.
  - Improved links between Social Care and other inclusion services, in particular the ‘step down’ from Tier 3 services to Tier 2 services.
  - Positive feedback received from a range of professionals and parents.
  - Identifying gaps in services which can contribute to strategic planning and commissioning.

### **Collective ownership**

- 2.20 Collective ownership across public, private and voluntary sectors to the challenges ahead and agreement to direct resources appropriately.
- 2.21 Achieving best outcomes for our children, young people and families will only be achieved through making best use of all of the City’s expertise, resources and skills and ensuring that all of us understand what is available or possible. The Troubled Families initiative will seek to identify any gaps or blockages to achieving this.

### **Workforce development**

- 2.22 Workforce development that secures a highly skilled professional workforce, within universal and targeted services, that is confident, capable to deliver early intervention services that is outcomes focussed.
- 2.23 Targeted services for children, young people and their families are available where the emotional, health, educational, and social development of the young person may be adversely affected by their circumstances. This may include health or developmental problems, behaviour problems, parenting issues, social exclusion or financial hardship.

- 2.24 Services are aligned on a locality basis, either within the East or West of the City. Many interventions are delivered by a single service but where problems are more complex the Common Assessment Framework is used to establish the range of issues, assign a Lead Professional and develop a plan that will best meet the needs of the family.

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## **SECTION 3: THE SOUTHAMPTON PREVENTION AND EARLY INTERVENTION MODEL**

### **3.1 Universal Services (Tier 1)**

3.1.1 Most children are able to progress through their childhood needing only the support of their family, their community, their school and other universal services to which all children are entitled. These services include:

- GPs, health visitors, midwives and school nurses.
- Early education, childcare and Children's Centres,
- Primary, middle and secondary schools, post-16 education and work based learning.
- Leisure and community facilities

3.1.2 The majority of children, young people and families are able to access universal provision and lead a fulfilled, happy childhood and adolescence without the need for additional help. The majority of the 53,200 young people in the City aged 0 - 19 are able to access, and fully participate in, universal services without additional support.

### **3.2 Services for under-5s**

#### **3.2.1 Children's Centres**

Southampton's 14 Children's Centres are managed by the City Council, as part of the Prevention and Early Intervention Service and are a successful multi-agency model of delivery, as confirmed when inspected by Ofsted, with two Children's Centres of the three inspected being rated outstanding and one as good. All families have a Children's Centre within their local area. The Centres include staff from a range of external agencies including Health and Jobcentre Plus. Funded through non-ring fenced Early Intervention Grant, significant efficiencies have been made over recent years and are operated with a very lean management structure, when compared with other Local Authority models (e.g. Brighton).

3.2.2 Children's Centres, whilst providing a universal service, also actively seek to meet the needs of those most vulnerable and offer a wide range of targeted services tailored to meet the needs of the local community.

#### **3.2.3 Early Years Education**

3.3.4 Almost all Early Years provision is delivered through a range of private, voluntary and independent providers. The City Council has a duty however to ensure there is sufficient provision available to meet business, parental and the statutory requirements for quality provision and to make direct provision if the PVI providers do not have places available. New government requirements mean that 900 new places are needed by September 2013 and up to 2,000 new places will be needed by 2014 for 2 year olds. Southampton is also part of a national "payment by results" pilot designed to:

- Narrow the gap for disadvantaged children at Foundation Stage.
- Ensure the take up of 2 year old places.
- Improve breast feeding rates.
- Provide parenting programmes for families with complex problems.
- Ensure those families with greatest need have sustained contact with their Children's Centre.

### 3.4 Services from 5 to adults

- 3.4.1 As schools become increasingly autonomous, increased funding has been channelled to them along with an expectation that they will make arrangements for their most vulnerable pupils to receive the help they may need. This includes the Pupil Premium which all schools receive to meet the needs of their pupils who fall into a number of vulnerable categories.
- 3.4.2 Increasingly, many services that have previously formed part of targeted provision from the City Council are now part of the provision offered by schools as funding moves for the Local Authority to school budgets. Schools choose to purchase a range of services on behalf of some of their pupils according to their school population. This includes:
- School Councillors.
  - Inclusion Managers.
  - Attendance Officers.
  - Emotional Literacy Support Assistants.
- 3.4.3 Additionally, schools have chosen to support a number of services that the Local Authority manages within the Prevention locality teams by providing funding for services to continue. Currently these are Prevention Social Workers and Parenting Workers.

### 3.5 Locality based Prevention and Early Intervention Services (Tier 2)

- 3.5.1 At any one time in Southampton around 5,000 children, young people and their families are receiving a service from our Prevention and Early Intervention Teams. This does not include those with ongoing SEN issues or accessing our universal provision in Children's Centres. Table 4 details the Targeted Prevention and Early Intervention Services, including services for Children and Young People with Special Educational Needs and Disability.

**Table 4: Targeted Prevention and Early Intervention Services**

<b>Service area</b>	<b>Targeted services</b>
Early Years and Childcare Team  <i>Locality based</i>	14 Sure Start Children's Centres provide universal services to all 0-5 year old children in the City and their families. In addition, the service provides targeted interventions for families 'at risk' or vulnerable. 2, 3 and 4 year old funding supports the development of quality placements for children across the City.
Families and Youth Support Team  <i>Locality based</i>	Targeted Parenting and Family Support for children, young people and families who have been identified through the Common Assessment process. Professional evidence based parenting programmes. Targeted support for young people who have been referred from the Common Assessment process who are not attending school. Targeted support for young people who are NEET.
School Focused Team  <i>Locality based</i>	Working to provide a range of targeted interventions to address school attendance, and emotional wellbeing. Meet the statutory requirement to identify and address children and young people's Special Education Needs.
Southampton Youth Offending Service	The Youth Offending Team provides targeted and specialist services that support and supervise young people who have been charged with criminal offences and some prevention work.

<b>Service area</b>	<b>Targeted services</b>
Alternative Learning Provision (ALP)	Support for children and young people who are not able to engage with mainstream or special school education. Placements for permanently excluded pupils.
Tremona Road Home and Hospital School	Tremona Road is a medical Pupil Referral Unit which provides education in three settings within the hospital as well as outreach provision for medical needs that prevent them going to school.
<b>SEN services</b>	
Portage	Home teaching service for pre-school children with Special Educational Needs and the families. Based within Children & Young People's Development Service (CYPDS).
Specialist Teacher and Advisory Service	Support for hearing impaired, and visual impaired children and young people. Based within CYPDS.

## SECTION 4: SERVICE DESCRIPTIONS - PREVENTION AND EARLY INTERVENTION SERVICES

Prevention and Early Intervention Services consist of eight services:

1. Early Years and Childcare Team.
2. Statutory School Support Services
3. Families and Youth Support Team (including Troubled Families).
4. Alternative Learning Provision (ALP).
5. Tremona Road Pupil Referral Unit).
6. Southampton Youth Offending Service
7. Special Educational Needs (Children & Young People's Development Service).
8. Inspire (Business Unit) non-statutory services.

Details of each service area are detailed throughout this report.

### Early Years and Childcare team

- 4.1. There are 14 Children's Centres, seven of which are located in the 30% most deprived areas of the City. All 14 Children's Centres provide a range of integrated universal and targeted services which are usually free or at a low cost (e.g. family health, parenting, play and child development, family support, support to access training and employment, life work and home management skills).
- 4.2. Resources:

Team/Service	2012/13 Funding	
Children's Centres	£3,599,600	Early Intervention Grant and statutory
Early Years	£11,568,700	Pays for places for under-5s and Early Years teachers

### 4.3 Universal Services:

- Registration and access to high quality multi media information.
- Open access stay and play: one session per week for every 500 children of which at least one session a week per centre to be run in conjunction with health visiting.
- Multi media signposting and publicity: for all open access services in the area including child care, parent and toddler groups, libraries, smoking cessation, support for starting school, JCP.
- Universal aspects of Healthy Child Programme: partnership with health to provide local access to maternity services, antenatal education, the health visiting service, breastfeeding support and all universal aspects of the healthy child programme.
- Support to child care settings: including child minders to participate in initiatives to improve quality and access.
- Parental involvement and volunteering opportunities: including participation in Forums and Advisory Boards.
- Identification and assessment of need: through pre-CAF, CAF or other SCC approved process (e.g. safeguarding) and appropriate support to accesses targeted/specialist services.

#### 4.4 Targeted Services

##### 4.4.1 **Activities offered based on population risk factors:**

- Young parents - two groups across City per week plus support for FNP service.
- Fathers - minimum of two open access groups per week based in areas of deprivation.
- BME, Gypsy and Traveller families plus those for whom English is a second language. Additional support to access services including assistance to complete preschool/school registration processes and ESOL.
- Areas of significant deprivation - additional stay and play and other activities to promote school readiness.
- Communities where school attendance and parental involvement is erratic or poor - programmes developed with schools to address barriers and promote responsibility.

##### 4.4.2 **Activities offered following individual assessment of need including:**

- Development of support plan by multi-agency team around the child following CAF or Pre CAF assessment - could include offering referral to other agencies such as SVS Family Projects or opportunities such as the Child Care Project for 2 year olds.
- Support for workless parents with low educational attainment to develop skills in partnership with JCP, including the Wishes project.
- Family Learning Activities - partnership with other agencies to provide family learning activities such as literacy and numeracy classes.
- Evidenced based parenting programmes including Webster Stratton, Hanen and Talk and Taste Groups – minimum of one group per 500 children per term, plus short term individual support and Sure Care at times of crisis.
- Speech and language development support to children at risk of/experiencing delay, including support related to ECAT project, and provision of agreed programme of activities.

##### 4.4.3 **Partnership Plus aspects of Healthy Child Programme**

Partnership with Health to provide multi-agency aspects of the healthy child programme including:

- Intensive support for families in greatest need during antenatal period following Family Health Assessment.
- Contribution to HV family assessment processes at 8-12 months and 24-36 months.
- Activities to promote healthy lifestyles following individual or population assessment including: physical activity, healthy eating, smoking cessation, safety schemes, and intensive breastfeeding support.

##### 4.4.4 **Support to access additional targeted and specialist services** e.g. debt advice, domestic violence, substance misuse, and referral to specialist services, plus working with partners to base services in Children's Centres when possible.

#### 4.5 Partnership with specialist services

- Partnership with specialist services to plan step-up and step down support for families.
- Work with named social worker to enable children in need to access universal and targeted services within Children's Centres.
- Support to specialist child and adult disability and mental health services to promote Children's Centre services.
- Support to families where disability is an issue to access universal and targeted Children's Centre provision, and participation in the Early Support programme.
- Promotion of Children's Centres as a potential location for specialist services.

4.6 The Early Years Development team undertake a statutory assessment of the availability and quality of childcare provided in the City, and is responsible for ensuring we have sufficient places to meet families' needs. The quality of the provision and improving outcomes is supported and challenged by a team of EY teachers.

#### Statutory School Support Services

4.7 The School Focused Teams comprise a range of professionals:

- Educational Psychologists.
- Education Welfare Officers.
- Emotional Well-being Development Officers.
- Prevention Social Workers.

4.8 Resources:

Team/Service	2012/13 Funding	
Educational Psychology	£624,700	Statutory and income generating
EWDO	£98,700	DSG funded
Education Welfare	£350,200	Statutory and income generating
Prevention Social Workers	£194,300	Social work support for schools where thresholds for social care are not met

4.9 **Educational Psychologists (EPs):** work with children and young people 0-19 to deliver a statutory function as set out in the 1989 Education Act, which includes:

- Providing a contribution to the statutory assessment process to identify a child or young person's Special Educational Needs (SEN) and the educational support that would best meet those needs.
- Monitoring the progress of pupils with statements of Special Educational Needs through the statutory Annual Review process, including those resident within the City, but placed outside of the City for their education.
- Provision of specialist advice and support to professionals (such as school staff, Early Years professionals, etc) on meeting the needs of children and young people with Special educational Needs at School Action Plus or Early Years Action Plus of the SEN Code of Practice as part of the 'graduated response' set out in the SEN Code of Practice.



- Contribution to Special Educational Needs tribunals.

4.10 EPs also deliver a range of non-statutory services, including:

- Critical Incident response, including support to school staff and pupils following a critical incident.
- Nurture Group training and on-going support.
- Challenging Behaviour Consultancy and physical intervention training.
- Specialist assessment and advice regarding children and young people from vulnerable groups e.g. Children Looked After, at risk of permanent exclusion, not attending school.
- Training on a range of psychology and education-related issues.
- Research and evaluation work.
- The Senior EPs chair the Common Assessment Framework (CAF) Panels in the City.

4.11 **Education Welfare Officers (EWOs):** provide a social work service in schools to raise pupil attendance and discharge the responsibilities to enforcing school attendance. EWOs support schools and offer advice and guidance. They carry out direct work with children and young people in addition to working with families and other professionals. EWOs work in partnership with schools, pupils and their parents to improve attendance and minimise disaffection. Their work is essential to ensuring pupils are able to make the best possible use of the educational opportunities. The use of legal action against parents can be considered as part of a planned intervention with families. The EWOs offer information to parents and pupils about rights and responsibilities concerning attendance and the legal process, during any intervention with a family.

EWOs also deliver a range of non-statutory services, including:

- Assemblies.
- Unannounced home visits.
- Intervention days.
- Whole School Safeguarding Training.

4.12 **Emotional Well-Being Development Officers (EWDOs):** work closely with Educational Psychologists to deliver psychological interventions to support the emotional well-being of pre-school and school aged children and young people. Two of the EWDOs work specifically to support Children Looked After.

4.13 **Prevention Social Workers:** provide advice to schools and social work support to children and families whose needs have been identified by schools or through completion of a Common Assessment. All casework is short term (6 to 12 weeks). The children and families prioritised for casework are those where there are safeguarding concerns but the thresholds for Tier 3 services are not met.

## Families and Youth Support (including Troubled Families)

### 4.14 Resources:

Team/service	2012/13 Funding	
Youth Support	£1,312,700	Youth workers, youth centres, support for Alternative Provision
Play	£144,000	Two adventure playgrounds, Play Workers
Parenting Workers	£426,800	From DSG funding

### 4.15 The team aims to work preventatively with vulnerable young people and families working to reduce their barriers and preventing their problems escalating. The team works with the whole family to:

- Develop young people's social and emotional skills, enabling them to make positive choices manage change and navigate risk.
- Raise young people's aspirations and help them to achieve and feel positive toward learning.
- Develop supportive and positive families, communities and peer groups.
- Offer over-fives open access play.
- Reduce the number of incidents of Anti Social Behaviour.
- Support improved parenting.
- Implement a Debt Plan.
- Reduce tenancies at risk.
- Improve attendance at school.
- Increase participation.

### 4.16 The Youth and Play team works with children and young people aged 5–19 years old and aims to:

- Develop children and young people's personal, social and emotional skills, enabling them to make positive choices manage change and navigate risk.
- Raise children and young people's aspirations and help them to achieve and feel positive toward learning.
- Improve communication and physical development.
- Foster supportive and positive families, communities and peer groups.

### 4.17 Youth support work focuses on the needs of young people as they make the transition from childhood to adulthood through adolescence. Young people choose to be involved with a Youth Support Worker and it is the skill of relationship building which is central to the role of youth support work. Young people have a choice on the issues they present and participate in deciding on the journey they undertake. The Youth Support Worker facilitates learning and personal development through engagement and involvement of young people in positive activities.

### 4.18 Play work focuses on ensuring that children have a safe and stimulating environment to play. The play offer includes both supervised and non-supervised activity. Play Support Workers work with children to create play opportunities.

#### 4.19 Target Groups

The team aims to work with vulnerable children and young people early, addressing their difficulties as soon as possible and preventing their problems escalating. In particular this includes children and young people who experience a combination of the factors below:

- Persistent absence, exclusion from school or not in employment, education or training.
- Behavioural problems, such as antisocial behaviour.
- Poor emotional, social or coping skills.
- Poor mental health.
- Learning difficulties and disabilities.
- Low self-efficacy.
- Poor aspirations.
- Attitudes which condone risky behaviours, such as alcohol and substance misuse, sexual health or sexual exploitation.
- Poor family support, family conflict or problems, such as parental substance misuse.
- Poor support networks.
- Family or friends, or involvement in gangs, who condone high risk activities.
- Living in a deprived neighbourhood.
- Poverty.

4.20 The Youth and Play teams deliver both universal and targeted services. The balance in the Youth team is towards targeted services whereas the balance in the Play team is towards universal services.

4.21 The LA Parenting and Family Workers have become established as two locality based teams as part of Prevention and Inclusion services. All referrals are supported by a Common Assessment form, or an agreed alternative such as a Social Care closure summary and assessment, and come through the CAF panels. The funding is focussed on targeted work at Tier 2, with a significant number of the families just below the threshold of requiring Social Care services. Each team comprises:

- One Senior Parenting Practitioner who manages the team.
- Four Family Workers (former Family Intervention project).
- Two Parent Support Advisors.
- One part-time Job Centre Plus worker who is attached to the team.

Approval for three additional Family Worker posts is currently in process.

4.22 Family Workers do intensive work over a period of 6-9 months with a caseload of approx 8-10 families, using a 'Team around the Family' multi-agency approach to plan and implement a range of interventions to address whole family needs. This may include issues such as housing, debt, health, school attendance and anti-social behaviour.

4.23 Parent Support Advisors have a larger caseload of 15-20 families and carry out a greater number of shorter interventions lasting an average of 6-8 weeks.

4.24 All team members contribute to the delivery of evidence based parenting programmes and workshops, drop-ins, multi-family groups and other group based activities as well as managing their individual cases.

#### 4.25 **The Troubled Families programme - major driver for changes in service delivery**

The programme is being led by Prevention and Early Intervention Services. It has at its heart turning families around so that children are attending school and achieving, and parents are actively seeking work or training to gain new skills to enable them to return to the job market. Thereby, reducing young people wandering the streets, families where generations have never worked and higher incidences of crime. It also means that such families stop being such high cost to the taxpayer.

4.26 The project is in its development stage and Southampton has:

- Identified the 'Troubled Families Co-ordinator', as the Senior Manager for Prevention and Early Intervention.
- Undertaken analysis to convert the estimated 685 families into 'real and identified' families.
- Developed our business case to attract 40% government funding (Payment by Results).

4.27 The next steps will be to:

- Look for innovative approaches to address the challenge of the programme through the use of Family Common Assessments.
- Seek out new ways of working and new partnership working.
- Develop tracking and evaluating systems.
- Co-ordinate effort with the ESF support to families with multiple problems

#### **Alternative Learning Provision (ALP)**

4.28 The team provides specialist services to children, young people and their families who are not able to engage with mainstream or special school education. The curriculum on offer is broad. It is age and stage relevant. The ALP aims to provide an appropriate balance between academic learning and 'learning to learn'. All children and young people are supported during their transition back to mainstream school or college. **During 2010-2011 the ALP team worked with 218 children, young people and their families.**

4.29 Resources:

<b>Team/Service</b>	<b>2012/13 Funding</b>	
Alternative Learning	£2,404,800	School setting on two sites

4.30 ALP provides:

- Education for children and young people after the sixth day of permanent exclusion.
- Transitional provision for all children and young people permanently excluded from school.
- An individualised alternative programme for young people in Year 11 who have moved into the City and are not able to be registered at a mainstream school.

4.31 ALP provides additional services for which schools make a contribution:

- Intervention and reintegration programmes at KS1 - 3 and dual roll placements at KS4, for children and young people at risk of exclusion.
- Education of pupils in Year 11 who have ceased to attend school and the parent/carer wishes the young person to receive an alternative education that supports transition to college or employment.

4.32 In addition the ALP:

- Provides specialist support and advice on the impact of local policies on exclusion and reintegration.
- Support and guidance on school exclusion processes and procedures for schools and governing bodies.
- Takes an active roll in supporting pupils and schools through the In Year Fair Access and Primary Heads Inclusion Group processes, with an aim to place pupils effectively and appropriately within the mainstream setting.
- Hold the register for school-aged children in the care of the Local Authority to monitor and improve the attendance and attainment of these children and young people.

### **Tremona Road Hospital and Home Education Service**

4.33 Tremona Road is a medical PRU which provides education in three settings within the hospital as well as Outreach provision:

- Bursledon House staff work as part of a multi-disciplinary assessment team and pupils with a variety of acute medical conditions are taught on site. Pupils are resident during the week and may require rehabilitation and psychiatric investigation. The average length of stay is six weeks but often extends beyond that time.
- Piam Brown is the paediatric oncology ward.
- G level/Haemodialysis is the acute paediatric ward.

4.34 Resources:

<b>Team/Service</b>	<b>2012/13 Funding</b>	
Tremona Road	£455,400	Home and hospital tuition

4.35 The work is statutory, providing education for pupils who are unable to attend school for medical reasons. Children and young people aged 4-16 years of age are taught by the team. Close liaison with home schools is a key feature of the provision. All pupils are medically referred and are dual registered. They come from a wide geographic area including the Isle of Wight and the Channel Islands.

**The number of pupils taught varies on a daily basis and the average figure recorded on census day is 37.**

- 4.36 The Outreach team teach in a variety of settings including pupils' homes, children centres, libraries and accommodation in local schools.
- 4.37 Experienced education staff work as part of a multi-disciplinary team teach pupils with a variety of health problems who are all Consultant referred. Education is available for all pupils from day one of the hospital visit. Pupils are taught at bedside and in classroom settings. Staff work very flexibly and although based in individual areas, are often allocated throughout the service to meet the needs of the pupils.

### **Southampton Youth Offending Service**

4.38 The Youth Offending Service is required to work with young people aged 10–17 years who are in receipt of a formal statutory pre-court disposal, i.e. Reprimand, Final Warning, Youth Conditional Caution. The service works within the court providing assistance and advice to the court in respect of the bail and sentencing for young people, including pre-sentence report writing. The work with young people includes:

- Working with those sentenced in the community and in custody.
- Managing those subject to Multi-Agency Public Protection Arrangements.
- Enforcement of court orders, including breach.
- Delivering restorative justice interventions which take account of the wishes of victims of crime.

4.39 Resources:

<b>Team/Service</b>	<b>2012/13 Funding</b>	
Youth Offending Service	£733,700	City Council contribution to partnership budget totalling £1.1m

4.40 The Youth Offending Service works in partnership with the Constabulary in respect of the Youth Restorative Disposal (YRD), which allows for young people who have committed low level offences to be referred to the Youth Offending Service for assessment and intervention without receiving a criminal conviction. Those who fail to engage are referred back to the police for a formal sanction.

4.41 During the course of the year, the Southampton Youth Offending Service will work with around 200 young people.

### **Special Educational Needs (SEN)/Children and Young People's Development Service**

4.42 The SEN service delivers the Local Authority's statutory duty to assess and make provision for the needs of children and young people with SEN, as part of the Children and Young People's Development Service. The service includes:

- SEN team - SEN Officers and Assistants.
- Specialist Teacher Advisers - for Hearing and Visual Impairment.
- SEN Personal Advisers – for post-16 young people with SEN.
- Portage – pre-school home visiting service.

4.43 Resources:

<b>Team/Service</b>	<b>2012/13 Funding</b>	
Portage	£187,500	DSG funded
Specialist Teachers	£176,400	For children with sensory impairment
SEN	£3,989,100	Includes placements and additional support for children with SEN. DSG

4.44 The programme acknowledges that Local Authorities have an important role given that they already work closely to support and engage children, young people and.

**Inspire (Business Unit) for non-statutory services**

4.45 Inspire is the umbrella name for the Business Unit which delivers a range of non-statutory services, all of which are partially or wholly self-financing. These services can be purchased by schools or others within and outside the Local Authority. The services delivered include:

- Educational Psychology - training/non-statutory services.
- Education Welfare - training/non-statutory services.
- Speech and Language School Support and training.
- Ethnic Minority Services – training and bilingual support.
- Community Languages.
- Personal Advisers (careers guidance).
- Workforce Development

## SECTION 5: APPENDIX 1 -PREVENTION AND EARLY INTERVENTION SERVICES – CONTACTS

Group Service Area	Name	Job Title	Telephone Number	Email
Foundation, Family & Communities, Troubled Families, YOT	Lesley Hobbs	Senior Manager, Prevention and Inclusion	023 80 834120	lesley.hobbs@southampton.gov.uk
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Foundation	Pat Hoyes	Manager, Foundation Years	023 8083 2753	pat.hoyes@southampton.gov.uk
Alternative Learning Provision	Jane Smith	Headteacher, Compass and Melbourne Schools (Alternative Learning Provision)	023 8021 5320	head@pass.southampton.sch.uk
Home and Hospital Tuition	Liz Stuttle	Headteacher, Tremona Road Pupil Referral Unit	023 8079 6667	head@tremona.southampton.sch.uk
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Troubled Families	Sue Boniface	Strategic Parenting	023 8083 4056	sue.boniface@southampton.gov.uk
SEN	Julie Wharton	SEND Inspector	023 8083 3347	julie.wharton@southampton.gov.uk
Inspire	Julie Goodman	Senior Educational Psychologist	023 8083 3480	julie.goodman@southampton.gov.uk