

# **SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN**

## **WITNESS SUBMISSION**

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**Role:** Service Manager

**Organisation:** LBH Early Intervention and Prevention Services - Key Working Service

### **SUMMARY OF EARLY PREVENTION AND INTERVENTION IN HILLINGDON / ROLE OF YOUR SERVICE OR ORGANISATION**

Early Intervention and Prevention Services work with families who need our support so that they may develop the skills, knowledge and resilience required to be self-reliant and prosper.

We do this by securing the following:

- **Child and Family Development Services:** Securing and providing a range of early learning, childcare and family development services delivered through early years centres and children's centres;
- **Targeted Programmes:** meeting the needs of families by securing and providing targeted programmes of developmental activity that enable children, young people and families to develop the behaviours, skills and capabilities to avoid or overcome problems and risks;
- **Youth Offending Services:** meeting the needs of young people who have come to the attention of criminal justice agencies by delivering intervention and tracking services with a view to reducing the likelihood of further offending behaviour; and
- **Key-working Services:** Meeting the needs of families by providing integrated 1-1 support and challenge to enable them to overcome problems including those identified within the terms of the Troubled Families programme, those concerned with school absence and non participation in education employment and training.

### **How does your team prioritise outcomes for disadvantaged pupils?**

Schools are trained, briefed and encouraged to assess pupils who are at risk of poor outcomes via use of the Early Help Assessment (EHA) tool that Elected Members have previously considered in associated reviews. The offer of training has been disseminated via the Hillingdon Association of Secondary Head-teachers (HASH), Primary Forum and Headteachers' Briefing. From April 2014, 126 members of the wider Children's Workforce (i.e. not Council employees) have received training in the use and purpose of EHA and TAF.

If, as a result of EHA, a Team Around the Family (TAF) is deemed appropriate, schools lead on these processes for their own pupils. Should a school require additional support with these processes, the Key Working Service is in place to ensure that support is

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forthcoming to enable resident needs to be appropriately assessed and then a consented plan devised to deliver required outcomes. The Key Working Service, which sits within Early Intervention and Prevention Services (EIPS), works to achieve outcomes where risk, challenges, vulnerabilities and disadvantage require intervention to ultimately ensure that EIPS strategic priorities for residents are delivered.

**What kind of systems do you have in place to track the efficacy of interventions funded by the Pupil Premium?**

While Early Intervention and Prevention Services prioritise children experiencing difficulties, this applies to all children and families resident in Hillingdon and is not limited to children that attract Pupil Premium.

**What kind of strategies do you use to raise the aspiration of disadvantaged young people and why have you chosen those strategies?**

The service seeks to attend to wider family issues that may be impacting on the aspirations and achievement of disadvantaged young people. Local practice, based on research from sources such as National Foundation for Education Research (NFER), Munro recommendations, Early Intervention Foundation, Department for Communities and Local Government (DCLG) and the Department for Education has led the Key Working Service to focus on the following approaches in order to support families to overcome problems that may be impacting on the aspirations and achievement of disadvantaged young people within the family unit:

- Early Help Assessments;
- Team Around the Family;
- A 1 worker, 1 plan, 1 family model;
- Review and model of parenting domestic routines;
- Signpost to local services;
- House rules;
- Family relationship building;
- Mediation between parents;
- Advocacy;
- Benefits and housing;
- Healthy eating/cooking;
- Safe relationships (including DV, CSE, sexual health);
- How to play, read and interact;
- Community based work to model behaviour management for parents with their children;
- Clinical psychology formulation and consultation;
- Clear objectives embedded by regular challenge and encouragement consistently over an agreed period of time;
- Brokerage and mediation between schools and families;
- School attendance panels and legal intervention when necessary; and
- Enabling access to targeted programmes to attend to adolescent support and development needs including those that may be impacting on the aspirations and progression of vulnerable young people.

**Evidence of impact of services includes:**

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For 2014-15, 2,947 pupils were referred to the Participation Key-work Team for poor school attendance. Of that number, 2,462 were successfully closed as a consequence of enabling the young people in question to improve their attendance to the required standard. This represents 83.5% positive outcomes for families, including those with disadvantaged children.

For 2015/16 to date, 300 families received services from the Preventative Key Working Team. 132 are still being worked with and 117 out of 151 closed are for a 'stepped down' reason, representing 77.5% positive outcomes for residents.

### **EHAs undertaken**

April 14 - March 15 - 120

April 15 - Jan 16 - 149

**TAFs implemented** (This figure is for first time TAF meetings that we are made aware of with a TAF co-ordinator being present)

April 14 - March 15 - 102

April 15 - Jan 16 - 147

**EHA and TAF Training Presentations undertaken** (eg Safeguarding clusters, schools, team meetings)

April 14 - March 15 - Not recorded

April 15 - Jan 16 - 46

### **1:1 Training undertaken**

April 14 - March 15 - 53 people

April 15 - Jan 16 - 73 people

### **What can the Council or its services do to support the attainment of children from disadvantaged backgrounds?**

- 35% of all open cases to Intensive and Preventative Key Workers and TAF co-ordinators have a poor school attendance characteristic.
- This characteristic is not a solo one and is wrapped into wider challenges, which Key Workers and TAF co-ordinators work collaboratively with residents on a 1:1 basis through consented assessment; time bound action plan and review.
- The Participation Key Working Team introduced a process in September 2014 whereby schools report on a monthly basis their pupils who attend less than 90%, pupils removed from roll and pupils on part time programmes. These pupils form the focus of the Participation Key Workers consultations with schools and 100% of pupil characteristic need identified. Within this cohort, pupils at risk of exclusion are also identified to ensure services are in place to prevent this outcome.

- The current DfE consultation on Children Missing Education is proposing a very similar information exchange mechanism. Hillingdon will be well placed for this development due to its earlier local identification of need in order to identify and seek to protect pupils vulnerable to under achievement.
- Over and above delivery of its legal duties, the Participation Key Working Team is available for commissioning by academies. 96% of secondary phase schools and academies and 100% of primary phase schools and academies in Hillingdon now have a Service Level Agreement with the Participation Key Work Team.

**What kind of systems do you have in place to track the efficacy of interventions funded by the Pupil Premium?**

Early Intervention and Prevention Services do not record Pupil Premium against service participation.

**What kind of strategies do you use to raise the aspiration of disadvantaged young people and why have you chosen those strategies?**

Key Workers in Early Intervention and Prevention Services and other practitioners in the wider service provide opportunities for poor school attendees and young people not in education, employment or training (NEET) to develop their knowledge, confidence, self-esteem and life-skills, including expanding knowledge of further and higher education opportunities through 1:1 sessions and participation in targeted programme work. They also provide opportunities to explore desired career paths. 1:1 support with CV writing and effective applications, plus interview tips and practicalities may also be provided.

The Targeted Programmes area of the service provides bespoke programmes of informal learning for young people, which are targeted at disadvantaged young people and are designed to equip participants with the personal and social skills and aspirations to prosper.