



CHILDREN'S SERVICES SCRUTINY COMMITTEE

3 March 2016

SECOND DESPATCH

Please find enclosed the following items:

Item 1 Alternative Provision: Witness Evidence

1 - 14

(a) Evidence from witnesses

Gabby Grodentz and Kim Lawson – information on alternative provision / early intervention partnership work.

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ISLINGTON

Targeted and Specialist Children and Families Services

Paper to Children’s Services Scrutiny Committee	Meeting Date: 3 rd March 2016
Scrutiny Topic	Alternative Provision

Service	CIN (Children in Need) Provider Services – IFIT (Islington Families Intensive Team) School Improvement - Head of Alternative Provision
Authors	Kim Lawson Operational Manager, CIN Provider Services Gabby Grodentz Head of Alternative Provision Scott Strand Education Manager - SMAOS (Specialist Multi-Agency Outreach Services)

This document summarises the current progress in our Pilot Project running in partnership between IFIT and School Improvement to:

“Improve the provision of early help assessment and interventions for young people who may require alternative provision”

(Please see the Partnership Agreement (PA) between Alternative Provision and IFIT attached which outlines the main tasks and approach to meeting the Aim and Objectives below)

Aim:
Increasing the number of young people who are educated in mainstream school and reducing the demand on alternative provision. Ensuring that the needs of young people and their families are assessed and options to meet their needs explored and a whole family plan put in place.

The expertise and skills to achieve the aims are located across the Alternative Provision (AP) and Islington Families Intensive Team (IFIT) services, therefore a partnership approach between the two services and Islington schools was the agreed approach in July 2015.

The Pilot Project has been monitored through half termly Partnership Agreement Reviews, chaired by the Service Manager for Early Help.

Phase 1 Objectives:

1. To ensure that before consideration is given to alternative provision for young people, an early help assessment is carried out to consider additional needs, the wider family circumstances and what support has been provided by services or is needed.
2. To ensure that the early help assessment is holistic and encompasses needs, strengths and risks (particularly considering education and risk of ASB/offending).
3. To ensure schools have the confidence and capacity to carry out early help assessments to intervene early with young people who are not thriving in school and take preventative action to reduce the likelihood that alternative provision will be needed.
4. To reduce the numbers of young people in alternative provision by 25 young people per year in 2015/16 and 2016/17.
5. To reduce the numbers of young people in the AP cohort who are involved in ASB or crime.

Background to Islington Families Intensive Team (IFIT)

IFIT – what we do

IFIT works jointly with other agencies to improve outcomes for young people aged 10-18 who are deemed to be at significant risk of social exclusion including poor school attendance and exclusion from mainstream education, involved in / on the periphery of anti-social behaviour and/or offending, at risk of custody and those where there is risk of family breakdown and or eviction.

IFIT – who are we?

IFIT is a multi-disciplinary team with a broad range of training and experience, including Education, Child and Adolescent Mental Health, Family Intervention Work, Adult Mental Health and Education Training and Employment professionals.

IFIT – how we do it

Key features of IFIT model include:

- Support for the whole family
- Delivering parenting interventions to increase parental control and supervision
- Intensive, assertive outreach approach – minimum of two face-to face visits weekly
- Goal focussed intervention based on local and national evidence base of services effective at engaging hard to reach families
- Multi-agency joint working approach
- Weekly group supervision
- Delivered in the family home and community, outside of office hours where required
- An intensive intervention, lasting up to a year if required

Progress Summary of Phase 1 Objectives

(See Point 1 of Partnership Agreement)

In September 2015 three pilot schools were identified to be part of the programme to reduce the number of young people referred to Alternative Provision (AP) in Islington by targeting Year 9 pupils.

These schools were: Holloway School,
 Mount Carmel School
 Highbury Grove School

Holloway school was approached due to the high number of referrals to Alternative Provision that the school has made historically.

Mount Carmel was approached due to it being under subscribed, resulting in the school receiving pupils with more challenging behaviour from other Islington Schools, and also schools from neighbouring boroughs. It was our assessment that this could then result in a higher number of referrals to alternative provision and suggested a school community that may respond well to an increased offer of integrated whole family support.

Highbury Grove declined the offer to be part of the programme as they identified that they already offer additional support to students at risk of AP through the 'Think Forward' Programme.

St Aloysius School was then approached; however they also chose not to be part of the pilot programme at this point in time.

Therefore to date two secondary schools are part of the pilot and a third school, Elizabeth Garrett Anderson (EGA), recently directly approached us to become part of the Pilot.

In summary, the above three schools have all shown a great deal of enthusiasm and commitment to take part in the Pilot Programme, and we are beginning to see some offshoot benefits to the school pastoral system through our co-location of resource.

(See Point 3 in Partnership Agreement)

In November 2015 Mount Carmel and Holloway School identified Year 9 pupils who they deemed at risk of AP. IFIT managers alongside the school link to AP reviewed the pupils identified, and established both previous / current agency involvement and whether further referrals for family work was needed.

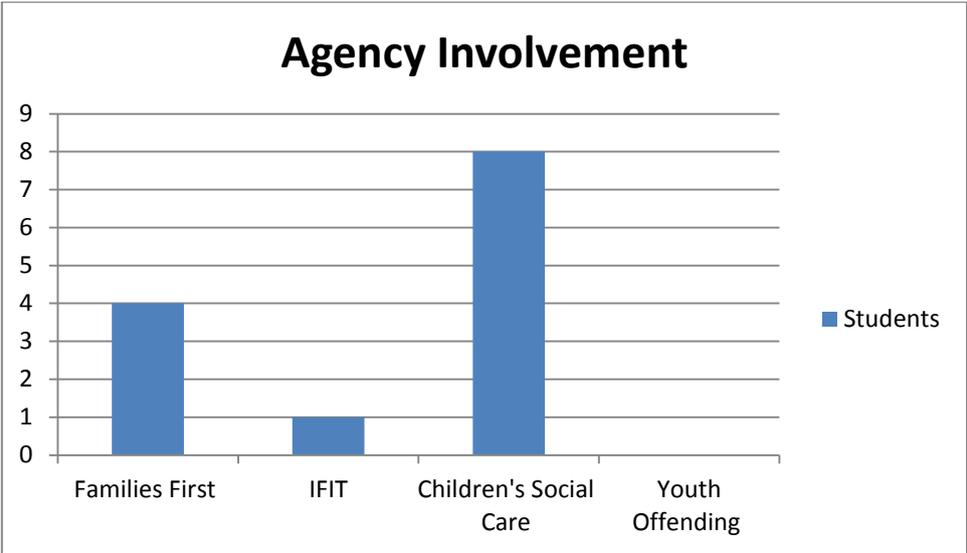
These meetings have been set up to run monthly to allow continued monitoring and review any new pupils the schools have identified, and offer continued support to the schools in signposting pupils to appropriate agencies.

Mount Carmel: Analysis of students identified at risk of AP

Mount Carmel initially identified 16 Year 9 students who they deemed as at risk of AP.

Analysis:

- 8 of the students / families had Children’s Social Care involvement at some point in their lives, 4 from Families First and 1 from IFIT.
- No students were involved with the Youth Offending Service at the time of identification as at risk of AP.
- 3 of the students lived outside the borough of Islington and had joined the school in either Year 8 or 9.
- 2 students had older siblings who had previously been referred to AP.

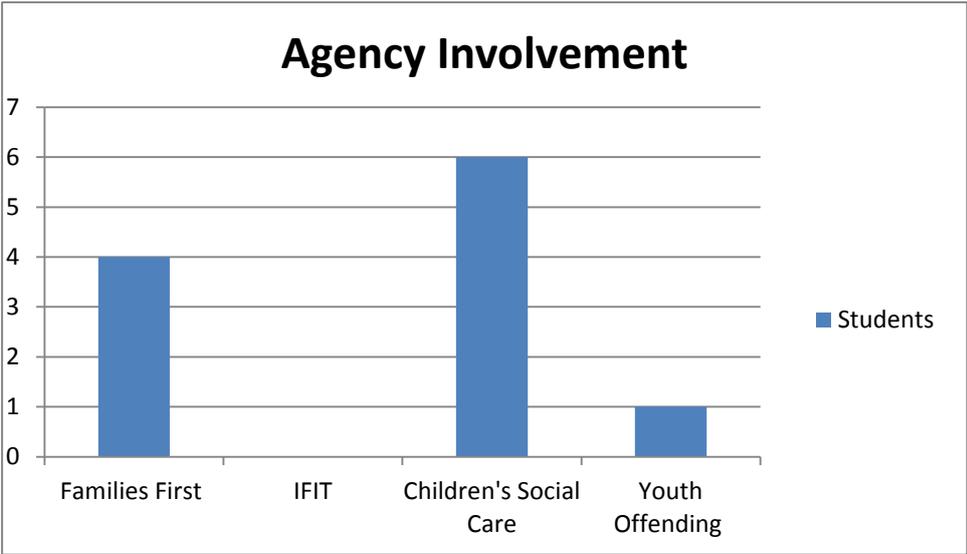


Holloway School: Analysis of students identified at risk of AP

Holloway School initially identified 10 Year 9 students and 3 Year 8 students who they deemed as at risk of AP.

Analysis:

- 6 of the students/families had Children’s Social Care involvement at some point in their lives, 4 had Families First involvement.
- Only 1 student has had Youth Offending Service involvement.



Support in schools by IFIT
(See Point 7 in Partnership Agreement)

A Family Intervention Education Co-ordinator was recruited in December 2015 to offer additional level of support / advice to the pilot schools alongside the IFIT Education Manager / DTM. The role focuses on supporting schools to complete Early Help Assessments, liaising with existing professional networks and offer a full IFIT intervention to up to five families for pupils at risk of Alternative Provision.

We were not successful in recruitment to the post first time round; this is likely due to timing, as the funding became available during school holidays; also the length of contract available being very short term – initially only until July 16, and finally the specialisms required of the post holder, working in schools, expertise with educationally disaffected pupils, and family intervention and parenting work skills in the community.

The new Co-ordinator has 4 identified families, 1 is fully engaged, 1 recently signed up and 2 are pending.

We have an anonymised case study that we can present should the Scrutiny Committee like more detail of the needs presenting with families and the work being offered.

In addition to the direct work roles, the new Co-ordinator has made significant inroads in the TAS (Team around the School) integration focus of the post. At Holloway and Mount Carmel the Co-ordinator is attending regular TAS and Inclusion meetings across years 8, 9 and 10, triaging pupils presenting need and their families, and signposting to other services when appropriate. We are assisting schools in their approach to completing EHA's and interacting with the Children's Services Contact Team.

Arrangements have been made for the Co-ordinator to join the EGA TAS meeting next week.

We are seeing an early impact in this area of raising the profile of TAS and Inclusion meetings, in particular increasing the frequency in one school. We are also in one school supporting the integration of other existing school pastoral roles further into their TAS meetings.

The Co-ordinator is liaising with other school support workers, such as counsellors, as a means enabling some joint sessions with pupils and families, to extend the access to whole family interventions.

Research has also been completed to identify agencies that the schools can refer to if the student and their family live outside the borough of Islington as from our initial meetings this was an issue for the schools.

In addition to the support being offered to the two pilot schools, IFIT are in the process of allocating a Family Intervention Worker to each secondary school within the borough. This will allow attendance at and co-ordination of the TAS meetings where schools will be encouraged to present pupils who they have concerns around e.g. attendance. With the support of the TAS network, appropriate support services can be identified for both the pupils and their families.

Use of Early Help Assessments by schools
(See Point 6 in Partnership Agreement)

A key part of this project is for schools to complete Early Help Assessments for all pupils they want to refer to AP alongside the existing Pupil Passport. This will give a much fuller picture of the needs of the pupils they are referring by identifying previous interventions and what on-going support is already in place and future support. The engagement of schools in undertaking Early Help Assessments remains low.

Outcomes

Many of the Outcomes associated with the Pilot Project require a further period of time to allow any meaningful impact analysis.

Our work with two schools identifying those in Year 9 at risk of AP began in September 2015. We will look to evaluate the end of Year 9 education placements for those pupils as part of the Impact Analysis relating to prevention. We will include Year 9 pupils identified as at risk of AP through EGA, who are now joining the Pilot.

Due to the short 2.5 month period since appointment to the Family Intervention Education Co-ordinator post, it is not possible to report as yet on outcomes relating to impact such as preventing Alternative Provision through whole family interventions through this post. This will be measured for all families worked with over time.

A recent audit confirms that there are 18 families with a pupil attending Alternative Provision currently receiving an IFIT intervention through the usual service provision. We can use the outcomes data routinely collected from IFIT to assist in our monitoring of reducing the level of exclusions from AP and increasing the level of attendance.

In relation to impact of offending, the pupils identified as at risk of AP by the 3 schools are not currently on offending orders. More analysis could be undertaken to see if they have an offending record historically, and if any siblings do.

The previously established links between IFIT and the Head of Alternative Provision, and the Provider Services relationships with education support services in schools, have proven essential to the success of our integration with the 3 pilot schools.

Barriers to the project

- How to support the schools in managing pupils who don't live in the borough of Islington.
- Schools are still actively referring Year 10 pupils to AP throughout the academic year.
- Schools not completing satisfactory number of Early Help Assessments.

Risks to the project

- Funding for the Family Intervention Education Co-ordinator post is only until December 2016 and our capacity to implement **Phase 2** of the Pilot Programme, including integration of the model into further schools, is severely jeopardised should continuation funding not be identified.

- As schools are scrutinised more regarding the referrals they make to AP there is the risk that they will arrange their own AP for their pupils.
- Ensuring schools agree to be part of the project as we expand into Phase 2.
- Having enough resource to manage the implementation and partnership work to support additional schools engagement.

Service recommendations for the future

- Ensure funding is agreed to continue and expand the service.
- Evaluate the Outcomes of the Pilot Project as set out in the Partnership Agreement, and undertake some qualitative interviews with stakeholders – including schools and families that have received the service.
- Work with secondary schools to identify students earlier in Years 7 & 8.
- Set a cut-off date for schools to refer Year 10 pupils, in exceptional circumstances set up a panel similar to SEB which will allow schools to present cases.
- Review all Year 8/9 pupils on YOS orders or open to TYS (Pre court disposals) and review if a family intervention is needed.
- Further analysis of the involvement of Children's Services in families prior to pupils being identified for AP. Was there engagement? Was it the right service, at the right time (Early Help Pledge)?
- IFIT to offer in house training to schools around working with and engaging parents.

Authors:

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Gabby Grodentz

Date: 1.3.16

Improving the provision of early help assessment and interventions for young people who may require alternative provision

Partnership Agreement between AP/IFIT (draft 0.2: 10/6/15)

1. Background

Principles:

That mainstream provision generally provides the best opportunity for students to achieve to their full potential. Alternative provision should be sought only where attention has been given to providing early help and all other options in school have been tried and failed.

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

That effective early help requires local agencies to work together to identify young people with additional needs, undertake an assessment to identify additional needs, and to provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.
(*Working Together 2015*).

That young people who are struggling in school are at higher risk of becoming involved in ASB and crime and therefore that any approach should be preventative and take a whole family.

Aim:

Increasing the number of young people who are educated in mainstream school and reducing the demand on alternative provision. To do by ensuring that the needs of young people and their families are assessed and options to meet their needs explored and a whole family plan put in place.

As expertise and skills to achieve the aims are located across the AP/ IFIT services, a partnership approach between the two services and Islington schools is the agreed approach.

Objectives:

1. To ensure that before consideration is given to alternative provision for young people, an early help assessment is carried out to consider additional needs, the wider family circumstances and what support has been provided by services or is needed.
2. To ensure that the early help assessment is holistic and encompasses needs, strengths and risks (particularly considering education and risk of ASB/offending).

3. To ensure schools have the confidence and capacity to carry out early help assessments to intervene early with young people who are not thriving in school and take preventative action to reduce the likelihood that alternative provision will be needed.
4. To reduce the numbers of young people in alternative provision by 25 young people per year in 2015/16 and 2016/17.
5. To reduce the numbers of young people in the AP cohort who are involved in ASB or crime.

2. Target group for the support

Young people for whom schools are currently requesting alternative provision.

Young people identified by schools, the local authority or other children and families practitioners as struggling in school and at risk of exclusion or of requiring alternative provision in the future (i.e. earlier identification).

For out of borough residents, the service can offer help to schools to carry out their own early help assessments, but cannot provide direct family support, this would be sourced within their borough of residence.

3. How will the objectives be achieved and who will do what?

Phase 1

- 1) By end of school term in July 2015, visit to three identified pilot schools, **by Head of AP and IFIT Education Manager to meet with school Senior Leader (person in charge of inclusion)** and where appropriate Director of Learning. To introduce project, and arrange meeting in September 15 where schools will bring names of pupils entering Year 9 that they assess as at risk of alternative provision in year 10.
- 2) Repeat prevention of AP meeting in Spring term 2016 (January) in Pilot schools, as above.
- 3) Screen all pupils and their families (all schools) on AP list for September 15, identify any families who have not had a family assessment (early help or statutory) and where additional services may be required, e.g. Families First, IFIT. **Head of AP, SMAOS Education Manager and IFIT (NRC) DTM.** Approach lead professional, or school lead to establish best way to engage young person and family in appropriate services.
- 4) Prioritise existing alternative provision pupils and incoming pupils who require intensive support during the year into IFIT generic teams. Conduit via **IFIT (NRC) DTM.**
- 5) Schools to be informed by **Schools and Young People's Services Senior Management** that all access to Alternative Provision from September 2015 will require an Early Help Assessment and that assistance is available in completing the assessment – see next point.
- 6) Offer assistance in the completion of Early Help Assessments (all schools) for pupils at risk of alternative provision. Initially **IFIT (NRC) DTM**, and eventually with assistance of incoming **Family Intervention Education Co-ordinator.**
- 7) Recruit to additional post in IFIT, Family Intervention Education Co-ordinator (FIEC). **Head of AP, IFIT DTM and SMAOS Education Manager.**
- 8) Allocate up to five IFIT cases to **Family Intervention Education Co-ordinator.**
- 9) Equivalent one day per week to be spent by **FIEC** with Alternative Provision Team and schools assisting in embedding the whole family approach.
- 10) Review AP Passport alongside Whole Family Assessment format to avoid duplication in information requested from schools. **Head of AP and IFIT (NRC) DTM.** (To ensure information currently obtained through the AP Passport is built into prompts in system design for the next Early Help Module. System changes cannot be achieved until new Early Help Module is available in 2016).
- 11) Attend Year 10 Group Meetings (all schools) to offer support and advice on pupils with complex education and social needs, to assist avoiding in-year AP admissions. **Head of AP and SMAOS Education Manager.**
- 12) Join existing AP, TYS and Health and Wellbeing Curriculum Project considering group / classroom work around early intervention and prevention of ASB. **IFIT (NRC) DTM.**
- 13) Research targeted and IFIT type services in bordering boroughs to update school inclusion leads. **IFIT (NRC) DTMs.**

Phase 2

- 1) Deliver Year 9 prevention model into all remaining (non-pilot) secondary schools, including preparation meetings in July 2016, and 2016/17 Year 9 Autumn and Spring Term identification and prevention meetings.
 - 2) All other tasks and new offers to continue in Phase two after some review of delivering in first two terms.
- ❖ Gabby Grodentz with Schools and Young People's Services Senior management to identify and agree pilot schools

4. Target numbers of young people/ families.

- ❖ Increase in number of AP students and their families receiving targeted and specialist intervention services (FF and IFIT)
- ❖ Increase in number of Early Help Assessments in schools in 2016/17
- ❖ All AP young people to be monitored in relation to the Stronger Families 'family problem' areas

5. What will each service offer to the partnership?

Desk/office space	AP and IFIT
Administrative support	IFIT
IT services	LBI
Access to training	INSET connected to AP and LBI
Meeting rooms	Laycock Street and 222 Upper Street
DBS checks	LBI
Professional/ clinical supervision	IFIT NRC DTM and monthly 3 way meeting with Head of AP
Team meetings	AP TAS fortnightly IFIT Monthly

6. Lead managers

AP Service

Name	Gabrielle Grodentz		
Role	Head of Alternative Provision		
Tel. No.	0207 527 5195		
e-mail:	Gabrielle.Grodentz@islington.gov.uk		
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IFIT

Name	Scott Strand and Ross Alderton		
Role	Education Manager and IFIT (NRC) DTM		
Tel. No.	02075276163		
e-mail:	Scott.Strand@islington.gov.uk		
Address	Laycock Wing, Second Floor, 222 Upper Street, London N1 1RX		

7. How will the AP Early Help Project be monitored/ evaluated?

a) Key outcomes to be achieved and by when:

- ❖ Reduction of number of AP pupils by 25 in the first year (2015/16) and by a further 25 in the second year (2016/17). (Number of pupils identified at risk of AP that are diverted from it and maintained in mainstream).
- ❖ Reduction in number of actual AP pupils.
- ❖ Increased levels of attendance for those at AP (e.g. appropriately placed in AP).
- ❖ Reduced exclusions from AP.
- ❖ Reduction in offending/ reoffending/ ASB by AP cohort.

b) Who will be responsible for monitoring and evaluation?

Stronger Families Board alongside all of SMAOS, bi-annually, presented by Kim Lawson, Operational Manager CiN Provider Services

Gabrielle Grodentz to report to Jeff Cole and Mark Taylor on a quarterly basis, the number of families targeted and the number successfully engaged. Updates will also be given at the secondary SEB on a monthly basis.

8. Funding arrangements / contributions from services

One officer, plus management costs and overheads = 51,070