

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

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IFIT

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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