



SiE
Early Help Task and finish group
Update

Cultural shift required

Data indicates low numbers of Early Help Assessments amongst some partners

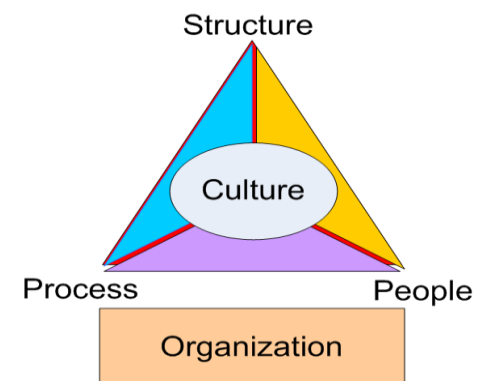
Partnership review identified barriers:

- Some practitioners view the Early Help Assessment as a cumbersome tool, to be used as a referral mechanism to access Children's Social care
- Practitioners report lack of clarity about when to use early help assessment processes
- Lack of confidence on the part of some staff to engage with families around difficult issues
- Strategic and operational support required

WHAT

WHEN

HOW



EHA Data 2020


- Data shows low numbers of EHAs from EYs partners (Nursery/Pre School/Health visitors/midwives) as well as Police
- Priority to address Early years due to importance of first 1001 days/school readiness.

Agency	2020
Education – Primary	609
Education – Secondary	327
Nursery/Preschool	26
LA Services – LCSS worker	217
Health - Health Visitor	44
Health - Midwives	3
Health Services- other primary health	35
Health – School Nurse	6
Health - CAMHS	27
Family – self	30
Police	2
Voluntary Sector	3
Housing	0

Actions

- Strategic expectations set out in Childrens Trust and CEDR performance frameworks to achieve year on increases of EHAs
- Multi-agency group to review EHA form
- Multi-agency Review EHA training
- Increase online resources for practitioners and families
- Threshold of need document has been updated
- Bespoke early help training delivered to Police, whole Health Visitor service, plan in place for bespoke Midwifery training.
- EHAs as part of support offered to Universal Partnership Plus families (higher level of vulnerability)
- Bespoke Early help training and joint work with Early years services to raise awareness and embed use of Early help support within the sector

Actions continued

- Extended remit of early help networks.
 - Pathway for parents with additional needs developed and rolled out
 - LCSS and LADO service piloted 1:1 supervision for education staff .
 - Neglect audit tool and action plans for schools developed
 - Multi-agency early years performance framework and dashboard developed.
 - Strong relationship between children with disability team and LCSS
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Impact

	2017	2018	2019	2020	2021 (To date)
Total EHA's	1233	1480	1935	1684	1826

Year on year increases in completion of Early Help Assessments and increased TAF processes

Since Jan 2021 EHAs increase on 2020 figure and are already nearing the overall total of 2019.

Increase in early years EHAs

- **Community Early Help support in Oxfordshire:**
 - 1268 Children – Supported by LCSS
 - 1160 Children supported through Community TAFs (led by partners)
 - 577 EHAs currently being reviewed
 - 3005 total Children being supported at Early Help Preventative level
- Increase confidence reported



How Education Services
in Oxfordshire are
supporting families
through early help
processes.

Early intervention and prevention has avoided 282 permanent exclusions during 2019-21

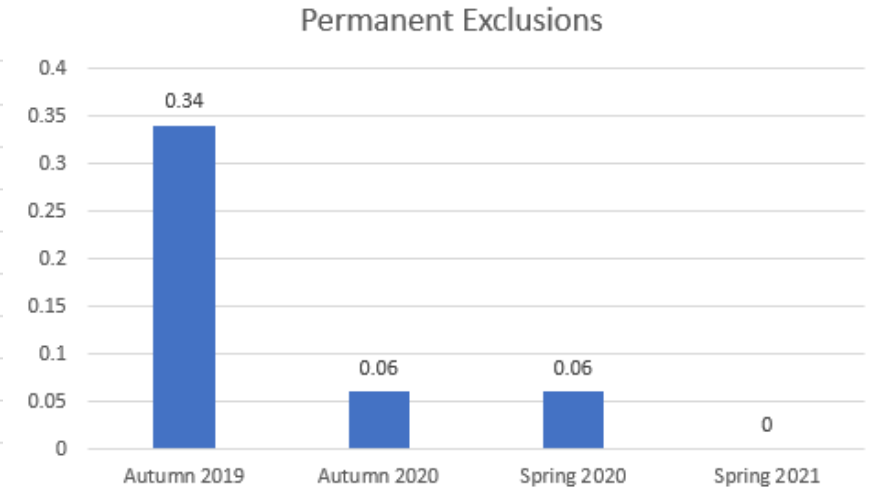
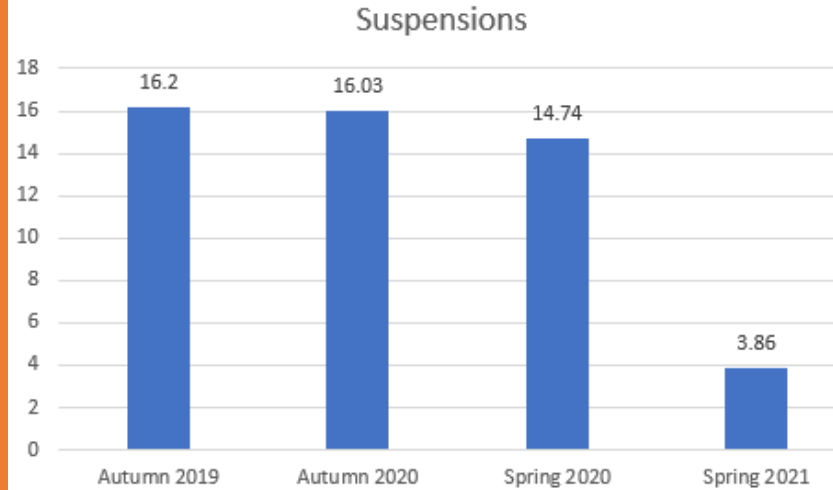
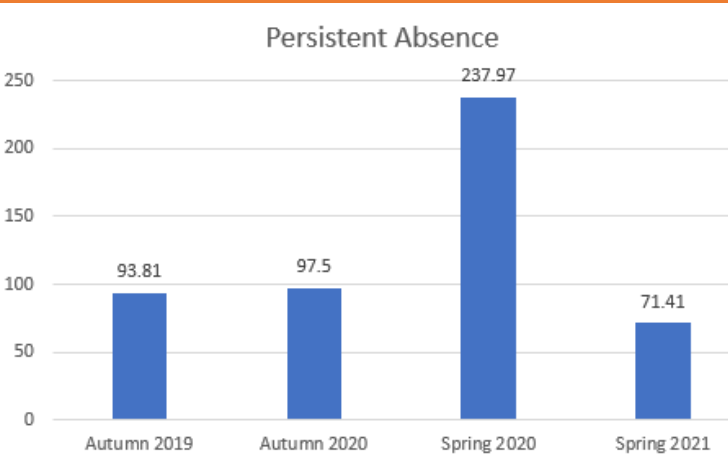
Year	Total PEX	Early intervention
2019/2020	66	No data
2020/2021	19	282



Restorative Practice

42 settings (10 secondary and 32 primary) received Restorative Practice training during 2020-21.

See below outcomes for RP trained schools:



- Data is based on average figures.
- Summer 2020 to Summer 2021 comparisons impacted by COVID-19 lockdown as no data available for Summer 2020.

Training

- Recognising that Attendance is a whole system responsibility to optimise for children at risk of poor attendance
- Action - Attendance and exclusions training with schools via Attendance Network meetings and In Year Fair Access Panels advocates for use of EHAs.
- Education has been better wrapped into Neglect and Early Help training for all partners.
- Education training has been delivered to 150+ CSC staff and managers
- Impact as of 8th September 2021 (mindful that secondary schools have not all returned and Covid impact on untested primary school children)
- Overall attendance - 89.4%
- Primary - 94.3%
- Secondary - 81.2%
- Special - 90.0%
- Attendance of pupils with social worker – 97.0%
- This represents a positive start to the term, building on Oxfordshire exceeding national averages for attendance last academic year.

Attendance

Attendance Officers have been delivering door knocks and prevention case work during the pandemic to sight children deemed vulnerable when not attending school.

Action - Given that early help is now built into their processes, referral for EHA has been assured as required. C.250 have been recommended to schools by Learner Engagement Attendance Officers.

Impact

- 2019/20 academic year – Only Autumn term was published by DfE. Internal figure for Oxfordshire for terms 1-4 (as schools were closed for the majority of the rest of the year) 94.8%
- 2020/21 – Autumn term has been published. Oxfordshire 95.7%. National 95.3%
- Provisional Oxfordshire figure for the whole year is 94.7%

Gaps and future plans...

Still lots to do

- Continuous and relentless focus on importance of multi-agency responsibility to identify vulnerable children and families as early as possible and put the right support around them in a timely way to enable children to achieve potential & prevent escalation.
- Senior Manager has been appointed to provide strategic focus lead and drive this work forwards next 12 months.

